

News & Views

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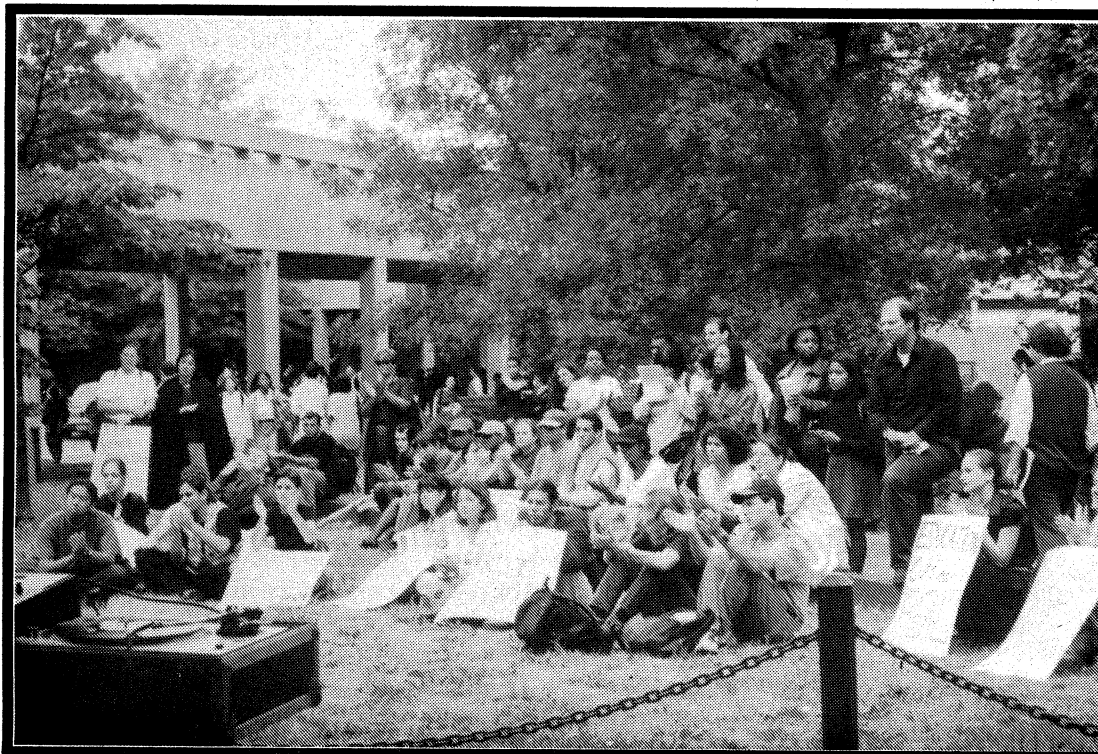
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Rally Held to Protest Federal Educ. Cuts

The United States Student Association (USSA), Polity (the Undergraduate Student Government), and the Inter Fraternity & Sorority Council joined forces to protest

proposed cuts in education spending by the Federal government by hosting a rally on Wednesday, September 13th.

The rally, entitled "Death of Education", attracted approximately 100 students at its peak and featured speeches by Annette Hicks (SGA President), Prof. Zwagg (Economics Department), the Honorable Steven Englebright (NY State Assembly), Josette Smith (Minority Planning Board See "Rally" Page 2



SUNY/CUNY Named Number 1 In Activism

The September/October edition of *Mother Jones* named SUNY/CUNY the number 1 activist in the nation last year as a result of last semester's student mobilization against the proposed NYS budget cuts in SUNY/CUNY funding.

Despite heroic efforts by students (one demonstration at NY City Hall involved 10,000 students and tear-gas-firing police in riot gear), the state enacted the largest tuition increase in history. Tuition rose from \$4000 for full-time graduate students to \$5100. Graduate students in Dentistry, Medicine and Optometry face a tuition bill which is now \$10840; \$2390 more than last year.

Student Population Holds Steady, Despite Tuition Hike

by Gila Reinstein

Academic year 1995-1996 opened with a flourish last week, with about 17,200 students arriving on campus for classes. The numbers were down slightly from last year, but not enough to cause concern. All enrollment figures are expected to increase over the next two weeks, says Raymond Maniuszko, director of Institutional Studies, when late enrollments, adds and drops are completed. The anticipated grand total of full-time, matriculated students at Stony Brook

will be close to 17,700.

Here are the numbers: West Campus enrollment on the first day of the semester was 14,900 full-time, matriculated students. East Campus students totaled 2,210. Incoming freshmen numbered 1,690, down just a bit from last year's first day count of 1,704. On West Campus there were 1,064 transfer students (1,096 last year) and 570 new graduate students (591 last year) as of opening day.

The residence halls opened their

Continued on Page 2

Resurrected Policy Effects ABD Students

by Eric Knappenberger, GSO President

The Graduate School seems to have resurrected an old, previously unenforced policy.

The policy requires G5 students (ABD - All But Dissertation) to register for 1 credit hour every semester until they graduate. Beginning this semester, ABD students who fail to do this will be charged tuition retroactive to the date they became G5.

According to the policy, the only way to get around having to register, and hence pay for, the credit is to be on an official Leave of Absence (LOA).

This year, per Lawrence Martin (Vice-Provost for Graduate Studies), the Graduate School is willing to provide a one credit tuition waiver for those students affected by the above policy, provided that they have consulted with their Graduate Program Director and are in good standing.

According to Lawrence Martin, the policy is used to bolster the statistics, called Full Time Equivalents (FTE), which represent the number of students at each campus. SUNY Central uses FTEs to determine how much money each campus will receive. Each G5 student who registers for 1 credit is worth 3/4 of an FTE, which, in turn, translates into between \$15,000 and \$20,000 of State support to the campus.

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Chair), Dr. Shirley Strum Kenny (SUNY at Stony Brook President), Andrew Cuomo (Asst. Secretary of the US Dept. of Housing & Urban Development), Victor Malison (President of the Student Association of the State University - SASU), Keren Zolotov (Student Senator), and Joe Gentry (President of the Inter Fraternity & Sorority Council).

According to rally organizers, over 7,000 Stony Brook students receive federal student loans and, by proposing to slash over \$11 billion in funding for student loans, the federal government is putting the future of these students education (as well as higher entire education in general) at risk. If passed, the budget would cut (and in some cases even eliminate) federal funding for the student loan interest exemption on Stafford Loans, State Student Incentive Grants, Perkins Loans, and other programs.

Rally organizers circulated petitions to students in order to lobby Congress to restore funding for education.

GRADUATE STUDENT News & Views

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Executive editorials are written by a member of the GSO executive council or its designee, but may not represent the opinion of the entire council.

Readers are encouraged to express their views through the Letters to the Editor column or by contacting the Editor and arranging an Opinion/Viewpoint article. Letters to the Editor and Opinion/Viewpoint articles do not necessarily reflect the opinions of the GSO and may in fact be of opposite viewpoint.

Letters to the Editor must be typed, signed, and under 300 words. Letters to the Editor will not be edited: If a letter exceeds 300 words, it will not be published. If a letter contains spelling and grammatical errors, it will either not be published or published as is.

Writers are encouraged to submit their work on IBM compatible diskettes.

News & Views pays USB graduate students for well-written, pre-arranged News & Views. Contact the editor for the specifics.

News, cartoons, ideas and comments are always welcome. The newspaper's fax # is 632-8965. To leave a message for the editor, call the GSO at 632-6492 or send E-mail to MFAGAN@ccmail.sunysb.edu.

How Safe is USB? The Campus Crime Statistics for 1994

The following material was gleaned from the Annual Report of the USB Campus Safety Council which was published in June, 1995 and prepared under the supervision of Jean C. Kelley, Vice President of Campus Services. The material which appears below is simply a reprint of a portion of the report. The material has been reprinted in order to make the information accessible to a larger readership than the original report, which was published over the summer.

Arrests

The data on arrests show a significant decline in 1994 as compared with previous years. There were 46 arrests on the campus in 1994, whereas in the previous three years at least 70 arrests took place each year. Although the numbers of cases are too small for statistical analysis, it is worth noting that the number of assaults in 1994 was two, as compared with 12 in the previous year. Arrests for trespassing stood at four in 1994, as compared with 10 the previous year and 25 in 1992. The only type of crime for which there were more than five arrests was harassment; five persons were arrested for harassment in 1994 compared with seven in 1993.

Crimes Reported

The number of crimes reported to Campus Police was also significantly lower than in previous years: In 1994, 2,158 crimes were reported, compared with 2,358 in 1993 and 2,787 in 1992. This continues a welcome trend. Types of reported crimes showing the greatest decline were criminal mischief

(387, compared with 420 the previous year); harassment (351, compared to 385); petty larceny (576, compared to 631), and bicycle larceny (19, compared to 63). The only crime for which there was a significant increase in reports was grand larceny (152, compared with 132). Most important, there were no increases in crimes with which the Safety Council is most directly concerned—crimes against persons. Harassment, as noted above, declined sharply. There were reports of 12 assaults, 4 instances of disorderly conduct, 6 of exhibitionism, 1 of rape, 2 of robbery. Only one case of possession of an illegal knife was reported, and there were no reports of menacing. While there are no grounds for complacency, these data indicate that campus measures to assure personal safety from crime are having some effect.

Non-Criminal Calls

There was no significant change in the number of safety and order maintenance calls in 1994, compared with the previous year. The grand total of all non-criminal calls in 1994 was 10,651, compared with 11,292 in 1993. Most of this decline was calls for use of the campus escort service and in various miscellaneous calls for assistance by members of the campus community.

Traffic Enforcement

The number of tickets on the campus increased from 874 in 1993 to 1,062 in 1995. Most of this increase was due to tickets issued for lack of legal inspection stickers and expired registrations.

...Student Population Steady Despite Tuition Increase

Continued From Page 1

doors to 5,800 students on Saturday, August 26, and an army of volunteers helped haul gear into the rooms. An additional 1,000-or-so graduate students occupy University housing all year round. Close to 3,600 people ate a barbecue lunch that afternoon, courtesy of the Alumni Association, and were entertained by John Klumpp's Dixieland band.

Lucky residents of Greeley and Stimson in Roosevelt Quad moved into redecorated buildings equipped with a new fitness center. Also new to Greeley is the seventh Living/Learning Center, this one for Interdisciplinary Arts under the guidance of Theater Arts Professor

John Cameron. Altogether, over 600 students enroll in the Living/Learning Centers' 46 courses and other formal academic offerings, generating about 1,500 credit hours.

The Women In Science and Engineering program, housed in Roth Quad's Whitman College, began its second year as a residential learning community, separate from, but comparable to the Living/Learning Centers.

Reprinted with permission from Stony Brook Happenings, Vol. 2, No. 2, 1995.

HSC Grad. Students Gain More Parking Woes

Last fall many non-TA and non-GA, HSC students returned to campus and quickly learned that the USB Department of Parking and Transportation (DP&T) had canceled their parking passes, without notice, while they were away on summer break. Students who were used to parking in the garage 5 minutes before their scheduled class, now found themselves parking in South P Lot some 30 minutes before their class and throwing themselves at the mercy of the not always reliable campus bus system.

This fall, HSC students again face parking problems. This time though, TA and GA students as well as non-funded graduate students are affected.

As a result of negotiations between GSEU and university representatives, all HSC graduate students wishing the privilege of parking in the 2800-car-garage now must pay an extra \$6.49 per month (the monthly rate has increased from \$16.28 to \$22.77). Although all persons parking in the garage were effected by the increases, CSEA (grade SG11 and lower) and UUP employees were able to negotiate lower rates (\$20.62 and \$16.28 respectively). According to a August 4th memorandum from Shirley Strum Kenny, the increases were necessary in order to match increased garage operating and maintenance costs.

Monica McTigue, a Pharmacology graduate student, states students in the HSC are not especially upset at the increase (parking fees had not been increased since 1978), but rather the "unfair" manner in which the increase was implemented. Ms. McTigue believes the increase is unfair to graduate students because they are billed according to the garage's highest rate despite their low income as respective to other HSC employees. As pointed out by Ms. McTigue, the increase is implemented in a manner which forces HSC graduate students (the majority of whom receive no funding, and, even when funded, receive less than \$15,000 a year) to pay more than faculty members who earn more than \$100,000.

- M. Fagan

GSO News

GSO Replaces Treasurer, Gains Speaker at First Senate Meeting

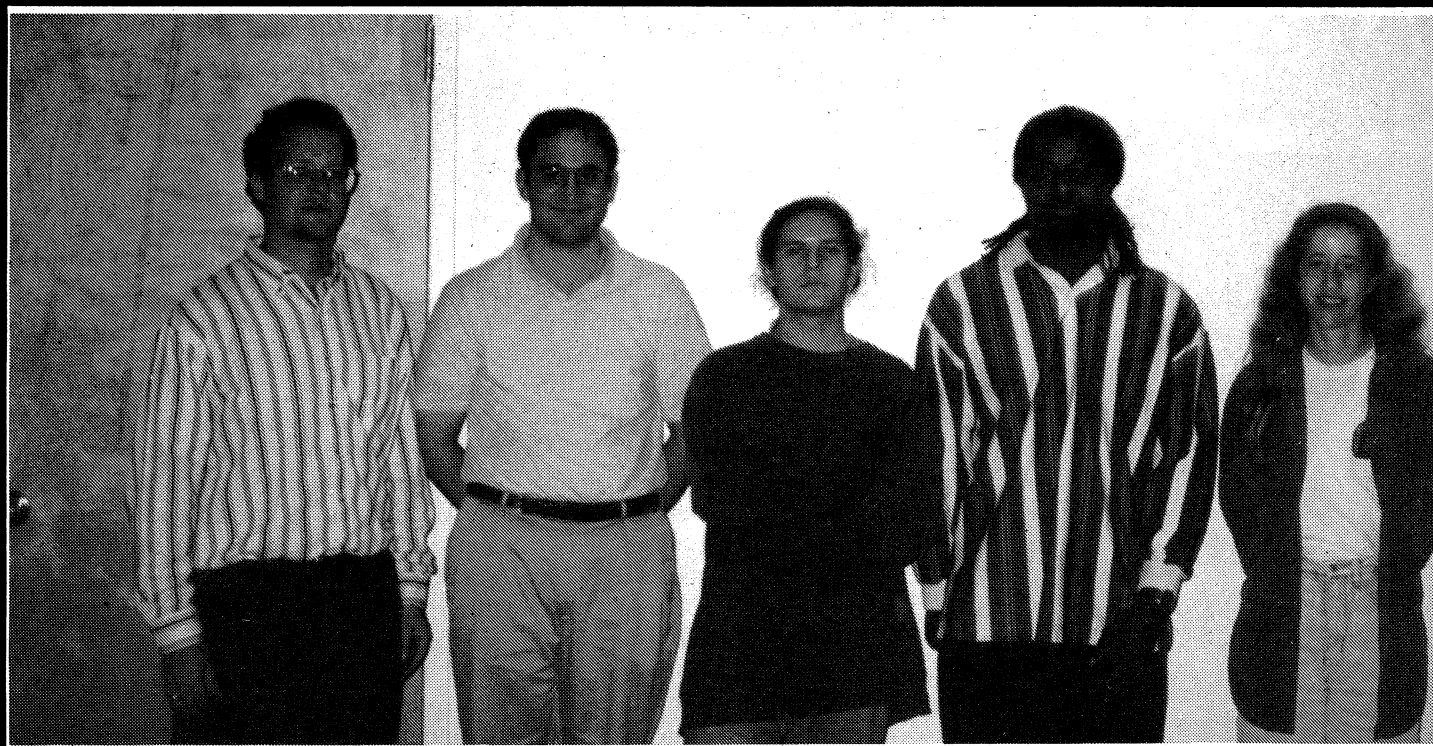
Last Spring Lamine Savane was elected Treasurer of the GSO. Over the summer, Mr. Savane resigned from the position after obtaining full-time employment in NYC. His resignation resulted in the GSO coming to a virtual halt over the summer: No bills were able to be paid. No allocated funds could be distributed. No RAP requests could be paid. The Executive Council wasn't even able to buy food and refreshments for the first GSO Senate meeting of the year.

In light of the above, the Senate appointed Jeffery S. Hack (a fourth year physics graduate student and past GSO Senator) as Treasurer for the 1995-1996 academic year.

The meeting also resulted in the selection of a Speaker of the Senate. After listening to speeches from Kathryn Kent (past GSO Vice President and Senator) and Anne Mayer (past GSO President and Senator), Kathryn Kent was selected by the Senate to be the Speaker for the 1995-1996 academic year.

The 1995-1996 GSO Executive Council is now comprised of Eric Knappenberger - President, David Brown - Vice President, Jeffery Hack - Treasurer, Ira Jarrette - Secretary, and Kathryn Kent - Speaker.

-M. Fagan



The 1995-1996 GSO Executive Council: (from left to right) Eric Knappenberger - President, David Brown - Vice President, Jeffery Hack - Treasurer, Ira Jarrette - Secretary, Kathryn Kent - Speaker.

The President Speaks

by Eric Knappenberger

On behalf of the 1995-96 Executive Council of the GSO, I would like to welcome all the new graduate students and welcome back all the returning graduate students.

Unless you are new to Stony Brook or have been hiding under a rock for the past year, you should realize that graduate students are facing a time of great change both at the state and campus levels. From now on, things will not operate as they have in the past. Realizing that higher education will face continued funding cuts, the University will be restructuring and making decisions which will effect all of us.

The principal task of the GSO is to be the voice of Graduate Students regarding the proposed changes. In order for the GSO to do this we need to

hear from graduate students, we need to know what issues concern you and what you, the graduate students, want. By far, the easiest and most effective way to achieve this goal is via departmental representation at each GSO Senate Meeting (See the large ad on page 6 of this issue for additional details).

Yet another way to ensure the GSO acts on behalf of your interests is to contact us by calling the GSO office (632-6492). I cannot stress how important this is, however the following example may help to demonstrate.

I was unaware of the enforcement of the G5 registration policy (See article in on Page 1) until a grad. student contacted the GSO and asked me to look into it. Within twenty-four hours, I met with Dr. Lawrence Martin (Vice-

Provost for Graduate Studies) to discuss the issue and find out what was going on. I can't promise that we will always provide such quick service, or that the answers obtained to your concerns will be as pleasant as this one, but I can promise you that we will look into concerns raised. *News & Views* will be used to report the latest information. It is hoped the paper will serve as a valuable source of accurate and reliable information in a time when rumors spread like wildfire.

In conclusion, I urge you to elect your senator(s) or (even better) get involved with the GSO yourself. Without the help of volunteers and senators, the GSO does not stand a chance of influencing the decisions and plans that are being made.

Viewpoint: GSO Office Hiring Crawls Forward

The GSO Exec. as well as the individuals named in this article do not agree with all the facts as presented.

Following a semester in which GSO Executive Council members (Anne Mayer, Josh Billig) accused the GSO Office Manager and C&D Agent (Ida Fuchs) of incompetence, and supporters of Ida Fuchs accused Anne Mayer and Josh Billig of incompetence coupled with callousness, it was believed a settlement regarding the matter had been reached and the GSO would soon hire a new Office Manager and a new C&D Agent.

As discussed at the May GSO Senate Meeting, the settlement provided Ida Fuchs with compensation approximately equivalent to fifteen months pay to

be paid in installments over the course of the next four months and, at a date to be determined over the summer, Ida Fuchs' employment with the GSO would then end.

Since this time, Ida Fuchs has indeed received the severance pay as agreed upon. However, as a result of lack of Senate approval (the Senate did not meet during the summer) and the immensity of the task, the GSO Executive Council has not yet hired new personnel to fill the positions of Office Manager and C&D Agent.

The above circumstances have led to various outcomes. Among them, while Ida Fuchs has received her severance pay, she is still employed (although now paid on a hourly as opposed to salary basis) by the GSO in her original capacity as both C&D Agent and Office Manager. Despite efforts by

the Vice-President and President to staff the office, the circumstances also led to a substantial reduction in the number of hours in which the GSO was open over the summer, and is presently open.

However, as a result of the September 12th GSO Senate meeting, progress toward achieving the changes envisioned last semester may finally be possible. The Senate unanimously agreed to grant the Executive Council the authority to: 1.) Hire a full line Graduate Assistant to serve as Office Manager from the present time until the end of the semester, and, 2.) To offer Ida Fuchs a part-time position as C&D agent (the position involves 5 hours of work a week at \$16 an hour) until the end of the semester. The staffing of both positions for the Spring semester is expected to be determined at a later date.

The Executive Council has approached Ida Fuchs regarding the C&D Agent position and is presently awaiting her reply. If Ms. Fuchs does not accept the offer, the GSO Executive Council will then solicit agencies to perform the services.

The Executive Council will soon begin to advertise for applicants for the Office Manager position. As mentioned above, the position is expected to be funded as a full line Graduate Assistant.

Following the application period (to be announced), qualified applicants will be interviewed by the GSO hiring committee. The application and selection process is expected to take as long as one month.

-M. Fagan

Viewpoint

Want to Know the Future of Graduate Education at SUNY? ...Help Decide It.

by Eric Knappenberger

In these grim times, many graduate students find themselves asking "What is the future of graduate education at SUNY?"

Last year the statewide SUNY budget was cut by approximately 280 million dollars. This cut resulted in a \$1,100 increase in tuition for graduate students and a loss of approximately 70 TA lines at Stony Brook alone.

In addition to these cuts and tuition increases, the graduate Tuition Assistance Program (TAP) was reduced to half of its previous level, making it even more difficult for students to pay the increased tuition bill.

This year the budget ax will again be wielded against SUNY. The state has proposed cutting \$130 - 180 million dollars from the SUNY budget and a mid year rescission of the current budget is expected. The effect of these cuts on graduate students remains unknown at this time, however, a memorandum from Board of Trustees member Candace de Russey suggests graduate students have more than just cause to worry. The memo suggests campus closings, elimination of some graduate programs, and a tuition increase. Needless to say, if implemented, these suggestions would severely damage graduate education at SUNY.

Graduate Students are not without a voice. On September 27th, the board of Trustees will be meeting to discuss the future of the SUNY budget. The following day, NY Assemblyman Ed Sullivan (Chair of the Higher Education Committee) will be holding hearings in Albany to gather testimony on the effects of these cuts on students.

Continuing Education at Stony Brook: Not Really, Not Yet

by Ann Berrios,
CED Graduate.

By far, the richest moments of the last twelve years I have spent at Stony Brook have had nothing to do with my work as a Research Foundation employee, and have had everything to do with the time I spent as a CED (Continuing Education Department) student in the MALS (M.A. in Liberal Studies) program. The program allows students to attend classes as they are able. In my case, my budget and schedule were such that I was only able to attend one course per semester, and thus had to complete the course work over a five year period. As is evident by my alumnae magazine, the program is an invaluable resource for the so called "baby boomer student" (students born between 1946 and 1964) who returns to school years (often ten or more years) after their twenties.

While the MALS program serves provisionally employed teachers well by qualifying them for permanent certification, other students completing the program find their employment prospects to be not as bright because jobs for non-specific Masters degrees are scarce. Additional CED degree opportunities need to be available in order to better serve the needs of today's returning students.

For example, Stony Brook does not offer any pre-med. science courses at night. As a result, it is not possible for someone working full-time to pursue a degree, or even prerequisite training, in a science major to qualify for entry level employment as a laboratory technician.

Per job listings regularly posted by the University, these careers require both basic as well as upper level science courses and labs. Hence, applicants must attend a senior college at least some point in their careers in order to qualify. Currently, Stony Brook prepares only those students able to take courses between 9 a.m. and 5 p.m.

Computer Science is another example of a field in which employment opportunities exist (again, per University job listings), yet in which the training required for entry is out of the reach of those unable to attend day courses. Although some students forge special arrangements with their employers, given the extremely competitive nature of today's job market, many people are reluctant to ask their employers for special

treatment. The introduction of Computer Science classes in the evening would allow students to learn in privacy; an employer would not have to be involved in, or even aware of, his or her employee's academic ambitions.

The School of Social Welfare's modified full-time program is a meager concession to the needs of the working person. Instead of taking four classes per semester, the modified full-time graduate Social Welfare student takes three classes and finishes the program in two and a half years as opposed to two. Why not offer a five year part-time program with a course by course approach and weekend field placement option?

A review of what is offered at other colleges and universities shows that, indeed, it is feasible to create programs for students who are employed full-time. For example, Dowling College's MBA program meets all day Saturday throughout the year (with the exception of holidays) and a student is able to graduate in just two years. At Stony Brook, the last CED course taught on a Saturday was Tom Rogers' "Literature of the Anti-Slavery Movement". I tried to register for the course the last time it was offered ...1989. Unfortunately, the course was oversubscribed; I have been looking for a Saturday course ever since. I (and I suspect many other second-career students as well) prefer Saturday courses because they do not force me to drive at night and allow for easier child care arrangements. Child care is easier to obtain on Saturday mornings, since spouses who work during the week are available to take over child care while the other spouse attends class. In fact, Stony Brook's child care centers, already staffed and in place, might offer an evening and Saturday morning program in conjunction with a more accommodating University curriculum.

NYU's Information Technologies Institute provides yet another example of the feasibility of training students who are employed full-time. The 16 credit tele-program awards an Advanced Professional Certificate and consists of course work in systems analysis, data base management and system auditing. The program's instruction, assignments, and tracking of student performance is all completed through Integrated Systems

Data Network lines connected to personal computers. Students living in NYC, Long Island, Westchester, Putnam and Rockland counties may log-on and complete the course work without ever visiting without ever visiting the NYU campus.

Students at the University of Denver are able to choose from degree programs in Master of Liberal Arts, Masters of Applied Communications, Master of Environmental Policy and Management, Master of Computer Information Systems, and Master of Library and Information Systems. All of the course work is provided from 6 - 9 p.m. on one consecutive weekday and available in 5, 7, and 12 sessions. Programs and pre-requisites for the programs are scheduled for people who work during the day. Students invest their time, energy and money because they know they will get a solid, marketable degree. Cynthia DeLarber of the University of Denver tells me that these courses are self-supporting in nature, and even profitable to the university.

Students at the Southwestern University School of Law benefit from a program designed specifically for those with child care responsibilities. The programs classes meet during the times when the student's children would typically be in school (from 10 a.m. to 2 p.m.). Students enrolled in the program achieve their law degree in four, as opposed to three, years. The law school also offers an accelerated program which takes only two years to complete. The school's commitment to the "non-traditional" college student seems to be the foundation of its success.

The University at Stony Brook could greatly benefit from introducing programs which are similar to those listed above and which cater to the education needs of returning students. The Long Island area has been hard hit by lay-offs and down-sizing in the governmental, corporate, and private industries. These cutbacks, together with a seemingly never ending demand for increased skills in employees, have created a huge demand for programs which cater to those most affected: Baby-boomers.

Ann Berrios is an Administrative Secretary at the AIDS Education Resource Center. She graduated from USB's CED program with a MALS degree in 1992.

Have a point of view?

Write it down and sent it in.

The next GSO Senate Meeting is
October 10, 1995 at 7 p.m. in The Spot.
There are lots of good reasons to come
...good food is always one of them.

Viewpoint

GTA Training: It's Not Up To "Them"

By Peg Boyle

Recently while at the graduate teaching assistant (GTA) training seminars offered on campus, I found myself supporting a position I normally oppose. I was arguing for individual students being more resourceful in obtaining GTA training for themselves and arguing against universities being more responsible for GTA training (which I support). My changed perspective made me do a lot of rethinking about the role of GTA training. I realized that I strongly support GTA training. Yet, some universities (including Stony Brook) are still far from the implementation of substantial GTA training for all doctoral candidates. I look forward to the time when GTA training is taken more seriously. In the meantime, graduate students who are concerned with teaching need to be instructed on creative and alternative ways of meeting their needs to get GTA training.

First, let me give you some facts about the state of GTA training. Then I'll talk about how Stony Brook's campus addresses GTA training. Finally (and I think it's the most important aspect of the article), I'll offer some tips for those who value teaching yet are dismayed by the lack of readily available resources to bolster and foster their interests.

During the 1980's, university education and the state of GTA training, came under close public scrutiny. This was due to several factors. One factor was the sharply increasing tuition costs associated with an undergraduate education. Students being taught by staff with less than stellar English-speaking skills led students to voice their dissatisfaction. Another factor, scandals of mismanaged federally funded grants made the headlines. Reports of research institutions buying yachts with taxpayer money drew attention to the management of universities. Yet another, famous professors shirking their teaching responsibilities off on graduate students raised the ire of the education consumer. Consequently, public attention was drawn to the management of universities in general, and the teaching role of universities in particular.

This situation sparked change. Some state legislatures even intervened: in California the state legislature pressured public universities not to cut back teaching loads for faculty. In North Carolina, the State Auditor examined faculty workloads and hours spent teaching. Other public universities scrambled to institute teaching awards and training programs to stave off being regulated by state bureaucracies.

The role of GTAs was not exempt from this scrutiny. GTAs manage a substantial portion of the teaching load at research universities. They conduct from 30% to 50% of contact classroom hours for first-year and sophomore undergraduate students. Given such evidence, it is not hard to see how the state of GTAs and GTA training came under scrutiny. Similar to faculty teaching development programs, graduate teaching development programs increased in number and in exposure. And certain policies, such as mandating that foreign-speaking graduate students pass a SPEAK test before assuming GTA duties, were widely implemented.

Teaching is part of the mission of a research university. However, one quickly learns upon stepping on such a campus that teaching has taken a back seat to research. The academic community clearly, openly, proudly regards and rewards writing and research. Research productivity is positively related to hiring, tenure, promotion, and financial compensation. Yet teaching is often devalued. In fact, a recent nationwide analysis found that for full-time tenure-track faculty, the more time spent on teaching and instruction, the lower the basic pay. This was in contrast to the rhetoric of the administrators that teaching was increasing in importance. Nonetheless, public pressure and fear of state governments meddling in university affairs dictate that research universities at least pay lip service to the role of teaching on its campuses.

What are the results of this pressure? Rewards for university teaching have become more popular and more visible. Teaching development programs for faculty

and GTAs have been increasing in number. Teaching awards have increased. And in some instances, hiring and tenure decisions are being influenced by teaching effectiveness. At some universities, professors are not considered for tenure unless the student evaluations of their courses are above a certain cut-off number. Even with the increased emphasis on teaching, writing and research productivity are still more important.

What does this mean for those of us interested in teaching? Realize four things. First, most academics teach, few publish. A recent study by UCLA found tenured professor typically spend 9.8 to 10.5 hours a week in the classroom. This study also reported that 41% of these 536,000 faculty did not publish anything in professional journals from 1991 to 1993. Second, realize that in the world of academe, teaching is the second-class task. Hiring, tenure, promotion, and salaries rest primarily on writing and research. Third, realize that more time in teaching preparation does not necessarily translate into better teaching and/or higher student evaluations. In fact studies have found that the new faculty who get off to good beginnings and have the highest teaching ratings spend *little more than one hour of preparation time for every hour of lecture time*. Finally, close supervision and teacher training is associated with increased teaching comfort and effectiveness.

Where does that leave those of us at Stony Brook who are interested in teaching? First, let's examine the requirements. Then, we'll look at the reality. A university requirement is that every student completes two semesters of supervised teaching experiences. These experiences vary widely by departments. Some departments require their doctoral students to complete a semester-long teaching seminar and then to teach their own sections of introductory courses while being supervised. Some departments offer no supervised GTA training to speak of, actively discouraging student participation in GTA related activities.

So what can you do if you are a GTA who would like further training? Realize that if your department does not support your endeavors, then you are going to have to be more resourceful and bold

than you would have to otherwise. The first place to start is to attend the evening GTA training seminars coordinated by Ray Maietta (2-9686). Not only will you get good teaching tips from other GTAs and faculty, you will get a free meal!

Second, know that USB has many outstanding teachers. You don't have to look too far for them. Ask graduate directors and secretaries who the effective faculty and graduate teachers are in your department.

Third, the most effective form of training has been mentoring. When asked to rate GTA training programs at a large university, GTAs rating mentoring as more effective than workshops or seminars. Therefore, go find a mentor. The people listed as good teachers often enjoy talking about teaching and will be flattered by the recognition. Sit in on their first class of the semester (a crucial time for setting the stage of the semester and building rapport with the students). Find out how they learned to teach. Ask them for reference materials on teaching. Ask for a copy of syllabus. Ask them to look over your syllabus. Ask for suggestions. The suggestions will often not only be valuable but also easily implementable changes. Suggestions that can have a profound influence on your teaching effectiveness, teaching comfort, and teaching confidence. As the mentoring relationship grows, ask them to sit in on your classroom. Also, inquire about their modes of teaching preparation times - an oft overlooked topic when discussing GTA training.

Most likely you'll find that these teachers engage in some predictable and effective tasks. They prepare calmly and early, then show up for class a few minutes early (to banter with the especially distant students). They are flexible enough to allow for student discussion (within reason) to pull them away from their planned lecture. They plan times for students to interact with and learn from each other. You'll find not only are they the most effective teachers, they also have the most fun in teaching.

Peg Boyle is a Department of Psychology student and a recipient of a 1995 President's Award for Teaching by a Graduate Student.

I want to print your News & Views - The more you write, the less I have to.

E-Mail me: MFAGAN@ccmail.sunysb.edu. Fax me: (516) 632-8965.

You can even write me: News & Views, GSO, 2105 Computer Science, SUNY at Stony Brook, Stony Brook, NY 11794.

The Going Rates for News & Views: Letters to the editor: Unpaid. A well written, pre-approved, news article: \$0.10 a word; with a maximum of 1500 words (\$150). A thought provoking, pre-arranged opinion piece. Between \$40 - \$70.

Generally speaking, the more an article deals with "graduate student life at USB" the more likely it is to be published.

The Graduate Student Colloquia: Some Commonly Asked Questions

What are the Graduate Student Colloquia?

The Graduate School sponsors the Graduate Student Colloquia. The Colloquia started in 1992 under the direction of the former Acting Vice Provost for Graduate Studies, Helen M. Cooper. It is a commitment that has been taken over by Vice Provost Lawrence Martin. The Colloquia are a response to the need to promote scholarship and inter-disciplinary conversation amongst graduate students. The Colloquia aims to break down the insularity among the humanities, social sciences, life sciences and physical sciences, by increasing the opportunities for interdisciplinary collaborations among graduate students.

Where (and when) are the Colloquia held?

The Colloquia run, approximately, once a month from October onwards, excluding intercession breaks. They are held during weekday evenings (Mon.-Thur.) beginning either at 6 p.m. or 7:30 p.m. at lasting approximately three hours. Though there are a couple of possible venues, the Colloquia have found their recent home at The Spot. The Spot is in the former Fannie Brice Food Mall, and located just down the road from the Schomberg Apartments.

So what types of sessions does the Colloquia typically offer?

Though there have been a number of panels on fellowship and grant

writing, the job market and how to write a thesis, theoretical explorations of issues remain the intellectual focus of the Colloquia. A diverse representation of disciplines creates a rich intellectual milieu for those attending. Therefore, we encourage students from every program to attend. Further, the colloquia are primarily run by and for graduate students, and are informal in nature. The Colloquia have combined more formal readings with less rigidly defined roundtables and forums. To enhance the possibilities of inter-departmental work, each Colloquium is followed by a lightly catered reception and more informal conversations.

A couple of examples will help clarify these two points. The first Colloquium, *Defining Our Disciplines: Examining the Academic and Social Functions of Our Graduate Work*, brought together from History, Philosophy, Physics, Sociology, Cellular and Molecular Pathology, and Hispanic Languages and Literature. The participants addressed issues concerning a perceived lack of interdisciplinary collaboration at the University level, together with their views on societal perceptions of the value of their own fields. Another panel looked at *The Principle of Competition in Ecology and Society*. It featured a multi-disciplinary analysis of the concept of competition with presentations by philosophers and an ecologist, together with an extended commentary by an economist whose

research crossed into the interdisciplinary work presented.

What could be topic possibilities for sessions this academic year?

Possible papers and panels include:

- The Environment
- Woman and Reproductive Technologies
- Medicine and Ethics
- African Studies
- Computer Technologies
- Politics and Science
- AIDS
- Genetics or Eugenics?
- Long Island Sound:
- Sound Management?
- Mental Health
- Emotions
- The Mind:
- Intelligence and Consciousness
- Progress
- The International Graduate Student
- Experience at USB
- Children and Child Care
- Ethics in Research
- Women in Science

This gives you an indication of the possibilities that are available. It is not meant to be an exhaustive list. Many panels are designed by the participants to reflect their particular interests.

Who can present work at the Colloquia?

While the audience has included faculty, administrators and staff from both within and outside Stony Brook, these groups are not targeted as presenters. The Colloquia are primarily intended for USB graduate

students to present their work. Any Stony Brook Graduate student is eligible to present work at a Graduate Student Colloquium. The more formal sessions have, in the past, usually involved three papers, of 15-20 minutes each. A half-hour discussion session is open to all fellows. Roundtables and forums are usually structured more informally depending on the subject matter and the size of the panel.

How do I get involved?

A good idea is to call the Graduate Student Colloquia Coordinator with panel idea, especially if you know that there are some people from numerous programs who are interested in presenting papers or having a discussion panel on a particular topic.

All graduate students can expect to see one mass mailed flyer with details of a general call for papers, early in the Fall semester. After that, future flyers will come through campus mail. These will be posted in a convenient and readily accessible place in your Department Office/Mailroom/Notice Board. To get ahead of the crowd, you can also call and get on the mailing list to get your own copy of flyers for all other calls for papers and for coming Colloquia presentations.

Need more information?

Contact me, Casimir Adler-Ivanbrook, Coordinator of the Graduate Student Colloquia. My office is in the Graduate School, my phone is 632-7045, and my e-mail address is: casimir@ccmail.sunysb.edu.

Graduate Students: Elect GSO Senators to represent your department.

All departments with graduate programs can have at least one senator to represent them at GSO Senate Meetings. If your department has more than 50 but fewer than 200 graduate students, it can have two senators. If your department has more than 200 students it can have three senators. Your department may also elect alternates to serve in the event that your senator cannot attend a meeting.

In order to act as a senator, a graduate student must be elected by the graduate students in his/her department OR, if there is not a competitive election, simply by informed consent. Informed consent requires the individual to notify the graduate students in his/her department of his/her intention to be senator (a flyer in the mail room will suffice) and a petition signed by 30% of the graduate students in the department, supporting that individual as a senator.

Why is becoming a GSO Senator worth your time?

The GSO selects graduate student members to represent graduate students on university committees. In addition, the GSO disseminates information pertaining to graduate education. GSO senators serve as departmental advocates by informing the GSO of issues which are important to their departments, and collecting the department's allocation of GSO funds.

Finally, and perhaps most importantly, the GSO distributes the activity fees of graduate students: Your money. By becoming involved, you can help determine how this money is spent.

Once your department has chosen a senator, s/he simply needs to fill out a confirmation sheet (available at the GSO, Computer Science Building, Room 2105) at least one day prior to a Senate Meeting. Need more information? Call the GSO: 632-6492.

**The next GSO Senate Meeting will be held
on October 10, 1995 at 7 pm in The Spot.**

NYPIRG Has Big Plans For All You "Do-Gooders" Out There

by Steve Rosenfeld, Project Coordinator
NYPIRG SUNY Stony Brook
Chapter

The New York Public Interest Research Group (NYPIRG) is New York's largest consumer, environmental and government reform organization. NYPIRG is a nonpartisan, not-for-profit group established to effect real policy reforms while training students and other New Yorkers to be advocates. Since 1973, NYPIRG has played the key role in fighting, within the system, for more than 100 pieces of public interest legislation or executive orders.

Some of the important issues NYPIRG's Stony Brook Chapter will be working on this year include:

Environmental Preservation:

NYPIRG is currently working to pass legislation requiring industry to reduce wasteful packaging, organizing at the community level against incinerators and working to eliminate toxic chemical hazards especially right here in Suffolk County where according to the NYS Department of Environmental Conservation (DEC) more than 36 million pounds of hazardous waste was generated annually in Suffolk County alone!

Consumer Protection:

NYPIRG continue this year to advocate item pricing, banking, utility and other consumer protection laws. NYPIRG's Small Claims Court Action Center will train students to offer advice to local residents who are embroiled in the small claims system. NYPIRG/POLITY Book Exchange where Stony Brook students can use NYPIRG's office to file books for sale offering them at prices which get them more money and offering them to other

students at lower cost than the Campus Bookstore. We eliminate the ridiculous underpricing of book buyback while offering to students at a lower rate. NYPIRG and POLITY charge no fee for this service!

Lead Poisoning Prevention:

NYPIRG is working to protect New Yorkers from lead poisoning, the country's number one preventable environmental health threat to children. NYPIRG helped pass the Lead Poisoning Prevention Act of 1992, which requires the state to set up a universal lead screening procedure for children and pregnant women and establish a state registry to track the incidence of lead poisoning. NYPIRG will continue to educate and lobby the legislature on lead poisoning prevention.

Education Reform:

NYPIRG will continue to push for fairness and access to education. Our EducationWatch project works to reform race and gender-biased standardized testing practices and advocates performance-based student evaluation and scholarship awarding. NYPIRG is spearheading the Movement to Reinvest in Education (MORE) coalition working to promote quality, affordable higher education.

Good Government:

NYPIRG is working to increase ballot access, make it easier to register to vote and reform campaign finance laws at both local and state levels. The Good Government project also monitors the actions and inactions of the New York State legislature. NYPIRG organizes nonpartisan voter registration drives annually. Our staff attorneys with NYPIRG students lobbied the Suffolk County Board of Elections to finally allow students living in the

residence halls to register and vote locally. We plan to work strongly with the Voter Registration Coalition and Student Polity Sophomore Representative Monique Maylor to register every possible student, whether they are from the halls or a commuter! NYPIRG will continue to push for an on campus polling site in the Student Union for all elections. Someday we will be able to vote for the President of the United States right here at home on campus!

NYPIRG accomplishes all these good things through our Stony Brook Chapter which has an office right here in the Student Union in the lower level room 079 at 632-6457; Small Claims Court Action Center at 632-6458. NYPIRG has a central office with full time staff of researchers and attorneys in Manhattan and Albany and currently maintains 19 Campus Chapters across the state! If you are a TA and looking to motivate some of your students to get involved as a chapter member or intern. Call us and we'll do a quick class "rap" explaining NYPIRG and an issue that we are working on! Become active in our Chapter meetings or perhaps a Project Leader yourself! Use us as a research resource and educational tool and let's get to the next level together!

NYPIRG Stony Brook Chapter's first General Interest Meeting is planned for October 5th, Thursday at 6:00PM in the Student Union building Room 236 come over and check us out!

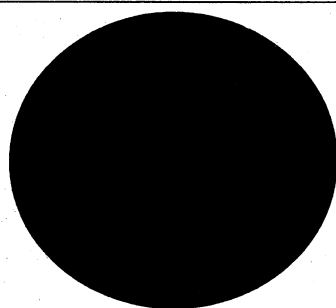
Steve Rosenfeld is the new Project Coordinator for NYPIRG SUNY Stony Brook Chapter. Steve recently graduated SUNY Buffalo Law School and is an alumni of SUNY Stony Brook.

Ongoing Events

In celebration of Hispanic History Month, the Stony Brook Union Art Gallery will feature an exhibition of paintings by Francisco Alvarado-Juarez. The paintings will be on display until October 13th. The artist will speak on October 11th; please see this date below for further details. The Stony Brook Union Art Gallery is open M-F, Noon - 4 p.m.

The Stony Brook Union Crafts Center will feature workshops on the following topics over the course of the next month: Floor Loom Weaving-Beginners, Painting-Beginners, Intermediate Black and White Photography, Kayaking-Fundamentals, Low fire Glaze Workshop, Floor Loom Weaving Projects, Wine Appreciation, Country Western Dance-Beginners, Bartending, High Fire Glaze Workshops. Need more information? Call 632-6822 for schedule, fee and pre-registration.

The Spot



8 pm - 2 am
Thursday -
Saturday.

Featuring Bud Tap, Bud Light Tap, Bud, Heineken, Corona, Molson Ice, Amstel Lite, Guinness Stout, Watney's Stout, Murphy's Stout, Sam Adams, Bass Ale, O'Douls, Coke, Diet Coke, Club Soda, Ginger Ale, Orange Juice, Apple Juice, Mineral Water, Bitterino, Chinotto, Aranciata, Limonata, Gasosa, Coffee, Tea, Espresso, Double Espresso, Cappuccino, Blanc de Blanc, Cabernet Sauvignon, Sparkling Blanc de Blanc, Chardonnay, Pinot Grigio, Zeller Schwerzkatze, White Zinfandel, Cabernet Sauvignon, Merlot Reserve, Kir, Kir Royale, Wine Spritzer, Lillet, Tango, Cinzano, Campari and Soda, live music almost every night and some of the best people around.

What more do you want?

Located above the Fanny Brice Theater in the Roosevelt Quad. Never a cover charge for graduate students. 21 and over with picture ID.

A selection of events which may be of interest to graduate students.

Ongoing Events

The Spot (the only decent bar for graduate students) is open every weekend Thursday through Saturday from 8 p.m. until 2 a.m. This fall the bar will feature live music almost every night it is open. The Spot is located above the Fanny Brice Theater in the Roosevelt Quad. 21 and over with picture ID. There is never a cover charge for graduate students. Undergraduates usually have to shell out \$3.

Jewish? Want to learn more information about upcoming events for graduate students and how you can become more involved in Jewish life on campus? Contact Jill Teicher of the "Graduate Student Organization for Graduate Life". Find her in room 154 of the Humanities Building, call her at 2-6565, e-mail her at: jteicher@ccmail.sunysb.edu

Monday, September 25

Rosh HashanahNo Classes.

FSA Flea Market, Stony Brook Union Bi-level, 8:30 am - 5 p.m.

Tuesday, September 26

Rosh HashanahNo Classes.

Grand Rounds in Psychiatry, "Free Intracellular Calcium in Aging and Alzheimer's Disease," Dr. Walter E. Muller, Psychiatry. Health Sciences Center, Level 3, Lecture Hall 6. 11 am - 12:30 p.m.

Wednesday, September 27

Last day for graduate students (except CED/GSP) to add or drop a course.

"Friday", C.O.C.A Film, Stony Brook Union Auditorium, 7:30 & 9:30 p.m.

"Middle East: Nationalism and Political Islam," by Professor Said Arjoman, Stimson College International Seminar Series, Stimson College, 4th Floor Lounge, 7:30 p.m. - 9:15 p.m.

Going to be in the city tonight? The New York Marxist school will host a forum on "Market Socialism: An Answer to what?" The school is located at 122 West 27th Street, 10th Floor. Need more details? (212) 242-4201. Admission is \$6, but no one is ever turned away due to inability to pay.

Thursday, September 28

FSA Flea Market, Stony Brook Union Bi-Level, 8:30 am - 5 p.m.

American Indian Art & Crafts Show, Pritchard Gym - Sports Complex, 10 am - 6 p.m.

"Women and Nationalism in Subaltern Theory," Inter-disciplinary Feminist Studies Colloquium, Melville Library, E-4340, 4:30 p.m.

Live music by MJ12 tonight at 10 p.m. at The Spot.

Going to be in the city tonight? The New York Marxist school will host an exhibit, book party and discussion on "Holocaust: The Black and Jewish experiences." The school is located at 122 West 27th Street, 10th Floor. Need more details? (212) 242-4201. Admission is \$6, but no one is ever turned away due to inability to pay.

Friday, September 29

Non-Instructional Figure Drawing Workshop. Practice from a live model. Union Crafts Center, Stony Brook Union, 7:30 p.m. - 9:30 p.m. \$5 at the door.

"Die Hard 3", C.O.C.A. Film. Javits Lecture Center, Room 100. 9:30 p.m. and Midnight. \$1 with USB ID. **Live music by Foot tonight at 10 p.m. at The Spot.**

Saturday, September 30

The Stony Brook Symphony Orchestra will perform their first concert of the season. The program will feature Mozart's Overture to the Marriage of Figaro; Barber's

Essay for Orchestra, No. 1; Copland's Appalachian Spring; and Beethoven's Symphony No. 2. Main Stage at the Staller Center for the Arts, 8 p.m. For tickets, call the Staller Center Box Office at (516) 632-7230. Regular ticket prices are \$10 (senior citizen and student discounts available).

Live music by Infamous tonight at 10 p.m. at The Spot.

Monday, October 2

"United Nations: The Cairo Population Conference," by Professor Montgomery, Economics Department. Stimson College International Seminar Series, Stimson College, 4th Floor Lounge, 7:30 p.m. - 9:15 p.m.

Thursday, October 5

Live music by Foot tonight at 10 p.m. at The Spot.

Friday, October 6

The Spot hosts a Dart Tournament from 7 - 9 p.m. Live music by Voice of the Turtle will be featured at 10 p.m.

Saturday, October 7

Live music by Roadside Profit tonight at 10 p.m. at The Spot.

Tuesday, October 10

GSO Senate Meeting in The Spot. Get Involved! 7 p.m.

Have an upcoming event? Sent it in.