

Fiat Lux

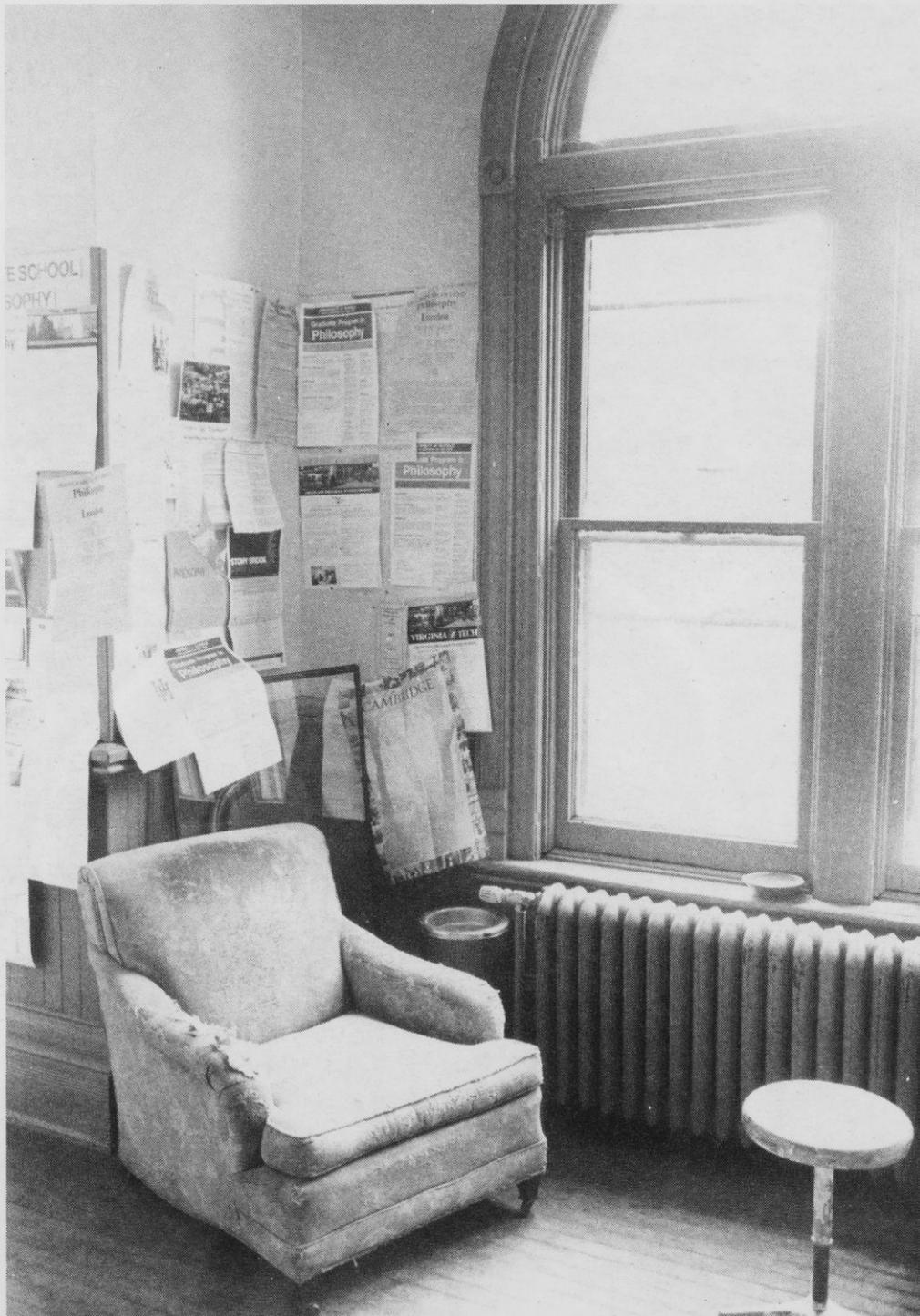
Special Report



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Fiat *Lux*

Special Report

Volume 86, Special Report Issue 1

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Fiat Lux Special Magazine

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Alfred boasts strong educational history

by Ann-Marie Bramer

Bethuel C. Church taught 15 men and 22 women on the first day of classes at the Alfred Select School on Dec. 5, 1836, less than 30 years after Seventh Day Baptists settled the Alfred area and founded a township.

The Baptists valued education highly, and Church taught reading, writing, arithmetic and a few more course studies, such as philosophy.

Tuition that first year came to \$3, and some students had payment plans. Jonathan Allen, future president of AU, paid in heating logs.

After the first year, Church left, but others followed. Soon, enrollment stood at 161 students. On Jan. 31, 1843, the New York State Board of Regents fixed the Common Seal on the Select School, and its name was changed to "Alfred Academy." William C. Kenyon, the third teacher at the Select School, became the first principal of Alfred Academy. He stayed for 28 years and would become the first president of AU.

Soon the village had no more room for student housing. In 1845, Alfred Academy acquired some land (the records are unclear whether by gift or purchase). The first three buildings were then built on what is now AU land. The buildings, North Hall, Middle Hall and South Hall (not the existing South Hall) stood where the Steinheim and Susan Howell Hall are. They were used for housing, dining and classes.

Although it had educated women from its inception as a select school, AU became the second coeducational university on March 28, 1857, when the governor signed a bill changing Alfred Academy to Alfred University.

In 1851, Chapel (Alumni) Hall, the oldest standing building on campus, was built, and used for classes.

Although it had educated women from its inception as a select school, AU became the second coeducational university on March 28, 1857, when the governor signed a bill changing Alfred Academy to Alfred University. The liberal arts department was founded that spring, and a business department was started in 1883.

The Brick went up in 1858 and the Allen Steinheim Museum opened in 1876. Jonathan Allen expected his museum to stand for 1000 years.

At the start of the century, the state Board of Regents approved the NYS School of Clayworking and Ceramics, and Charles Fergus Binns became the first director of that program.

In 1909, the NY School of Agriculture was founded. It later separated from AU and became Alfred State College.

AU's Greek community began during the early 1900s as well. The first house was Clan Alpine (the spelling changed later), followed shortly by a house called Ku Klux Klan. KKK was described as similar to its Southern counterparts, but without the negative aspects. It later became the Alpha Zeta chapter of Delta Sigma Phi.

Edward G. Coll, Jr. is AU's twelfth president.

AU struggles with low graduation rate

by Chad R. Bowman

One in three AU freshmen will not earn an AU degree. Departing students cost AU revenue, but a comparatively low retention rate also damages the school's reputation.

"Student satisfaction," based on graduation rates, kept AU from being the top Northern regional university in the *US News and World Report* rankings the last three years.

"The decision to leave is as complicated as the decision to come here," said Susan Strong, associate provost, who has studied retention since 1992 when she chaired a retention task force appointed by President Coll.

The number of academic drops has declined in recent years, from 112 in 1989/90 to 51 last year. In this time, AU started a study center and hired an associate dean for new students.

Three quarters of departing AU students last year left for non-academic reasons—some because they say there's "nothing to do," Strong said.

Gerald Brody, dean of students, doesn't buy the boredom argument. "If we put a major event against a party time, the major event suffers."

Dana Rothrock, counselor, said AU could use a place like Rochester's Red Creek, a nightclub featuring indoor volleyball. "Maybe there is a contingent of people who don't want to sit and be entertained," she said.

Michael DeLucia, student activity board vice-president, said, "We do College Bowl, the midnight breakfast, Playfair, and the Wild Video Dance Party. There's plenty to do—it's a matter of people going out and looking for it."

According to a NYT article last March, active leisure provides more satisfaction than passive activities. However, the average American spends 33 percent of free time watching TV. Socializing and reading places a distant second and third.

This fall, all dormitory rooms will be wired for cable television. □

More African-Americans depart

by Chad R. Bowman and Carlyle Hicks

"If you're going to recruit people of color to a campus, you have to go beyond selection and recruitment," said Dwight Varnum, assistant professor of education. "The university must provide some kind of support for these students."

African-Americans now make up about six percent of each freshman class. "Things have changed considerably since I graduated," said David Perkins. "AU has made more of an effort to recruit more students of color."

Of the 107 African-American students who came to AU from 1985 to 1989, 51 graduated, a 48 percent rate. During the same period, 63 percent of entering white students graduated, according to AU statistics. Some withdrew, and some were dropped for poor academics.

This decade, 101 black students came to AU. Already, 28 have left.

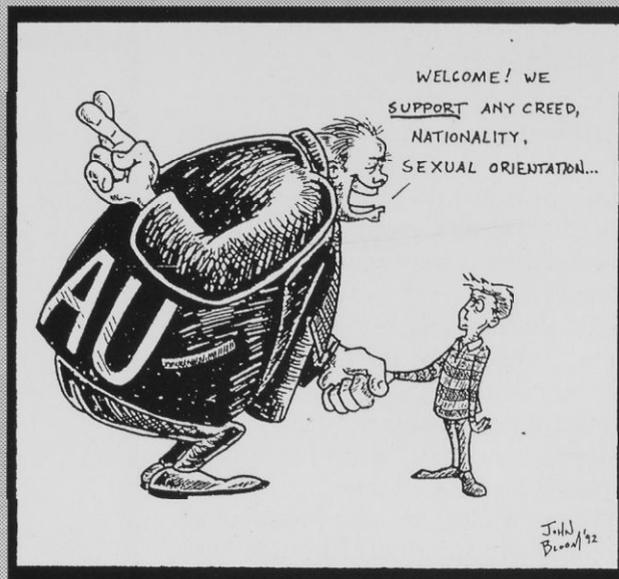
Nationally, about half of all white freshmen graduate, compared to 25 percent of African-American students, reports the *Journal of Negro Education*.

Students and faculty complain of activities lacking in diversity and a faculty lacking in African-Americans.

"There is definitely no diversity here among activities," said Michael Mann, UMOJA president. "The large acts are mainly for white kids."

Catherine Williams said that "most of the groups are rock groups. A more diverse group listens to rap."

Nicole Bryan said, "I don't think



the administration or community is willing to cater to Blacks."

However, Gerald Brody, dean of students, said, "We need to do a better job in terms of diversity of entertainment for our ethnic populations." Brody said. He'd like to split activities money into diverse populations.

"Recently, we've been providing more of a diverse program," said Michael DeLucia, student activity board vice-president. "It's hard because we don't get much attendance at meetings."

Kevin Jones, adjunct instructor in French, and Varnum are the only African-American faculty.

"We need to bring more ethnic people to the faculty," Varnum said. "Students need to have faculty role models."

Mark Goforth agrees: "There's a stress and a tension that goes along with being a minority. It's hard to be yourself when you have so few peers. Students of color need to see teachers of color."

W. Richard Ott, provost, said the university is trying to "recruit underrepresented groups and is currently doing that in this hiring cycle." □

New harassment policy goes unreported

Administrators insist on unconditional confidentiality

by Darcia Harris

Although AU administrators claim the Buckley amendment and privacy laws prohibit them from releasing information about sexual harassment proceedings, they may not have a case.

"If there is any intermingling of funds between the public and private sectors of the school these records could be considered public," said Mark Goodman, director of the Student Press Law Center.

Peter Fackler, AU vice-president of treasurer, said that although "the ceramics college is part of AU" the financial relationship between the N.Y.S. College of Ceramics and the private institution is not a simple one.

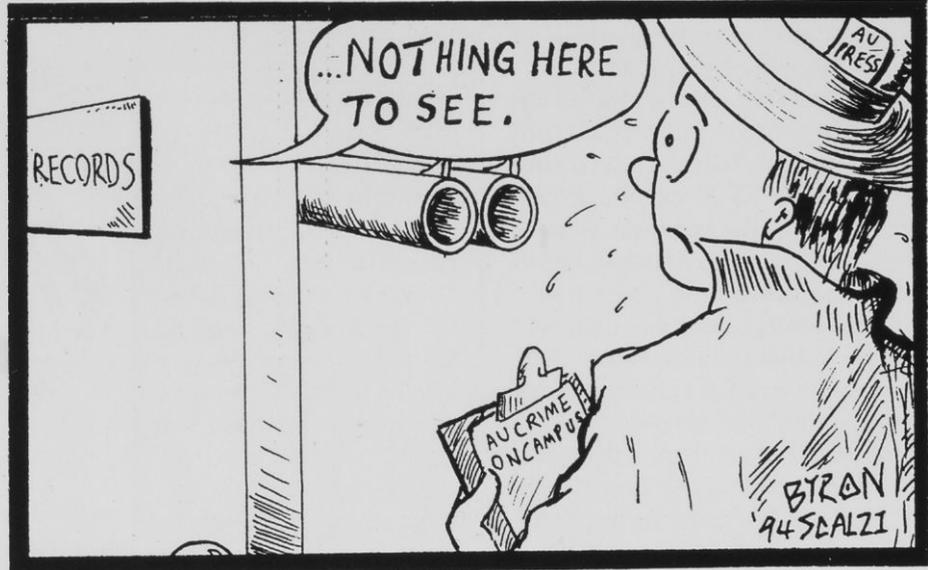
"They are accounted for separately as regulated by N.Y. State and AU accounting," Fackler explained. Students matriculated with the ceramics college pay tuition to AU, "but those funds are used only to support the ceramics college."

However, AU collects money paid for room, board, student services and instructional costs for cross-enrollment between the two colleges.

In keeping with private university standards, AU only releases statistics once a year that total the number of sexual harassment cases, although "there is always a case going on," Richard Ott, AU provost said.

Administrators say the sexual harassment policy protects those involved with the process, but some students and faculty question whether it protects the community or forms a deceptive shelter from reality for the perpetrator.

"I think if a faculty member or anyone who works for the University is accused of sexual harassment, everyone should know about it," Tanya



Matos, former vice president of student senate said. "These people deal with students every day and we have right to know when they do this."

"We are currently consulting with our lawyers about what our policy should be," Ott said.

Ott could not cite specific laws but said, "there are a number of laws that impact what we can and can't release."

William A. Elsen, director of recruiting and hiring at *The Washington Post* said, "Nine times out of ten it's baloney when they say, 'You can't see that, it's private.'"

"We're not into evading," Joyce Rausch, affirmative action officer said. "We just abide by the law."

Necessary confidentiality

"Sexual harassment is very serious stuff," Rausch said. "If the University doesn't handle it well, they're legally liable."

Rausch said she is "much more comfortable with statistics" because AU is a small college and offering other information could easily reveal the identities of the victims or others

involved in specific cases.

Evelyn Kunkel, women's issues coalition co-chairperson said, "if that's the reason for confidentiality, it's ridiculous."

Gerard Edizel, assistant professor of art history, said that he believes that making records of unresolved cases public can damage reputations. "It may lead to interpretations that can be quite dangerous if used by people with vengeful intentions."

"Sexual harassment is a very delicate issue," said Edizel. "It's an area that is very difficult to regulate and sort out. There is a great deal of room for vagueness, misrepresentation and misunderstanding."

Edizel said he thinks the public has a right to know about cases in which the law has been broken.

Some contend that confidentiality prevents those who engage in sexual harassment from learning that such behavior is not appropriate and won't be tolerated at AU.

Matos said, "Speaking out of personal experience, those who harass don't learn anything here. They aren't shown that if they do this,

something will happen."

However, Christine Grontkowski, dean of the College of Liberal Arts and Sciences, said she thought it was hard to learn from individual sexual harassment cases because "emotions are ahead of the mind."

"There's nothing like a particular case to get people interested for what I call prurient reasons," Grontkowski said. "What you're always trying to fight is to what extent do we protect the right of the accused? There are reputations at risk."

According to Vicki Eaklor, professor of history and director of the of women's studies program, information about sexual harassment cases should be "out in the open."

"I personally have seen the discouragement of students who year after year bring up individuals without naming names and speak of being harassed in the classroom but feel they can't report it," said Eaklor. "There is the sense that nothing has been done and nothing ever will be done."

One female senior, who spoke on condition of anonymity, said she never reported that she was sexually harassed because she "didn't see or hear any evidence that the University had the power" to protect her.

Susan Smith, associate dean for residence life, said, "I hope people hear by word of mouth that the policy does work and cases are sometimes decided in the favor of the victim."

The Washington Post's Elsen said he was "convinced that a lot of crime goes unreported. When it isn't reported, that allows the same thing to happen to other people."

Challenging Buckley

Congress passed the Buckley Amendment in 1974 to assure access by parents and students to their educational records and to prevent schools from revealing these records to others. According to the statute, any institution that reveals these records in violation of the law will

not receive federal funding.

Courts have since differed on whether education records include student disciplinary records. AU administration considers these records to be protected by the Buckley amendment, and therefore confidential.

"We don't want people being tried and prosecuted by the press," Ott said.

Kathleen Collins, dean of the School of Art and Design, said she didn't "see the value in any kind of public reporting. That would interfere with the process of people feeling able and willing to come forward and report incidents."

In Grontkowski's opinion "records

are usually closed for the purpose of protection of one or more individuals. As far as I know, these things are handled the same way counseling is handled."

According to the Student Press Law Center Report, "Many schools have used the Buckley Amendment to classify disciplinary records as educational records, thus justifying their decision to withhold them from the public."

This decision may be made to protect a school's image of a safe campus.

Commenting, Associate Dean Smith said, "As far as I know, that never came up when the policy was being created." □

Courts Rule on Buckley

College newspapers across the country are challenging the Buckley Amendment as they attempt to report on campus crime and civil offenses, according to the *Student Press Law Center Report*.

- The student newspaper at UCLA filed a lawsuit against the university in September after being denied access to settlement and investigation documents of sexual harassment cases.

Josh Romonek, editor-in-chief of the *Daily Bruin*, wanted all materials used to investigate cases. The attorney of the paper said that after narrowing this request to all settlement information involving \$100,000 or more, the university came up with such cases.

- A student journalist at Louisiana State University at Shreveport, along with the Shreveport chapter of Professional Journalists, filed suit in October for access to a copy of results of a disciplinary hearing involving two members of Student Government Association.

The newspapers lawyer advised the editor that the Buckley Amendment does not categorize campus crime reports as education records.

- Nassau Community College opened documents regarding charges of sexual harassment against professors to the student newspaper after it filed a Freedom of Information request.

The newspaper asked for letters of reprimand and sanctions placed in personnel files of employees who violated the sexual harassment policy.

- The Georgia Supreme Court affirmed a lower court decision that the disciplinary records of individual students are subject to disclosure under the Georgia Open Records Act.

In *John Doe v. The Red & Black Publishing Co., Inc.*, an unnamed student filed a lawsuit to stop the University of Georgia from disclosing records to the student newspaper relating to his hearing before a university court.

"The Court finds that the facts involved in this case as reflected in the records of the Main Court of the Student Judiciary are a matter of legitimate public interest and inquiry."

Victims criticize AU's new harassment policy

by Darcia Harris

"Alfred is no different than any other place across the country. Sexual harassment happens here," said Susan Smith, associate dean for residence life.

Students and faculty express dissatisfaction with how their cases have been handled under AU's new harassment code.

"I received no contact from my intake officer," said one female student, who spoke on condition of anonymity. "I had to do all the calling in order to find out what was going on."

The woman said she filed early this February, but did not receive a response until a month later.

"My classwork is in jeopardy. This is kind of like abuse. My case should have been dealt with right away. Until I can put this behind me, I can't go on with counseling or my studies. I can't go on with my life," she said.

Joyce Rausch, affirmative action officer, said there was no guarantee that "everyone who comes in the door saying they've been sexually harassed will be happy with the outcome of their case. The process is something many of us put long hours into and we find it doesn't always make people happy," she explained.

Judy Hartling, associate dean for new students, said she was satisfied with the new policy. "I think we've had a lot of success with the new program. Students are coming forward with complaints more."

Vicki Eaklor, professor of history and director of the women's studies program said she "personally found the police to be more thorough and cooperative" than student affairs. Eaklor said she was sexually harassed over the phone by a student.

"I was told students who were involved were going to be dealt with fairly harshly and to my knowledge, nothing was done," Eaklor said. "I just felt like I got nowhere with student affairs." □



The Morning After: Sex, Fear, and Feminism on Campus by Katie Roiphe

As I see it, there are more than two sides to any issue, and feminists are closer to their backlash than they'd like to think.

The image that emerges from feminists preoccupation with rape and sexual harassment in that of women as victims, offended by a professor's dirty joke, verbally pressured into sex by peers.

This image of a delicate woman bears a striking resemblance to that fifties idea my mother and the other women of her generation fought so hard to get away from. They didn't like her passivity, her wide-eyed innocence. They didn't like her excessive need for protection.

She represented personal, social, and psychological possibilities collapsed, and they worked, marched, shouted and wrote, to make her irrelevant for their daughters, but here she is again, with her pure intentions and her wide eyes. Only this time it is the feminists themselves who are breathing new life into her.

The Collegiate Trauma at AU

Nearly 12 percent of AU students use counseling services

by Chad R. Bowman

"At first it just kind of starts out as irrational fear. You begin to worry about something, and after a while it just gets bigger and bigger and you can't stop it.

"It becomes so bad, even though logically you know you have no reason to worry, or at least not to worry to this degree, you can't stop it. And pretty soon you're paralyzed with fear about it.

"I just felt completely helpless, and like I was about to die."

This AU student is one of the increasing number of students to visit the counseling center.

Last year, 237 students used the center, up from 180 the year before, said Dr. Norman Pollard, director of counseling and health education services. Pollard expects that even more students will use the center in 93-94.

"We're at saturation," Pollard said.

One AU student said, "I was going every week and I'd always see new faces."

Pollard explained, "We're being more approachable. There's an emphasis on early intervention."

Students seeking early intervention may be one cause of the increase; another may be the problems students face: adjustment to college life, a social landscape marked by alcohol and drugs and an unsure future.

College Life

College students usually live in close proximity—two to a room, 90 to a building. This constitutes a considerable transition for "traditional" AU students, between 18 and 25 years old, who have spent their lives as part of a family unit.

"Everything that you're familiar



with changes," said Cathi Chester, counselor. "People have incredible problems with that.

"If you're not already making life's decisions on your own, in the course of one day you have to."

In addition, college students neglect healthy behaviors, like getting enough sleep, eating well and taking time for positive leisure activities, Chester said. "The college culture is self-destructive. There's a panic to connect."

Pollard said that situational conflict, like romantic breakups or difficult roommate relationships, causes many students to seek the help of the counseling center.

Alcohol and drugs

"Every year, we have students saying there's too much alcohol and not enough to do without alcohol," said Susan Strong, associate provost.

Although the problem is not unique to AU, this school stands out among its peers—many students, when they come to AU, are already heavy drinkers.

The Cooperative Institutional Research Program, which gathers data on students across the country, reports that AU students enter college with a consistently higher drinking rate than students entering schools with comparable demographics and selectiveness.

In addition, an in-house study reveals that 63 percent of AU students increase their drinking in their years at AU. "It's ingrained in the culture," said Gerald Brody, dean of students.

Pollard agreed. "At AU it's a strong part of the culture...getting blasted."

Paul Kingsbury, Greek life coordinator, said that alcohol caused most of the "behavioral issues" on campus. Nationally, most legal claims against fraternities are alcohol-relat-

"Everything that you're familiar with changes. People have incredible problems with that."

—Cathi Chester, counselor

Wanted: More Alcohol Education

Gerald Brody, dean of students, is seeking to hire a part-time "alcohol and other drugs coordinator" by July 18. "One of the problems is that it's been an add-on job for people."

Brody and Susan Strong, associate provost, applied for a \$133,000 grant from the Fund for the Improvement of Post-Secondary Education (FIPSE) to fund alcohol education programs.

"Without the grant, we will attack it, but we have the problem of resources," Brody said. If the grant is approved, AU could pay peer counselors, provide a resource center and run programs.

AWARE

A group of 15 student volunteers use role-playing, drama, video and audience participation in games and exercises to educate other students about date rape, pledging, sexually transmitted diseases and responsible alcohol use.

AWARE (Alfred Working Actively for a Responsible Environment) was founded by Nanette Stangle in spring of 1992 to "give students the knowledge to make educated choices."

"I was working on the Inter-Greek Council at the time and we saw the need to address issues," Stangle said.

Angela Rossington, health educator, said, "We gave programs in the fall to all freshmen. Jerry Brody is very keen that every residence hall become a community, so we did a seminar in each hall."

"You continue to request and eventually require that students participate in educating themselves," Strong said.

But AWARE hasn't had much luck with Greeks. "We've tried desperately to get in," said Rossington. "The only response we've had is from Omicron and SAM."

Paul Kingsbury, Greek life coordinator, said, "It's difficult for AWARE to get into the houses." But Stangle said it is not impossible. "We just presented for Kappa Sigma."

"One thing we're lacking is funding," Stangle said.

ed. "I've never seen alcohol so ingrained into the environment as it is here."

Judy Hartling, associate dean for new students, considers the alcohol issue particularly tough for new students because there's a mystique about what you do at college. "You don't have to face parents when you come home, or over the breakfast table."

National study results vary widely, but most conclude that about 20 percent of college-age students engage in "binge drinking" at least once a week. And The Chronicle of Higher Education reported that college students in the Northeast drink more than their counterparts anywhere else in the country.

Drugs are also a problem for college-age Americans and for AU students. The US Bureau of the Census reported in 1990 that of people 18-25 years old:

- 65 percent used alcohol
- 56 percent tried marijuana
- 15 percent used marijuana
- 20 percent tried cocaine
- 14 percent tried hallucinogens.

Fewer experimented with stimulants or sedatives.

Although AU administrators say there must be drug use, they haven't done any research on the exact figures.

"Alcohol is the drug of choice," Hartling said.

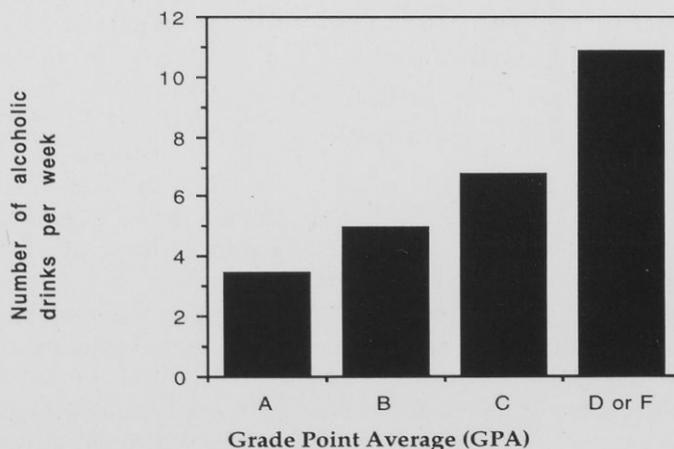
Pollard says most students underestimate their drug and alcohol problem. "Most do not see their behavior as problematic."

This is not surprising. Heavy drinkers tend to consider alcohol less a problem than lighter drinkers, according to the September 1993 issue of the Journal of Psychology.

And while AU is not a rich school, it's not poor either. The same journal reports that students from poorer homes saw alcohol as more of a problem, while richer students "viewed excessive drinking as no problem at all."

A 96-campus survey in 1989, however, found a "clear relationship"

Average number of drinks per week by GPA



between student grades and alcohol consumption. As average number of drinks per week increased, grade point average (gpa) decreased.

Alcohol can lead to criminal behavior, too. Pollard said that at Lakomin County Prison in Pennsylvania, where he worked prior to coming to AU, 95 percent of the inmates were drinking when their crime occurred.

"People do stuff drunk that they wouldn't do sober," Pollard said. "In a majority of sexual assault cases, at least one person has been drinking."

The future

More seniors than students from any other class find their way into the counseling center, Pollard said.

Michaela Cavallaro, senior English major, said, "Everyone I know who is a senior is having the weirdest semester. Mood swings, job anxiety, the whole thing."

Seniors face a stressful life choice—what to do after graduation.

"By the time you get to be a senior, you realize your carefree days are over and you're facing the big world and all those expectations," said Dana Rothrock, counselor.

Job and graduate school rejections affect people psychologically and physiologically.

Economists Ralph T. Byrns and Gerald W. Stone argue that a one percent increase in American unemployment causes an additional 46,466 people to die of cardiovascular or liver disease, die from homicide, be admitted to a state mental hospital, or be sent to state prison over a period of six years.

The average AU graduate faces a 24 percent short-term unemployment rate, according to Charles Shultz, director of AU office of career services, and Ann Baldwin, director of NYS College of Ceramics office of placement and cooperative education.

"It's going to be a very competitive job market," Shultz said. □

The average American is in a bad mood three out of every ten days, reports the New York Times. Two percent say they are cheerful every day, while five percent say they're gloomy eight of ten days.



Getting help

"We're free," said Cathi Chester, counselor. "It makes sense to come in and use us before you leave."

Norm Pollard, director of counseling and health education services, said that counselors try to make individual counseling as easy as possible. "We take confidentiality very seriously."

Students can call the secretary at x2300 to schedule an appointment, or can speak with a counselor directly.

Dana Rothrock, counselor, said that usually an appointment can be scheduled within a week, but "If it's an emergency, we will make the time."

Pollard said, "Usually we can help them in three or four sessions, but there's no limit."

One female counselee said, "A lot of times I just dump whatever the hell is bothering me. The counselor makes me write down lists of goals."

What do you have?

An estimated 52 million adult Americans suffer from a mental disorder each year. The National Institute for Mental Health (NIMH) reports that the largest number—20 million—have anxieties or phobias severe enough to interfere with their daily functioning.

The second-most common disorder is depression, followed closely by alcoholism and other substance abuse problems.

"We don't diagnose students," said Norm Pollard, director of counseling and health education services.

The center categorizes problems into three groups: situational (like roommate problems), developmental (such as family life) or symptomatic (such as depression and anxiety).

The NIMH's 20,000 person sample, reveals that only 28 percent of all people who met "strict rules of psychological definition" for a disorder sought medical help.

One male AU counselee reflected, "I felt a lot better once I knew medically there was nothing wrong with me, but I still get irrational fears from time to time. They come back.

"It hasn't been near as bad, because I have more knowledge to fight it now. I have more rational arguments to bring to bear against fears."

New generation demands new teaching

by Chad R. Bowman

The definition of teaching is being challenged across the country.

Today's students have lower morale, less respect for academics and different learning styles than students just a decade ago, reports Change magazine. "As the egalitarian movement emphasizes greater access to higher education, the college population is beginning to reflect the makeup of the general population."

Freshman David Fitzgerald said simply, "I think people go to college today because, if you're capable of going to college, you will."

This generation challenges faculty to tailor their styles to educate—and integrate—students into academic life.

Student integration

AU professors say students are less motivated. However, today's student needs feedback—and quickly.

Whether a student becomes involved in classes is one of the strongest indicators of student retention, according to the Journal of Higher Education.

Teaching styles

"I try to introduce students to an encounter with thinking," said Stuart Campbell, professor of history.

Many professors agree with Campbell's objective. The question becomes: "How do you do that?"

"Teachers need to teach how to discuss because that's fundamental to learning," said senior Nell Whitman. "If you aren't developing your own ideas and arguing about them and evaluating any theories the professors might give you with respect to your own ideas, then you really aren't learning that much."

A recent Journal of Higher Education study reports that passive learning tends to produce a "shallow" understanding of coursework, where



the student "attempts to memorize material thought to be relevant to examination questions."

On the other hand, the study states, active learning fosters "deep" understanding of material, where students "concentrate upon the underlying meaning of readings or projects."

"That sort of black and white dichotomy is no help to teaching at all," said Robert Heineman, AU pro-

fessor of political science. "A combination of the two approaches makes for good classes."

According to Campbell, "Some students prefer passive learning; some do not. There's no silver bullet out there. My own classes are a mixture of lecture and reading reactions."

"I love lecture classes," Fitzgerald, the AU freshman, said. "Why? Because lecture classes are easy. I can

"Currently, little or no attention is exerted to encourage faculty to examine and improve their teaching techniques. It may be desirable to direct more effort to promoting opportunities for faculty to develop techniques for encouraging active rather than passive learning."

—AU Retention Task Force, 1993

Last year, John Stull, professor of physics, said, "I know a guy who absolutely agonizes over his inability to get across to his students. That must be a major problem for faculty and students at this university."

It seems not to be, however.

Stuart Campbell, professor of history, said there were a few voluntary teaching workshops, but "there used to be a lot more emphasis on that sort of thing 15 years ago. The intensity of focus on teaching is not what it once was."

Susan Strong, associate provost, cites an analysis of data from Cooperative Institutional Research Program, which concludes that "student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other student or institutional characteristic."

Strong reports that "a three-year study concluded that more than 50 percent of students who did not have significant contact with an advisor, teacher or residence counselor during the first three weeks of the freshman year would not be enrolled the next year."

sit in a room and not take notes. When I go to a participation class, half the class won't participate. And the other half is usually wrong."

Carol Shilkett, professor of English, said in an interview last year that "students come into something like my Shakespeare classes and the material is foreign to them and they seem to prefer having me lecture to them rather than entering into a discussion with each other."

In a freshman forum, Susan Morehouse, assistant professor of English, said that "questions can be a really aggressive thing because teachers have the knowledge and you don't."

But, Morehouse said, if the question is part of a process, that "privileges a diversity of answers." There could be 100 good answers, each slightly different. "It should make students uncomfortable," she said.

Linda Jones, assistant professor of ceramic engineering and science, added, "If we don't ask questions, we're implying that someone owns the truth. Students must learn to develop questions and finally to develop their own goals."

In an article titled, "The Children of ReaganBush," Micheal Schwalbe, professor of sociology at North Carolina State University, argues that today's students are afraid to enter into a debate in which they may be wrong: "Many of my students, both conservative and liberal, believe either that all truth claims are relative and self-serving, or that the truth is a matter of what you believe deep in your heart.

"In either case, they feel there's not much to be gained by jointly seeking a better version of the truth, since people already have the version that best suits them. Thus to argue about what is true is pointless and, worse, not nice."

However, Otto Muller, AU professor of geology, defends the lecture system as an educational vehicle. "No one learns passively. It didn't work when we were in college. If you go in to learn how to use the copy machine,

What is education?

The retention task force reported in 1993 that "Virtually every dean and department chair we spoke to reported being frustrated that students do not seem to perceive the various curricula as coherent entities. Colleges need to more clearly articulate to students the goals of the various academic departments and the appropriateness of the means employed to achieve these goals."

Susan Strong, associate provost said, "Alfred has both a strong liberal arts college and professional colleges. They have different philosophies about the education they are providing."

Edward G. Coll, Jr, president. "I think education is the most important tool you'll ever be associated with. It civilizes a person.

Alastair Cormack, dean of the School of Ceramic Engineering and Sciences. "There are basically two schools of thought. As a professional school, we're training engineers. I object to the term 'training.'

"Education is great for its own sake. We're teaching people how to do well in society.

"You can't run an institution by what you see are the job prospects five years down the road. Teach students how to learn."

Christine Grontkowski, dean for the College of Liberal Arts and Sciences. "Helping people is more important than helping people get jobs. Training is narrow and job-specific. Education is broad.

"We help students develop critical thinking, communication, and problem-solving that can be used in a job."

Richard Ott, provost. "Education teaches students to read, write, speak, reason, assess, value, in a way that will increase the quality of their life.

"When properly done, educated students are a resource that drives the economy and makes democracy possible."

Chuck Shultz, director of career and counseling services. "Learn how to do research, speak and write intelligently, and be able to use that knowledge to become a better world citizen."

Paul Strong, director of the Honors Program. "Much of the time you're not at work. People come home, have weekends, have summers, have sabbaticals. More than anything, education's a way to make your life meaningful.

Aside from my wife, family and dog, things like literature, film and art give me the most pleasure in life."

David Szczerbacki, dean of College of Business and Administration. "As a professional school, we're obviously concerned with preparing people for jobs in administration and business. A graduate from every college should have a solid background in liberal arts."

and the secretary shows you, you aren't going to learn anything from it if you don't pay attention."

A person could read the manual, Muller said, but most people learn better from other people.

Some argue that more difficult classes would heighten performance. "This place doesn't encourage you to take it seriously," said Amelia Gill, senior German major. "How can you take a \$4.25 an hour job seriously? How can you take a class with inflated grades, high school style and lowest common denominator material seriously?"

Heineman, the political science professor, said: "If we went to a rigorous grading system, a lot of AU students wouldn't do well."

Student work ethic

"The emphasis on learning comes from the professor's kicking your butt, not from the student saying,

'teach me, teach me'," Whitman said.

Muller agrees. "The motivation to excel in academics has diminished," he said.

Joe Gow, assistant professor of mass media and director of AU's communications studies program, has a theory: "We have this system of mass media advertising that can target any group it wants and many students have been told in numerous ways over the years that everything is just great.

"They can even have credit cards and other such opportunities and I think this fosters an attitude of 'I don't need to learn anything' in some."

Student mind-drift

Muller, meanwhile, discussing another facet of the learning process, asserted that "attention spans are shorter, but that's as much a matter of practice than anything else."

Echoing him, Fitzgerald said:

"Education is being able to take fifty minutes, or an hour and forty, and finding a way to concentrate for that time. It's an experience in irony."

AU President Edward G. Coll, Jr. joked that students spend a third of their lecture time daydreaming, a third in sexual fantasy and a third listening to the professor. Raymond J. Wlodkowski, associate professor of educational psychology at the University of Wisconsin-Milwaukee, said today's students have been exposed to more television than any generation before them. "By the time they are freshmen they have watched 15,000 hours of television and logged additional thousands of hours watching films and listening to stereo recorders."

Classroom technology has not kept pace with entertainment technology. Coll said: "We haven't been able to do the kind of educational things with technology that we envisioned in my green salad days."

Some professors feel that they must be entertainers to hold a new generation's interest.

"Entertainment certainly improves the whole dynamic in the classroom," Muller said. "I try to make as many puns as I can."

Gill said that content and entertainment can coexist. "You have to be intelligent to be entertaining." And Whitman added: "If you can be entertaining and can have a class that's worthwhile, good for you."

Muller went one step further. "If it's material that I'm excited about, I get excited to teach," he said. "You have a captive audience. It's like performance art. And nothing ruins my mood more than when no one laughs at my jokes."

Campbell also concurred, "When I was younger, I jumped around more. Entertainment is a wonderful attention-getter."

However, Campbell said that "students have always liked entertainment. I'm not sure that students have changed that much." □

Grading the professors—A Double bind

The students aren't the only ones graded—the faculty are, too.

"Administrators and faculty are routinely rated by numbers," said W. Richard Ott, AU provost. "And that rating is salary."

Although administrators tout AU as a "teaching university," the academy rewards something else entirely—publications.

"It's very hard to measure good teaching," said Paul Strong, associate dean for the College of Liberal Arts and Sciences. "It's sort of like judging wine. However, publishing is quantifiable."

Measuring teaching can be tricky. "I don't like peer review," said Otto Muller, professor of geology. "If I have someone in there to observe me, my lecture goes to hell."

Student feedback can also be difficult. Does a hard, but good, professor suffer? Does the entertaining teacher get higher marks? What criteria do students use to judge professors, and should those criteria be adopted by the academy?

On the other hand, career publications is one of the strongest predictors of higher academic salary, reports a study published in *Change* magazine.

AU faculty find themselves struggling to publish, for the good of the school's reputation and for the advancement of their own careers. Teaching classes, advising students, serving on academic committees, serving the community and advising student extracurricular projects all vie for additional chunks of time.

"This is a wonderful job and very leisured, but very intense. This is a job you take home at night," said Stuart Campbell, professor of history. "Over the years, things have changed, gradually but radically. Faculty are expected to put a lot more emphasis on professional and scholarly activity."

Grade inflation creates social dilemma

The AU grade point average (GPA) is about 2.9, said Associate Provost Susan Strong. This upsets some people.

"Grade inflation is definitely a fact of life. Faculty members aren't rewarded for doing a thorough, hard-nosed job," said Robert Heineman, professor of political science. "Some faculty inflate grades in the misguided perception that it will make them more popular. That is causing a problem in society as a whole."

Nationally, grades are up, reports the Chronicle of Higher Education.

According to AU's catalog, a 3.0 is "Good," while a "2.0" is "Average." What's wrong with most students' being good?

"Part of what we're required to do by the state is evaluate students," said Otto Muller, professor of geology. "What's important is ranking students one to N."

If grades become skewed upward, does education fail in its civic duty to separate the competent from the incompetent?

Perhaps that depends on how reliable the grades are. Often, they measure something besides competence in course material. A visual learner may breeze through a memorization test, while the kinesthetic learner struggles. A creative thinker may be outperformed on a multiple choice test by a student with simplistic ideas. A good writer may ace an essay test without much knowledge of material, while a poorer writer may know quite a bit and fail to score well. And non-white or non-male students may be at a disadvantage.

Students perform differently when measured with different instruments. Some students use the system and find professors whose teaching and evaluation styles match their own. "I'm quite content to sit in a lecture, absorb the information, and take a test," said freshman David Fitzgerald.

"Grades are the professional evaluation of the faculty member," said W. Richard Ott, provost. "Education plays two roles in our society. It educates and it sorts. Society needs and wants this sorting system."

Critics of grading systems argue that placing students onto a unidimensional scale yields little information and provides an avenue for class discrimination. "Grades are just two-dimensional in a three-dimensional world," said Amelia Gill, senior German major.

Christine Grontkowski, dean for the college of liberal arts and sciences, said that "Grading serves the rigid purpose of easily dividing human achievement into categories. It does allow for a quick and easy method for discrimination." There is, however, "one very good alternative," Grontkowski said. She taught at the State University of New York College at Purchase, where fac-

"I wish we could do something about grading," said Edward G. Coll, Jr, AU president. "The requirements are so uneven, the teaching is so uneven. It's hard to measure competency with any accuracy. We don't have standards throughout the country."

ulty prepared a written progress report for every student at the end of each course. "It was terribly laborious," she added.

Fourteen U.S. universities currently use narrative assessment.

"The art school, for a number of years, did not use grades," said Associate Provost Strong. Determining that lack of grades hurt graduates, the school began grading "because it is an accepted way to look at our graduates."

The middle ground between condemning grades and accepting them may be discussing them. When faculty grade students, they place value on some part of the class, telling students, unmistakably, "This is what's important!"

"There's a real tendency to lecture for 50 minutes and hand out a multiple-choice exam," said Robert Heineman, professor of political science.

"I don't have a lot of truck with multiple-choice exams in my subject," said Stuart Campbell, professor of history. "I put a lot of weight into my research papers. Certainly, the professor creates an environment."

Vicki Eaklor, associate professor of history, said at a freshman forum that she emphasizes the process of grading. She allows students to bring in papers early and to rewrite papers.

Senior Nell Whitman, however, says that most professors test students for success at memorization. "Even the professors who have you write papers feel obliged to give you a midterm and a final, which is facts, and makes you question what they think is important." □

The Major Question

"When I interview high school kids, one of the first things they ask is 'what are the job prospects like?'" said Alastair Cormack, dean for the School of Ceramic Engineering and Sciences.

Many people perceive a professional degree, in business or engineering, as superior to a liberal arts degree when looking for a job.

Tom Rukes, assistant director of placement at the University of Missouri, says things today are as tough for graduates in engineering and traditionally successful fields as they are for liberal arts grads.

At AU, the number of 1993 graduates either with jobs or entering graduate school within a year is:

- 77 percent in College of Liberal Arts and Sciences
- 77 percent of ceramics engineers and glass science majors
- 69 percent in College of Business
- 67 percent in School of Engineering
- 48 percent in School of Art and Design

Christine Grontkowski, dean for the College of Liberal Arts and Sciences, says LAS grads get jobs because they have "intellectual flexibility."

Nationally, it seems that in the short-term, professional graduates out-earn liberal arts majors.

According to the Collegiate Employment Research Institute, engineering majors earned about \$34,000 in their first job last year.

Graduates with bachelors degrees in geology, chemistry, accounting, physics and mathematics started with salaries in the high \$20-thousand range. The average business administration graduates started at \$23,760, while social science and liberal arts majors barely broke \$20,000 a year.

However, a Bell System Management study which tracked graduates over 20 years found that the liberal arts majors caught up with their professionally-educated counterparts after 8 years. After 20 years, LAS graduates were doing better.

1994 graduates face a

by Chad R. Bowman and Sarah Goodreau

The Wall Street Journal is calling the 1994 the "poorest job market since World War II."

Charles Shultz, director of career and counseling services for AU said that although the last four years has been a poor market, "there are jobs."

David Szczerbacki, dean of the College of Business, agrees. "There are jobs," he said, "but they aren't in the traditional places."

Instead of Fortune 500 openings, Szczerbacki said, "There's job growth in the small to mid-sized businesses."

The LA Times reports that "smaller" companies created three million jobs between 1988 and 1990.

This shift means that college students must pitch themselves differently to potential employees.

The search

Instead of being recruited, more college graduates will need to pound the pavement to find work.

Smaller companies often do not recruit as actively as big firms. These companies use internships and co-ops to screen potential employees or advertise in the classifieds.

The Wall Street Journal reports that the average number of company recruiters on campus has fallen from 42 in 1986 to 23 in 1993. AU had 16 in spring 1993.

And the big companies that do recruit are hiring fewer people. Sears Roebuck & Company visited 98 campuses last year, received 20,000 resumes and offered only 95 jobs.

Alastair Cormack, dean of the School of Ceramic Engineering and Sciences, said, "It's become clear that the business is more cutthroat. A lot of engineering firms rode on the back of the defense department."

On the other hand, Szczerbacki said, "There still are some fairly clear pipelines in accounting. We continue to place our best students in the top six accounting firms."

Michaela Cavallaro, senior English major said she is scared. "I have no idea what I'm qualified to do. I feel qualified, but I have no idea where to begin with the whole job search."

Today's graduates must often expand their job search. "Young people are forced to leave their home to

Gerald Brody, dean of students, says that students put off the career choice too long. "We need to push the message of getting prepared."

take a job," said Glenn Guzi, a '92 AU graduate with a B.A. in political science and Masters in community services. "New York's job market is dismal. It has had the largest job flight in the country."

In fact, the 20 fastest-growing job markets are all in the South or West, centered in Florida, Texas, California, New Mexico and Arizona.

The Wall Street Journal reports that a successful job search now averages nine months to a year, as opposed to three months in the eighties.

"I've never had a problem finding a job and I'm not worried about making it," said Steven Mangin, senior ceramic engineering major. "It just might take longer than I'd like it to."

Two placement offices serve AU—the office of career services in the private sector and the office of placement and cooperative education for NYS College of Ceramics students.

These offices provide career services such as resume workshops, credential files, career counseling, an alumni network and help finding internships, externships and co-ops.

Shawn Stenstrom, a sophomore biology major, is using these tools to

smaller job market

prepare for medical school—and ultimately, a job. “I’m doing well in my classes, taking E.M.T. courses, working on internships. I’m not really worried...There will always be a need for health professionals.”

“Show-me” attitude

Shultz advises undergraduates to get into a student group as early as possible. “I really think organizations are looking for students who have some sort of experiential learning.”

The smaller companies are looking for job experience and extra-curricular involvement.

Jean Fuller, editor of the Kanakadea yearbook, said, “I took the yearbook position with what I want to do in the future in mind.”

“A college diploma alone, once the core of a new job candidate’s profile, is now regarded as a necessary footnote,” explains the Wall Street Journal.

Smaller firms don’t have the money to train new hires as intensely as large corporations, Szczerbacki

said. Instead graduates must produce quickly. “It’s more of a show-me attitude.”

Educators suggest speaking and writing courses. “Communication skills are a vitally important part of an engineer’s education,” Cormack said. “To get business, you need to make sales pitches.

“If you want to get ahead, you need to be able to write succinctly and clearly,” Cormack added. The college is considering eliminating the English requirement for engineers, instead incorporating more communication skills into engineering courses.

Robert Heineman, professor of political science, said that “AU students haven’t developed their verbal ability.”

Susan Strong, associate provost, said



that AU’s goal is “to give graduates the thinking skills, communication skills and critical thinking to allow them to rise to leadership positions.”

The tin-foil ring

Many graduates settle for whatever work they can get. According to the Wall Street Journal, 35 percent of all recent graduates take jobs that don’t require a degree.

Guzi said, “A lot of people go to graduate school. But then they find they’re overqualified for open positions.”

Those who find professional jobs will earn less than their peers four years ago, says the Democrat and Chronicle. Starting wages rose two to three percent a year in inflation-adjusted numbers during the eighties, but have fallen this decade.

The buyer’s market has also allowed companies to get graduates for part-time employment. This saves the company the cost of benefits, including health care.

And some companies avoid benefits by offering under-the-table work, Guzi said. □

AU Placement

Chuck Shultz, director of career and counseling services, and Ann Baldwin, director of placement and cooperative education for the NYS College of Ceramics, report that 24 percent of 1993 AU graduates were unemployed and looking for a job several months after graduation.

This data is based on two surveys. The overall response rate to the two surveys was 73 percent; however, response ranged from 100 percent in certain masters programs to 42 percent of all BFA recipients.

“I hope I’ll be able to find a position that I can make a living in,” said Daniel Myers, a sophomore English major. “But then again, for all I know Pizza Hut could be my future.”

Provost Ott said, “It’s a strong feeling now on the part of a number of trustees that AU should be more proactive in its placements. Dean Brody is from the career counseling and placement field and has made that a priority.”

“We would like to take a much greater role in the Rochester Area Colleges job fairs,” Shultz said.

Szczerbacki said that the College of Business is trying a pilot program that matches business students with a mentor in their home city. The program has connected 50 students over the past two years in an attempt to use AU’s alumni network.

“Who knows where that leads,” Szczerbacki said.

Edward G. Coll, president, said that the board of trustees is looking toward the job market in 2000 and 2010.

AU engineers take their education on the road

by Anne E. Kelley

Imagine a car that doesn't pollute the air and can go for 100 miles on one gallon of gas—or that doesn't need gas at all. Imagine having all that in a high performance, easy to drive, affordable car. It sounds too good to be true, but AU engineering students are well on their way to making this dream of a car a reality.

Last spring, a team of junior engineers submitted their design proposal for a high mileage, low emissions producing vehicle to Argonne National Laboratories. The proposal won AU a new Saturn sedan and a place in the 1994 Hybrid Electric Vehicle (HEV) Challenge.

The Hybrid Vehicle

Tightened Federal emissions laws and our rapidly dwindling fossil fuel supply are forcing automakers to look for alternative methods of powering automobiles. A fully electric, battery-powered car would be ideal, but the battery technology to make such a car practical does not yet exist. HEVs are a transitional step between the cars of today and the cars of the future. HEVs are powered by a small gas engine and a battery pack.

The basic premise is that the engine can provide power to keep the car going at any desired speed, and still have enough power left to run a generator and juice up the batteries. This setup gives the car incredible mileage, low emissions and a good range (no need to stop to recharge batteries).

Although HEVs are on the very forefront of automobile technology, they use ordinary off-the-shelf parts such as electric motors, motorcycle

engines and batteries. Putting all of these together into a car that works is the tricky part. No one has been able to design a practical, maneuverable HEV yet, but the AU team is confident that it can achieve its mission: "To prove the HEVs are a viable technology, not just for the future but for now!"

AU is competing against some universities with larger budgets, but according to Tom Quinci, project co-leader and technical team leader, when it comes to innovative design, team expertise and organization, AU is in the lead. "Those schools may have brilliant students, but they don't know one end of a wrench from the other," he said. "We've all been re-building cars for years."

Quinci also found, when he attended last year's competition, that most schools were still welding their cars together on the day of competition. The AU HEV, on the other hand, was due on the road by April 1, and will be thoroughly tested before the competition. Also, the team's design has some unique twists that will give AU's HEV better mileage, more power and more battery-only range.

AU's design

The team's design calls for a four-wheel drive system. The batteries are in the back of the car, powering motors to run the back wheels. A small motorcycle engine in the front powers the front wheels. The car has four modes: "gas only," when only the engine and front wheels propel the car; "electric only," with propulsion provided by the batteries and rear wheels; "performance mode," with all four wheels moving for extra power on hills or high load situations; and "hybrid mode." When the car is in hybrid mode, power cycles between the front and back wheels. The gas engine powers the front wheels and also powers a generator to charge up the batteries in the back. When the batteries are fully charged, the engine shuts off and the battery-powered rear wheels move the car forward. When the batteries start to get low, the engine kicks in again to move the front wheels, and the rear motors turn off.

Although the design has undergone many changes since the original project proposal was submitted, it

The Challenge

To convert an ordinary Saturn into a car which runs on both gas and electric power—a hybrid electric vehicle (HEV)—and pit it against other HEVs this June in Dearborn, Michigan. AU is one of only 12 colleges and universities in all of North America to be awarded a place in this year's competition.

The 1994 HEV Challenge is sponsored by Saturn, Ford, NREL and the U.S. Department of Energy. There are three classes of competition—the Ground-up, the Ford Escort Conversion and the Saturn Conversion. The HEVs will be tested on energy efficiency, emission testing, range, acceleration, urban maneuverability, engineering design review, written design report and on-the-road rally performance.

At the end of the competition, all of the team's testing and design data go to Saturn. The winning design could possibly be the one used on future mass-produced HEVs.

Although the team was originally made up of senior engineers from the schools of Mechanical, Electrical and Industrial Engineering, the team has expanded to include students from the College of Ceramics and the College of Business. Both project co-leaders felt that a project of such national scope and magnitude should be a university-wide endeavor, and are attempting to involve as many students and faculty as possible.



Robert Lawrence, Thomas Quinci and Anne Kelley examine parts for what may eventually be the hybrid vehicle's dashboard when the car heads to Dearborn, Michigan, in June for competition.

still has the same qualities that caught the attention of NREL last fall. According to Chris Crisafulli, fuel systems team leader, who also attended the 1993 HEV Challenge, some of the criteria NREL based its decision on were the team's conversion strategy, the rationale for fuel selection and use and team organization and fund-raising.

The challenge organizers also looked for how the project would affect the school and community, the facilities available to each entrant and the support from school and community. This is where AU also has a winning edge.

AU Support

Ever since last spring, the faculty and administration have been fully behind the project. AU donated \$27,000 to the project, and Richard Ott, provost, was instrumental in gaining office and garage space in the Ceramics Incubator Corridor. William Stepp, vice-president for university relations, has worked extensively with potential sponsors, and has helped immensely with major fund-raising efforts.

Some of the sponsors are area businesses, who have offered both financial support and their own technical expertise.

Faculty from all colleges have been fully and enthusiastically behind the project, and have been invaluable in their efforts. The HEV team has also been working with the Office of Admissions and the College of Ceramics Placement Office in order to reach prospective students as well. They are also working with the American Society of Mechanical Engineers in attempts to inform high school students about the opportunities available in engineering.

This particular opportunity is an excellent one for AU engineering students—the chance to make an impact on automobile technology for years to come. The HEV that will roll out of Alfred this June could very well be the prototype of HEVs rolling off production lines in Detroit a few years from now. □

National attention begs hazing discussion

by Chad R. Bowman

Sixteen years after Chuck Stenzel died of alcohol poisoning on tapping night at Klan Alpine, NBC will air a made-for-television movie based on *Broken Pledges*, the book which chronicles the incident and the court case Eileen Stevens, Stenzel's mother, brought against AU.

Robert Quarteroni, executive director for public relations, said at presstime that the show will air in late April or early May and feature Dallas star Linda Gray as Stevens. AU will be referred to as "Crawford College."

At AU, Greeks and non-Greeks disagree about what constitutes hazing and what AU should do to prevent it.

Paul Kingsbury, Greek life coordinator, says the Klan incident could happen again, "here or anywhere."

Gary Horowitz, Klan advisor, disagrees: "I don't think you'll ever see the brutal situation that occurred at SW Missouri [where a student was beaten to death] here. You won't have an incident where someone dies of choking or physical abuse. I don't think you'll run into again the death from a strong use of alcohol."

But what about less violent things? "By law, shirts and pins are hazing," said Timothy Whelsky, Inter-Fraternity Council president.

The Kappa Kappa Gamma Foundation against hazing defines "requiring calisthenics or any other form of exercise," "requiring scavenger hunts" and "suggesting that a person might be rejected for membership" as hazing.

"I'm a camp counselor, and a lot of those things we do with kids," Whelsky said.

New York State law defines hazing, a misdemeanor, as "intentionally or recklessly" engaging in conduct which causes injury. So AU administrators find themselves in the position of interpreting intentions. If they don't police Greeks strongly enough, they open themselves up to lawsuits. "We are such a litigious society," Kingsbury said.

On the other hand, too much regulation may alienate students. One new brother at Kappa Psi Upsilon, which recently faced charges for hazing—and was found innocent, said, "I was not physically or psychologically uncomfortable the whole time I was pledging."

Gerald Brody, dean of students, said, "We've got to deal with hazing, period. It's against the law, it's against common decency. It's unacceptable at an institution of higher learning. We have to be so firm in our response that it will discourage it."

Whelsky said Greeks don't trust the administration: "Before things can change, people need to know why they're changing, especially when people are set in their ways and have traditions."

Some traditions are now against the law. "Alcohol has always been a part of tapping night at AU," Horowitz said.



He pointed out future lawyers, politicians, teachers and trustees holding beers, throwing beers and drinking beers in yearbook pictures. "These are not jerky kids.

"At Klan, they take 30, 35 guys, put together a structure, manage a budget of about \$100,000 a year, discipline themselves, feed themselves, maintain a structure," Horowitz said. "A lot of adults couldn't do that."

Greek issues polarize community members. One faculty member charged that only insecure people, looking for an external source of control, pledge fraternities. Others say Greeks buy friends, degrade women and promote alcohol.

One source of the division may be a lack of discussion: "An overall trend is for fraternities to become more secretive," said senior Keith Bellomo, who has researched 100 years of Greek history at AU for his thesis.

Only one Greek article appeared in the *Fiat Lux*, *Alfred Sun* or *Torecho* in the eight years before Stenzel's death. After a flurry of discussion died down, the issue did not reemerge until 1985, when a Delta Sigma Phi pledge injured his spine stair-diving.

"You've got to educate non-Greeks on what's going on," Kingsbury said. "Put it into the concept of a community. How does hazing affect community?"

Susan Strong, associate provost, said, "Hazing is a tradition. What you have to hope is to substitute other traditions. The world is full of traditions that have died out." □

Sports team losses hurt attendance

by Jonathan Baum, Chad R. Bowman and Jennifer Ward

"In the last two years in particular, we've struggled athletically," said Paul Vecchio, sports information director.

- During the 1980's, Michael Schaeberle's swimming team posted a 94-9 record, winning an amazing 91 percent of the time. This decade, Schaeberle is 24-19; his swimmers win 56 percent of the time.

"Swimming, up until a few years ago, was the best sport on campus," Schaeberle said. "I had to readjust my personal philosophy this year."

- The women's soccer record under coach Pat Codispoti from 1985 through 1989 was 51-34-5, a 57 percent winning ratio. In the 1990's the team has won 36 percent of its games.

- James Moretti's football team went 35-14-2 from 1985 to 1989 and won two ECAC championships. This decade, his team is 19-21 and has posted two losing seasons in the past three years. "Everything goes in cycles," Moretti said.

However, Vecchio said, "The margin of defeat is pretty small, which tells me we're competing." This year, the football team played six playoff-bound teams and lost four of its six games by a touchdown or less.

But, close games or no, poor records affect attendance, say coaches and students. "Attendance is down across the board," said Henry Ford, director of athletics. Moretti added, "People want to see a winning program. A good record equals good attendance."

"When I see a Michigan game and people are there with their faces painted and going nuts, I envy those kids because when the school wins, they win," said Desi Rivera, student senate president.

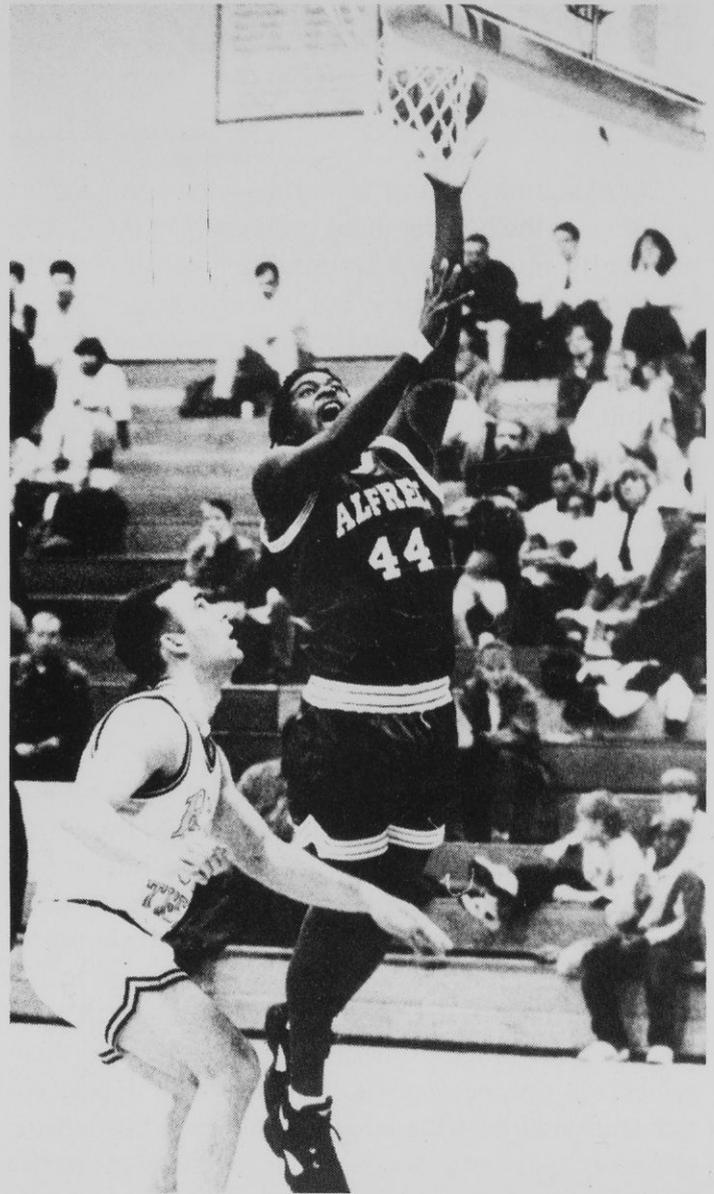
There may be one sport where attendance is up. Junior Mark Ford said, "I've noticed since I've been here that attendance at men's basketball games has picked up." Under coach Jones, the men's basketball team has matched improved its record each of the last five years.

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About 140 students—more than a quarter of the freshman class—are recruited each year to AU to participate in sports, said Alfred Brown, head lacrosse coach.

W. Richard Ott, provost, said that "a modest fraction of student-athletes come for the athletics, while most come for a combination."

Karen Johnson, AU information analyst, recently completed a study which tracked athletes recruited by coaches in 1991 and 1992. She said that 77 percent of 1991 recruits



AU's Chypo Foster attempts a layup against RIT.

and 87 percent of 1992 recruits are still at AU. "Basically, the athletes have a slightly higher retention rate than the ordinary student," she said.

Athletes do slightly worse than the student body academically—athlete grade point average is 2.76, said Ford. The student gpa is 2.9, said Associate Provost Susan Strong.

Vecchio said that a lot of coaches acts as advisors to the student-athletes. "Kevin Jones probably counsels 75 kids."

Freshman basketball player Jason Amore said the players on the team report grades to Jones during the preseason, and he checks their grades and class attendance during the season. "He does it because he cares about his players," Amore said.

College and Union magazine reports that a student is more likely to stay in college if that student feels attached to an faculty member, or mentor. □

Faculty can lead AU into the 21st century

by Chad R. Bowman

As AU looks to top *US News and World Report* rankings as the best regional university in the North, its faculty must take a leadership position, not in research and publications, but in teaching.

This school has made its name as a small teaching community, but times and students are changing. Teaching styles must change, too. The retention task force reported in 1992 that faculty should "develop techniques for encouraging active rather than passive learning."

Faculty remained skeptical: "Some students prefer passive learning; some do not," said Stuart Campbell, professor of history. "There's no silver bullet out there."

There may not be a silver bullet, but faculty need to make sure they aren't firing blanks.

The discussion about learning affects the entire community. Whether teaching, learning or providing support services, people at AU are in the business of education. An important first question is, "What is education?" A person's answer to this question provides a foundation for academic choices.

A *Journal of Higher Education* article calls one theory "knowledge transmission." This "vessel theory" calls for an educator to transfer truth to a receptive student. Thus, the educated person knows facts, wins on Jeopardy and envies the *Encyclopedia Britannica* for its intelligence.

Others view education as behavioral training, where students learn how to perform processes: solving a calculus problem, writing a thesis structure, balancing corporate books. The educated person performs a myriad of tasks, but ultimately acknowledges that the computer will always be more educated.

Still others argue that education is "learning to think." Educators try to challenge students to develop and revise mental systems and to adopt the habit of questioning themselves and others.

"If we don't ask questions, we're implying that someone owns the truth," said Linda Jones, assistant professor of ceramic engineering and science. "Students must learn to develop questions and final-

ly to develop their own goals."

Robert Heineman, professor of political science, notes that a combination of approaches produces good classes. Although the three distinctions are simplistic, they do provide a useful vocabulary.

The knowledge transmission model does not make economic sense. If education merely moves a static body of knowledge from a textbook to the professor to the student, frugal students can cheat the system by reading textbooks on their own.

Process learning is best done through experience. I could watch someone do ten physics problems, but working on one myself will teach me how to do it.

Since Generation X is more comfortable with computers than it is with books, how far away can "kiosks" be? These personal workstations integrate video and computer technology. Prepackaged, interactive classes could allow students to learn information, perform tasks and receive immediate feedback. Some grammar schools already use them.

At this point, who needs a professor earning \$40,000 a year, plus overhead and benefits, who can only teach so many classes, so many hours a week?

Students do—if faculty are engaging them at a cognitive level. And that's what faculty should strive to do, anyway. But changing times make this active, cognitive approach not just desirable, but necessary.

Higher education is changing from an elite institution to an egalitarian one. Barriers that preserved academic tradition a decade or two ago will not stand against the tide of public opinion into the 21st century. Administrators concerned with retention will recommend active teaching styles. Media pressure over Eurocentrism will force more diverse curriculum. And public acceptance of interactive video and the "Information Superhighway" will push new technologies into the classrooms.

The challenge that faces faculty is to use media while engaging students in ways that cannot be imitated by mass media.

If AU faculty can meet that challenge, they deserve to be recognized as the heart of one of the top regional universities in the nation. □

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14

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