

# News & Views

Volume 6, Number 1 February 29, 1996

Published by the Graduate Student Organization at Stony Brook

## Several Roads Provide Clear Access to Teaching Assistance and Debate

by Ray Maietta,  
TA Training Coordinator

Last year the graduate school and the Undergraduate Initiative set out to create a TA Training program aimed at providing arenas for discussion on teaching that would supplement the existing training and conversation in individual departments. The program, which began with a workshop series and monthly open forums on teaching, continues to offer unique opportunities to refine teaching prowess.

Stony Brook's program is founded on two principles often ignored by TA training programs at other universities. First, our TA Training Program emphasizes the value of interdisciplinary sharing of pedagogical secrets. Over the course of the last two years, philosophers, biologists, physicists, musicians, linguists, and others have shared powerful teaching techniques, demonstrating that quality skills from any discipline can be adapted to assist teachers in any other discipline. Second, Stony Brook's program is centered on the premise that when interested individuals gather to talk about a shared commitment to enhance learning in the classroom, ideas will emerge that can benefit the novice and experienced teacher alike. After almost two years, the program remains strong, featuring some new additions as well as original favorite events.

In early March, we will introduce an element to the program that will offer an avenue for daily advice on teaching. We are starting an E-mail discussion forum on teaching. The listserv forum will allow all campus instructors to ask questions of teaching procedure and/or the philosophy of other campus instructors over the Internet. Members simply send a question, comment, or seed for debate to the central listserv address. The message is then sent to all other members of the list. At that time, fellow members simply respond to either the list or individual and then the debates and problem solving session begin! The listserv will possess a facetious title: "Any Questions?". Perhaps we can initiate our list discussion with a debate over the degree of peril

Continued on Page 8

## AIDS Quilt To Be Displayed On Campus

Over 10,000 persons are expected to come to the Indoor Sports Complex on March 21 - 23 to view 1,600 panels of the AIDS Memorial Quilt.

The AIDS Quilt consists of 30,000 panels which serve as memorials to the lives which have been lost to the AIDS epidemic. The organizers of the display (Dallas Bauman and Suzanne Nunn) hope the project will help to illustrate the enormity of the AIDS epidemic, provide a forum in which persons can learn about HIV prevention, and offer a positive expression of bereavement to those mourning the loss of a loved one, and

encourage support-both financial and emotional- for people living with HIV infection and AIDS.

Admission to the display is free of charge. However, donations will be accepted. All funds collected in excess of the expenses necessary to maintain the display will be distributed to five Long Island agencies which provide care and service to people with HIV and AIDS. According to the Centers for Disease Control (CDC), Nassau and Suffolk Counties have more HIV infected persons than any other suburban area in the U.S.

## Funding for The Spot Continued

The GSO Senate unanimously voted to allocate an additional \$5,000 to The Spot at the Senate's Feb. 21 meeting. Without this allocation, The Spot would have had to close prior to the end of the semester.

The GSO had initially allocated \$10,000 to the bar for the 1995-1996 academic year. Due to unexpected circumstances, the bar lost more money than originally anticipated last semester. According to financial statements and information provided at the senate meeting,

The Spot lost approximately \$2575 a month during the first two months of the semester. In November, The Spot took steps to reduce the amount it spends on labor and increase revenue. These steps allowed the bar to reduce the amount of losses it incurred from November through February to approximately \$1250 per month; \$5000 total.

The Spot's allocation for the 1996-1997 year is expected to be determined at the April Senate Meeting.

-M. Fagan

## Special "Letter to Legislators" Insert Enclosed

As you may have heard, Albany is considering massive cuts in the education budget, as well as a tuition increase. The cut that may hit closest to home for the majority of you is TAP. Albany plans to cap TAP awards and base eligibility. We all know how a tuition increase will hurt many graduate students. You may have heard that budget cuts may cause several departments to close down. While unconfirmed, this is a real possibility.

The GSO cannot fight this budget battle alone. If the New York State Senate and Assembly do not feel the GSO speaks for the the graduate students of Stony Brook, any effort we take is useless. Thus, we've created a letter to legislators as an insert to this paper.

If you know the name of your legislator, we would appreciate it if you could send the letter out yourself to help the GSO save on postage. The back of the leaflet may serve as an envelope.

A list of legislators, their addresses, and phone numbers appears on page 12. Or, if you prefer, you may forward the completed letter via campus mail to the GSO, 2105 Computer Science, ZIP=4413.

We also encourage you to write your own letters or faxes. The GSO fax machine is available to graduate students free of charge for this purpose. Make your voice heard in this critical time!

-The GSO Exec.

## Inside

General News	Page 2
GSO News	Page 3
SUNY Budget News	Page 4
Rethinking SUNY	Page 4
Quotes, Stats and Facts	Page 5
Health Care: Part II	Page 6
Writing Workshops	Page 7
The SPD Page	Page 8
Editor's Piece	Page 9
Letters	Pages 10-11
Current Events	Page 12

## Workshop to be Offered on "Teaching Students With Learning Disabilities"

by Renzo Llorente  
Graduate Assistant,  
Disabled Student Services

What are your responsibilities as an instructor toward students with disabilities? What are *learning* disabilities? What special needs do they create? How do they affect students' academic performances? How should you as an instructor cope with students who have disabilities? What does compliance with the Americans with Disabilities Act entail?

These are just a few of the questions that will be addressed in this semester's two TA training workshops dedicated to issues that arise when teaching students with disabilities. Led by the University's Learning Disabilities Specialist, Carol Dworkin, these sessions are designed to familiarize Teaching Assistants with the special needs of students with disabilities, whether physical, psychological, or learning-related. In addition to discussing the nature of various disabilities and the difficulties that they

generate for students, Ms. Dworkin will be presenting an overview of the services and resources offered by the Disabled Student Services office on campus.

As with all the TA training workshops offered throughout the year, these sessions provide an excellent opportunity for TAs to examine and discuss problems encountered in the classroom and in interacting with students in general. In addition, students will be encouraged to share the methods, techniques and strategies that have enabled them to be more effective in working with students with disabilities. In the past, these informal workshops have been lively and informative, and have served to dispel various common myths about the disabled and their presence in higher education. This semester's sessions promise to be just as valuable and productive. **WE URGE YOU TO ATTEND!**

The two workshops are scheduled for the following dates: Thursday, March 7, 10:00-11:30 in Library 4303, and Friday, April 19, 10:00-11:30 in Humanities 283.

## Counseling Center Announces Support Groups

The University Counseling Center is offering a variety of Support Groups during the Spring semester. The groups meet weekly for approximately 4 - 6 weeks, and focus on personal growth and skill development.

During March, the following groups will be offered: "Stress Management Techniques", "Dealing with Upset People", "Feeling Better About Yourself", "Growing in Love: A Workshop on Recognizing "Love Addiction"", "Survivors of Childhood Sexual Abuse", and "Eating Disorder Group".

A "Couples Communication for Graduate Students" support group is in the process of being established. All Stony Brook students are welcome to participate in the groups free of charge. Please contact Brad Strawn at the Counseling Center for additional information (632-6720).

-M. Fagan

## University Hospital Patient Arrested for Rape

A patient at the University Medical Center has been indicted by a grand jury on charges that he raped and sodomized a woman employed as nurse's aide by the hospital. The alleged incident occurred at approximately 9:30 p.m. on Sunday, 2/2/96, in a women's bathroom of Health Science Center.

Alton Lee Hill, 41, of Miller Avenue in Central Islip has been arrested in connection with the incident. According to *The Three Village Times*, Hill was also arrested in 1985. In the prior arrest, Hill was charged with, and later plead guilty to, sexual abuse in the first degree. Hill was sentenced to five years probation in connection with this prior incident.

Hill is presently being held in Suffolk County Jail in lieu of \$100,000 bail, and is scheduled to return to court on March 13. The victim has reportedly been issued an order of protection from Hill.

-M. Fagan

## What Does The GSO Do For Me?

By Hasan Imam,  
Vice President

If you are a graduate student like me, you have probably asked yourself that question at the beginning of each semester as you hand over your "Student activity fee" to the bursar. At other times, you may have grouped the GSO together with the many dysfunctional administrative units of our dysfunctional campus and blamed it for your life's many woes. But seriously people, the GSO is not all that bad and we do some good things with your money. Actually, we do lots of good things, some of which I have elaborated on below.

This self promotion is, of course, not completely selfless. Come April, we are mandated by NY State law to put before you answer the question:

"Do you want to make the student activity fee a) mandatory, or, b) optional?"

If you are inclined to vote for "optional", be aware that if the student activity fee becomes optional for all practical purposes GSO and with it its many programs and services will cease to exist. So before you make up your mind, let me walk you through a list of what the GSO does for you.

**The SPOT:** Located in Fanny Brice, the SPOT is the campus graduate student bar run by the GSO. At the SPOT you can enjoy a large selection of quality beer at low prices, live music, cappuccino, pool and above all, a quality atmosphere makes the SPOT a major fixture of the Stony Brook nightlife. All graduate students get in for free.

**Alternative Cinema:** The GSO through its generous support to Alternative Cinema bring to campus a series of non-commercial, art films. The movies are primarily patronized by graduate students.

**RAP:** The Research Allocation Program (RAP) is a matching fund run by GSO. Its goal is to facilitate graduate student travel to conferences. If you are a graduate student presenting a paper at a conference then you are eligible to receive a travel grant of upto \$100 (limited to once a year per individual).

**Clubs & Organizations:** GSO funds numerous graduate student clubs and organizations on campus. Among some of the large student organizations funded by GSO are Under-represented Graduate Students (UGS) with over 500 members, the Chinese Students & Scholars Association (CSSA) with 250 members and Sinorama with 150 members.

**Social & Cultural Events:** Earlier this month, GSO funds helped make possible celebration of the Chinese New Year by CSSA and Sinorama. These events attracted over 500 graduate students and their families. GSO makes many other such events possible. On March 8, GSO is sponsoring an Interdepartmental Bash at the SPOT. Currently, a plan to hold a spring graduate student barbecue is in the works. Of course, all GSO sponsored events are open to all graduate students. Our administration is working hard to bring greater visibility to these events by requiring extensive, campus-wide advertisement of such social and cultural events.

**Conferences & Speaker Series:** GSO was responsible for bringing the renowned actress and playwright Lucy Wang to campus. Women's History Month receives generous GSO funding and support. Only last week a Philosophy Dept. conference of inter-departmental interest has been rendered accessible to 15 graduate students from other departments through GSO funding.

Currently the president and myself are planning to bring a high profile speaker, like Noam Chomsky, to come

Continued Next Page

GRADUATE STUDENT  
**News & Views**  
VOLUME 6, NUMBER 1, February 29, 1996  
Editor: Mike Fagan  
A Publication of the  
Graduate Student Organization  
Room 2105, Computer Science  
SUNY Stony Brook  
Stony Brook, NY 11794  
(516) 632-6492

**The GSO Executive Council**  
President: David Brown  
Vice President: Hasan Imam  
Treasurer: Jeffery Hack  
Secretary: Eugene Sokolov  
Acting Speaker: Hasan Imam

News & Views is published by the Graduate Student Organization, which is solely responsible for its content.

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, or by contacting the Editor and arranging a Feature or Viewpoint article. Feature, Viewpoint, and Letters to the Editor 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 500 words. Letters to the Editor, if published, will be published "as is". Spelling and grammatical errors will not be corrected. The editor reserves the right not to publish a letter.

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.

# The State of the GSO Address

by David Brown, President  
and Hasan Imam, Vice President

We would like to take a moment to share with you the status of the GSO. First, we have continuing support for popular programs.

Our Research Assistance Program (RAP), which funds students up to \$100 to present a research paper, enjoys wide support from all schools and departments across the graduate school.

There is wide support for The Spot, a campus bar jointly managed by the GSO and FSA. The bar provides a congenial, affordable setting for graduate students including quality live music and one of the widest selections of beer in the county.

Our practice of funding clubs is also alive and well. Over 200 graduate students attended the Chinese New Year Party which the GSO helped to fund. We have also received a proposal from the Alternative Cinema on campus. We hope we come to an understanding which will allow these quality foreign and domestic films to be shown on campus after a semester without them.

We have also been working to provide new services to graduate students. We have been working with NYPIRG to allow graduate students to join the NYPIRG Fuel Buyer's Group. This service allows graduate students to purchase inexpensive oil contracts by taking advantage of volume discounts. The service will be advertised as soon as our ad is approved by NYPIRG.

The GSO has also researched a number of insurance plans to provide affordable health care options to unfunded students. A number of policies have been found that provide coverage comparable to the RA and union plans. We have inves-

tigated offering a plan to foreign students; unfortunately, there are added complications stipulated by the Foreign Students Office.

In order to improve our outreach efforts to SPD students, we have conversed with Assistant Dean Glockner and have obtained eight sets of mailing labels of all active SPD students. The labels will be used to mail *News & Views* to SPD students in order to keep them informed of GSO and campus activities.

We also hope to provide more services to graduate students. In addition to actively utilizing the services I just mentioned, we are planning new events which will hopefully appeal to the graduate community. The feasibility of a "Graduate Student Barbecue" is presently being evaluated. We are also trying to get a high-profile speaker, such as Noam Chomsky, to address the Stony Brook community.

We hope that providing and continuing to provide these services will help to increase the profile of the GSO in the period before the funding referendum in April. Then the GSO will be mandated by New York State Law to ask the electorate, all graduate students, whether the activity fee, which provides the GSO's funding, is mandatory or optional.

Because of increased awareness of the GSO and what it does and does not do, it is not clear to the Executive Council that the activity fee will remain mandatory. The President and Vice-President have been addressing groups which the GSO funds to make them aware of the situation facing the GSO and their future funding, and thus far the response has been positive. However, we must not take it for granted that the GSO will exist in the form which we all find so familiar.

The GSO has already undergone some

astounding changes which may eventually radically alter its character. Responding to the mandate of the Senate, we have hired a graduate student via a graduate assistant line to staff the office. In addition to providing funding for an unfunded graduate student, hiring an office manager via a graduate assistant line will decrease the amount the GSO spends for administrative expenses dramatically.

In order to further reduce costs, we have also out-sourced our C&D responsibilities to the Faculty Student Association. We believe the FSA will provide a professional, local service at an extremely reasonable price. These changes should keep the cost of running the GSO to approximately 25% of the total GSO budget for 1996-7.

While we believe these changes will be extremely positive in the future, and will allow the GSO to fund new projects as well as operate more efficiently, the transition has been extremely rough.

The Executive Council has been operating since December 23rd with only three officers. The extra burdens placed upon officers in performing the day-to-day duties of the Secretary and Speaker while attempting the office reorganization have taken a great deal of energy from the Executive Council. We should note the efforts of the Treasurer, Jeff Hack, in working with the FSA to set up our financial accounts before the start of the semester, and the Vice-President who did the original negotiating with the FSA, and continued the transition during the President's Christmas absence. Both of these officers were essential in determining the responsibilities of the C&D agent and office manager necessary to write contracts. We should also mention the effort of the Hiring Committee for its assistance on short

notice during the hiring process. The transition is still on-going; we hope to reorganize the filing system, create a copy of our financial records inside the GSO office, and improve communication to graduate students.

As we had mentioned earlier, undertaking these efforts while understaffed has been a drain on the enthusiasm of the present Executive Council. We hope to remedy this by increased input by the Senate. Obviously, we need to select all officers to run the GSO effectively.

New challenges have also arisen. While we are fighting for the GSO's life, we must also continue to represent the views of graduate students to administration and the public. Our views on the budget cuts proposed for SUNY and other campus issues must remain known. One way in which can achieve this is by providing input to various campus governance committees. This input will only be effective if we have representatives who have strong opinions on the issues discussed, and can not be done effectively by the Executive Council alone. We appreciate those who have donated their time to the GSO to help us in these matters; without their assistance, the GSO would be in a highly disorganized and neutered state.

However, the Executive Council feels it should focus on a successful reorganization and greater visibility. We believe this will create a strong foundation for the GSO to go in any direction future Senators and Executive Councils may care to take it. But the GSO needs your support and help. To fight the SUNY budget cuts and to make the graduate student voice in campus governance heard, we need the direct assistance and support of Senators and other interested graduate students. We hope you will assist us in this critical time for the GSO.

## GSO Re-establishes Office Hours

The GSO was forced to cancel its office hours during the fall semester due to staffing difficulties. The GSO has now hired a graduate student to staff the office, and is pleased to announce the office will be open 20 hours a week during the Spring semester to serve students:

Monday, Wednesday and Friday:  
12 - 4 p.m.

Tuesday and Thursday:  
10 a.m. - 2 p.m.

Continued From Previous Page

and give a talk on campus.

**News & Views:** This is the GSO's voice. Starting with this issue, we are stuffing graduate student mail boxes with *News & Views* for greater accessibility. In addition to containing information about campus events and issues relevant to graduate students, *News & Views* can also present your viewpoints and concerns to the university administration through its Viewpoints & Letters sections. Also, starting with this issue, we have begun to reach out to the School of Professional Development (SPD) students who comprise of roughly 40% of the graduate student population.

**Child Care:** GSO subsidizes on-campus child care for graduate students.

**Voluntary Ambulance Corps:** This on-campus organization which provides ambulatory services to the graduate students is also being supported and funded by GSO.

**Small Claims Court & Legal Help:** As members of GSO all graduate students are entitled to use the small

claims court hotline run by NYPIRG. We also retain a lawyer who may be able to provide you with free legal advice.

Until now I have spoken only about the "funding" aspects of GSO. One of the most important roles of the Graduate Student Organization is to represent graduate student concerns through the various university committees and task forces. This aspect of the organization has suffered lately due to a lack of student involvement. It is not possible for Executive Council or the Senate alone to man the many committees requiring graduate student input. We would like to encourage any of you interested in getting your concerns and views heard by the administration to contact us; we can arrange for you to get on board the appropriate committees.

I hope that I have been at least partially successful in impressing upon you the importance of the GSO to campus graduate life. If GSO goes, the services it provides and the many social and cultural events it sponsors go as well. So let me urge you to vote come April to keep the activity fee mandatory.

Best wishes.

# Rethinking SUNY

## Part I

by John P. Schmidt  
Legislative Liaison  
United University Professions

*Rethinking SUNY* is a planning document prepared by the SUNY Board of Trustees in response to the New York Legislature's call for increased cost efficiency throughout SUNY. The preface to the document contains the Trustees self-stated responsibility "...to ensure that we are delivering the most effective service to the taxpayers and the students of the State University of New York". I for one was immediately troubled by the decision to place taxpayers before students in the context of effective service. On closer examination it is clear that the juxtaposition is intentional and that the driving force behind *Rethinking SUNY* is actually *Rethinking SUNY's* finance, notably, what can be cut and how swiftly can such cuts be implemented.

There is much to appreciate in the general statements and equally general conclusions that the *Rethinking SUNY* document provides. It reaffirms such priorities as access and quality. It acknowledges the present and future contributions of the SUNY community in the economic health of New York State. Yet, even the casual reader recognizes that each qualitative statement has a politically expedient qualifier or quantifiable measuring stick from which it cannot be disassociated. Beginning with a "thorough review of admissions policies and procedures" and ending with the elimination of "...programs of questionable quality..." the Trustees remind us that it is their "...responsibility to plan, prioritize and allocate resources to programs and campuses". While recognizing that Graduate programs are essential to the mission and economic vitality of New York, the Trustees go on to endorse the proposition that "Undergraduate education is our highest priority". In an environment that will undoubtedly create keen competition for resources, those of us involved in graduate education take caution.

In fairness to the Trustees and the *Rethinking SUNY* document, it contains some excellent ideas for improvement. Allowing campuses to carry over unspent funds from year to year is an idea that is long overdue. Eliminating some of the approval steps that are current procedural requirements within the system, will enable each campus to respond to needs more quickly and efficiently.

However, the *Rethinking SUNY* document in its present state of evolution is not specific enough nor is it a product of input from the entire university community. The legislation requiring SUNY's Trustees to develop a multi-year plan for the university called for the participation and contribution of the university community in its entirety. This did not happen. Whether the Graduate Student Organization or the bargaining unit representing SUNY's Teaching and

Graduate Assistants were involved, I cannot say. I do know, however, that the bargaining unit representing all of SUNY's faculty and professional staff (the UUP) was not involved in the committee process that produced the document.

*Rethinking SUNY* is a fiscal exercise suspiciously shy of details with no clearly articulated vision for education and only cursory attention to issues that demand far more thought and discussion. *Rethinking SUNY* has individual campus autonomy as its cornerstone for improvement, yet it is not entirely clear how autonomy will reduce costs without impacting negatively on academic quality. Frankly, the potential outcome of autonomy will be many disjointed struggles to recruit students whose main value is the revenue they will bring.

What *Rethinking SUNY* needs is more thought. The Trustees need a set of educational principles to guide their thinking. The following might represent a good start:

- 1-The public university must have an affordable tuition.
- 2-Tuition levels should be based on a rational policy that avoids large and sudden increases.
- 3-Ensure access to all.
- 4-Strive for excellence in teaching, research and community impact.
- 5-Maintain and update SUNY's facilities.
- 6-Ensure safe and secure campus.
- 7-Provide academic offerings and support services that reflect diversity.

*This article was originally run in the Dec. '95 edition of News & Views. It has been reprinted in a slightly adapted form as reference for the above article entitled "SUNY Faculty Responds to Rethinking SUNY".*

In response to a call from the NYS Legislature requesting a "multi-year, comprehensive, systemwide plan to increase cost efficiency", the State University Board of Trustees has created a report entitled *Rethinking SUNY*. The report was officially released on December 1, and is now available via on the World Wide Web SUNY Home Page at the following address: <http://www.sunycentral.edu/>

According to the report's introduction, the Board of Trustees seeks to, "increase efficiency by empowering campuses to directly manage more of their academic and financial affairs by eliminating current disincentives to the prudent utilization of campus resources." As a result, campuses will have greater ability to achieve efficiencies of operation and to focus on academic quality. With new

## Part II

by John P. Schmidt,  
Coordinator,  
Stony Brook Coalition  
for Public Higher Education

One need not possess intuitive powers to recognize the connection between the *Rethinking SUNY* document and the annual Executive Budget process. *Rethinking SUNY* translates into Downsizing SUNY. Only through intense pressure on our elected officials were we able to mitigate the full effects of the Governor's 1995-96 budget and keep the undergraduate and graduate tuition increases to \$750 and \$1100, respectively. Our efforts must continue, only this time our protestations must have greater participation and be reflective of the voice of ALL CAMPUS CONSTITUENCIES. UUP estimates that 2,100 additional faculty and professional staff positions will be lost if the 1996-97 SUNY budget is enacted at its current proposed funding level.

*Rethinking SUNY* and the 1996-1997 Executive budget fail to recognize that:

60% of all students in New York receiving a higher education, receive it at SUNY or CUNY

SUNY's students, employees and visitors to the university add an estimated \$10 billion to New York's economy (5 times more than the state's investment in SUNY per year)

SUNY directly employs 80,000 people

SUNY's graduates add an estimated \$16.8 billion annually to New York's economy

As the Coordinator of Stony Brook's Coalition, I urge you to join us and visibly demonstrate your concern for the dismantling of public higher education. We have established a three part strategy. For any one of these strategies to succeed we must have volunteers willing to take the time to voice their opinion.

Our first strategy involves lobbying visits to local legislator offices. On Friday, March 8 delegations of faculty, staff and students will be visiting legislators in their district offices. To the extent possible, we will try to match the composition of each delegation with their respective representative in the Senate or the Assembly.

A second lobbying strategy will involve travel to Albany on Tuesday, March 19. President Kenny will lead a delegation of faculty, staff and students as we travel by bus to the state capital and visit legislators in their Albany offices. This is a specifically designated "Stony Brook Lobby Day".

Call the UUP office at 2-6570 to volunteer your time on March 8 or March 19. For those who wish to learn more about lobbying protocols, lobby training will be conducted March 4 (10:00 - 11:30 am). This training will be held in the UUP offices (Old Chemistry Bldg., Rm. 104)

If your schedule does not permit lobbying activity, it is vital that you communicate your demand for full restoration of the SUNY budget. Legislator names, addresses, phone and Fax numbers are available in the GSO Office, UUP Office or electronically via SB News (under Governance). The important thing is that your voice be heard. Do not assume restoration will take place. Retrenchments have already taken place throughout SUNY.

## Report Details Proposed Changes in SUNY

management delegation comes also greater campus responsibility and accountability."

Specifically, the report states the SUNY Board of Trustees seek to:

Conduct a review in order to, "eliminate programs of questionable quality as well as unnecessarily duplicative programs, especially those with low enrollment and high costs."

Streamline, "contracting and purchasing to support timely and cost-effective use of operating funds. The university should be able to procure goods and services independently and to enter into contracts without prior review and approval of any other state agency."

Employ distance learning technologies, "to maintain the greatest possible access to degree programs."

Provide SUNY operated hospitals with, "new management flexibility", in order to "compete in today's highly competitive and rapidly changing health-care marketplace".

Increase system-wide productivity by allowing campus presidents increased flex-

ibility through a reduction in the amount of monitoring by SUNY central.

Create a pool of one percent of its campus budgets as incentive moneys, "to reward campuses for increased faculty productivity, both quantitative and qualitative."

Allow individual SUNY campuses flexibility in setting their tuition rates.

Create a situation in tuition that increases are not sudden in nature by having tuition increases, "based on a range of rational cost indexes, including, for example, the Higher Education Price Index and the Tuition Price Index."

Encourage campuses, "to increase their efforts to attract external funding", via grant and contract income from, "sale or lease of campus properties, facilities rental, enhancement of self-supporting operations and partnerships, impositions of fees and rents and contracting of services".

-M. Fagan

# Quotes, Stats and Facts

## How You Stand.

Ever wonder how SUNY students and professors stand relative to students and professors at other schools? Here are some selected raw statistics from the December 1995 edition of *Peterson's Report on Graduate and Professional Education*, published by the Higher Education Division of Peterson's Research Department:

"In the 1995-1996 academic year, the average tuition was highest in private institutions, at \$8,380. For public institutions of higher education, graduate tuition averaged \$7,045 for out-of-state students and \$3,107 for in state students."

In-State graduate tuition for public institutions in the New England area averages \$4,116. Out of state graduate tuition for these same institutions averages \$7,782.

Over the academic year 1993-94 and 1994-95, "public institution's graduate tuition and fees increased 9.02% for state residents and 8.18% for out-of-state students."

Public In-State tuition rates increased from an average of \$2,850 in 1994-1995, to an average of \$3,107 in 1995-1996.

"There were 383,036 graduate faculty in the academic year 1994-1995. 73% were full-time, of which 74% were men and 26% were women. 68% taught in public institutions, while 32% taught in private institutions."

"Minorities represented 12.6% of all full-time faculty."

67.6% of the faculty employed by public institutions were employed full-time. Only 32.4% of faculty employed by private institutions were employed full-time.

During the 1994-1995 academic year, graduate and professional students pursued the following fields of study:

Humanities and Social Sciences (27%), Education (18%), Biological Sciences (11%), Health (10%), Engineering and Applied Sciences (10%), Business (8%), Arts and Performing Arts (5%), Agricultural & Environmental Sciences (2%), Physical Sciences (5%), Mathematics (3%), Law (1%).

### Hungry for more statistics?

Lonnie K. Stevans of Hofstra University recently published an article in the newspaper of the American Association of University Professors, *The New York State Conference*. Stevans found that 1994-1995 faculty salaries in New York State were, on average, superior to those elsewhere in the U.S. In fact, NY professors, associate professors, and assistant professors made an average of \$3628, \$2377, and \$1094 (respectively) more than their peers.

Stevans also researched the average salaries paid at NYS universities and colleges for the 1994-1995 academic year and found the following:

Male Professors:	\$58,693
Female Professors:	\$54,704
Male Associate Professors:	\$44,927
Female Associate Professors:	\$42,747
Male Assistant Professors:	\$37,595
Female Assistant Professors:	\$35,928
Male Instructors:	\$30,302
Female Instructors:	\$28,952

### ...Almost Full?

The National Research Council ranked only 10 SUNY programs in the top quartile of the nation. Of those, nine were at Stony Brook: Biochemistry, Cell and Developmental Biology, Ecology and Evolutionary Biology, Genetics, Mathematics, Music, Pharmacology, Physics, and Psychology. Stony Brook also has 19 of the 38 graduate programs ranked best in SUNY. (Source: National Research Council, Memo from USB Office of the President 12/20/95).

-M. Fagan

**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.**

**Write me: News & Views, GSO, 2105 Computer Science, SUNY at Stony Brook, Stony Brook, NY 11794.**

### The Going Rates for News & Views:

**A thought provoking, pre-arranged Opinion Piece:  
Between \$40 - \$70.**

**A well written, pre-approved, Feature Article  
(Mostly news, some opinion):**

**\$0.10 a word; up to a maximum of \$125.**

**A well written, pre-approved, news article: \$0.10 a word; with  
a maximum of 1500 words (\$150).**

**The more an article deals with "graduate student life at USB" the more likely it is to be published.**

## SUNY Faculty Responds to *Rethinking SUNY*

The *Faculty Senate Bulletin* (a newspaper by, and for, SUNY faculty members) recently solicited and published reactions to the State Board of Trustees' *Rethinking SUNY*. A description of *Rethinking SUNY* appears in an article on Page 4.

Members of the Faculty Senate expressed the following viewpoints, recommendations, comments and cautions to the SUNY Board of Trustees:

SUNY faculty encourage, "prudence in re-ordering priorities, structure, and funding for SUNY so that the Board's decisions will be more likely to reinforce, and less likely to weaken, acknowledged area of SUNY strength and undoubted high quality in graduate education, research, undergraduate education, and service to professions, the State's economy, society, citizenship, and individual fulfillment."

"There is a danger to SUNY of focusing its future solely on job training and employment goals."

Access to a quality education is critical, especially "with regard to non-traditional, older, and graduate students, since they tend to be very highly motivated and already committed to and working in New York State."

"Graduate education and research play an essential role in the contributions that SUNY makes, significantly through its University Centers, to the economic and social well-being of the communities and regions in which these campuses are located, and to the State of New York as a whole."

"Take away the graduate program, and you would either have to double the size of our faculty or sharply reduce the size of our undergraduate student body and academic program. The first option is impracticable and the second is unacceptable."

"SUNY faculty caution that any implementation of distance learning and technology-enhanced education be most carefully and prudently carried forward."

"Technology-based instruction, including distance education, will be viewed only as cost-effective panacea. This will result in a diminution of academic excellence. Technology-based instruction may improve the quality of instruction but there must first be a heavy investment of resources."

"Distance learning would be a short step from turning SUNY into one large correspondence school, and turn real instruction into "TV-watching."

"The academic excellence of our undergraduate and graduate programs must be maintained and strengthened."

"The increasing use of adjunct faculty threatens the academic excellence of programs."

"Faculty and/or teaching productivity must be defined by student outcomes such as ranking on standardized national tests, employment, and other outcomes assessment; not be faculty/student ratios and other easily obtained statistical norms that are input measures."

"Campuses must have the freedom to

negotiate their individual missions and to manage resources, including tuition and external funds, in order to support a quality program of education."

Privatizing University Counseling and Health Services would, "create a reduction in the collaboration and consultation which normally occurs to support the academic success of our students", "miss 95% of the counseling population which is developmental in nature", and result in increasing costs.

Tuition should not be raised. Alternative methods of raising money should be utilized, including, a "more progressive tax structure on the wealthy and corporations", "tax credits to graduates of SUNY who remain in the state of \$1,000 per year until all tuition paid to SUNY is recovered. This credit is more than offset by the total taxes collected from employed graduates", and, "SUNY provide half the tuition cost to students as a loan, payable 12 months after graduation, at a favorable interest rate."

The curriculum must not be discarded in favor of specialization. "The curriculum offered to each student is not a coffee shop. The faculty are not in the business of selling only what tastes good and goes down easy."

"End horizontal budget cuts that drain resources from stronger campuses to allow weaker one to hang on for another year. The current 4% and 8% budget reduction exercise by System Administration to the campuses is the latest example of the misguided approach."

"Merge/consolidate campuses and programs."

"Regionalize SUNY campuses around the four University Centers with their own respective faculty, programs, administration, and budgets while maintaining similar educational opportunities within the four regions of the state."

"Consolidate existing programs in Colleges of Technology to one campus or campuses where they would be most successful."

"Planned changes in health care delivery financing (decreases in Medicaid and Medicare, managed care) threaten the ability of State University Hospitals to deliver high quality medical care and medical education."

"If support for SUNY Hospitals continues to diminish, it is imperative that the hospitals and medical schools be given the freedom to compete effectively in the general health care marketplace."

"Review all Ph. D. programs in SUNY using NRC (*National Research Council*) criteria and remove or consolidate the lowest third. Give the savings to the programs in the top third."

All of the above quotes were reprinted from the December 1995 edition of the *Faculty Senate Bulletin*. The bulletin, like *News & Views*, is not copyrighted material.

## Health Care: Part II

by Cary Henderson

Do you drive a car in NY state? If you also have or are interested in health care, read on.

In the first article of this series, we examined the historical background of HMOs-health management organizations-such as the provider of the health care plan available to members of the GSEU's bargaining unit. We concluded that these kinds of organizations as they exist today emerged directly from the combined efforts of several industrial elements to control the costs of health care delivery in the interest of maximizing profit. The example we described looked exclusively at one student's experiences with Choice Care, the plan's provider.

This article uses another example to investigate how well the plan functions in conjunction with other insurance providers. This is a critical issue for anyone who drives in New York, as the state's mandatory auto insurance is covered by "no-fault" plans, i.e., the company that insures your car is supposed to pay for any medical bills resulting from an accident, regardless of who is responsible for said accident. As in the initial article, the case described has reached no conclusion and the condition at hand is ongoing. Therefore, the student who provided the following narrative will remain anonymous.

Said student, a TA at SUNY SB, had had a history of medical difficulties that necessitated a long-term relationship with the health care provided by her father's employer. This relationship changed radically when her father left his job. Due to

steeply rising out-of-pocket costs and continuing hassles with the provider, the student suggested that her father cancel her insurance when the GSEU plan became available two years ago. She rationalized this suggestion with the argument that the plan would be adequate to cover "anything that goes really wrong."

About a week after her father canceled her coverage and she enrolled in the GSEU plan, a "complete half-wit moron" did something hideously illegal and stupid while driving close to the SB campus and subsequently rammed into the student's car while she was traveling innocently at a legal speed. She quickly found herself taped to a board in the emergency room at the SB hospital. Choice Care responded to her family's frantic calls that the plan is not accountable for any cases that are under the legal purview of another insurance provider.

This was the beginning of a 22 month nightmare for the student. She was advised to hire a lawyer from the start by friends who had had experience with the lack of response from the NY insurance industry in similar cases. This advice was marginally effective: not only did the student have to call, write letters, and generally get nasty with her "no-fault" insurance company, she also had to repeat the same behavior to obtain any response from her lawyer. Of course, the lawyer billed her, as lawyers do, an exorbitant amount of money for each hour of his purported labor. The auto insurance company proved expert in losing forms, demanding notarization of forms months after they were

submitted, and citing inadequately completed paperwork as the "reason" that the student's claim had not been processed. The official in charge of the claim was changed five times during those long months. Despite her ongoing battle with her lawyer, she states emphatically: "Without legal representation, I never would have seen a penny of the \$15,000 in medical bills...."

An added tidbit of effrontery was the \$1500 cash deposit - about 25% of the total bill - demanded by the doctor who performed corrective surgery on injuries directly resulting from the accident. Evidently said doctor had already had experience with no-fault insurance. In addition to this, the student and her family spent a year and a half stuck in another series of calls, letters, and general hassle before they were reimbursed for the deposit.

In a stroke of luck, the student's father was able to convince his health insurance provider to reinstall her in the family's plan. Evidently the father had dutifully kept pace with the rising premiums demanded by his provider. This provider is now suing the student's no-fault auto insurance company for the amount that company was legally obliged to pay, meaning that her father's provider graciously covered most of the medical costs.

However, some of those costs came out of the student's own pocket. Her no-fault provider has steadfastly refused to even consider the cost of a prosthetic device deemed necessary after the accident by her doctors, maintaining that she had had "a pre-existing condition" that ab-

solves them of any responsibility. In desperation, she turned to the Choice Care plan for which she had been paying for all along. She was told point blank that Choice Care would cover something minor, such as "if you twist your ankle or something like that....," but that the provider was not responsible for anything purportedly covered by any other insurance.

What does this all mean to the student? Without her father's luck at convincing his company to attempt to recover the cost of her medical bills and the only partially successful efforts of her lawyer, the student and her family would have been left high and dry by the combined efforts of NY state's insurance industry to minimize its costs while maximizing its profits. The story is certainly not over yet. She has a chronic condition that could possibly, even probably, hamper her ability to move for the rest of her life. As you would probably suspect, she is not optimistic about seeking any sort of compensation for the negligence that caused the accident in the first place.

The GSEU is now in the midst of negotiations with SUNY for the renewal of its contract. A critical part of these negotiations is a close examination of the health insurance plan. In the next installment of this series, we'll take a look at how the state views Choice Care's performance and what you might be able to do to improve your chances at getting the plan to work for you.

### They're cutting SUNY again....What do you think about it?

Last year, the Pataki Administration was able to dramatically reduce the amount of money which SUNY collects from New York State. As a result, graduate tuition rose by \$1100, TAP funding for graduate students was eliminated, and undergraduates had their tuition increased by \$750.

This year, more cuts are on the table. Funding for undergraduate TAP might be cut by up to \$119 million. Funding for SUNY may be cut by as much as \$71.8 million for the '96-97 academic year. At this time, the exact effects of the cuts on students are not known. However, if passed, the cuts may result in additional tuition increases of anywhere from \$250 - \$700 per student. Whole departments may be eliminated. Whole campuses might even be eliminated.

The above two paragraphs were going to serve as a rough introduction to a polemic diatribe, but then I realized that I'd much rather publish what *you* think about the proposed cuts.

#### What do you think?

Is it the responsibility of New York State to provide access to higher education to all persons seeking it, regardless of students' financial ability?

Should students who receive Pell grants be forced to devote 50% of their grant to tuition costs before they are eligible for TAP?

Are the tuition increases substantial enough to cause some students to forego college? If so, do you believe a less educated public will be truly harmful to New York State in the long run?

Should undergraduates be required to maintain a "C" average in order to be eligible for TAP?

Is the money that New York presently spends on SUNY better spent on some other program which serves the public good? What if the money was used to fund inner city high schools? What if it was spent on drug prevention or rehabilitation? What if it was spent on the homeless? Prisons? How about Economic development programs for an impoverished area of NYC or some other impoverished area upstate? What if the government spent it to build that bridge from Long Island to Connecticut they always talk about? Maybe they should spend it on summer job programs for disadvantaged high school students. Maybe they should spend it at the community college level.

Are college students more "entitled" to state aid than these groups? Why, or -on the other hand-, why not?

**Put your viewpoint in this space.**

Write me:

News & Views, GSO, 2105 Computer Science Bldg., SUNY at Stony Brook, Stony Brook, NY 11794

E-mail me: MFAGAN.ccmil.sunysb.edu

Fax me: (516) 632-8965

Call me: (516) 632-6492

# Beyond Grammar: Putting Words Down on a Page

By Peg Boyle,  
Department of Psychology

Despite the obvious emphasis on writing for graduate students (e.g., dissertations), there is little cultural and practical support for graduate students as writers. Thirty percent of the students selected for their scholarly writing and research potential (i.e., National Science Foundation fellowship recipients) never obtain the degrees they set out to earn. Fifty percent of students who finish course work and preliminary requirements never finish their doctoral dissertations and remain ABD (all-but-dissertation).

These high attrition rates can be explained, in part, by the aversion many students have to writing. The aversion is not brought about by graduate students' lack of grammatical knowledge. If this was the case, Grammar-check computer programs would alleviate the high ABD rate in doctoral programs. Rather, many students were not taught the skills of reviewing a large body of literature, planning a dissertation-length paper, then writing up the paper in a fluent and productive manner. As a result, some graduate students simply do not hand in their written requirements and remain forever ABD. Others postpone starting their large writing projects until too late, and then pull several "all-nighters" to complete projects. This "procrastinate-rush technique" often results in papers which far are below the students' capabilities.

This situation may be even more prevalent for students who are outside of networks or social environments where they could informally learn about the writing process. Therefore, students from working class backgrounds who grew up in non-academic environments, or women and underrepresented minority students

(often kept out of old-boy networks or mentoring relationships), may experience writer's block and procrastination more frequently than their cohort. Consequently, writing requirements may greatly hinder degree attainment for these groups.

What can be done to address this situation and develop the writing skills of graduate students? One option is to provide formal seminars for teaching writing skills. Through these seminars, graduate students can be empowered and equipped to navigate the writing requirements of a graduate-level degree. Writing workshops that address three aspects of the writing process could prove beneficial. First, a workshop should model the techniques for writing a large research paper. Second, the workshop should present proven methods for working at writing. Finally, graduate student dissertation writers should be taught social skills management in order to solicit help, accept criticism positively (even if the criticism is unfounded), and develop a writing support network for themselves.

## Modeling the techniques for writing a large research paper

It is important to recognize that good writing is a learnable skill. Students who are accepted into graduate school have mastered the art of taking tests and completing short papers which are assigned and due within one semester's time. Yet, rarely are there formal courses on how to write review or dissertation length papers. Consequently, the task of completing dissertations is either learned by trial and error, through informal channels (e.g., having a parent or mentor who teaches you how to write long papers), or by sheer willpower. Instead, I suggest that people learn how to construct a research paper through the processes of note taking, idea

generating, and creating an outline before they begin to write. The overall goal is to separate the thinking process from the writing process in order to deter writing blocks and foster writing fluency.

## Methods for working at writing

Writing is work. Yet, very few opportunities to learn how to work at writing exist. In fact, work habits which do not lead to steady productivity are often suggested: such as writing only when a large block of time is available, or putting a manuscript away for a few weeks before revising. This workshop suggests regular and brief work sessions at writing. Much the same way any new skill or habit is developed, be it learning a musical instrument or beginning to exercise.

## Social skills management

In addition to teaching the techniques and work habits of writing, workshop participants will learn that writing is a social activity. Students will also learn how to manage the social activity of writing to enhance their writing skill and productivity. For instance, participants will be encouraged to exchange outlines of writing projects with advisors before ever starting on the prose. This will avoid investing large amounts of time writing a paper only to find out the central theme or context does not fulfill the departmental requirements. In addition, participants will be encouraged to share their reactions to past and present criticisms of writing projects. All too often graduate students share the same experience: overly harsh or overwhelming criticisms on a paper hindered their writing process. For some it took weeks, even months, to return to work on the writing project. Most importantly, students will be encouraged to develop their own writing networks. Within these

networks, graduate students can solicit help, ask for feedback, and receive support from like-minded graduate students who desire to increase their writing skills and complete degree requirements.

## Offer the workshop within formal settings

This final element was alluded to earlier. The three aforementioned skills should be taught within a formal setting. A formal setting would allow the inclusion of groups which have previously been excluded from informal social networks and professionalization opportunities. In this way, the professionalization and formalization of skills training (training which previously took place within advisor-advisee relationships) will empower students and may eventually lead to the democratization of the University.

To summarize, writing is an important skill necessary for completing a doctoral dissertation and navigating an academic career. Yet, departments rarely offer writing training to their graduate students. To fill this void, guide you in the writing process, and generally help you complete your degree requirements in a timely manner, I will be offering such a writing workshop beginning the third week of March. This workshop uses How Writers Journey to Comfort and Fluency, written by Robert Boice as the textbook. Bob's book is an atypical writing book, it does not focus on sentence structure, rather it focuses on working-at-writing. Bob is a nationally known faculty developer, a prolific writer, a writing coach for over 25 years, and my advisor. If you could benefit from involvement in a writing workshop, I encourage you to contact me by March 15th. I can be reached by e-mail at PBOYLE@ccvm.sunysb.edu or by phone at 474-7975.

## Top 10 Subtle Differences Between Grad. School and Hell:

10. It doesn't rain in Hell.
9. Everyone has heard of Hell.
8. It's a lot more fun getting into Hell.
7. You can't fail out of Hell.
6. At least you can sleep in Hell.
5. Hell is forever, grad school just seems like it.
4. People smile in Hell.
3. You only have to sell you soul to go Hell.
2. There are hot men and women in Hell.
1. You wouldn't tell a friend to go to grad. school.

## The next GSO Senate Meeting.

March 20, 1996 at 7 p.m.  
in The Spot.

## News & Views

### Delivery Expanded

This issue of News & Views marks the beginning of an attempt by the GSO to dramatically increase the paper's availability with the hopes of increasing its readership.

Prior to this issue, bundles of the paper were simply dropped off in the mailrooms and common areas of campus. The paper will now be inserted into every graduate student's mailbox and mailed to the homes of over 2300 students who are enrolled in the School of Professional Development.

As a result, the newspaper has reduced the number of common areas which will receive copies. Please contact the GSO (632-6492) if you appreciate this change, or find that you are no longer able to access a copy.

# The SPD Page

## New Curricular and Delivery Modalities in SPD

By Marvin Glockner  
Asst. Dean, School of Professional  
Development

SPD has been very active in program development over the last few months. New program proposals have been written and developed jointly with other graduate programs and departments on campus. An example of such development is a recently approved Advanced Graduate Certificate in Software Engineering which is being offered in cooperation with the Computer Science Department, College of Engineer & Applied Sciences.

Other programs which have recently started are Advanced Graduate Certificates in School Administration & Supervision as well as School District Administration. Both of these programs were developed in conjunction with the Department of Social Science Interdisciplinary in the Division of Social & Behavioral Sciences.

Another example is an Advanced Graduate Certificate proposal in Educational Computing being developed jointly with the Department of Technology & Society which is currently under review in Albany. We expect imminent approval of the program by the State Education Department and the program being able to accept students as of September, 1996. In addition, we are currently working with Technology and Society to develop a concentration in Math, Science & Technology Education within the Masters of Arts in Liberal Studies.

SPD is proud to announce a second concentration in the MA/LS in "Philosophy for Children". This program was developed jointly with the Department of Philosophy in the Division of Arts & Humanities. This cluster of courses is designed to prepare students to introduce philosophy for children as a specific enrichment program within their educational curricula in a school setting. Non-teachers may also elect this concentration and will

find this thematic exploration of children and their philosophic reflections about the world both enriching and provocative.

SPD has expanded its outreach activities to include a contract program with the Suffolk County Cooperative Library System. Students, who have been identified by the Suffolk Library System, are enrolled in a five-course certificate program which has been designed to train managers and leaders to lead libraries into the twenty-first century. This program was jointly designed with the Suffolk Library Association and the USB University Libraries. Dr. John B. Smith, Dean and Director of Libraries, was instrumental in developing this program.

SPD has also been extremely active in terms of course delivery. We have two courses being offered this Spring semester using the Internet as a modality for delivery through our "Electronic Extension". The two courses ("Who Knows Where the Time Goes?" and "The Who, What, and Why of School") have twenty-three students enrolled. Lectures, "homework" assignments, and papers are posted through a special bulletin board where interaction between faculty and students and among students themselves may take place. It is expected that SPD will expand to 5 courses being delivered via this mode for Fall, 1996.

We are also in the progress of developing a "mentored learning experience" which is a course between a graduate seminar and independent directed readings course. It is expected that at least one course will be delivered via this methodology during the Fall term. Should this mentored learning experience prove to be successful, additional courses will be mounted for Spring, 1997.

Should you desire information regarding any of the above mentioned programs, please do not hesitate to contact the School of Professional Development at 632-7050.

### Continued from Page 1

teachers face when this stalwart opening question for discussion is used to inspire class participation. Twelve members were required to start the list. At last count, membership, before initiation, stood at thirty! To become a member, Email me at RMAIETTA@ccmail.sunysb.edu.

We continue to expand workshops for teachers. Last year, we began presenting a workshop focusing on teaching students with disabilities. Please see Renzo Llorente's article (page 2) detailing these workshops. In addition, in an attempt to increase the amount and depth of conversation within departments, we have introduced a discipline specific workshop series that features three events this semester. On March 6, you are invited to attend a workshop intended to encourage all teachers of other languages to infuse innovative and creative ideas into their teaching prac-

tices. On March 21, panel members will lead an open discussion and debate on the challenging task of teaching sensitive, politically loaded topics. Rape, domestic violence, and homosexuality are some examples of topics that may arise in this open debate on the process and content of courses that tackle sensitive issues. Lastly, on April 11, panel members will lead an informed discussion of how to invite all students (especially those with a phobia of the calculator, computer and plus sign) to succeed in courses that require working with numbers. We are excited to welcome Erik Moledor, a graduate teaching fellow at Duke University, as a participant at this workshop. Erik's participation signals Stony Brook's commitment to work with other colleges and universities in our attempt to improve the quality of under-

Dear SPD Student,

It is a great pleasure for me to welcome you to this issue of News & Views. For the very first time, through the combined efforts of the Graduate Student Organization (GSO) and the School of Professional Development, we are able to bring you the "SPD Page". This page will now be a regular fixture in News & Views, and caters specifically to SPD students. Together with the rest of the newspaper, it aims to provide, in a timely fashion, information about campus events, job opportunities, etc. to SPD students. I hope that this service will draw SPD students closer to the mainstream of campus life.

Let me take this opportunity to give you a little background on how the GSO came upon the idea of this project. During the October 1995 GSO Senate meeting, a representative from the Underrepresented Graduate Students (UGS) informed the Senate that SPD students do not receive campus mail. As a result, they have no way of receiving information about campus related activities, job opportunities, etc. in a timely fashion. I volunteered to look into this matter with the objective that in some form or other GSO would bring about this much needed service to SPD students.

I began investigating the issue by writing letters to several SPD administrators, who included among others, Dean Paul Edelson and Asst. Dean Marvin Glockner, asking them to open dialogue with the GSO on this matter. The letter was also published as an 'Open Letter' in the November issue of *News & Views*. In response, Dr. Glockner contacted me and we embarked on a series of discussions as to how best to tackle this problem.

It became evident at the onset that providing mail boxes for all SPD students would be prohibitively expensive. SPD has approximately 2300 active students in a given semester. To create space for enough mailboxes and then actively stuffing them with letters, fliers, etc., would require quite a bit of money and labor. For a single department this would be an almost impossible task even in normal times; and as we all know these are quite far from normal times. SPD has suffered a 29% budget cut and lost 4.5 TA/RA lines this year. The GSO on the other hand has limited resources that are already spread thin and cannot undertake such a task without seriously jeopardizing its other projects. It was clear that some other solution to the problem would have to be found.

Given that the GSO already publishes a newspaper and has a distribution network, it occurred to me that one could use this existing medium to reach SPD students. The newspaper in its regular format contains a substantial amount of campus related information relevant to graduate students. In addition, one could create a special 'SPD Page' that would be aimed specifically at SPD students. Both our President, Dave Brown, and Dr. Glockner endorsed the idea.

To make sure that the newspaper reaches all active SPD students, it was proposed to our Senate that they be mailed out. The Senate, on February 21st, 1996 approved \$1050 for this project for the Spring '96 semester. This money will be used to mail copies of each of the three remaining Spring semester issues to all 2300 SPD students. SPD agreed to provide the mailing label for this project; Dr. Glockner deserves a special note of thanks for making the labels available to the GSO.

Thus for the first time in GSO history, it has become possible to reach out to SPD students. In case we underestimate the significance of this project, let me reiterate that SPD comprises more than 40% of the graduate student population. In addition to providing this large segment of our graduate student body with relevant campus information, it has now become possible, (as the special insert on 'budget cuts' in this issue makes evident) to include our SPD students in the fight for SUNY's survival and other such activist issues that lie ahead of us.

It is my sincere hope that this project will be a successful one. From your end, you can ensure the continuation and improvement of this service by writing to me at the GSO (Hasan Imam, Graduate Student Organization, 2105 Computer Science Bldg. SUNY, Stony Brook, NY 11794-4413), by sending me e-mail ([imam@felix.physics.sunysb.edu](mailto:imam@felix.physics.sunysb.edu)) or by calling 632-6492.

We would also like to hear about any other concerns you may have or services you would like to see the university provide. One of the reasons for going into the history of how this project evolved is to simply demonstrate how you can make the GSO work for you simply by making us aware of your need and concerns.

I look forward to hearing from you. Enjoy.

Hasan Imam  
Vice President,  
Graduate Student Organization

graduate education. To this end, our English department is currently participating in a mentor program that is part of a partnership with other NY state colleges and universities. In next month's *News & Views*, we will include a detailed article about this endeavor.

Lest we forget, our open forums and focused topic workshops continue. On March 27 and April 19 we invite you to attend open discussions of teaching problems and successes with other campus instructors. Our remaining focused topic

workshops are scheduled for March 12 and April 9. At the March workshop we will expose the unexpected awkwardness of trying to use humor in the class and attempt to offer suggestions for lightening the mood. The last workshop in this series will focus on improving teaching through evaluations by students, peers and mentors. Please watch the *News & Views* calendar and campus bulletin boards for exact time and place for these events, and remember, food is always a central feature at all TA Training events!

## Editor's Piece

# An Employment Problem After 20 Years of School?

You forego CDs for books. You depend on an unreliable, used car for transportation. You sacrifice important parts of the "morning hygiene routine" in order to get to class on time. You have a callous on your finger from taking notes. .... There's no way around it, you're a graduate student. You are slowly, and at times *painfully*, becoming a member of the elite educated class known as the intelligentsia.

And, similar to that credit card advertisement, "membership has its privileges". Chances are, once you graduate, you will be able to get a job ... One that actually pays decent money ... One in which you actually use your education ... One that actually affords you a degree of respect ... One that you're not ashamed to tell people about.

Think about the implications of graduation and employment. You won't have to choose between Ramen Noodles or Macaroni and Cheese on a nightly basis. You'll never again have to decide between fixing the headlight on your car or paying the phone bill.

I don't know about you, but I'm ready. I've been ready for a real job even before I started this whole grad. school thing back in '93. Every Sunday, -for the last two years- I have read, circled, highlighted, and even drooled over jobs the Help Wanted section of the *New York Times*. I've even cut out and saved the ones that look especially attractive.

I now have, without a doubt, one of the most exhaustive collections of already-been-filled-jobs. One might wonder why anyone would have such a collection. Believe me, the collection is invaluable when I need something to keep me going—those nights when I find myself looking at yet another bowl of Ramen Noodles come immediately to mind.

Clearly, given the above sacrifices (and droolings), I should be able to believe that I not only want, but deserve, those dream jobs in the *New York Times*. Something must be profoundly wrong with me, because I just cannot seem to swallow this whole concept.

According to society (whatever that is...), I'm certainly qualified for the jobs I will seek. Once I graduate in December of '96, I will have -count them- *two* Masters degrees to list in the "Education" section of my resume. The "Experience" section is also already quite full. Some potential employers have even assured me that I am almost guaranteed a job with them once I graduate.

I find it altogether disturbing to admit that these facts and assurances have done nothing to resolve what I refer to as my "Employment Problem"; it seems my Employment Problem has nothing to do with competence or experience. My problem also does not seem to involve a lack of self-esteem or confidence. Indeed, it has far too many causes to be described by a few overused, meaningless, psycho-babble catch phrases.

I lack faith in one of the central tenets of academia; the one that says, "people who attend grad school lead better lives."

Please don't get me wrong. I do not challenge the premise that we will be rewarded, at least in a monetary sense, for learning the skills and knowledge of graduate school. Indeed, the Help Wanted section of the *New York Times* seems to provide clear proof of a positive correlation between pay and several factors, notably, skills, knowledge, and education.

I also do not challenge the idea that we obtain a distinctive blend of skills and knowledge in graduate school. For the most part, graduate students spend the vast majority of their time successfully mastering (or PhD-ing ... sorry), a complex blend of skills in order to successfully tackle complex tasks and problems. We become experts in our fields. We obtain knowledge and skills that persons who have not completed graduate school simply do not have.

Now that I've digressed, let me return to the premise *I do* challenge: People who attend graduate school lead better lives.

To me, "leading a better life" has a lot more to it than simply receiving a larger paycheck. Following this belief, if the premise were true, persons who completed grad school would do more "good things" than persons who didn't attend graduate school.

You know, "good things" .... Spending time with people you care about, doing things which you honestly enjoy (be it exercise, the beach, baking brownies, Six Flags, biking, listening to your favorite CD or whatever), and even doing things that make the world better for others (be it volunteering at a non-profit, or organizing against some corporation's evil misdeeds).

People who have completed grad school certainly have the ability to do such things. In fact, I would argue that persons who have completed grad school have an even greater ability to achieve the "better lives" I envision. People with a graduate degree have an option which others do not: They can (as a result of the adequate wages

they receive) forego additional earnings (a.k.a. "work") in order to have time to do some, if not all, of the wonderful "good things" I've mentioned above.

I don't know about you, but I rarely see this option utilized. Even though poverty is not a realistic threat to the intelligentsia, they constantly choose work over the things that, to me, define better lives. Engineers, chemists, economists, biologists, lawyers, managers, etc. spend 65 hours a week at work to earn \$90,000 a year. They could spend 40 hours a week at work, earn \$60,000, and then spend the rest of their time with the people they love. Or, better yet, they could work only 30 hours and earn \$40,000.

Too often people who attend graduate school fail to lead better lives than those who do not; they simply make more money.

As I approach graduation, I fear my Employment Problem will only grow more enormous.

-M.Fagan

It's time for you to take a break from your routine! ....Enjoy food, games, prizes, a cash bar and **live music** by **PUMICE** at the: **1ST INTER-DEPARTMENTAL GRADUATE STUDENT BASH**

Make New Friends!  
Play Games!!

Eat Free Food!!  
Win Prizes just for showing up!

**The Spot**

**Friday March 8, 1996 at 7 pm**

Admission is free to USB graduate students; All others \$3. Must be 21 and over with proper ID.

*This Event is funded by the GSO.*

# Past GSO President Responds

by Tim Morton

GSO President 93-94, Treasurer 92-93, Budget Committee Member 90-92.

In David Brown's December 11th News & Views article, "The New President Speaks", David notes that the GSO has many hats and does a number of very different things for graduate students but a couple of points were not clear. First, I don't think he gave a clear picture of how the GSO finances work. Second, there is a well defined separation between those activities of the GSO that require money and those that do not. If the student body votes against the activity fee in April, the GSO would continue to exist. What, then, would change if the activity fee were voted down?

The GSO operates on a budget of roughly \$150,000; expenditures are approved each year by the Senate. The functions of the GSO can be split in halves, budget-wise. There are expenses related to running the GSO as an organization, and expenses that benefit grad students more directly. I'll present some budget figures from the last year I was at Stony Brook, 93-94, which are typical for GSO budgets.

<u>Service Related</u>		<u>Office Related</u>	
Advocacy	15125	Equip (inc. rental)	1500
Clubs	13500	Supplies	3500
Residents	11000	Telephone	2500
RAP (GSO share)	10000	Postage	2200
Cultural/Social	3850	Senate	3000
The Spot	15000	Travel	3500
Programs/Social	12800	Officer Stipends	9600
Child Care	8000	Office Staff	5000
WUSB	3000	Payroll Tax	2000
Orientation	1000	C&D Agent	28000
Legal Clinic	11500	Accounting	3300
Dept. Allocation	7000	Misc.	1000
News & Views	9500		
Misc.	3000	Total	\$60,100
Total	\$84,275		

Working from these budget estimates, about 42% of the budget is used to keep the office running, which provides some indirect benefits to students such as a place to go for information. That means 58% of the budget is returned to the students more directly as support for a variety of activities. There is a bit of bureaucracy involved, and for years we have tried to keep a limit on how much is spent on the office vs. the more student oriented programming. The recent changes in the office were in part to try and bring the office costs down closer to the 33% figure, which has served as our guideline for office related expenses.

The GSO has always welcomed input into the budget process and encouraged groups of students that might desire funding for some event to seek us out. If a worthy cause is presented, the GSO will find a way to fund it, usually out of the Cultural and Social line of the budget but occasionally with a special allocation. There are two items in particular that deserve special recognition. RAP is the GSO's vehicle for helping grad students get to meetings to present their work. The GSO contributes \$10,000 and we try to get matching funds from the offices of the President and the Provost. Each student presenting a paper at a conference is eligible to receive up to \$100 to help defray the cost of attending. This is of obvious benefit to the individual going to a conference but it also helps to establish the Stony Brook name in the academic community, benefiting the university and everyone associated with it.

The second item I'd like to mention is the Departmental Allocation. Students from each department can collect a small allocation to spend as they please. This money is intended to encourage small groups of students to plan/organize some kind of activity within their own group. Some departments have used their allocation to host some social activity while others have used it to purchase a coffee maker or microwave for a common kitchen facility. It has always been a policy of the GSO to try and spread our funded activities around such that everyone will see at least some benefit from the activities fee that they pay each year, something that impacts each individual.

I agree with David and would like to see more money spent on social activities. We recognize that there are few activities that draw substantial cross-discipline crowds, but that is part of why we have things like departmental allocations available. That is also why we put a considerable amount of energy into The Spot, in hopes that a campus pub would help to bring a more diverse bunch of students together. We could sponsor events like picnics and Winter Festivals but what we really need are people to organize such activities; the GSO budget is flexible to accommodate these kinds of events.

In closing, let me reiterate that all these activities that require money are only part of what the GSO is all about. The GSO is also about representing the views of graduate students to the powers-that-be on campus. The University administration needs to hear from the student body and the most effective means for making our voice heard is through GSO representatives serving on university-wide committees. The GSO Exec also has access to University decision makers that no individual student could ever hope to get. The GSO derives much of its influence through the Constitution of the University Senate which has provisions for graduate student representation on all standing committees. Also, the University administration will often contact the GSO directly for student input. If the activity fee disappeared, this important representative function of the GSO would remain. David makes a good point in that he would like the GSO to be more an activist organization and be more in touch with the students.

The GSO works best when the Senate is active and students participate and this has always been something toward which the GSO has worked. I wish David and the GSO all the best and urge the students to support their student government. I've always been in favor of continuing the mandatory activity fee and remain so. An open discussion of the GSO budget will help the student body to decide whether it is in their best interest to continue to provide their hard earned activity fee dollars. I think the GSO is worth it and urge everyone to vote in favor of continuing to provide this support. As always, that decision is up to the student members of the GSO.

Tim Morton is presently attending Penn State University. He can be reached at TCM114@psuvm.psu.edu

## ...The Conversation Continues

By David Brown,  
GSO President

I'd like to take a moment and respond to some of the comments made by Tim Morton. First, I'd like to state up front I have no real substantive differences in opinion with Tim. I think where we may differ is the route we take to our end goals.

On a trivial note, I want to point out Tim's figures for the GSO budget are outdated and, after January 1st, largely irrelevant. We have outsourced our C&D agent, giving a contract to the FSA, and hired a graduate student via a GA line to staff the office. This should free up about \$20,000 for the GSO to use in 1996-7, if funding remains mandatory. This will hopefully fund new projects, and ensure activity fees need not be raised in the future.

My major divergences from Tim's viewpoint is on the GSO's life if the activity fee becomes optional. To demonstrate how bleak the picture would be, it would take about 150 full-time students' activity fees to pay the FSA and accountant as mandated by New York State Law. For part-time students, multiply this figure by roughly four. If we cannot get out of our contractual agreements to NYPIRG, the Ambulance Service, and the Infant Care Center, another 600 full-time graduate students will see their activity fees evaporate, and all this before a cent goes to the GSO. Clearly, if funding is optional, the GSO shouldn't reasonably expect 750 full-time students to fork over their \$37 per year; thus the only way to avoid unpleasant burdens is to file Chapter 7 and dissolve the corporation.

Off the top of my head, I can come up with two reasons why we shouldn't expect one-third of the full-time graduate students to pay their activity fee. First is the classic Prisoner's Dilemma: if all people behave with merit, all benefit. If a group of people looks out for their self-interest, they get a return greater than that they would get if they acted selflessly, and the suckers get screwed. If everyone pays, everyone wins. If a small group doesn't pay, they win. Although I am not an expert in game theory, most people (including a *Scientific American* readership test a few years back) try to maximize their personal gain (as I might add, would I). I'm not certain if a test of Prisoner's Dilemma behavior has ever been systematically studied with a group as large as 5000 (SPD included). Perhaps researchers in the Psychology and Sociology Departments should watch the next few months with interest.

Second, with all the hungry, homeless, and generally unfortunate people on this planet, I find it difficult to say the GSO is the best charity for your \$37. Given that, and the legal need to extricate ourselves from contractual obligations, the most intelligent thing to do if the activity fee becomes optional would be to break up the GSO and try to form a new organization.

Tim also states the GSO derives its power from its ability to place members on University committees. He feels this is so important that it should continue even after an unsuccessful referendum for the GSO. I concur the GSO can potentially gain a great deal of influence from staffing committees; the reality is quite different. My personal belief is that staffing committees can only be effective if we have people who care deeply about the topic discussed and have some detailed knowledge about the subject. This means, to me, that the Executive Council alone cannot staff all the committees and provide useful representation. Furthermore, I feel it would be disastrous for the GSO if committees would be staffed primarily by the President and Vice-President. The University would receive an incredibly narrow viewpoint, and the time it would take to staff even the "most important" committees would leave no time for the internal management of the GSO. This last task is of the utmost importance at this

Continued top of next page

point.

The GSO has just exited a period where the organization was on the brink of collapse. With Ida Fuchs gone, the FSA and our new office manager have had only the direction the Executive Council could give them. While the worse part of this is over, the reorganization of the GSO is incomplete; as I stated in my "State of the GSO" address we still need to reorganize the filing system, keep a copy of our financial records in the office, and improve our communications to graduate students.

I also believe the organization needs to make graduate students aware of our existence, and make sure this existence is largely positive. To this end, I've tried to institute programs that might benefit our huge number of non-traditional students. Programs like the Fuel Buyers' Group of NYPIRG will benefit any student living off-campus, whether he or she is a full-time grad who just finished a bachelor's degree, or an SPD student who's returning to the university. We can offer competitive health insurance to unfunded students, regardless of age. The Vice-President's efforts to improve communications with the School of Professional Development will hopefully create links to the over 2000 students who may not otherwise see much use for the GSO. Hopefully, our efforts to fight the budget will benefit graduate students from all different schools and colleges in the university. We are also looking into a graduate-wide barbecue, and hope to book a speaker of general interest, such as Noam Chomsky. My motives for this are two-fold. First, these events and programs are good as an end in themselves. Second, this acts as PR to huge groups of people. The more people that know about the GSO, the more people who are potentially interested in the GSO. The more people potentially interested in the GSO, the more people potentially active in the GSO.

And that, dear readers, is the bottom line. On February 21<sup>st</sup>, we saw rather the dismal sight where no GSO Senator wanted to stand for the (paid) Executive Council position of Speaker of the Senate. Since November 14, the Senate knew the (paid) officer position of Secretary was open; not only did we have no volunteers, but also a large number of Senators turned down personal invitations to serve. I understand grad students, especially Senators, are busy, but you have to admit this doesn't bode well for the GSO. I'm President because no one bothered to get on the ballot for Vice-President in April. How can we possibly staff governance committees when we can't even find people to take money to run the GSO? How will the GSO survive without the perks of officer-pay, food at Senate meetings, and department allocations if funding becomes optional?

I'd like to thank the Senators and others who do participate in the GSO out of sheer altruism. Without them, the organization would be dead by now. However, to be really effective, we need more than just them. If your department is not represented in the Senate, please send us a representative. If you are a Senator, think about the Speaker of the Senate position. If you want Hasan to do it in perpetuity, he should get the \$100 per month set aside for it. But what the organization needs at this point is large numbers of grads fired up over issues. If I were a first-year grad in Comparative Studies or German and Slavic Languages, I'd certainly be screaming bloody murder trying to make sure I could actually get a degree from USB. Some of the TAP cuts must be affecting large numbers of grads. We need to hear from you. The Executive Council at the moment is made up of four physicists and chemists, all of whom are well funded, all of whom have been here over three years. We need to know the viewpoints from those of you whose degree is on the line and we need your motivation to help us fight the changes facing us ahead.

Interestingly enough, we have a non-voting Executive Council position open. Any graduate student can be our External Representative, which would be excellent if you have ideas how to take the budget fight to Albany. I'd personally like to see an External Rep. coordinate our budget fight, given the internal problems of the GSO. We can scream about GSO Constitutional issues, etc., but do you want a vigilant fight or not? We also have several campus governance committees unfilled as well as the entire GSO Housing committee and a seat on the GSO Election committee. This is a great time to make your voice heard in this time of uncertainty at the University. Various university officials have asked me for members on the Arts and Sciences Academic Judiciary Committee, the University Senate Computing and Communications Committee, the Excellence In Teaching Award Committee, the Excellence in Service Award Committee, and the Honorary Degree Committee, and we need them by last month. We have a great deal of other committees on which concerned students can serve. These deal with policy issues, searches for officials, and determining the future state of the University. If you are interested in any of the positions mentioned in this paragraph, please write to me at the GSO office, 2105 Computer Science, ZIP=4413, or call 2-6492. We need to hear your voice more than ever in these trying times.

## Open Letters

Dear Shirley Strumm Kenny (President of USB),

During this semester of Fall 1995, as in previous semesters I have received close upon eighty dollars in parking fines. These parking fines are not for any gross violation of the rules, but simply due to the Chapin Apartment Complex Residents not being entitled to park to a Faculty/Staff parking lots. At present I am a Graduate Assistant being paid by the State and my duties require that I travel regularly to the Department of Environmental Conservation by Belle Meade Road, South Setauket. The requires a vehicle.

As I have been stating for the last couple of years graduate student staff employees are entitled to park in the Faculty/Staff lots the only kind which is available in the vicinity of South Campus. As employees we have many duties which inevitably require us to be prompt, and that we travel to many locations. During the course of a normal week I have to travel to Brookhaven National Labs and the Department of Environmental Conservation. This requires that I have a car a reasonably accessible place and this is made available to graduate students in the form of Faculty/Staff parking permits. However, the exception of this policy appears to be the graduate students who live in Chapin Apartments. They are not entitled to Faculty/Staff permits.

There is no reasonably accessible parking available around the vicinity of South Campus for Apartment Complex residents. This means that a resident of Chapin Apartments has to walk back from South Campus along East Loop Road to the Chapin Apartment Complex to get into his car. Walking from South Campus to the Chapin Apartments entails crossing Nicholls Road an extremely busy highway which also does not have any pedestrian crossing. East Loop road is a busy route to the University Hospital and after expansion has traffic going by at over 50 mph. For a bicycle rider there is no shoulder where he can ride his or her bicycle in safety. Neither is there a walkway between these places making traveling to and from the Chapin Apartments to South Campus extremely hazardous.

I would imagine as Graduate Employees of either the State or the Research Foundation we are entitled to a some safe conditions travelling for our vehicle to place of work. In the case of Graduate Student Employees living in Chapin and working South Campus this condition is not met due to University Policy. Apparently when we break the policy to ensure some safety we are penalized by parking tickets. I trust you would take some action to remedy the situation.

Thank You,  
Serenio A. Barr-Kumarakulasinghe

Dear Mr. Melaku Mekonnen (Director Chapin Apartments),

As a reaction to incidents with a "peeping Tom", last year the university installed lighting behind all Chapin apartments backing on the woods. The Chapin Apartments are now undergoing another upgrade, this one to all entry room locks in the complex. The goal of these upgrades, increasing security and convenience, seems laudable. The implementation, however, is lacking in foresight.

In January a note was distributed to residents of I building that the entry and bedroom door locks would be changed. For some residents this upgrade took place in mid-February. Given the staffing and scheduling problems of the campus locksmith, this length of wait is not unusual. Unfortunately, the Chapin Office has decided that the new keys will not be issued to residents until after their locks are changed. This policy, coupled with the uncertainty of the date of the upgrade, has caused more than one student to return home late at night to find their locks changed. The resident must either wake his/her housemates or find a phone in order to wake the RA on duty, who hopefully will get the key.

There is no defensible reason why the Chapin office cannot give the keys to residents before the upgrade to avoid a lockout situation. This is just another example of myopic planning by the university apartment administration.

On February 7th at 12:30 am I returned home to Chapin I2133 to find that my locks had been changed. The notice that this upgrade would take place was posted approximately one month before, and no notice was posted on the night of the upgrade as to the procedure to get the new keys. I waited in the cold for over ten minutes for one of my housemates to awaken and open the door for me. Upon consultation with the Chapin Office staff the next morning I was informed that if I return home after 11:00pm, "there is no way" that I can get my new keys to gain access to my apartment.

The Chapin Complex is predominantly inhabited by graduate students, many of whom work in laboratories late into the night. We cannot afford to return home every night before 11:00pm for a month in the expectation that perhaps the locks will be changed that day. If the Chapin office has new apartment keys, I fail to see why the office cannot give these new apartment keys to residents in advance of lock installation in order to avoid this type of lockout situation.

For too long the Chapin administration has treated residents in a manner more fitting for high school students than for University graduates. I personally hold two university degrees and am pursuing my doctorate—I do not expect to be treated like a second class citizen. Perhaps this is the problem—the majority of Chapin residents are not United States citizens or permanent residents, and the apartment complex administration apparently feels that they can treat foreign students in an arbitrary and capricious manner without consequence.

I demand a written apology from the university apartment's administration for the inconvenience suffered by me and my housemates due to a witless policy. I also expect an assurance that a different procedure be instituted for the remainder of lock upgrades. This new policy should allow students to return home at hours that they feel are appropriate, not those hours the apartment complex office decides are appropriate.

Sincerely,  
David S. Gerstl  
Department of Computer Science

*Consistent with News & Views policy, these letters are printed exactly as submitted. Letters are not edited for spelling or grammatical errors.*

# Current Events

## Ongoing Events

Student Exhibition in the Union Art Gallery. Feb. 26 - March 7.

In celebration of Women History, the Union Art Gallery will feature the works of **Long Island Women Artisans**. March 11 - March 22.

Student Exhibition in the Union Art Gallery. March 25 - April 11.

## Upcoming Events

### Friday, March 1

The Poetry Center hosts an **Open Poetry Reading** in the Poetry Center, Humanities 239 at 7 PM. For more information contact Jim at 751-4385.

COCA presents **Ace Ventura 2** for only \$1! Union Auditorium. Call 632-6472 for tonight, tomorrow's show time

### Monday, March 4

Does your club or department seek funds? Create a proposal and get to the **GSO Budget Meeting**. Room 2105 in the Computer Science Building, 2pm.

The **Interdisciplinary Graduate Student Colloquia** presents "**Eco-Tourism & Madagascar: Conservation or Degradation?**". The panel will include Bonnie Becker (Marine Science Research Center), Leila Porter (Anthropology), and Stephanie Schull (Philosophy Department). Food and refreshments will be served. Need more info.? Call Casimir at the Graduate School, 632-7045. The Spot, 6:30 - 8:30 pm.

### Tuesday, March 5

Alternative Cinema presents **Latcho Drom**. Union Auditorium, 7 & 9:30 pm. \$2 admission.

### Wednesday, March 6

The Graduate School and the Doctorate in Foreign Languages hosts "Crossing Cultural Bridges: Learning and Teaching for Communication in Other Languages". Panel members will talk about the history and future direction of language instruction at USB, followed by a question and answer period. Catered lunch and non-alcoholic beverages will be served. Main Library, Room 5004. 12:40 - 2:10 pm.

COCA presents **Now & Then** for only \$1! Union Auditorium. Call 632-6472 for tonight's show time.

### Thursday, March 7

Teaching Disabled Students Workshop. Representatives from the Office for Disabled Student Services will offer practical advice and official procedures for teaching students with disabilities. Bagels, rolls, and juice will be served. Main Library, Room 4303. 10:00 - 11:30 am.

### Friday, March 8

The Spring Conference of the Society for Women in Philosophy will be held this weekend. On the agenda: Feminism, Pornography and Legal Rights, Alterity and Identity in a Masculine Order, and more! Interested? Call the Philosophy Dept. (632-7570). Registration is 5:00 - 6:30 pm today in Harriman 214. The conference lasts all weekend.

The First Interdepartmental Graduate Student BASH. Free food, fun, games, and live music by PUMICE! Need more details? See the ad on page 9. No cover for graduate students. The Spot, 7 pm until the wee hours of the morning.

COCA presents **Goldeneye: 007** for only \$1! Union Auditorium. Call 632-6472 for tonight and tomorrow's show time.

### Saturday, March 9

The Union Crafts Center will host a **Understanding Weaving workshop**. Call 632-6822 for schedule, fee and registration.

### Tuesday, March 12

The graduate school will host a forum in which panel members discuss their trials and tribulations associated with attempts to use humor to lighten the mood in the classroom. Pizza and non-alcoholic beverages will be served. Marine Sciences Complex, Endeavor Building, Room 113. 6 - 8 pm.

Alternative Cinema presents **No End**. Union Auditorium, 7 & 9:30 pm. \$2 admission

### Wednesday, March 13

COCA presents **Sudden Death** for only \$1! Union Auditorium. Call 632-6472 for tonight's show time.

### Thursday, March 14

**Africa Atunbi** will be performed this weekend. This play dramatizes rebirth through its central themes of tradition, family, and the cyclical nature of life. An ethnically diverse student cast, together with tradition, contemporary poetry, African costuming, dance, and drumming are utilized to trace the life of one woman from birth to death. Performances will take place at the Staller Center at 8pm each night this weekend. Regular Admission \$8; Students \$6.

### Friday, March 15

Two one-act comic operas will be performed tonight: Georges Bizet's **Le docteur miracle** (Doctor Miracle) and Giacomo Puccini's famous **Gianni Schicchi**. Main Stage, Staller Center. 8 PM. Tickets are \$15. For additional information, call 632-7330.

COCA presents **Nick of Time** for only \$1! Union Auditorium. Call 632-6472 for show times tonight, tomorrow, and Sunday.

### Saturday, March 16

The Union Crafts Center will host a **Ukrainian Egg Decoration** workshop. Call 632-6822 for schedule, fee and registration.

**Gayle Wilson**, owner and director of Gayle Wilson Gallery in Southampton, will present speak on the changes she has witnessed in the art world since the '70's Craft Explosion. The **Craft Explosion** used natural materials in order to support the counter culture's utopic back-to-basics, anti-establishment, ant-mass-production values. Women Artisans paid a key part in this movement. Union Art Gallery, 1 p.m.

### Tuesday, March 19

Alternative Cinema presents **Mina Tannenbaum**. Union Auditorium, 7 & 9:30 pm. \$2 admission

### Thursday, March 21

More than 1600 panels of the **AIDS Memorial Quilt** will be on display at the Indoor Sports Complex throughout the weekend. Over 10,000 people from throughout Long Island are expected to attend.

**Africa Atunbi** will be performed this weekend. This play dramatizes rebirth through its central themes of tradition, family, and the cyclical nature of life. An ethnically diverse student cast, together with tradition, contemporary poetry, African costuming, dance, and drumming are utilized to trace the life of one woman from birth to death. Performances will take place at the Staller Center at 8pm each night this weekend. Regular Admission \$8; Students \$6.

### Friday, March 22

COCA presents **Get Shorty** for only \$1! Union Auditorium. Call 632-6472 for show times tonight, tomorrow, and Sunday.

### Saturday, March 23

The Union Crafts Center will host a **Ribbon Weaving workshop**. Call 632-6822 for schedule, fee and registration.

### Tuesday, March 26

**Plant Sale** in the Union today through Thursday, 10am -3pm.

...Just a few places to send your letter of support for SUNY:

The Honorable George E. Pataki  
2 World Trade Center, 57th Floor  
NY, NY 10047

The Honorable Kenneth P. LaValle  
Chair, Senate Higher Education  
Committee  
325 Middle Country Road, Suite 4  
Selden, NY 11784

The Honorable James J. Lack  
New York State Senator  
3B42 NYS Office Building  
Veterans Memorial Highway  
Hauppauge, NY 11788

The Honorable Caesar Trunzo  
New York State Senator  
Room 3B41 NYS Office Bldg.  
Veterans Memorial Highway  
Hauppauge, NY 11788

The Honorable Owen H. Johnson  
New York State Senator  
23-24 Argyle Square  
Babylon, NY 11720

The Honorable Carl L. Marcellino  
New York State Senator  
250 Townsend Square  
Oyster Bay, NY 11771

The Honorable Kemp Hannon  
New York State Senator  
1600 Stewart Avenue, Suite 315  
Westbury, NY 11590

The Honorable Michael Tully, Jr.  
New York State Senator  
North Service Road  
Suite 201, Expressway 2  
Roslyn Heights, NY 11577-2055

The Honorable Sheldon Silver  
New York State Senator  
270 Broadway, Suite 18001  
New York, NY 10071

Need more addresses? Call the GSO!