

UNIVERSITY AT STONY BROOK • SUNY CURRENTS

— F O C U S —

STATE OF THE
UNIVERSITY

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VOLUME 7, NUMBER 22

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University to Examine Demand for Child Care

President John H. Marburger has asked a special task force to define the current and anticipated child care needs of the university community. As part of that effort, a questionnaire will be distributed in early October to many university employees and students.

The task force requests that those receiving the questionnaire complete it, even if they do not have a need for child care services at this time. The results of the study will be made available later in the year.

Completed forms should be returned by campus mail to Larry Daley, Office of Institutional Studies, ZIP 0201.

Good news and bad news as Stony Brook girds for the 1990s

New VPs Assess the Challenge

With the recent appointments of Tilden G. Edelstein, Glenn Watts and Harry P. Snoreck, three national searches to fill senior administrative posts at Stony Brook have come to a close.

• As provost and academic vice president, Edelstein is the university's chief academic officer. He came to Stony Brook in July from Rutgers University, where he had been dean of the Faculty of Arts and Sciences.

• As vice president for finance and management, Watts is the president's principal deputy for all financial matters. He arrived in April to assume direct responsibility for the budget and comptroller's offices, environmental health and safety, and human resources.

• As vice president for campus services, Snoreck assumed a newly-structured position responsible for all plant operations for the academic and health care facilities on the East and West campuses, public safety, facilities engineering, vehicle maintenance, transportation services, purchasing, mail distribution, central stores and warehousing, and auxiliary services. He joined the university in June.

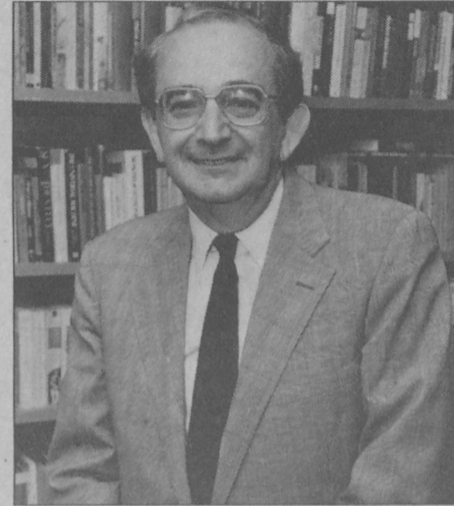
In the following interview, conducted by Currents in late August, these newest members of the university's administrative team share their thoughts about Stony Brook and the responsibilities they have accepted.

CURRENTS: All of you left one large public research university to take a new position at another large public research university. How do each of you perceive the challenge you have accepted here? And what was it about this challenge that you found most attractive?

EDELSTEIN: Among the three of us, I've travelled the shortest distance to come to Stony Brook, having just moved from one adjoining state to another. New York and New Jersey are very different, but in many ways also are similar. I was attracted to Stony Brook because it has a remarkable reputation as a university that is new and vital—a place to which Rutgers often has turned in recent years in attempting to recruit excellent faculty.

Stony Brook has done a lot of very good things right. My sense has been that there is still plenty of room for me to accomplish much. Additionally, moving from being dean of arts and sciences at Rutgers to provost and academic vice president here was an opportunity for me to have increased impact on a university.

At Rutgers, money, in recent years, was allocated chiefly into science hiring and science buildings. While we are indeed going to maintain and strengthen the sciences here, a great challenge is to help make Stony Brook a truly comprehensive university for undergraduate and graduate students by enhancing the social sciences and humanities—areas where I have a good deal of expertise.



Tilden G. Edelstein



Glenn Watts

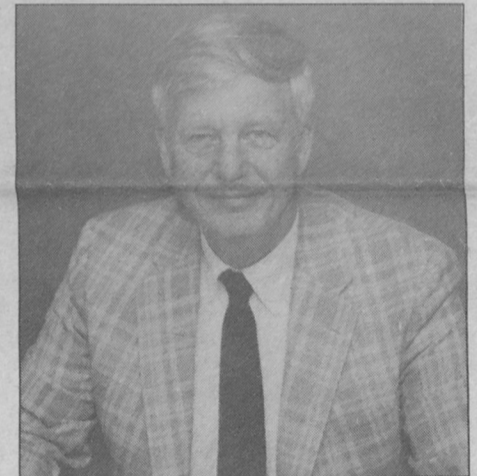
SNORECK: This university's reputation, as Tilden mentioned, is very impressive. Everyone I talked to said, "Wow, you're very fortunate to go to a place like Stony Brook." Stony Brook has a truly national reputation; it's regarded as a tremendous place.

Like Tilden, I found here a chance personally to have a wider and a greater depth of responsibilities, which I enjoy. We had gone through a building program at West Virginia University in which we actually had put in five new buildings, two of which were complete colleges. And we also had gone through an era of repair. I was very happy about what had happened during my seven years there, and I was kind of excited to come to an organization that has been through a heck of a building cycle and is now in dire need of a repair cycle.

When I talked to the folks here at Stony Brook, I was very impressed that the faculty was part of the driving force that was looking for a reorganization so that their maintenance could catch up with their building program. So for me, it was a heck of a challenge. I think that if all goes well, it will be very rewarding personally to see if we can't take care of Stony Brook.

WATTS: I have to say first that I was very impressed with the faculty and staff on the search committee and with the president; I am very impressed with the people I have met here. This university has a reputation for very good faculty and staff, and this is the basis for its excellent academic reputation. But as a relatively young institution, it has some problems I thought I could help resolve. I think these problems can be solved, and we are starting to make some progress on them. These are not problems that are going to be resolved in the next six months, but certainly within five years. I think things are going to get better, and they are going to get better on a fairly broad front.

I have seen responsiveness in Albany. There are people there who want to help us, and—if we do our jobs—I think they will help us. There are campus people who want to make things better here. So, yes; I think we can do it, and we will do it.



Harry P. Snoreck

CURRENTS: Have you had time to establish immediate priorities for your operations? If so, what are they—and do they differ from your long-term priorities?

EDELSTEIN: Since ours is an educational enterprise, a short-term priority also can be a long-term priority, especially in our obligation to improve both the image and the reality of the quality of public higher education. Today, all public research universities are being pressed to prove that they are not simply being rhetorical when they say there is a relationship between research and undergraduate teaching. Our immediate challenge is to make sure that our advantages as a research university are communicated to the public and extended to undergraduate education.

In fact, this is not only a matter of doing what is educationally necessary, but making sure that people know we've done it. We have an important challenge, for example, to make certain that people know that—while by definition we are a large institution—we nonetheless hold undergraduate learning as a premium. This is both an immediate and long-term issue in that we need to attract a diverse student body for next year and future years. The problem is more dramatic in the Northeast because the habit of sending a student to a state university is less entrenched here than in other parts of the country. So the

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ALMANAC

KUDOS



Diane M. Doran

Diane M. Doran, a graduate student in the Department of Anatomical Sciences, has been selected to head the Karisoke Research Center in Africa made famous by the late Dian Fossey's "Gorillas in the Mist."

A doctoral candidate, Doran will be the only person—ever—to have studied all three species of African apes. "She will have a unique and objective perspective on our origins," said Randall Susman, associate professor of anatomical sciences and Doran's thesis advisor. He calls Doran's work essential to understanding human evolution.

The Karisoke Research Center, supported by The Digit Fund and Morris Animal Foundation, is in the Virunga Mountains of Rwanda.

Doran served in the Peace Corps in the Dem. Rep. of Zaire and later studied chimpanzees in the Congo and the Ivory Coast. She leaves for the center Oct. 20 to live two years in the tropical rain forest without electricity or running water.

Her appointment has generated considerable media attention, specifically from ABC's "Good Morning America," National Public Radio, the *New York Times*, and Associated Press.

Phyllis Barth, information processing specialist for Graphic Support Services, was named a Paul Harris Fellow, an award given to outstanding community leaders by the Smithtown Rotary Club.

Barth was cited for her contributions to Girl Scouts. Thirteen years ago, she founded Smithtown's Ranger Explorer Post 746, which specializes in wildlife management and environmental education. To mark her achievement, the club donated \$1,000 in her name to Rotary International.

Myrna Adams, assistant vice provost for research and graduate studies, has been named to an Association of Colleges and Universities of the State of New York (ACUSNY) steering committee to examine the issue of minority representation in faculty positions.

The Carnegie Corp. awarded ACUSNY a \$22,500 planning grant for a multi-year, inter-institutional project to increase the number of minority faculty at New York institutions by increasing the number of minority students prepared for and seeking academic careers.

Mary Vogel, assistant professor of sociology, received a \$10,000 award from the Dr. Nuala McGann Drescher Affirmative Action Leave Program to prepare a manuscript on the social origins, consequences and dynamics of plea bargaining in the American court system between 1830 and 1920. The grant was awarded by the New York State/United University Professions Joint Labor-Management Committees.

Lalita Balasubramian and Rajesh Tiwari, graduate students in the Department of Materials Science and Engineering, received the first S. Michael Ohr Teaching Assistantship awards. The award is presented to teaching assistants in the Department of Materials Science and Engineering who demonstrate outstanding teaching ability and commitment to the



HSC PHOTOGRAPHY SERVICES

Simons Scholarship Recipients

The Office of Undergraduate Studies recently announced the recipients of the Simons Scholarship which is awarded to incoming freshmen who show exceptional academic promise. Seated, from left; Andraia Milazzo; Cathleen Quinn, Scott Bronson; and Gali Anaise. Standing, from left; Jim and Marilyn Simons (who established the scholarship); Brooke Stranburg; Michelle Chang; Lori DiLorenzo; Subroto Paul, Steven Sandberg; Egon Neuburger, vice provost for undergraduate studies *pro tem*; and Donna DiDonato, academic adviser.

academic mission of the department.

The awards were made possible through a fund established in memory of S. Michael Ohr, who served as chair of the department from 1985 until his death in 1988.

Felix T. Rapaport, professor of surgery and chief of the transplantation service at University Hospital, received the first Samuel L. Kountz Award for his efforts in advancing the cause of transplantation in blacks.

The award, named after the late Samuel L. Kountz, the first black transplant sur-

geon and former chair of Downstate Medical Center's surgery department, is sponsored by the Howard University Transplant Center and the National Institute of Diabetes and Digestive and Kidney Diseases.

TRANSITIONS

Monica Roth, director of the Office of Disabled Students, has been named acting director of the Office of Affirmative Action, succeeding Marion Metivier-Redd who left Sept. 15 to become executive officer for Equal Opportunity and Affirmative Action at the University of Vermont. Metivier-Redd was also special assistant to the president for affirmative action.

A special advisory committee on the Affirmative Action Office has been formed by President Marburger to review the responsibilities of the office and the Special Assistant, develop a job description and search for a successor. Sociology professor Diane Barthel is heading the committee.

Egon Neuburger has been named vice-provost for undergraduate studies *pro tem* for the current academic year, succeeding Aldona Jonaitis, who has become vice-president for public programs at the American Museum of Natural History in New York City.

Neuburger, an economist, served as dean of the division of social and behavioral sciences from 1982 to 1988.

Robin Rabii, former assistant director of the Payroll Office, has been named director of the Payroll Office.

In his role as director, Rabii will be responsible for the overall supervision and direction of the Payroll Office. His major responsibility will be to improve the payroll operations through office automation.

1989-90 New Deans and Department Chairs

<i>College of Arts and Sciences</i>	
Abdul Alkalimat	Acting Director, Africana Studies
Frank Anshen	Chair, Department of Linguistics
William Arens	Chair, Department of Anthropology
Lou Deutsch	Chair, Dept. of Hispanic Languages & Literature
Sarah Fuller	Acting Chair, Department of Music
Mark Granovetter	Chair, Department of Sociology
David Hanson	Chair, Department of Chemistry
Eugene Katz	Dean, Division of Biological Sciences
Blaine Lawson	Chair, Department of Mathematics
William J. Lennarz	Chair, Department of Biochemistry
James Rubin	Chair, Department of Art
<i>Institutes at Stony Brook</i>	
Marvin Geller	Director, Institute for Planetary Atmospheres
John Milnor	Director, Institute for Mathematical Sciences
<i>College of Engineering and Applied Math</i>	
James Glimm	Chair, Department of Applied Math and Statistics
Kenneth L. Short	Chair, Department of Electrical Engineering
Edward E. O'Brien	Chair, Department of Mechanical Engineering
<i>School of Dental Medicine</i>	
Robert Renner	Chair, Department of Restorative Dentistry
<i>School of Medicine</i>	
Thomas Cottrell	Chair of Management Committee, OB/GYN
Leonard Kleinman	Acting Chair, Department of Pediatrics
Jack Stern	Acting Chair, Department of Anatomical Sciences
<i>School of Social Welfare</i>	
Frances L. Brisbane	Acting Dean, School of Social Welfare

Currents, serving the extended community of the University at Stony Brook, is published monthly during the academic year by the Office of Public Relations, 322 Administration Building, University at Stony Brook, Stony Brook, N.Y. 11794-0605, (516) 632-6310. Subscriptions are available for an annual mailing fee of \$4. Checks should be made payable to the University at Stony Brook.

Vicky Penner Katz: USB Administration
Sue Risoli: Biological Sciences, Engineering, Marine Sciences Research Center, Physical Sciences and Mathematics
Wendy Greenfield: University Hospital, Social & Behavioral Sciences
Tamar Asedo Sherman: Arts & Humanities, Health Sciences Center

Patricia J. Teed
 Vice President for University Affairs
Dan Forbush
 Associate Vice President for
 University Affairs
Patricia A. Foster
 Director of Publications
Mark A. Owczarski
 Managing Editor
Kenneth Wishnia
 Assistant Managing Editor
Tom Giacalone
 Design Director

The University at Stony Brook is an affirmative action/equal opportunity educator and employer.

Students, USB Tallying Losses from Kelly Flooding

Nearly a dozen representatives from two insurance companies were on campus Sept. 21 to assess damage from recent flooding at Kelly Quad and to work with students in tallying up personal losses.

The firms represented the State Dormitory Authority and a contractor repairing roofs on the five residence halls that make up the quad. About 400 students of the 1,000 who reside in Kelly, were directly or indirectly affected by flooding that has plagued the complex since Sept. 14.

The Division of Campus Residences identified some 375 to 400 beds elsewhere on campus that would provide affected

Kelly students with temporary, alternate housing in other residence halls until the flooding problem is resolved.

Membrane Fails

Water seeped into rooms and public areas in every residential building in the Kelly complex during two downpours, three days apart, and to a lesser extent throughout the ensuing week when a single-ply roof membrane installed by the contractor as an interim step in an ongoing roof repair job proved insufficient to hold back the water.

The firm, Maropakis Carpentry of

Brooklyn, has been working on the roof repair since August after it was awarded a \$444,000 contract by the State Dormitory Authority in Albany. The firm removed the 20-year-old roofing and replaced it with single-ply sheets of tarpaper in anticipation of installation of a layer of insulation and final sealing. State Dormitory Authority officials said that the contractor was allowed to remove all the roofs in August so that students who would be moving back into the residence halls in the fall would not be subjected to noise and other discomfort that would accompany the roof removal portion of the work.

Problems Arise

University officials expressed concern about the roof membrane in late August, before most students moved back into the complex. At that time, State Dormitory Authority construction officials maintained that a single ply roof membrane would be sufficient to keep out moisture under normal conditions and that flooding which occurred in late August, when water spilled over parapets into the building interiors, would not recur.

On Thursday, Sept. 14, there was another downpour. Contrary to the assurances of the State Dormitory Authority and its contractor, the flooding recurred, this time causing damage to student property, walls and interior carpeting.

According to Jack Kemp, the State Dormitory Authority's project manager for the USB project, an Authority representative flew down from Albany and "walked" the building with the contractor and university officials the next day.

As a result of that tour, officials of Maropakis Carpentry agreed to create six-inch-high "dams" around the edge of each roof to prevent further flooding and to install four pumps on each building which could be turned on in the event of another heavy rain.

On Saturday, Sept. 16, such a downpour occurred, this time doing extensive damage to the interior of the buildings and personal property. When USB officials went up to the roofs, they found that the contractor had installed just three pumps on one building — Dewey College — and had hooked the pumps into the same circuit so that when they were turned on by university maintenance personnel, the line blew.

President John Marburger and vice president for Student Affairs Frederick Preston toured the buildings early Sunday morning, Sept. 17, finding water standing in rooms, halls and stairway landings. "Paint newly applied this summer was peeling off a wide area and there was an extraordinary loss of personal property, including rugs, blankets, books, entire closets of clothing and dry-clean only fabrics, the latter damaged beyond repair," Marburger said.

Quick Relief Sought

After viewing the extensive damage, Marburger immediately called on the State Dormitory Authority to deal with the Kelly emergency by:

- providing rebates for room rents.
- creating an emergency fund so that students can buy books, clothing and other essentials destroyed in the flood (the office of Student Affairs later arranged with the campus book store to replace water-damaged text books at no charge).

• speedy determination of liability for damages both to student property and university property, with a reasonable timetable for repairs and reimbursement.

Vicky Penner Katz



Esther Lastique

Stony Brook Senior Named *Glamour* Top Ten College Winner

Esther Lastique, a senior at Stony Brook, has been named one of *Glamour* magazine's Top Ten College Women for 1989. Lastique, a member of the board of directors for the Student Association of the State University, is featured in the October issue of the magazine.

Lastique, a history major and women's studies minor, was chosen by *Glamour* because of her accomplishments in the area of public service. She has demonstrated leadership qualities and fought for student rights.

She organized Stony Brook's Bias-Related Violence Week, AIDS Awareness Week, Rape Awareness Week, and founded the Center for Women's Concerns and the campus tenants' rights association.

Lastique was also selected to the president's task force on housing, the University Senate, and was instrumental in establishing a the emergency phone system, for which she received an Outstanding Commitment to Women's Rights and Safety Award for her efforts.

This is the 33rd year that *Glamour* has honored outstanding women undergraduates. The winners were selected, as juniors, on the basis of excellence in one of ten areas of accomplishment: creative arts, communications, science and technology, health, public service, government and politics, international relations, business and economics, sports, and entrepreneurship.

"College students have become increasingly focused in recent years. To recognize this development, for the first time, we've selected winners who have excelled in a specific area of study," says Ruth Whitney, *Glamour's* editor-in-chief. "In addition to their academic achievements, they have prepared themselves for careers in their chosen fields with extensive extracurricular activities and 'real world' experience. Each possesses that vital combination of talent and drive necessary to shape tomorrow's society."

A delegate to the United States Student Association Congress, Lastique says, "I firmly believe in standing up for your beliefs and forcing those in power to respond with action and conviction. Working with other women and creating that bond of sisterhood has had an incredible effect on my life and my future goal of teaching women's studies and history. The key to ending discrimination is education, and the responsibility for turning that key rests with us."

Professor Selected to Curate Exhibit of American Contemporary Art in Moscow

Internationally known art critic Donald B. Kuspit, a professor of art at USB, was selected by the Soviet Union to curate an exhibit of contemporary American paintings that was shown at Moscow's Artists Union for one month beginning Sept. 14.

"This was by no means a comprehensive show," claims the art critic who was contacted only one month prior to the exhibit to assemble the works. "I wanted to represent the American art scene, and to show the range of styles and spectrum of possibilities in the contemporary situation."

Kuspit selected 33 painters to display their work in the exhibit. Mel Pekarsky, chair of the Department of Art at Stony Brook, was one of those artists. He is well known for his paintings of desert landscapes. Most of the artists selected were from the New York metropolitan area.

"I like the ambiguity of his images," Kuspit said of his colleague, "both the descriptive and the abstract. I like his flat, white works with fine details which create an illusion of space. He is one of the best landscape painters around."

The only thing the artists included in

this show had in common was the scale of their works. All the paintings were large, Kuspit said, because the exhibition space in Moscow was massive. Each artist contributed two or three paintings for the show. Most of the featured artists, including Pekarsky and Kuspit, attended the opening in Moscow.

Kuspit believes he was selected by the Soviets to curate the exhibit because the art magazine, *Contemporanea*, referred to him "as the most significant art critic since Clement Greenberg and Harold Rosenberg." They were influential critics of the 1950s and 1960s.

A contributing editor for a number of magazines, Kuspit is published frequently in *Art in America*, *Artforum*, *Artscribe* in London, *C Magazine*, the leading art magazine in Toronto, *Wolkenkratzer* in Frankfurt, *Arena* in Madrid, and numerous academic journals.

Kuspit admits to knowing several artists in the New York art world. Pekarsky is causing a stir in the art community over his recent talks on "The Moral Imperative in Contemporary Art."

Tamar Asedo Sherman

1989 SEFA/United Way Campaign Underway

Stony Brook's 1989 SEFA/United Way campaign kicked off last week with a breakfast for deans, vice presidents and area captains hosted by President John H. Marburger, chair of the 1989 Long Island SEFA campaign.

The SEFA (State Employees Federated Appeal) is directed at the more than 7,000 state employees who work at USB. Another 1,000 employees who are paid through the Research Foundation can contribute through United Way.

At the University Club breakfast, Marburger unveiled a large thermometer, one of two which will be placed on the USB campus charting the campaign's progress. One will be located in the lobby of University Hospital. Hospital executive director William T. Newell, Jr. is spearheading the SEFA/United Way campaign at the University Hospital/Health Sciences Center complex.

Employees who contribute to either SEFA or United Way do so through payroll deductions. Individuals complete pledge forms during the fall 1989 campaign which runs through Nov. 15. Individuals who contribute to the United Way do not designate individual organizations but give their funds

to the United Way of Long Island which divides these funds among the more than 140 groups, from scouting organizations to health facilities.

Last year, USB employees gave more than \$50,000 to the SEFA/United Way Campaign, providing financial underpinning to more than 200 health and human service organizations on Long Island. For the first time, two Stony Brook organizations were among those directly benefiting from the annual giving program: Stony Brook Child Care, which received over \$8,000, and the University Hospital Auxiliary, which received more than \$2,000 in SEFA contributions.

"The SEFA pledge cards and other material have been streamlined this year, so that it will be much easier for the university community to designate their selections," noted Alan D. Entine, campus coordinator of the SEFA/United Way Drive and manager of employee and labor relations on the main campus. "We're hoping to double the level of giving to \$100,000."

Over the next few weeks, area captains will be meeting with co-workers to provide detailed information about the SEFA/United Way program.

Vicky Penner Katz

STATE OF THE UNIVERSITY

Are Things Sunny at SUNY?

by Karen Dewitt

Bruce Johnstone sits in his office in a castle-like tower high above the Hudson River in Albany, serving coffee in a mug depicting Shea's Buffalo Theater in downtown Buffalo. The SUNY chancellor was president of Buffalo State College before he became head of the state university's 64 campus system in August of 1988, and his critics have suggested that the selection was less-than-ambitious, considering that the SUNY Board of Trustees was granted extra money in salary and benefits to attract top candidates from around the nation.

Proving his worth, however, has been the least of Johnstone's worries this year, as a lengthy budget fight produced months of uncertainty over the fate of hundreds of courses and teachers, as well as the now defunct proposal to raise SUNY tuition.

SUNY's difficult year began when Governor Mario Cuomo, during his budget administration, berated the university for poor management practices. Johnstone had to beg legislators to restore the \$47 million it was determined SUNY would need to stave off massive cutbacks. After the legislature approved some of the money on April 19, it was vetoed by Cuomo on May 1 because it contained a tuition hike. Finally, the governor's budget staff and SUNY administrators worked out a way to generate the \$28 million restored by the legislature.

When the legislature finally approved the package on June 30, nearly half a year after the budget bickering had begun, it included stipulations that SUNY, as well as the City University of New York, present five-year management plans by October, and that public hearings be held on the future of the two institutions.

SUNY's four university centers and 13 colleges are spread out in all sections of the state, from Long Island to Plattsburgh and Albany to Fredonia, in contrast to states such as Wisconsin or Michigan, which have one giant university complex. Because SUNY appears so amorphous, it is often the chancellor who is credited or blamed for the system's accomplishments and failures. "His position becomes a lightning rod," says Aims McGuinness of the Education Commission of States, a higher education think-tank. "He is the focal point. He takes the heat. One of his jobs is to deal with that," McGuinness says.

Shortly after the governor's budget proposal was announced, a spending plan that included limits in nearly every area,

Karen Dewitt is the Albany correspondent for WINS Radio. This article was reprinted with permission from the August issue of Empire State Report.

The tuition hikes were cancelled this year, but university officials agree that more money is going to have to come from somewhere

SUNY and CUNY students demonstrated on campus against tuition hikes. Hundreds marched through the capitol, shouting outside the governor's door and the Assembly and Senate chambers.

A possible tuition hike was on the agenda at a meeting of SUNY trustees in February. It would have been the first increase since 1983, when tuition was raised to its current charge of \$1,350 for state residents.

"We may ask you to let families and students help out a bit this year," Johnstone told a joint hearing of the Assembly Ways and Means Committee and the Senate Finance Committee. Defending the system's management practices, Johnstone said that SUNY already had absorbed a 10.7 percent reduction in staff between 1976 and 1988, and that administrative personnel had shrunk by 29 percent at the university's central administrative office and by 15 percent on campus. At the same time, enrollment was up to 203,515 full-time students at four-year schools as of September, up by 3,000 compared with 1975. "There's no magic thing called management that can absorb a cut of megamillions," Johnstone testified. "There can be no cuts without consequences."

When the legislature finally approved a budget for the 1989-90 state fiscal year, it included a \$28 million addition for SUNY, and an extra \$18 million for CUNY, linked to a \$200-a-year tuition increase. A tired Assembly Speaker Mel Miller, at the end of a long and rather cantankerous budget season, said SUNY had received "horrendous treatment" in Cuomo's previous two budget proposals, and that he reluctantly supported the tuition hike as a means to come up with revenue. "While I don't love it, it's better to go with the \$200 and help those who don't have money than dilute the product and have a valueless degree four years later," he said.

After student demonstrations broke out on CUNY campuses, Cuomo vetoed the tuition hike, though he denied that he was giving in to pressure from students.

While the students scored a victory against the tuition hike, there remained a \$28 million hole in SUNY's budget. On May 15, Johnstone, CUNY Chancellor Joseph Murphy, and Cuomo announced a plan for coming up with the money through a number of one-time savings,

such as transferring hard capital-funded projects into bond-financed ones, and closing some buildings over the summer.

William Anslow, vice chancellor for finance and business, says some of the \$6 million SUNY hopes to gain internally will come by charging students, and pos-

"There's no magic thing called management that can absorb a cut of megamillions. There can be no cuts without consequences."

D. Bruce Johnstone

sibly staff, to park on campus, upping tuition costs when SUNY-enrolled students study abroad for a semester, and turning down heat and air conditioning.

"You can look at the rhetoric, as reported in the press, and say: 'Gosh, the governor was hard on SUNY,' but budgets don't always take straight lines. They follow circuitous lines, and I understand that," says Johnstone, who adds that he was pleased with the final budget.

Still, he has no love for the process that forced the university system into a financial see-saw, as appropriations were alternately approved and vetoed. "It's very hard to plan," says Johnstone. "That's the way Albany does business."

"The process was very exhausting," says Judy Krebs, student representative on the SUNY Board of Trustees. "It wasted a lot of resources, a lot of people's time."

SUNY will be hearing more from state government this fall. As part of the appropriations bill, the Assembly, Senate and the governor's office have required SUNY and CUNY to submit five-year plans addressing student access, future enrollment plans and projections and the financial resources necessary to meet those needs. After that, public hearings will be held.

"It's fatuous that we have to tell ourselves to have a public hearing," fumed Assembly Higher Education Committee Chair Edward Sullivan, D-Manhattan. But Assemblyman Arthur Eve, D-Buffalo, said the requirements were necessary following the tense budget process. "Part of the problem is that the governor has been attacking them very heavily," said Eve. "It's his word against theirs, and we are in between. We have to be more involved and take a harder look ourselves," he said.

Johnstone, who says the request for a five-year plan "came out of the blue," says SUNY already is planning for the future

and is in the process of soliciting input from campuses for its SUNY 2000 report, which he says will deal with all of the issues requested in the budget bill and more.

"Enrollment assessments, management effectiveness, capital programs, revenue forecasts, we have in hand," says Johnstone. He adds that in the three-month span SUNY has been allotted to complete its work, the report may not be as thorough as the legislature and governor may wish. "There are certain things you can't do by October 1," he says.

"The language in the bill is a good product," says John Reilly, president of United University Professions (UUP), the union representing 20,000 teaching and other professional SUNY staff. "It mandates that the university talks about these matters," he says. A large proportion of SUNY's annual expenses is payroll, and UUP members are in the second year of a three-year pay raise.

Back in the winter, when massive layoffs were threatened, Reilly worried that bright, young professors might be reluctant to choose a career with SUNY. "We no longer think that's likely to be a concern," says Reilly, who blames the start of the budget trouble on what he terms the "ill-conceived" state tax cut. "The tax cut produced the terrible tax shortfall. Everyone thrashed around, trying to find a place to cut."

McGuinness does not think SUNY's budget woes were unusual, given the state's financial crunch. "In the short range, one might have the impression that it would be damaging," he says. "Given the economic problems facing New York, these situations are very likely to bring out tensions. I don't think it's anything fatal."

What is SUNY's mission, and what of its future? Lawmakers hope to find answers to these questions by year's end. Johnstone says SUNY's mission can't be easily defined because SUNY must be many things to many people. "I used to be on a campus where I'd have faculty saying, 'We don't know what our mission is.' They did know, (but) it was simply a rather complex mission." Johnstone says he hopes SUNY's future does not include declining enrollments.

"Students are clamoring to get in," says Anslow, who notes that the low tuition is only part of the system's appeal. Linda Rosenblatt, public relations director of UUP, says the SUNY four-year schools already are turning away more than half the students who are qualified to enter. Krebs worries about the implications for older, non-traditional students who are disproportionately women and minorities, if access to four-year degrees becomes limited.

Although this year's tuition hikes were cancelled, it is unlikely that students' fees will remain stable. "I think at some point that has got to be a part of it," says Johnstone. Krebs says it's up to the governor to make sure that tuition remains low. "The governor has to back up his commitment to a tuition freeze with real dollars to the university," says Krebs, who notes that ultimately, the long-term fate of SUNY depends on the economy, and the short-term fate on next year's tax receipts. "Hopefully, we'll have more," she says.

Sundays at Stony Brook

"Beijing's Impact on Stony Brook"

Moderator: James Fowler, professor emeritus, ecology and evolution.
A panel discussion with students, faculty and staff on the recent crisis in China.

Sunday, October 8

Alliance Room, Melville Library

1:30 - 3:30 p.m.

Sponsored by the Office of the Provost

President Outlines Stony Brook's Agendas for the 1990s

Priorities for the decade: enhance undergraduate programs, seize regional opportunities and develop new funding sources.

Following is the text of the speech presented by President John H. Marburger at the University Convocation Sept. 14.

As the 1980s draw to a close, and the last decade of the current century opens out before us, what can we expect for Stony Brook? Are we going to move boldly ahead, building on a history of growth and excellence? Or are we going to stagnate and lose our sense of direction and energy?

In each of the past three years I have spoken at length in formal addresses about the future of the university. Each time I have listed the perils and the assets, and each time I have concluded that Stony Brook is destined—to paraphrase William Faulkner—not simply to survive, but to prevail.

Today I will talk about Stony Brook's agendas for the future—agendas that are implied by the collective actions we have taken to respond to the challenges of our mandates and our environment. They add up to a general plan of action for the 1990s, and they give coherence to the complicated behavior of our university.

Another Year of Good News And Bad News

Once again we have come through a year of painful budget turmoil. "The State"—that highly abstract entity—has once again adopted measures that seem calculated to frustrate Stony Brook's particular missions. The large increase in out-of-state tuition, for example, has played havoc with the finances of our graduate program, because provision was made to increase the stipends for out-of-State graduate assistants (56 percent of our graduate students are non-New Yorkers).

Promised support for conversion from our obsolete UNISYS computer to an IBM system never fully materialized, leaving us with huge deficits in our computing budget and in the software we need to operate efficiently. And on top of permanent mid-year reductions totaling nearly \$3 million last year, several additional reductions this year hit Stony Brook harder than any other SUNY campus and included a revival of the "tithe" on Research Foundation funds in a new form: a tax on external indirect cost reimbursements currently used to replace faculty who spend time on research—the so-called salary offset IFR's (the bill for Stony Brook is \$270,000).

Adding to the misery, Long Island expenses continue to escalate faster than operating budget increments, with a \$1 million increase for our new sewage system, a \$250,000 increment for water, five percent annual increases for electricity—that comes to about \$850,000 in the first year—and skyrocketing waste disposal costs.

But once again we can point to improvements in our situation. The Graduate and Research Initiative continues to be funded, although at a reduced level. To date it has added more than \$4.3 million to our permanent budget. Other special appropriations have been made for targeted purposes such as the Center for Advanced Technology, Regional Studies, the Waste Management Institute, and Lyme disease research. Our efforts to create more housing for graduate students have finally resulted in construction now in progress

behind Kelly Quad. And SUNY is assisting in a variety of major rehabilitations and repairs of long-eroding infrastructure, including a number of roofs and the infamous heating, ventilating and air-conditioning system in the Health Sciences Center.

These are all state-funded items. Non-state funding also continues to grow; and federal funding, in particular, will reach another all-time high this year. University Hospital is experiencing a very high occupancy rate and, acknowledging concerns about equipment replacement and other capital costs, has nevertheless been able to operate in the black even with a reduction in state subsidy. Our own efforts to save energy, to recycle paper and cardboard, and to reduce water consumption have helped to keep expenses down despite escalating costs.

In short, Stony Brook's immediate situation is relatively normal—we are over-extended, frustrated and deeply concerned about our budget, but we are highly successful—some would say surprisingly successful—in carrying out our primary missions. I am not going to devote my remarks to analyzing each of the negative forces in our environment and reassuring you that none of them will do us in.

In fact, some of them could do us in if we do not take vigorous corrective action. What I want to do instead is lay out what I see as the desirable course for Stony Brook during the next decade and record my observations about what we have to do to follow that course.

Visions and Missions

First of all, I want to articulate explicitly a general mission that Stony Brook has followed implicitly for many years: Stony Brook aims to become a mainstream, comprehensive research university comparable with the best public institutions in the nation. That means we seek excellence in research, instruction and health care across a wide range of disciplines.

By "excellence" we mean ranking within the top one or two dozen institutions nationwide in a variety of measures, from sponsored research support to student quality, and in the ethnic and cultural diversity of faculty, students and programs. Never mind how these rankings are to be made. The idea is that we wish to compete with reasonable success with the best universities for faculty, for students, for support, and for the favorable attention of the public.

In addition to this overriding general goal, we have a variety of more specific goals related to our particular missions. Let me continue by stating Stony Brook's primary missions as I see them. There are six:

1. *Teaching:* Through its undergraduate, graduate, professional, and post-doctoral programs, Stony Brook offers degrees in 110 fields. It also provides continuing education, training and professional development courses for employees, alumni and the general public. Most of our students are undergraduates (11,000), but many are graduate students (4,000) and postdoctoral students, continuing education students, preschoolers, and employees in training programs.

2. *Research and Scholarship:* Our fac-

ulty are required to excel in their fields, whether they be scientists, artists, historians or physicians. And their work at Stony Brook includes their professional activity. But students and staff also engage in research, scholarship and creative activities.

Stony Brook, given its faculty size, has an unusually large number and diversity of scholarly activities supported by external sponsors and leads the SUNY system in this respect. According to National Science Foundation data, Stony Brook is among the three fastest growing institutions in the country with respect to federally sponsored research. For the federal fiscal year just past, 1989, Stony Brook's externally funded research budget of over \$62 million supported more than 1,400 non-state funded staff members on nearly 1,000 projects.

3. *Health Care:* Stony Brook delivers more than 142,000 patient days of health care per year in its University Hospital, not counting treatment visits to the Dental Clinic or those who receive care in the Psychological Clinic or the students who are treated in the Student Health Service. Soon 350 more patients will join us in the Veterans Home now under construction.

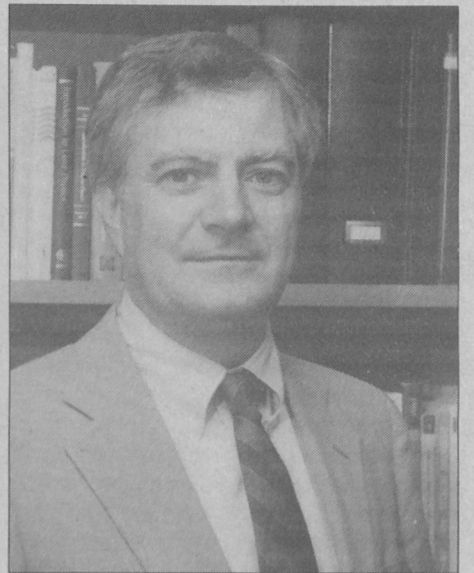
The presence of the health care mission is already a major force in shaping Stony Brook's character as a campus. Because the hospital began operating only in this decade, its effect on the campus is just now beginning to be appreciated. Few major universities in the northeast possess a hospital in such close juxtaposition to their other central activities. For Stony Brook, this is a powerful resource for every other campus mission. We have not yet tapped a fraction of its potential for institutional inspiration.

4. *Residential Life:* Stony Brook provides residential services for approximately 52 percent of its student body or 7,000 residents in all. Some are married and some have infants and school-age children. The university recognizes its responsibility to this population not only as a provider of facilities but also as the source of many of the service, social, recreational and cultural amenities that would ordinarily be found in a municipality.

Services in the surrounding community have not developed to address the needs of this resident population, and the university is experiencing strong demands to replace the expected array of support within its campus. It is for this reason that I have listed residential life as a separate mission. Although it is ancillary in some respects to the others, it demands such a high level of creativity and initiative in its services as to warrant special status.

5. *Cultural and Social Development of Our Region:* As a publicly financed institution, we seek to share the fruits of state support with the regional community. This is accomplished through application of faculty and student resources to regional problems; public participation in campus events; appropriate public access to university facilities; responsiveness to regional interests in academic programming; and cooperation with local government to address relevant problems.

6. *Economic Development of Our Region:* Stony Brook has developed a mutually beneficial relationship with regional industry that is helping to give the area's



John H. Marburger

HSC PHOTOGRAPHY SERVICES

economy needed diversity and direction. The university has helped to attract "knowledge-based" industry to the region by providing services, resources and specialized personnel to support new technically-oriented development. Economic development has been a campus mission since the early 1960s when it was explicitly cited as a reason for establishing our campus as a research university.

These are the missions to which everything we do is related. Michael Cohen and James March, the authors of my favorite book on university administration, say that "Almost any educated person can deliver a lecture entitled 'The Goals of the University.' Almost no one will listen to the lecture voluntarily," and caution that not too much time be wasted on rehashing the reasons for the existence of the institution. But we need to remind ourselves and our constituencies of exactly what we are doing, that our mission is a multiple one, and that as a public institution we have specific responsibilities to our publics.

Campus Involvement in Setting Goals

More interesting than the statement of our missions are our specific goals and objectives for each mission. What we do in the way of teaching or research or health care is shaped by our particular spot in history and geography. In case anyone has not noticed, Stony Brook is different. Almost everyone who abides with us for a while is impressed not only by our intensity of effort but also by the peculiar regard that so many of us have for the institution. Most Stony Brook people possess a highly idealistic notion of the efficacy of the university as a social instrument and the determination that Stony Brook should lie closer to its ideal.

I want us to capture more of this spirit in the articulation of our specific goals, and to this end I am encouraging a new wave of participation in the planning and operation of the campus. You have seen how seriously I have taken the various committees that have advised me on campus administration. Our efforts to improve housing, parking and campus safety have all engendered similarly intense engagement among faculty, staff and students.

I have asked Provost Edelstein to continue the effort to establish a university-wide priorities committee, and discussions to this end with the University Senate began last spring. Members of the administration will be assigned to the standing committees of the University Senate to ensure rapid responsiveness at the highest level to committee recommendations.

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Marburger Outlines Stony Brook's Agendas for the 1990s

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Campus engagement in the updating of Stony Brook's physical master plan has been substantial to date, and you will recognize faculty input in some of the other agendas that I will describe later. I am anxious to include such input to our agendas for what goes on inside the buildings and how we will finance them as well as to the agenda for improving the physical facilities.

My interest in greater constituency involvement in campus planning and goal-setting derives not only from my belief that wide participation generates the best approaches to identifying opportunities and solving problems. I am also convinced that it will lead to greater understanding of our changing university and to a greater sense of "ownership" in what we are trying to accomplish here.

Consequently, I expect the planning efforts initiated by Provost Schubel to continue and expand under Provost Edelstein. I expect to see plans, goals and objectives widely discussed and explicitly set forth for every major part of the university. And I expect actions to follow the plans that we lay out for ourselves. We must get beyond the *ad hoc* allocation of time, effort and resources in response to random problems and opportunities. That applies to everything we do, from minor repairs and rehabilitations to the establishment of new academic programs, from fundraising to the assignment of space.

Performance Management

This increased consciousness of planning is consistent with a major but still largely unknown initiative within New York State government. Stony Brook is now subject to new legislation requiring an extensive system of management controls. We are asked to implement a system to ensure that state resources are having the effect for which they were appropriated. Among other things, as part of this program each campus must designate an "internal control officer." At Stony Brook, this person is Stan Altman, my deputy, to whom the Internal Audit function already reports.

One of the aspects of this system of internal management control is systematic notification of employees regarding their responsibilities within the overall objectives of the university. Letters containing general information on missions and expectations will soon be mailed to every university employee.

Agendas and Issues

All that I have said to this point might apply equally well to any large university. Our six missions are not unique to us. But now let me turn to the agendas I promised, which reflect my views of what Stony Brook will be doing in the years ahead.

It should be no surprise that we have more than one agenda. We have numerous agendas. I am going to describe only three in detail. They may appear to be somewhat disconnected, but in fact they interact strongly with each other and must be carried out simultaneously. What I am calling agendas include many campus activities, require coordinated action by many university offices, and extend over long periods of time.

The three agendas deal with the development of academic programs, the improvement of physical facilities and the enhancement of resources. All universities have such agendas. At Stony Brook they must be crafted to take advantage of our special opportunities and address our special needs. As I discuss the agenda items,

some of the needs they address will be obvious, but there is one general problem currently facing our campus that is so important that I wish to give it special emphasis. It is symptomatic of deeper campus difficulties that we must resolve soon.

Competing for Undergraduates

The University at Stony Brook presents many paradoxes to the observer of higher education, but the most striking by far is the relative unpopularity of our campus among undergraduate applicants. Most of us aware of the problem believe that this unpopularity is unwarranted and that many prospective students are going elsewhere to receive an inferior education at greater expense. But the phenomenon is real.

Several other SUNY campuses (all smaller than Stony Brook) report higher academic achievement on average among matriculants. We experience persistent difficulty in meeting enrollment targets that are ambitious only in the light of previous shortfalls. Our undergraduates are predominantly from our own region and often fail to form social and cultural bonds to the campus that many of us regard as normal. They do not include among their numbers the proportion of high academic achievers that our peer campuses can boast.

These phenomena are not mysterious. We know the reasons for them: The campus environment is regarded by many as too unlike a conventional collegiate setting. It evokes impressions of inappropriate scale, negligent maintenance, and chaotic arrangement. Parking is inconvenient. Security seems difficult to ensure.

Moreover, we do not appear to offer some programs that young people seek (no matter that they often change their minds after a semester or two). Prospective stu-

"I challenge each member of our faculty and staff to ask what you are doing to improve the quality of undergraduate instruction.

If you are not already participating in a program of reform and improvement, then find a way to do so."

dents see the faculty as preoccupied with their research. They fear the size of the classes, the dehumanizing influence of a large institution. They do not hear of trends in instruction that are of interest to themselves. Despite their appreciation for our research prowess, they do not see it as relevant to their needs. They do not see Stony Brook as competitive in collegiate prestige.

This situation is intolerable for a university of our otherwise excellent reputation. It threatens every initiative for political or philanthropic support. It is a continual obstacle in our relationships with other SUNY campuses who see us as expensive but failing in the mission they understand best. As long as we fail to achieve our goals for undergraduate



enrollments, we will be vulnerable to staff reductions no matter what our performance in other missions. Our agendas for action must work toward the solution of this complex of problems.

There are, of course, other needs and opportunities that must be attended to, but the issues surrounding undergraduate education are so important that they deserve special mention here.

As we continue to develop academic programs at Stony Brook, there is no question that we must pay special attention to the needs of undergraduates. I am very pleased that Professor Egon Neuberger, former dean for social and behavioral sciences, has agreed to serve as vice provost for undergraduate studies during the first year of Provost Edelstein's tenure.

Several undergraduate initiatives have been set forth recently at Stony Brook, some of them very imaginative: the URECA program; the Honors College starting this year under Distinguished Teaching Professor Elov Carlson; the living/learning centers; the Faculty Instructional Support Office; and the ongoing curriculum reform. These programs need your support. But, more importantly, we need to reaffirm the basic significance of undergraduate education to our teaching mission. Innovative programs, better publicity, more active recruitment can all contribute to a positive image of Stony Brook's commitment to undergraduate instruction. But unless the commitment itself is there, no amount of public relations will counter the negative effect of the perception of an uncaring attitude.

I challenge each member of our faculty and staff in the instructional areas, regardless of rank or department, this year to ask what you are doing to improve the quality of undergraduate instruction at Stony Brook. If you are not already participating in a program of reform and improvement, then find a way to do so. At this point in our development, few single actions that you can take will have a more positive impact on our future.

Program Development Agenda

Academic programs are the central business of our institution. The development of specific departments or programs has three objectives: preserving excellence that has already been achieved or taking the last steps toward attainment of excellence, changing the profile of programs to build on strengths or satisfy new needs, and *seizing opportunities* in our regional context that promise to enhance our missions. I am going to risk naming specific areas that I think are ripe for development

under these objectives. Some excellent and highly successful departments such as physics, mathematics, earth and space sciences, and sociology will not appear on this list. That does not mean that they do not deserve development or preservation but that their trajectories are not currently unstable.

Preserving Excellence

In the category of activities in which additional steps need to be taken to assure excellence I include these priority schools and departments in transition:

- *Medicine*, whose necessary expansion is related directly to the operation of University Hospital.

- *Dentistry*, whose class size must be expanded to improve cost effectiveness and balance. Our legislators made it clear in actions this spring related to the approval of the State budget that they regard the service provided to our region by the Stony Brook School of Dental Medicine as essential. This program has already achieved excellence. We must decrease its vulnerability to budgetary inflictions by following its well-thought-out plan of development to its conclusion.

- *Engineering* has benefited from previous initiatives that strengthened computer science and applied mathematics and statistics. Electrical engineering still needs systematic assistance to fulfill adequately its obligation of service and stimulation to our high tech region.

- *Libraries* require a long list of improvements in almost every area including acquisitions, hours, services and technology. The libraries are the foundation of our academic infrastructure, and like other kinds of infrastructure at Stony Brook, they are seriously in need of repair. They are an important focus of commuting student academic life outside the classroom. Improvements here address the undergraduate life issue.

Programs on the leading edge where additional development could add significant stature include:

- *Life Sciences*, still cresting on the development of Stony Brook's health care mission, affords an opportunity to build exceptionally strong departments. Now is the time to develop the long-planned cellular and developmental biology program.

- *Marine Sciences*, benefiting from the energy and imagination of Dean Jerry Schubel no less than from the appropriateness of its mission for our region, provides an ideal base for additional environmentally oriented components. These will broaden its scope inshore to address problems such as sewage, water and energy

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management to which Long Island is particularly sensitive.

• *Humanities* are understood to derive strength from the fabulous resources of the New York metropolitan area, but we will have to do more than provide proximity in order to translate this advantage into truly excellent programs. We should enhance and stabilize support for music and philosophy, two areas of distinctive quality that yet have unfulfilled potential.

• *Psychology*, Stony Brook's largest department, has a distinguished history of excellence. That is itself a resource that must be used to recover a firm basis for its reputation.

Changing the Profile

Important and needed new programs that can build on existing strengths include:

• *Business and Management*. Harriman School must continue its metamorphosis into a center offering advanced training and research opportunities in the art, science and technology of modern commerce and management from both the public and private sector points of view. Prospective undergraduates, too, must view Harriman School as a positive feature of the Stony Brook programmatic landscape.

• *Institutes*, mostly interdisciplinary, are a fashionable mechanism for universities to experiment with new fields and modes of knowledge. The Institute for Decision Sciences, with its new Center for Mathematical Economics and Game Theory, is a magnet for talented faculty in several departments.

• *Athletics* offers a potential for strengthening many aspects of campus life. It remains undeveloped at Stony Brook but is displaying considerable energy under renewed leadership.

• *Undergraduate Studies* is a center of ideas and activities that are adding new features to Stony Brook's programmatic profile. The new Faculty Instructional Support Office, the new Honors College, and the relatively new Undergraduate Research and Creative Activities program all serve to increase the utilization of research faculty for quality undergraduate programs.

Programs that represent new directions or substantial development of existing areas can be justified on the basis of critical needs or opportunities in our region.

• *Education*. Regional needs for more and better teachers require more sophisticated teacher training and educational research opportunities than are currently available. It would make sense for Stony Brook to provide leadership through a graduate program in education.

• *Area Studies* are such a natural for Stony Brook given our location and the populations we serve that their absence on our campus is an anomaly. Eastern European, South and Central American, African and Asian cultural studies would find audiences among our current and potential students. Asian studies in particular urgently needs development. Stony Brook's offerings in Chinese and Japanese are unacceptably meager for a major university. Even our presence in Korean Studies requires more attention and support.

• *Communications* technology has not only transformed everyday life in our country but has also raised profound questions in ethics, history, philosophy and the nature of the communicating professions. Stony Brook is located near the information capital of the world. We are failing in our obligation to the region if we do not do more in this area.

• *Student Services* are programs, too, and we need more. Although Stony Brook has often discussed the need for a career placement office on campus, none was ever created. Our current career development office would need a substantial infusion of new funds to carry out the placement function.

Seizing Opportunities

Regional demands for the kind of services that a research university can provide create many opportunities for Stony Brook to create new programs or expand old ones.

• *Regional Health Care*. Stony Brook is now the center of advanced health care in eastern Long Island. Regional needs are creating demands for additional programs and facilities. Particular needs include an expanded ambulatory care service, additional psychiatric health care facilities, and staffing and programming the Veterans Nursing Home now under construction.

• *Building a research community*. There is a strong regional mandate for Stony Brook to become the focus for new forms of economic activity on Long Island. In response to this mandate, Stony Brook has prepared what might be called the campus "Economic Development Agenda," a set of activities that use university intellectual resources to help reorient the Long Island economy away from dependence on federal defense spending. The initiatives serve, in turn, to strengthen Stony Brook's own ability to perform pure and applied research through expanded

"How much of this ambitious agenda can we accomplish? You may be surprised to learn that nearly all of these programmatic developments are taking place now. These are the initiatives that are consuming the resources available for such activities at Stony Brook. When gathered together, they form an impressive picture of dynamism."

facilities, personnel and programs.

How much of this ambitious agenda can we actually accomplish? You may be surprised to learn that nearly all of these programmatic developments are taking place now. These are the mainstream departmental development initiatives that are consuming the resources available for such activities at Stony Brook. When gathered together, they form an impressive picture of dynamism. To me, these initiatives make sense. We need to be more explicit about them, to discuss them all together, to understand that this is where we are expending our effort and modify our course as necessary. We need to let our external publics know that this is where Stony Brook is going.

The Physical Facilities Agenda

This agenda consists of a revised campus master plan that sets forth the necessary physical infrastructure for sustaining current programs and for extending missions of importance for Long Island and for the State of New York. The complete plan includes major repairs to facilities as well as demonstrably needed new construction. Immediate concerns focus on the quality of student life and the operating efficiency of the campus.

The following statement of objectives is quoted directly from the plan document itself, not yet available in published form. The objectives fall under three headings: environmental quality, facilities, and functional objectives. I quote them to give a preview of the nature of the plan. It is not simply a list of desirable building projects, but rather a blueprint for a more attractive, more functional campus, some of whose features we can provide within existing campus means.

Environmental Quality

• Redefine the physical image of the campus and the quality of its environment so that it appropriately reflects and supports the missions of the university.

• Create a more distinctive collegiate environment that tightens the academic core and improves the sense of community on the campus.

• Create a strong central focal point to enhance campus identity.

• Improve the ease of orientation for visitors and members of the university community.

• Unify the East and West campuses.

• Strengthen the relationship between the campus and the community.

Facilities

• Identify new building projects necessary to fulfill programmatic missions as well as to support operational and service needs.

• Assess physical condition of campus structures and systems and relate them to both function and campus organization.

• Concentrate projects to maximize utilization of existing facilities.

• Utilize building projects as tools to effect changes in university image and character.

Functional Objectives

• Reduce traffic congestion at campus entry points. Modify the campus road system to facilitate access and coordination with the university parking plan.

• Concentrate parking areas as a means to manage and direct traffic, protect land use and improve campus ambience. Reduce dependence upon vehicles within the core to eliminate pedestrian/vehicular conflicts.

• Provide site amenities that encourage pedestrian circulation. Review pedestrian circulation patterns with respect to environmental quality and safety.

• Evaluate controlled access to the campus and assess safety and security needs as related to both facilities and circulation.

• Improve the efficiency and amenability of the campus bus service.

• Assess existing campus service routes and patterns, service access to buildings and the facility needs of the various campus service components.

• Assess the physical requirements necessary to facilitate the Campus Waste Management and Scarce Resources Programs.

• Evaluate the condition of the campus utility network and utility requirements

anticipated for identified projects.

The revised master plan now exists in final draft. Frequent meetings are taking place with SUNY Facilities and Construction Fund personnel to work out how much of the detailed proposal can be implemented within the next five years. More details will become available within the coming months.

Resource Development Agenda

The importance of non-state funding: Despite annually recurring financial headaches, I believe Stony Brook has the ability to exert much more control over its funding than it has in the past. In addition to improvements in the flow and management of state resources, this agenda targets campus needs that can be provided wholly or partially with non-state funds.

Stony Brook's budget currently derives more than half its revenue from non-state sources. This makes it possible to magnify the impact of state funds by distributing the cost of services among externally funded users. That does not mean simply charging more to people with grants or contracts; it means recognizing new markets for pay-as-you-go services.

Many of us have been impressed with the striking improvements in dining facilities for students, faculty and staff during the past two years. A recent *Statesman* editorial even commented favorably on the changes. Most of this has been done without a major state-funded investment. FSA, DAKA, Barnes & Noble, Omega Travel, the entrepreneurial initiative of our own Institutional Services Office and of Harriman School under Dean Wolf's leadership all have contributed substantially to improvements of facilities and the general quality of life on campus. We can do much more.

Enrollments and revenues: At the very top of our list of funding strategies must be enrollment development. Enrollments ultimately drive State funding for faculty and instructional support.

At this time, Stony Brook is the only campus in SUNY that is not suffering from an over-enrollment problem. Other campuses are being encouraged to reduce enrollments. We are being encouraged to increase them. But we are fighting a significant demographic decline of high school graduates on Long Island, a desire to increase the average quality of incoming students, and the peculiar unpopularity that I mentioned earlier.

Allow me to digress for a moment on enrollments. Because we have many different categories of students, no one enrollment figure gives an accurate picture of our situation. This fall, for example, the overall enrollments for the entire campus will meet or exceed targets. For the entire campus, the "Annual Average FTE" that drives the SUNY funding formulas may be on target.

But the pattern of enrollments within the campus is ominous. Unless we take vigorous action to change it, we will not achieve targets in subsequent years, and we risk loss of funding independently of any fiscally-driven state budget cuts.

In particular, the West Campus is experiencing a serious reduction of full-time freshman students while the entire campus is having difficulty achieving full-time graduate targets. One reason for the West Campus loss is a shift from full-time to part-time students. But it takes three new part-time students to make up for the loss of one full-time student. This fall our new full-time West Campus freshman enrollments are expected to be fully 380 students

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New VPs Assess the Challenge

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challenge is to make clear that it's a smart thing—not just economically, but intellectually and academically—to attend a state university, and this one in particular.

That's one agenda. If we face it now, we begin to face it for the long term also.

The matter of publicizing what we do for undergraduates is related to the fact that we have a Health Sciences Center, which points to a second agenda. We need to emphasize the idea that "east" and "west" are designations which indicate we are part of the same university, broadly enriching each other as well as the interrelated parts.

My immediate agenda is to get to know key administrators and the faculty so I get both a better sense of how Stony Brook works and an ability to make it work better.

WATTS: My immediate priority—aside from getting offices organized—is getting to know people and finding out how Stony Brook likes to do things. The long term goal is to help the campus improve its financial and programmatic management. One thing I am trying to do is to encourage decentralization of planning and decision-making so that people at the operational

levels have the authority they need to do the things they're charged with doing.

That means we have to get financial resource allocations to them on a timely basis so they know how much they have to work with. We should try to remove bureaucratic impediments, and then we need to make sure they have an opportunity to tell us what they've achieved with the resources we've given them. It's basic accountability, but we don't want to go overboard and become excessively bureaucratic. I want people to know what it is they have to do to get resources, and if they convince the campus to invest in an idea, to know that they will be expected to show us what they have accomplished.

That's the long term goal. The immediate goal is to revise the budget systems to help do that—to get the financial reporting system in shape so that it yields the necessary information, and then share that information with all of the people who need it. To do that, we are talking about revising our computer systems and bringing in a computer that's big enough to do that job plus those we already have. We have to patch up the basic infrastructure of the university—the payroll system, the accounts receivable system, the purchasing

system—so the basic functions can run smoothly.

SNORECK: Looking at the facilities side of the house, my short range priority is to repair—to make things do what they were designed to do. That's the one that is absolutely necessary and has to happen. If you look at long-range priorities, it would be to improve the physical facilities—in other words, to make them do something better than what they were originally designed to do.

If I look at priorities internally in both facilities and services, I would say that the thing that we really have to work on is the attitude and the professionalism of the folks who work in these areas. If you're going to increase productivity and you're going to attempt to play catch-up in this system, I think in the long run what we're really looking at are organizational changes. I say this is a longer range priority because it doesn't do any good to make a change and then have to change it back. As the new kid on the block, I've got to really find out what the folks are doing here, and what the most effective way is to make change happen.

I think the important thing to always keep in mind is that all of the facilities and all of the services are nothing more than organizations that are here to support academic excellence. Whatever it takes to do that, those are my priorities.

CURRENTS: On a scale of one to 10—with one being the worst situation imaginable and 10 being the best—where would you rank the seriousness of Stony Brook's budget situation relative to the missions it aims to carry out? What is our best strategy for dealing with the state's chronic underfunding of public higher education?

EDELSTEIN: The full impact of the last budget round is not clear. Once it is clear, I'll know whether I would answer your question with a "three" or a "five." If Stony Brook were less educationally ambitious, the number could be higher. In any case, there are some serious problems—serious because any good university needs to have a degree of continuity and predictability. While one can get a thrill from riding a roller coaster, that isn't a good way to run an institution that wants to grow and plan.

Here, as at other institutions in the Northeast, we are directly affected by the economy and the state political scene. It affects recruiting, our ability to attract faculty, and our ability to keep good people in administration, because there is a limit to how much variation anyone can tolerate while aiming to provide coherence. And unlike our sister state universities, endowment money—the excellence opportunity—is not sufficiently available. There are some important missions on our side that I think will be heard in the state.

One, of course, relates to the fact that education is very expensive in the United States, especially in the independent colleges. We can provide a high quality education at clearly lower tuition costs, and that's something that has to be repeated again and again. Quality public higher education gives reality to our national goal that America is a land of opportunity.

Second, the market clearly indicates a drop in the professoriate and the need to recruit more people into doctoral programs. Our providing training ground for future teacher-scholars is an important part of our ability to show how important we are to the state in reaching its educational goals.

Finally, there is the whole area of out-

reach. We have many smart and many knowledgeable people at Stony Brook, and we live in a region that has a variety of serious problems. As the economy softens on Long Island, we need to reach out to the business community and develop new ways to be helpful. The old Wisconsin idea that the boundaries of the university are the boundaries of the state certainly is there for us to explain and fulfill. We need to make clear that the university is not simply an educational force but an economic force in terms of the outreach that we pursue.

In the educational realm, the idea of teaching more courses at other locales on Long Island is certainly one way to make clear that the university has a role to play beyond the bounds of its own immediate physical campus. We also want to get more of our faculty to assist in recruiting and, in the process, break down the kind of elitist wall that separates public elementary and secondary education from higher education. It goes against both common sense and our own interests to have such a wall.

Academic organizations have a habit of trying to reinvent the wheel, and I think that it's very important that we put ourselves in the national context—to compare ourselves educationally. This is a way of getting a sense of reality and informing people in political power of what they are and aren't doing in comparison to other

“Our immediate challenge is to make sure that our advantages as a research university are communicated to the public and extended to undergraduate education.”

states in support of higher education.

WATTS: I would attach a number like “six” or “seven” to the budget situation. The financial situation here is not as bad as it might appear, but we have some problems in getting the full value out of the money that we do have available. I think that the state is getting a tremendous bargain from Stony Brook, but it needs to recognize that by investing more, it will get an even greater return. So when I say it's about a “seven,” I'm saying that I think there's a fair range of opportunity for the state to fully invest in Stony Brook.

To achieve this, we have to first come to an agreement with some of the policy leaders in Albany regarding an appropriate ratio of support between the state and other sources of revenue—the students being one large group, researchers being another, and the hospital being a third. Too frequently, when the state is in a financial pinch, it looks at some of these other revenue sources and simply takes away money that is already committed. On the other hand, we have not had a tuition increase for over six years, and we need to look at whether students are paying an appropriate percentage of the cost of their educations. After all, it doesn't do the students much good to save a couple of hundred dollars in tuition and get an inferior education.

Right now, we're good and we're a bar-

continued on page 9

Biographical Sketches: USB's New VPs

Provost and Academic Vice President **Tilden G. Edelstein** came to Stony Brook after serving five years as dean of the Faculty of Arts and Sciences (FAS) at Rutgers University, the State University of New Jersey. With more than 1000 professors and instructors in 31 academic departments and programs, Rutgers' FAS is the largest faculty in the Rutgers system, spanning both the New Brunswick and Piscataway campuses.

Edelstein devoted 22 years of his career to Rutgers, beginning as an assistant professor of history in 1967. He was named chairman of the history department in 1974, a post he held for seven years until he was appointed associate FAS dean in 1981.

Trained as a historian of the American Civil War era, Edelstein has eclectic interests, having written books and scholarly papers on such diverse topics as race relations and 19th century women's history. He has written extensively on the subject of Afro-American history and is currently at work on a book of essays about race and gender. A graduate of the University of Wisconsin, he earned his Ph.D. at The Johns Hopkins University.

Edelstein and wife, Terri, have found a home in Setauket. They have two sons: Jordan, 17, and Russell, 14.

* * *

Vice President for Campus Finance and Management **Glenn Watts** is also a Wisconsin man—graduating from the University of Wisconsin in 1966 and serving there in a variety of administrative posts from 1972 until his appointment at Stony Brook April 1.

At the time of the merger creating the University of Wisconsin system in 1972, Watts set up the UW-Madison's budget office and became its first director.

In 1977, his office was given additional responsibility for institutional research, campus planning and management analysis, and Watts—as director of budget, planning and analysis—assumed direct responsibility for developing legislative and operating

budget policy, determination of funding levels for schools, colleges and support units, and developing new management information systems.

Watts, who holds a master's degree from UW-Madison's Robert M. LaFollette Institute of Public Policy and Administration, served as chief of the education section of the Wisconsin state budget office prior to joining the UW-Madison administration. His responsibilities in that position included working directly with the governor in translating policies into fiscal plans and statutory language.

Watts and his wife Jane, a physical therapist, have settled in Port Jefferson. They have two children: Michael, who is attending medical school at Wisconsin, and Carolyn, a recent high school graduate who has joined her parents in Stony Brook.

* * *

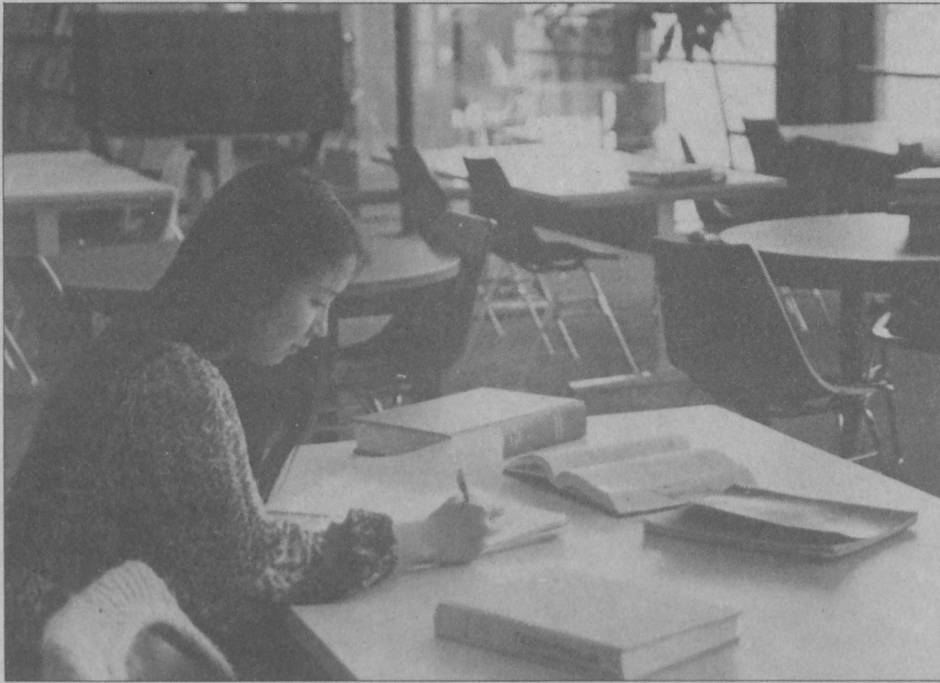
Vice President for Campus Services **Harry P. Snoreck** joined Stony Brook June 1 after 11 years at West Virginia University (WVU), where he served as director of purchasing and—since 1984—assistant vice president for facilities and services. An Air Force man who served in the mid-1970s as base commander at Oklahoma's Tinker Air Force Base, he also taught aerospace studies while pursuing a doctorate in education.

At WVU, Snoreck was responsible for managing physical plant operations, security and public safety, transportation and parking, environmental health and safety, and telephone and mail services. While managing a \$25 million budget and 670 employees, he also supervised a \$60 million program to renew nearly 7 million square feet of facilities.

Snoreck's background includes a three-year stint as assistant dean of men at the U.S. Air Force Academy and a two-year assignment with the Air Force Logistics Center in Oklahoma City, where he directed the resources management division.

Snoreck and his wife Marie, who has enrolled in Stony Brook's physical therapy program, live in Port Jefferson.

Marburger Outlines Stony Brook's Agendas for the 1990s



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below what we had hoped. This shortfall is not matched by an excess of 200 new full-time transfer students. The shortfall in new full-time graduate students is expected to approach 100.

This year Stony Brook will survive because of strong transfer enrollments and very strong enrollments in the health sciences schools. But next year we will have to work very hard to overcome the problems created by shortfalls in new full-time students on the West Campus. I am grateful for the dramatic increases in Continuing Education enrollments under the vigorous and imaginative leadership of Dean Edelson. And the Herculean efforts by Dean of Enrollment Management Theresa Larocca-Meyer and her colleagues to meet extremely demanding targets deserve our highest praise.

We must help our admissions effort to increase the numbers and quality of undergraduate students by diversifying the fields of instruction that we offer. We must stabilize the pattern of support for graduate students. These measures will require a great deal of cooperation and support both in Albany and here at Stony Brook.

Private financing of campus needs: We are beginning to learn how to take advantage of non-state financial mechanisms to provide for appropriate capital needs. For example, the campus hotel and conference center, now completing a long and tedious paperwork phase, will be constructed with private funds and operated for the campus by a private developer. This project is expected to enter the construction phase next year.

Other projects that could be wholly or partially financed in this way include on-campus faculty and staff housing and some types of additional health care facilities. Approvals to proceed with non-student housing have not yet been forthcoming due to legislative opposition. We must continue to make our case for this urgently needed housing. An extremely important component of our long-range resource enhancement agenda is a large cogeneration facility that would produce steam and inexpensive electricity. Such a facility would reduce operating costs substantially and release funds for other campus purposes. At this time, tentative agreements have been reached to assure that the campus would receive a substantial budgetary benefit from such a facility were it to be constructed. It would be privately financed, built and operated. Preliminary studies have been completed, and we are now working with SUNY to develop a Request for Proposal for this project.

Managing expensive "resources:"

Because of our size, Stony Brook can reap substantial benefits by close management of non-financial "resources" such as solid waste/recyclable material, construction/landscaping waste, hazardous waste, water, sewage, electricity, fuel oil and natural gas. We do not think of all these as valuable resources, but handling and disposal costs have reached such significant dimensions that we must pay more attention to them. Dean Schubel has agreed to chair a task force to assess our current approach to these "resources" and advise the campus on the most sophisticated ways to manage them. We are fortunate to have his expertise available to us.

Maximizing federal revenues: For over a decade Stony Brook faculty have excelled in attracting research funds from federal agencies. Our growth rate of externally sponsored research is now limited by available space in some areas, notably the life sciences. In other areas we still have room to expand, and it is to our advantage as a campus to do so. Apart from providing opportunities for faculty research, external funding makes it possible for us to support graduate students and enhances opportunities for undergraduate independent work.

Expanding philanthropic activity: Gifts to the university continue to grow, and the size as well as the numbers is getting larger. We must continue to increase giving from corporations and foundations as well as from faculty/staff, friends, parents and alumni. The Office of University Affairs has retained a consultant to advise us on the next stage of development in this area.

Campus attention to fundraising has increased dramatically during the past five years, and several schools and departments have moved aggressively to tap natural sources of philanthropy. Notable efforts have occurred in athletics, student recruitment activities, Marine Sciences and the Medical School. The Staller Center for the Arts continues to benefit from the philanthropic attention of the Staller Family. Their generosity is encouraging others to consider us for major philanthropy. I am very grateful to the Stallers not only for their gifts, but also for their energetic assistance to further improve our campus.

We are also fortunate to have our renowned alumnus Myung Oh, former secretary of communications for South Korea, as a Stony Brook Professor this summer. His presence on campus has evoked intense interest in both the Korean and Korean-American communities. Our alumni organization in Seoul has recently announced a gift of \$50,000 for Korean Studies, and additional funding for the

Korean Studies Center is anticipated.

Partnerships with corporate friends: Stony Brook can enhance its ability to provide services by working together with corporate partners who have mutual interests. Corporate cosponsorship of research and development activities is already becoming more common on campus, but some other novel arrangements are emerging. For example, the owners of the Stony Brook Technology Park are interested in joining forces with the university to establish child care facilities on their premises that would also be available to university students and personnel.

Another example is the incubation of emerging companies in special low-cost facilities on or near the campus. Such activities will be enhanced by the establishment of a new office to encourage corporate relationships with faculty and programs. The unit will be created under the auspices of the provost and would provide a focus for the diverse corporate activities now taking place throughout the campus. To complement this activity, the Stony Brook Foundation has also formed a Corporate Council consisting of prominent regional businessmen and women.

Our Personal Stake in These Agendas

These are our agendas. They serve missions that every member of the Stony Brook family must make his or her own. In thinking about how best to bring home the personal significance of our primary missions to each Stony Brook employee, it occurred to me that we could do worse than develop the kind of corporate "credo" that many well-run corporations now possess.

Here is my idea of what such a credo would be for Stony Brook. I welcome your ideas for improving it.

"Credo" for Stony Brook People

Stony Brook employees aim to provide quality service. In doing so we try to keep five guidelines in mind:

Our business is education. Responses to customers, whether students, other employees or visitors, are opportunities

for education. After each interaction with a university employee, customers should be more effective in achieving their goals. Every employee is a learner, and every employee is a teacher.

Our business is research. When employees encounter unfamiliar situations, they take the initiative to learn, to analyze, to discover new ways of responding to the challenge. They make sure to pass on their new knowledge and their ideas to others. At one time or another, every employee needs to be a creative problem solver and a communicator.

Our business is curing. When something is wrong, we try to fix it. As we discover problems in our daily work, we feel responsible for solving them. Just as our physicians seek to cure the ill in our hospitals and clinics and our faculty assist governments and organizations to cure the ills of society, so all of us use our knowledge and experience and the help of others to solve the problems of the University.

Our business is excellence. Stony Brook is a leadership institution in society. People look to our way of doing things as a model. We do things for good reasons, not just for expediency or "politics." Within our resources, we try to do the best job possible. We work together with all our colleagues to provide the best solutions and the best services to our customers.

We are human beings responsible for helping other human beings. Institutions are made of people, and they are effective, fair, honest, and humane as each of us practices those qualities in our everyday work. We know that the world has many different kinds of people, and we can live in harmony only if we make an effort to understand others around us. We do not jump to conclusions about our customers or our colleagues based on superficial appearance or behavior. We work as a team, praising good performance and trying to understand and improve bad performance.

The University at Stony Brook is us. Its strengths and weaknesses are ours. Let us work together to improve together.

New VPs Assess the Challenge

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gain. What is in no one's interest is to get to the point where we're cheap, but we're also not good. For a small additional increment in the funding of our instructional programs, we could make major improvements. So students need to ask themselves whether paying an additional amount won't benefit them in the long run.

We also need to convince those in state government that it is only good sense to invest in the preservation of the physical plant they have built here. The state has made a tremendous investment in facilities, and yet it will refuse a couple of hundred thousand dollars for roof repairs and allow those buildings to deteriorate. We have to convince Albany that there's a lot of return here. To do that, I think we need to establish contacts with our constituencies on Long Island and throughout the state. When more people beyond our campus know about the positive contributions being made here, that word will be communicated back to legislators and it will work to our benefit.

SNORECK: I have a difficult time assigning a number to where the budget is. The thing that strikes me is that New York has invested multi-millions of dollars in Stony Brook and, in so doing, has created a university whose reputation is well-known

across the country.

It seems to me the question is, what do the people of New York want to do with Stony Brook? Do they want to let it fade into mediocrity because they don't want to make the required investment? I believe that if the State University of New York's budget is simply shared in a manner so that all institutions get a *pro-rata* share according to their size, mediocrity could result. However, if a determination is made to invest in the university in such a manner as to fully cover its needs, then I think the people of New York will have an institution they can truly be proud of. If they don't make that investment—not just in the facility but in the total corporate entity of Stony Brook—then in my own estimation they're making a mistake. They have a true university setting here that has all of the grandeur and splendor of a great university—or certainly can have it—and it simply takes the determination, effort and investment that says, "we're going to keep it going." That's the way I feel about it; it has to be done.

CURRENTS: The master plan document is now virtually complete. From each of your perspectives, what is the greatest significance of the plan, how will it be helpful to you as a management tool, and

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BRIEFS

Chinese Students Still Arriving

Students are still arriving from the People's Republic of China (PRC) one month after registration began, says Lynn King Morris, assistant dean of foreign student affairs. So far, 72 of the 127 Chinese students admitted to Stony Brook have registered for classes. Fifty-five students have not arrived.

Despite the number of missing students, Stony Brook has 29 more students from the PRC this year than it did one year ago, bringing the total to 316. "Fewer Chinese students dropped out last year than usual," Morris said.

Following the military crackdown on the democracy movement earlier this summer, many students had difficulty getting passports, but visas are still being granted. Graduate students arriving during the summer had their paperwork completed before the crackdown or have transferred from other American universities.

Morris said the university has received letters from some students declining the university's enrollment offer. Few cited specific reasons for the change in plans.

Thrift Shop Seeks Donations

The student staff of Chapin Apartments have implemented a program—the Chapin Thrift Shop—to provide second hand clothes and housewares to apartment members at affordable prices. Donations are needed from the local community.

The Chapin community is comprised mostly of international graduate students and their families who, on limited budgets, often have difficulty affording such items. Money raised through the thrift shop will be used to help families in need.

The thrift shop is open Wednesday evenings and Saturday afternoons in the Chapin Community Center. For information, call 632-6755. Persons with donations are asked to call Sue Levine at 632-2202.

Memorial Service Set

Faculty and staff in the Department of Sociology will pay tribute to the late Hanan C. Selvin, professor of sociology, at a memorial service Wednesday, Oct. 18 at 4 p.m. in the Alliance Room, Melville Library. All members of the university community are welcome; those planning to attend are asked to inform the

Department of Sociology at 632-7700 before Oct. 13.

The department has also established the Hanan C. Selvin Memorial Fund. The fund will present an annual cash award to graduate student submitting the most outstanding methodology paper.

Those wishing to contribute should make checks payable to the Hanan C. Selvin Memorial Fund, and send them to the Department of Sociology, S-401, Ward Melville Social and Behavioral Sciences Building, Stony Brook, NY 11794-4356.

Marburger Gives Pay Raise To Stony Brook Foundation

A five percent pay raise for SUNY presidents approved early this month by the SUNY Board of Trustees has resulted in a \$5,000 contribution to the Stony Brook Foundation; \$4,000 to the scholarship fund, and a \$1,000 unrestricted gift.

The increase was approved by the SUNY trustees as part of a long-term program approved in 1987 to ensure that the salaries of SUNY chief administrators stay competitive with those at other state universities around the nation. But President John H. Marburger donated his increase to the Stony Brook Foundation.

"It is always nice to have a salary increase because it makes it possible to do more things that need doing," Marburger said. "I am pleased to be able to expand my annual contributions to the Stony Brook Foundation by an amount equal to what is left of the raise after taxes."

Marburger said that he believes Stony Brook's need for scholarships is critical, prompting him to earmark most of his contribution to scholarship assistance.

Run to Benefit University Hospital's Child Life Program

University Hospital will sponsor a 5K run and a one-mile fun walk Sunday, Oct. 15, at 9 a.m. The run and fun walk will benefit the Child Life Program—a program that alleviates a child's fear and anxiety about hospitalization through play and preparation for medical procedures.

Registration on the day of the races is at 8 a.m. at the Stony Brook Gymnasium. The walk begins at the gym at 9 a.m. and the run at 10 a.m. Prizes will be awarded and refreshments served. For information, call 444-2960.

New VPs Assess the Challenge

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what projects in the plan do you feel merit highest priority?

SNORECK: What I like about the plan is two-fold: first, the attention it gives to accessibility for services, and second, the way it really focuses the campus on the student and on student services.

The plan gives us a road map for improvement and it gives us an opportunity to build systematically with a garden-type layout, putting vegetables here, and flowers there. Aesthetically, it gives us an opportunity to make the place look like a true university and not just a collection of disassociated buildings.

WATTS: By helping to define the overall look and shape of the campus, the master plan will help to develop the programming that goes into the buildings. The plan will give the people who work here a greater sense of cohesiveness. At present, the campus is to some extent a collection of disassociated buildings, and by making it into a more cohesive whole, the plan will help people work better together and also

give them a better sense of what Stony Brook is.

EDELSTEIN: The master plan we've seen emphasizes very strongly the need, as President Marburger has noted, to provide a degree of refinement and to stress the need for student amenities that have not been emphasized often enough during the university's growth as a first-rate academic institution. With better facilities and a better-looking campus, it seems to me that we can indeed achieve our important goals in the area of recruitment.

The master plan gives us a way to make clear to funding agencies where we are, where we're going and what we need. If the plan is funded, it will set a standard that helps to bring the facilities up to the quality of the people that we have here. That's going to really help us in all of our missions: instruction, research, and health services.

At a time of mounting skepticism as to whether research universities really care about undergraduate teaching, it seems to me that the master plan sends a very powerful message that we in fact do care.

1989-1990 Faculty Promotions

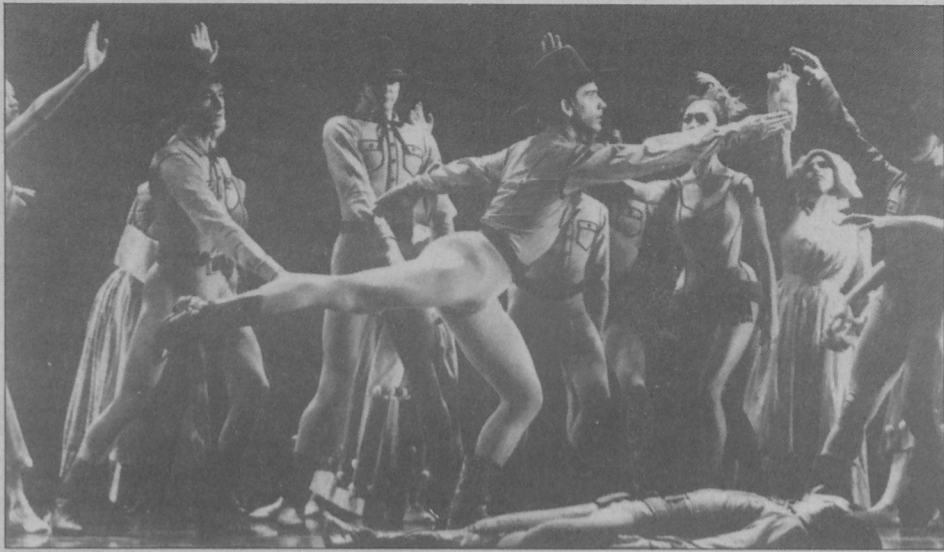
<i>Division of Humanities and Fine Arts</i>		
Alex Baskin	Assistant Professor	CED
Toby Buonagurio	Professor	Art
James Harvey	Associate Professor	English
Timothy Mount	Associate Professor	Music
Adrienne Munich	Associate Professor	English
<i>Division of Social and Behavioral Sciences</i>		
Scott Feld	Professor	Sociology
Daniel Finer	Associate Professor	Linguistics
David Halle	Associate Professor	Sociology
Herman Lebovics	Professor	History
Alexandra Logue	Professor	Psychology
Warren Sanderson	Professor	Economics
Kamal Sridhar	Associate Professor	Linguistics
Gerdi Weidner	Associate Professor	Psychology
<i>Division of Physical Sciences and Mathematics</i>		
Cynthia Burrows	Associate Professor	Chemistry
Peter Koch	Professor	Physics
M. Rijssenbeek	Associate Professor	Physics
Ralf Spatzier	Associate Professor	Math
Johanna Stachel	Associate Professor	Physics
<i>Division of Biological Sciences</i>		
Daniel Dykhuizen	Associate Professor	Ecology and Evolution
Joel Levine	Associate Professor	Neurobiology & Beh. Sci.
<i>College of Engineering and Applied Sciences</i>		
Clive Clayton	Professor	Materials Science
Harbans Dhadwal	Associate Professor	Electrical Engineering
Arie Kaufman	Professor	Computer Science
Michael Kifer	Associate Professor	Computer Science
I.V. Ramakrishnan	Associate Professor	Computer Science
Thomas Robertazzi	Associate Professor	Electrical Engineering
David Warren	Professor	Computer Science
Anita Wasilewska	Associate Professor	Computer Science
Cunhui Zhang	Associate Professor	Applied Math & Statistics
<i>Institute for Theoretical Physics</i>		
Robert Shrock	Professor	
George Sterman	Professor	
<i>Division of Physical Education and Athletics</i>		
John Demarie	Associate Professor	
Sam Kornhauser	Associate Professor	
Alice Sullivan	Associate Professor	
<i>Marine Sciences Research Center</i>		
James Mackin	Associate Professor	
<i>Library Administrative Promotions</i>		
Amelia Salinero	Senior Assistant Librarian	
<i>Health Sciences Center</i>		
Mary Andriola	Clin. Assoc. Professor	Neurology
Jay Bock	Associate Professor	Pathology
Bryce Breitenstein	Clin. Assoc. Professor	Preventive Med.
Frances Brisbane	Acting Dean	Social Welfare
Richard Bronson	Associate Professor	OB/GYN
Joseph Decristofaro	Assistant Professor	Pediatrics
Jack Deitch	Clinical Professor	Radiology
Thomas Eide	Clin. Assoc. Professor	Anesthesiology
Raa El-Maghrabi Res.	Assoc. Professor	Physiology & Biophysics
Howard Fleit	Associate Professor	Pathology
Zelik Frischer	Clin. Assoc. Professor	Urology
Andrew Green	Assistant Professor	Medicine
Joseph Hall	Assistant Professor	Pediatrics
John Halperin	Associate Professor	Neurology
Jack Hirschowitz	Professor	Psychiatry & Behavior
William Jungers	Professor	Anatomical Sciences
Frederick Kaskel	Associate Professor	Pediatrics
Sardar Khan	Associate Professor	Urology
Robert Katz	Clin. Assoc. Professor	Anesthesiology
Christina Leske	Professor	Preventive Med.
Benjamin Luft	Associate Professor	Medicine
Farrokh Maneksha	Clin. Assoc. Professor	Anesthesiology
Edward Nord	Associate Professor	Neurology
Donald Oliver	Associate Professor	Microbiology
S. Padmanabhan	Clinical Professor	Surgery
Mahender Pampati	Clin. Asst. Professor	Radiology
Nanci Rice	Clin. Assoc. Professor	Allied Health
Clinton Rubin	Associate Professor	Orthopaedics
Scott Sherman	Clin. Asst. Professor	Anesthesiology
Thomas Smith	Associate Professor	Radiology
Joyce Sprafkin	Associate Professor	Psychiatry
Ira Stein Assistant	Professor	Medicine
Leonard Stein	Associate Professor	Medicine
Sidney Strickland	Professor	Pharmacology
Randall Susman	Professor	Anatomical Sciences
Wayne Waltzer	Professor	Urology

Please Note: In the November issue of Currents, a complete listing of new faculty appointments will be published.

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STALLER CENTER FOR THE ARTS

T E N T H A N N I V E R S A R Y S E A S O N



Oakland Ballet



New York Gilbert & Sullivan Players



Beaux Arts Trio

MAIN STAGE MUSIC

Saturday, October 7

Trevor Pinnock
Conducts the English Concert
England's brilliant period instrument
chamber ensemble opens their North
American tour.

Saturday, November 11

New York Gilbert &
Sullivan Players
The Pirates of Penzance
An exciting, opulent production for the
entire family.

Saturday, December 16

Bella Davidovich, Pianist
The great Russian émigré returns for her
first Stony Brook appearance since
1980.

Friday, February 23

Orpheus Chamber Orchestra

Saturday, April 7

Yoel Levi conducts
the Atlanta Symphony
One of the nation's major orchestras,
winners of seven Grammy Awards.

CHAMBER MUSIC

Saturday, October 28

The Orion String Quartet
This performance features guest artists
Gil Kalish, piano and Julius
Levine, bass.

Wednesday, November 15

Charles Rosen, Pianist
This eminent musician has appeared
with virtually every major orchestra in
the world.

Friday, December 8

The Beaux Arts Trio
A program featuring the works of
Haydn, Smetana, Copland and Brahms.

Saturday, February 17

The Aulos Ensemble,
with Julianne Baird, soprano
Six of America's leading baroque
musicians, performing on authentic
instruments.

Friday, March 30

The Kronos Quartet
Devoted to the composers of our time,
Kronos has transformed the image of the
string quartet.

DANCE SERIES

Friday, October 27

The Tulsa Ballet
Coppelia
Dr. Coppélius' beautiful mannequin
comes to life in this all-new production
of the classic Hoffmann tale.

Saturday, March 10

The Oakland Ballet
Americana program includes
"Billy the Kid" and "Cakewalk."

Saturday, April 21

Toronto Dance Theatre
A Canadian classic celebrates its
20th anniversary.

THEATRE

Saturday, November 4

Claire Bloom
*Then Let Men Know: A Portrait of
Shakespeare's Women*
A dramatic evening on the world of
women as seen by the Bard.

Friday, February 16

The National Black
Touring Circuit
I Have a Dream
A musical drama that weaves the works
of Dr. Martin Luther King, Jr. into a
program of song and celebration.

Friday, March 2

Kodo Drummers of Japan
An exhilarating theatrical experience for
the entire family.



Claire Bloom



Kronos Quartet

JAZZ SERIES

Saturday, October 14

The Billy Taylor Trio

Saturday, January 27

Ken Peplowski and Friends

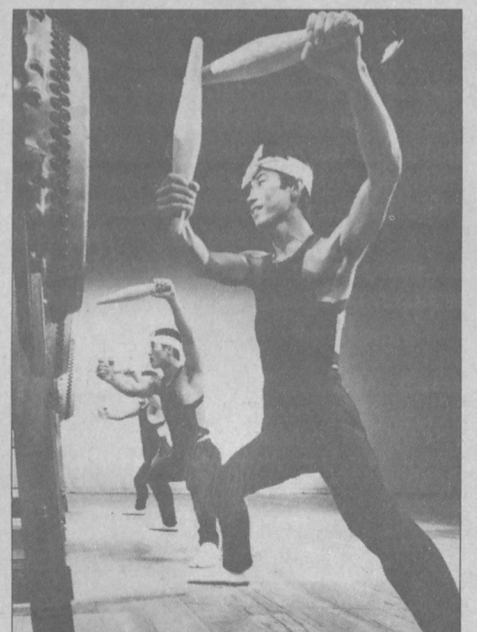
Saturday, February 24

Muhai Richard Abrams Quartet

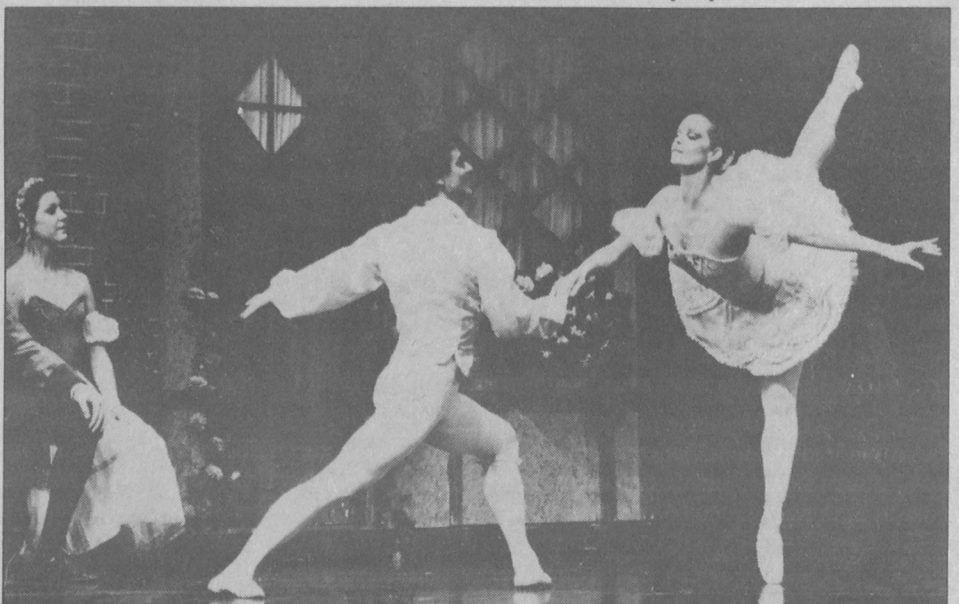
Subscription and single ticket
purchases can be made through the
Staller Center Box Office,
(516) 632-7230.



National Black Touring Circuit



Kodo Drummers of Japan



Tulsa Ballet

