

SURVEY OF GRADUATE PROGRAM DIRECTORS

5/15/03

Who answered:

| Program | Respondent |
|-----------------------------|-----------------------|
| Anatomical Sciences | Susan Larson, GPD |
| Anthropological Sciences | Brigitte Demes, GPD |
| Applied Math & Statistics | Woo Kim, GPD |
| Biochem & Structural Biol | Steven Smith, GPD |
| Biomedical Engineering | Partap Khalsa, GPD |
| Chemistry | Diane Godden, GPC |
| Ecology & Evolution | Manuel Lerdau, GPD |
| Eur Lang, Lit & Cultures | Joan Vogelle |
| Geosciences | William Holt, GPD |
| Linguistics | Christina Bethin, GPD |
| Microbiology | Robyn Fillinger, GPC |
| Molecular and Cellular Biol | Todd Miller, GPD |
| Music | Kathryn Meyler, GPC |
| Neurobiology & Behavior | Mary Kritzer, GPD |
| Philosophy | Jeff Edwards, GPD |
| Physics & Astronomy | Peter Stephens, GPD |
| Physiology & Biophysics | Melanie Bonnette, GPC |
| Political Science | Jeffrey Segal, GPD |
| Sociology | Wanda Vega, GPC |
| Theatre Arts | Michael Zelenak, GPD |

Profile of current grad students:

- 1) What percentage of your graduate students are from New York State? Are US citizens? Are international?

| Program | Reply |
|-----------------------------|--|
| Anatomical Sciences | NYS: 29%; US: 100% |
| Anthropological Sciences | US: 90% |
| Applied Math & Statistics | US: 46% |
| Biochem & Structural Biol | NYS: 10%; US: 20% |
| Biomedical Engineering | NYS: 25%; US: 50% |
| Chemistry | NYS: 63%; US: 29% (numbers don't add up – maybe 63% of US citizens are from NY?) |
| Ecology & Evolution | US: 85% |
| Eur Lang, Lit & Cultures | NYS: 85%; US: 85% |
| Geosciences | NYS: 15%; US: 65% |
| Linguistics | |
| Microbiology | NYS 34%; US: 75% |
| Molecular and Cellular Biol | NYS: 20%; US: 25% |
| Music | US: 60% |
| Neurobiology & Behavior | NYS: 30%; US 62.5% |
| Philosophy | NYS: 6%; US: 77.4% |
| Physics & Astronomy | NYS 5%; US 25% |
| Physiology & Biophysics | NYS 13%, US: 60% |
| Political Science | NYS: 12%; US: 67% |
| Sociology | US: 71% |
| Theatre Arts | NYS: 28%; US: 75% |

2) What percentage of your graduate students are in masters' programs? Doctoral programs?

| Program | Reply |
|-----------------------------|--|
| Anatomical Sciences | 100% PhD |
| Anthropological Sciences | 100% PhD |
| Applied Math & Statistics | 68% PhD |
| Biochem & Structural Biol | 100% PhD |
| Biomedical Engineering | 60% PhD |
| Chemistry | 94% PhD |
| Ecology & Evolution | 90% PhD |
| Eur Lang, Lit & Cultures | 60% PhD |
| Geosciences | 95% PhD |
| Linguistics | |
| Microbiology | 100% PhD |
| Molecular and Cellular Biol | 100% PhD |
| Music | 80% PhD |
| Neurobiology & Behavior | 100% PhD |
| Philosophy | 97% PhD (Numbers will change due to institution of MA courses of study at SBU Manhattan) |
| Physics & Astronomy | 90% PhD |
| Physiology & Biophysics | 100% PhD |
| Political Science | 40% PhD |
| Sociology | 100% PhD |
| Theatre Arts | Terminal MFA and MA – no doctoral degree awarded |

3) What are the approximate average undergraduate GPA and GRE scores for your grad students?

| Program | Reply |
|-----------------------------|--|
| Anatomical Sciences | Overall GPA 3.64; Major GPA 3.75; GRE V 639, Q 659, A 668 |
| Anthropological Sciences | 3.7; GRE in ~85 th percentile |
| Applied Math & Statistics | 3.5; GRE v 650, Q 740, A 680 |
| Biochem & Structural Biol | 3.5; GRE ~2000 |
| Biomedical Engineering | 3.3; 1970 |
| Chemistry | 3.32; V 480 Q 700 A 630 |
| Ecology & Evolution | 3.6; 1900 |
| Eur Lang, Lit & Cultures | |
| Geosciences | 3.3; GRE V 600, Q 700; A 680 |
| Linguistics | |
| Microbiology | 3.3; V 500 Q 670 A 640 |
| Molecular and Cellular Biol | 3.4; 1200 (V+Q only) |
| Music | Widely divergent and inapplicable |
| Neurobiology & Behavior | 3.49; GRE V 649, Q 729; A 729 |
| Philosophy | 3.87; GRE (old): total 2093; GRE (new): Q 698; V 680; A: 5.7 |
| Physics & Astronomy | 3.3; GRE 80 th percentile |
| Physiology & Biophysics | 3.4 |
| Political Science | 3.8; 2000 |
| Sociology | 3.30; V 545 Q 600 A 586 |
| Theatre Arts | 3.5; 1100+ |

- 4) Approximately what percentage of students whom you accept chooses not to attend Stony Brook? What are some of the most common reasons for declining offers of admission?

| Program | Reply |
|-----------------------------|---|
| Anatomical Sciences | 30%; Better fit in another program, better stipend elsewhere |
| Anthropological Sciences | 50%; go to other schools, stipend too low |
| Applied Math & Statistics | 50% of those to whom financial support is offered decline, often due to low TA stipend or better facilities elsewhere |
| Biochem & Structural Biol | 50% |
| Biomedical Engineering | 50%; go to elite private institutions |
| Chemistry | 41%; work with specific faculty elsewhere; high cost of living on LI |
| Ecology & Evolution | 50% in general but 80% this year; stipend is very low in comparison to others |
| Eur Lang, Lit & Cultures | 12%; lack of financial support |
| Geosciences | 55%; accepted by Columbia, U of Chicago, Berkeley, USC, Rice, Penn St, Cornell, Yale |
| Linguistics | More years of support or higher levels of support elsewhere |
| Microbiology | 50%; prefer another program or a specific faculty elsewhere; high cost of living and lack of housing |
| Molecular and Cellular Biol | 40%; Better fit elsewhere; significant other; location; stipend |
| Music | 35-40%; more financial support elsewhere |
| Neurobiology & Behavior | 50% |
| Philosophy | 50%; low level of funding |
| Physics & Astronomy | 75%; choose other schools |
| Physiology & Biophysics | 50%; go to more prestigious schools |
| Political Science | 50%; go to Harvard, Berkeley, Wisconsin, etc. |
| Sociology | 40%; got to higher-ranked programs; stipend; location |
| Theatre Arts | 30%; go to Yale, Columbia |

5) Have Graduate Council Fellowships and other scholarship awards offered through the Graduate School been effective in helping you to recruit highly qualified applicants?

| Program | Reply |
|-----------------------------|---|
| Anatomical Sciences | Yes |
| Anthropological Sciences | Definitely |
| Applied Math & Statistics | No –those to whom offered usually actively recruited by top-tier institutions with higher stipends and better facilities |
| Biochem & Structural Biol | Not yet |
| Biomedical Engineering | Slightly |
| Chemistry | No |
| Ecology & Evolution | Yes |
| Eur Lang, Lit & Cultures | Somewhat |
| Geosciences | No – all to whom offered choose to go elsewhere |
| Linguistics | Yes, to some extent |
| Microbiology | Limited – tend to be offset by lack of housing and “other factors” |
| Molecular and Cellular Biol | Yes |
| Music | Somewhat - We have recruited several fine students through these programs in recent years. This past year, our only GCF awardee turned us down; but we have recruited an outstanding Turner Fellow. This year we recruited three excellent candidates through Presidential and University Fellowships, but since those fellowships require us to offer full TA's, we must limit the number of offers to fewer than we are authorized to make. The majority of our supported students have only .5 TA's. |
| Neurobiology & Behavior | No – deadlines are too early to allow selection of appropriate candidates |
| Philosophy | Most definitely. For 2003, of 5 students who accepted, 3 had GCFs and 1 a Turner. Of those who declined (7), only 1 was offered a GCF |
| Physics & Astronomy | Barely: typically 3 GCFs offered/yr. One enrolled in 1995 and one in 2003 |
| Physiology & Biophysics | Yes |
| Political Science | Yes |
| Sociology | To some extent |
| Theatre Arts | No |

Teaching by grad students:

6) Does your program offer a graduate teaching practicum?

| Program | Reply |
|-----------------------------|--|
| Anatomical Sciences | No |
| Anthropological Sciences | No |
| Applied Math & Statistics | Seminar for teaching in the fall |
| Biochem & Structural Biol | No |
| Biomedical Engineering | Not formally |
| Chemistry | Yes |
| Ecology & Evolution | No |
| Eur Lang, Lit & Cultures | No |
| Geosciences | Yes |
| Linguistics | Yes |
| Microbiology | No |
| Molecular and Cellular Biol | CELT training |
| Music | Yes |
| Neurobiology & Behavior | No |
| Philosophy | Yes |
| Physics & Astronomy | No |
| Physiology & Biophysics | Yes (Note from MF: I gather "practicum" is interpreted here as the actual TAing) |
| Political Science | Yes |
| Sociology | Yes |
| Theatre Arts | Yes |

7) If so, who conducts the practicum? (We are looking for title/position of the instructor, not specific names.)

| Program | Reply |
|-----------------------------|--|
| Anatomical Sciences | |
| Anthropological Sciences | |
| Applied Math & Statistics | Distinguished teaching professor |
| Biochem & Structural Biol | |
| Biomedical Engineering | |
| Chemistry | Faculty and professional staff |
| Ecology & Evolution | |
| Eur Lang, Lit & Cultures | |
| Geosciences | Faculty in general |
| Linguistics | Full-time faculty of rank of lecturer or higher |
| Microbiology | |
| Molecular and Cellular Biol | Bill Collins (Undergrad Biology) |
| Music | Instructors who direct the courses in which the students are TAs |
| Neurobiology & Behavior | |
| Philosophy | A designated faculty member |
| Physics & Astronomy | Supervision by faculty of courses in which they TA |
| Physiology & Biophysics | Course director (Asst Prof/Assoc Prof/Prof) |
| Political Science | Grad and undergrad directors |
| Sociology | Distinguished teaching professor |
| Theatre Arts | Prof or Assoc Prof |

8) If so, are students required to take the teaching practicum before or during their first semester of teaching?

| Program | Reply |
|-----------------------------|--|
| Anatomical Sciences | |
| Anthropological Sciences | |
| Applied Math & Statistics | First-time teachers are encouraged to attend but not required for those with experience |
| Biochem & Structural Biol | |
| Biomedical Engineering | |
| Chemistry | During |
| Ecology & Evolution | |
| Eur Lang, Lit & Cultures | |
| Geosciences | Most take it in first year, but some in second year, esp. those who are not fully proficient in English |
| Linguistics | All MA students are required to take practica ("when" was not specified) |
| Microbiology | |
| Molecular and Cellular Biol | Right before |
| Music | During |
| Neurobiology & Behavior | |
| Philosophy | Begins in spring of first year, one semester before they start teaching. Continues through fall of second year, when they begin independent, supervised teaching |
| Physics & Astronomy | |
| Physiology & Biophysics | Usually during second year |
| Political Science | Yes |
| Sociology | Before |
| Theatre Arts | Yes |

9) If not, how are students prepared to handle teaching responsibilities?

| Program | Reply |
|---------------------------|---|
| Anatomical Sciences | Through assisting in teaching of a course |
| Anthropological Sciences | Supervision by and advice of faculty who direct course in which student is assisting |
| Applied Math & Statistics | |
| Biochem & Structural Biol | Supervision by lab and lecture instructors |
| Biomedical Engineering | |
| Chemistry | |
| Ecology & Evolution | TA training through the Undergraduate Biology Office |
| Eur Lang, Lit & Cultures | Supervision and training by faculty |
| Geosciences | |
| Linguistics | |
| Microbiology | CELT training during orientation and meetings with course director(s) |
| Neurobiology & Behavior | Weekly training sessions through Undergraduate Biology |
| Philosophy | |
| Physics & Astronomy | Orientation before start of classes, in which students deliver lab presentation for critique by other graduate students and several faculty |
| Physiology & Biophysics | Supervised by course director |
| Political Science | |
| Sociology | |
| Theatre Arts | |

10) How does your program handle teaching assignments of first year students for whom English is a second language?

| Program | Reply |
|-----------------------------|--|
| Anatomical Sciences | Don't have any such students |
| Anthropological Sciences | Do not assign to courses in which good command of English is critical |
| Applied Math & Statistics | First-year students with no prior experience do not teach |
| Biochem & Structural Biol | Assign to labs rather than lectures |
| Biomedical Engineering | Must have command of English for admittance |
| Chemistry | Students take TOEFL and Speak tests as required |
| Ecology & Evolution | "If the students can speak English, then they teach." |
| Eur Lang, Lit & Cultures | Students are assigned teaching only if their English is sufficiently fluent |
| Geosciences | Defer teaching to second year |
| Linguistics | Will assign to task other than section instructor if English fluency is not up to the task. Alternative assignments include grading. |
| Microbiology | Work as lab prep assistants until they meet University criteria |
| Molecular and Cellular Biol | No students TA in first semester. Students who do not pass SPEAK test act as laboratory prep TAs, which limits contact with undergrads, until they improve English sufficiently through ESL courses. |
| Music | They are not given teaching assignments unless skills are excellent |
| Neurobiology & Behavior | Serve as "prep" TAs for undergrad biology labs |
| Philosophy | Students who are not demonstrably proficient are not admitted (as determined by language tests and direct communication with applicants) |
| Physics & Astronomy | "Nervously." Those who fail SPEAK work as graders. |
| Physiology & Biophysics | First years do not teach |
| Political Science | Provide alternative duties |
| Sociology | Assigned to courses that require little interaction with students and do not require grading of essay exams or papers. Pair them with students who speak English excellently. |
| Theatre Arts | Not a problem, students don't teach until second or third year |

11) How do students in your program satisfy the University's teaching requirement (e.g., conduct a recitation or lab of a large undergraduate introductory course; teach a stand-alone lecture course)?

| Program | Reply |
|-----------------------------|--|
| Anatomical Sciences | Assist in teaching gross anatomy |
| Anthropological Sciences | Give supervised lectures, teach labs independently, prepare and teach a course independently at least once |
| Applied Math & Statistics | Team-teach, conduct recitations, assist in courses involving various computer projects, teach a stand-alone lecture course |
| Biochem & Structural Biol | Conduct recitations and labs, teach stand-alone lecture course |
| Biomedical Engineering | Teach a one-semester undergrad course or give 4 hours of lectures in undergrad course plus a state-of-the-art seminar in their field of research |
| Chemistry | Recitations or labs |
| Ecology & Evolution | Usually assist in a lab course |
| Eur Lang, Lit & Cultures | "For DA students a practicum is a required part of the program." |
| Geosciences | Teaching of labs, running recitations, or "general TA work" such as helping professor in lab instruction |
| Linguistics | Conduct recitations or teach stand-alone course |
| Microbiology | Office hours and reviews for large undergrad lecture courses or lab TAs for upper division undergrad lab courses |
| Molecular and Cellular Biol | Teach recitations; conduct lab sessions and grade lab reports |
| Music | Since we cannot offer TA's to all our students, we allow teaching experience outside the University - for example, private music instruction, or teaching experience at other institutions - to satisfy the requirement. Work through the Curricular Practical Training program for international students is particularly useful in satisfying the requirement. |
| Neurobiology & Behavior | Conduct recitation or lab |
| Philosophy | Second-year students start teaching their own courses |
| Physics & Astronomy | Labs in intro undergrad courses |
| Physiology & Biophysics | Conduct a recitation or lab |
| Political Science | Standard lecture course |
| Sociology | Teach a stand alone lecture course (Introductory Sociology) |
| Theatre Arts | Either recitation or stand-alone course |

12) If students teach recitations and/or labs that are part of large undergraduate introductory courses, what type of coordination and/or organization is provided by the faculty instructor of the course?

| Program | Reply |
|-----------------------------|---|
| Anatomical Sciences | Course director sets the syllabus and all faculty and TAs work in the lab together |
| Anthropological Sciences | Instructors of record must attend lectures and provide feedback. They often assist in preparing lecture material. |
| Applied Math & Statistics | A faculty member is assigned to supervise those who team-teach. Course instructors are responsible for TAs who assist in recitations and computer labs. A faculty member is usually assigned to teach a section of a multi-section course and is responsible for supervising TAs who teach other sections of the same course. |
| Biochem & Structural Biol | Bill Collins and staff (Undergrad Biology) evaluate students and match them to courses. Lab and lecture instructors meet with students to discuss each lab/lecture. |
| Biomedical Engineering | Up to each instructor |
| Chemistry | Weekly staff meetings during semester; meetings before exams and grading |
| Ecology & Evolution | Most coordination is through the Undergrad Biology office staff |
| Eur Lang, Lit & Cultures | Depends on individual faculty member |
| Geosciences | Meetings with TA are conducted once or twice per week |
| Linguistics | Continual and close faculty supervision. TAs attend all lectures of courses in which they assist and meet weekly with course supervisor to discuss assignments, grading, tests, and the week's plan for recitation |
| Microbiology | Instructor provides a basic outline to follow but students are responsible for teaching the materials, assisting with lab exercises, and grading lab notebooks |
| Molecular and Cellular Biol | For lab courses, weekly prep sessions of about an hour to discuss principles and techniques of upcoming labs. For lecture courses, students meet regularly to be trained in how to conduct recitations and grade exams. |
| Music | Weekly TA meetings, class visits, written evaluations |
| Neurobiology & Behavior | Students attend lectures and weekly prep sessions |
| Philosophy | |
| Physics & Astronomy | Faculty instructors are "supposed to" observe frequently. TAs meet weekly with instructors. |
| Physiology & Biophysics | Each TA is assigned one aspect of the recitation or lab by the course director |
| Political Science | |
| Sociology | N/A |
| Theatre Arts | Weekly meetings |

13) Are students required to teach in their first semester?

| Program | Reply |
|-----------------------------|--|
| Anatomical Sciences | No |
| Anthropological Sciences | Yes if supported on a TA line |
| Applied Math & Statistics | Only if they have previously taught (in English) |
| Biochem & Structural Biol | No |
| Biomedical Engineering | Doctoral students are required to work as TAs, but they do not necessarily teach |
| Chemistry | Yes |
| Ecology & Evolution | No |
| Eur Lang, Lit & Cultures | No |
| Geosciences | Most do TA work in the first year, but it is not required that they do so |
| Linguistics | Not required, but they may if qualified |
| Microbiology | No |
| Molecular and Cellular Biol | No |
| Music | Not if they don't fill a TA line |
| Neurobiology & Behavior | Yes |
| Philosophy | No, but they are assigned duties in faculty-taught courses |
| Physics & Astronomy | Almost all are. |
| Physiology & Biophysics | No |
| Political Science | No |
| Sociology | No |
| Theatre Arts | No |

14) Are students required to work in a lab in their first semester?

| Program | Reply |
|-----------------------------|---|
| Anatomical Sciences | No |
| Anthropological Sciences | No |
| Applied Math & Statistics | They do 1.5 rotations in labs in the first semester as part of process of choosing dissertation advisor |
| Biochem & Structural Biol | Yes, all do lab rotations |
| Biomedical Engineering | No |
| Chemistry | No |
| Ecology & Evolution | No |
| Eur Lang, Lit & Cultures | No |
| Geosciences | No |
| Linguistics | No |
| Microbiology | Yes, they begin rotations immediately |
| Molecular and Cellular Biol | Lab rotations (to select dissertation advisor) are require |
| Music | |
| Neurobiology & Behavior | No |
| Philosophy | Not applicable |
| Physics & Astronomy | No |
| Physiology & Biophysics | No |
| Political Science | No |
| Sociology | N/A |
| Theatre Arts | No (but they work in technical dept or costume shop) |

Advising and mentoring grad students:

15) What orientation activities does your program offer to incoming students? What topics are covered and how many hours of orientation are offered?

| Program | Reply |
|-----------------------------|--|
| Anatomical Sciences | ~1 hour overview of program structure and requirements |
| Anthropological Sciences | GPD offers 2 h orientation that covers student evaluations, TA support, first year curriculum, NSF doctoral research grant opportunities, program structure, program research and travel awards for students, other resources available, general advice. GPD also gives 2 h sexual harassment /dating policy training. All incoming students are assigned faculty advisors. |
| Applied Math & Statistics | New students are placed in three or four groups. Each group is assigned a faculty advisor who meets with students one-on-one to discuss academic matters, courses, housing, etc. |
| Biochem & Structural Biol | Graduate program director explains the graduate program and its relationship to the other graduate programs at SB, CSHL and BNL. He provides an overview and discusses courses, seminars, and rotations; how to choose a research advisor; vacation policies; qualifying exam on general knowledge; research proposal; Ph.D. research; and dissertation defense. The advising committee chair explains course requirements and teaching requirement. The rotation assignments advisor explains rotations and how they are graded. The graduate program coordinator explains the registration procedure, paychecks, health insurance, and other miscellaneous stuff (mailboxes, fax, photocopying, email accounts, etc). Besides the initial orientation meeting, there is a poster session where program faculty introduce themselves and their research. Following the poster session there is a cookout. |
| Biomedical Engineering | Orientation lasts two full days and includes a welcoming social event, presentations by GPD and chair, research presentations by faculty interested in recruiting students |
| Chemistry | Approximately 5.5 days over course of orientation week and the first few weeks of classes. Topics include department and program, safety training, placement exams, TA training; are also social gatherings |
| Ecology & Evolution | Year-long seminar for first-years, 1 hour per week |
| Eur Lang, Lit & Cultures | All academic and logistical issues are covered in individual sessions with students during the first week of classes |
| Geosciences | GEO 500 meets for 2 hours/week during campus life time. Faculty introduce their research, students receive lab safety instruction from EHS and sexual harassment training |
| Linguistics | The Department provides a general morning orientation for all new students and specialized afternoon orientation programs for M.A. and Ph.D. students before classes begin. Incoming students receive a departmental Graduate Student Handbook for all new students that contains much of the needed orientation information and guidance about making progress in the program. Topics covered include departmental requirements and appropriate course scheduling, some important university requirements, general information on research protocols and resources, a discussion of TA responsibilities and teaching (workload, office hours, grading, preparation), information about resources and people in the department, and professional development information. |
| Microbiology | Welcome breakfast, introduction to program and its requirements, advice from advanced grad students and faculty (in two separate sessions) on "how to succeed in grad school," lab safety training, sexual harassment awareness training, environmental health and safety/radiation safety training, academic advising, intro to available resources, and general administrative orientation, totaling 10-12 hours |
| Molecular and Cellular Biol | Several hours are spent discussing rotations, TAing, classes, and program policy. There is also a half-day research forum where faculty give brief talks about work going on in their labs, followed by a luncheon where students can interact with faculty and set up rotations. Advanced students also present their work to first-year students during a poster session in October. |
| Music | A 3-hour general orientation meeting for all students, followed by individual meetings of each student with a designated academic advisor. There are also |

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|-------------------------|--|
| | advisory and placement examinations in musicianship, piano skills, and music history. |
| Neurobiology & Behavior | 2 hours covering TAing, sexual harassment, program specifics |
| Philosophy | Orientation for incoming students takes place each year before the beginning of Fall Semester. Topics covered include (1) careful explanation of program requirements and requirements for full-time registration; (2) explanation of first-year students' duties as graduate assistants in faculty-taught courses; (3) introduction of faculty members' major research areas; (4) explanation of the finer points of dealing with Stony Brook's administrative structure; (5) sexual harassment training session. |
| Physics & Astronomy | About 6 hours, covering academic and professional ethics, sexual harassment, curriculum overview, research topics in dept., overview of how dept. runs the large undergrad courses, practice teaching (sample lab presentations) |
| Physiology & Biophysics | Committee assignments, course assignments, and general academic advising by the Graduate Committee |
| Political Science | Meeting that covers coursework, research, TA assignments, and academic integrity |
| Sociology | Two longer meetings plus some sporadic shorter meetings during the first semester cover sexual harassment, TA responsibilities, dept. organization, degree requirements, and how to deal with problems concerning undergrad and grad students and faculty. |
| Theatre Arts | Two hour meeting covering departmental policy, expectations, guidelines, mechanics of the program, etc., followed by an evening party and social mixer |

16) What mechanisms does your program use for advising students during the first year?

| Program | Reply |
|-----------------------------|--|
| Anatomical Sciences | Assignment of first year faculty advisor |
| Anthropological Sciences | First year advisor |
| Applied Math & Statistics | GPD advises |
| Biochem & Structural Biol | GPD, grad program coordinator, and rotation advisor |
| Biomedical Engineering | Meeting with assigned faculty mentor required |
| Chemistry | All first-years are assigned academic advisor |
| Ecology & Evolution | Temporary advisor and first year committee |
| Eur Lang, Lit & Cultures | GPD, GPC, and faculty in general |
| Geosciences | GEO 500 (see item 15) and faculty with whom student is taking research credit |
| Linguistics | GPD meets with students periodically to discuss standing and progress; also, each student has an assigned faculty mentor |
| Microbiology | An academic advising committee including the Graduate Program Director meets with the first year students during orientation to establish a program of study tailored to their individual needs. The committee then monitors the progress of the students in each of their courses and laboratory rotations. Any warning signs such as poor performance on exams is addressed immediately and assistance is arranged. At the end of each semester, the Committee will meet with the students individually and review their performance. At the beginning of the summer, the GPD meets with each of the students to go over the selection of a dissertation advisor as well as review their academic performance. |
| Molecular and Cellular Biol | Main contact is with rotation advisor, who helps students select rotations and makes sure that they are taking care of their responsibilities. The GPD meets with first-years as a group to get feedback on classes, etc. |
| Music | Every student is assigned an academic advisor; Doctoral students are assigned a Directing Committee (DMA students have two students on their committees; PhD students have 3 or 4). Students in our Doctoral programs devise a Contract toward Candidacy, written in collaboration with their Directing Committee. |
| Neurobiology & Behavior | GPD |
| Philosophy | Assignment of faculty mentors |
| Physics & Astronomy | Each student is assigned a faculty advisor with whom s/he is supposed to meet several times in the first year. "Most do." |
| Physiology & Biophysics | Meetings with Graduate Committee prior to beginning of each semester |
| Political Science | GPD |
| Sociology | A faculty member is temporarily assigned to each student and there are periodic meetings with the GPD. |
| Theatre Arts | GPD |

17) Does your program have a mentoring program (i.e., where upper level students mentor first year students)?

| Program | Reply |
|-----------------------------|--|
| Anatomical Sciences | Not formally, but much informal |
| Anthropological Sciences | No, but students are encouraged to consult more advanced students, esp wrt teaching |
| Applied Math & Statistics | Not formally |
| Biochem & Structural Biol | Yes, students who have difficulty on biochem midterm are offered a mentor |
| Biomedical Engineering | Being initiated |
| Chemistry | Yes, an advanced student is assigned to an incoming student |
| Ecology & Evolution | No |
| Eur Lang, Lit & Cultures | No |
| Geosciences | Yes – upper level students provide feedback on required first-year seminar |
| Linguistics | Continual informal student-to-student mentoring |
| Microbiology | Nothing formal. “The student representative often fills this role.” |
| Molecular and Cellular Biol | All first years are assigned a senior student mentor. Frequency of meetings varies case-by case. Senior students also tutor first years who are having trouble with a given course. |
| Music | Not formally; many informal interactions |
| Neurobiology & Behavior | No |
| Philosophy | All students are assigned offices on the same floor. First year students are thus in close constant with upper level students on a daily basis. Apart from the informal system of mentoring that emerges naturally from this work environment, the Philosophy Department’s Graduate Student Body is formally organized and meets regularly to discuss graduate students’ concerns. |
| Physics & Astronomy | Supposedly, but students do not “seem to take it very seriously.” |
| Physiology & Biophysics | Nothing formal |
| Political Science | “We usually do this through office placement.” |
| Sociology | Yes |
| Theatre Arts | Not formally, but structure of program fosters in a strong way (e.g., third year students are assisted by first and second years in producing their MFA projects; first year students assist second years in running Cabaret Theatre) |

18) What mechanisms does your program use for advising students about life after Stony Brook?

| Program | Reply |
|-----------------------------|--|
| Anatomical Sciences | Faculty advisor |
| Anthropological Sciences | Student's individual advisory committee |
| Applied Math & Statistics | GPD and dissertation advisor |
| Biochem & Structural Biol | None |
| Biomedical Engineering | Nothing formal, but integrated with many courses and seminars |
| Chemistry | Research advisor and dissertation/thesis chair offer advice |
| Ecology & Evolution | Nothing formal |
| Eur Lang, Lit & Cultures | GPD, GPC, individual faculty |
| Geosciences | Individual faculty |
| Linguistics | The doctoral advisor, faculty mentors, and dissertation advisors provide information about career opportunities and much advice about how to pursue them. Job openings are posted in the department and forwarded to the departmental linguist-list. Students are encouraged to become members of professional societies early in their career and thus receive most of the posting information. The culture of the department is a very open one so post-graduation advice is always forthcoming. |
| Microbiology | Annual meetings with the Graduate Program Director, alumni seminars and meetings with current students, alternative careers seminar series hosted by Center for Biotechnology and Career Services, Career Services, and a library off the Program web page with links to pertinent info on careers in the sciences and job search techniques. |
| Molecular and Cellular Biol | Individual discussions with members of dissertation committee. Occasional seminars (organized by Biochem Dept. or Biotechnology Center) are given by representatives of biotech/pharmaceutical industry. |
| Music | All faculty interact with students on issues of professional development |
| Neurobiology & Behavior | Nothing formal |
| Philosophy | Departmental placement committee |
| Physics & Astronomy | None |
| Physiology & Biophysics | SBU's Career Counseling Office |
| Political Science | GPD and faculty advisors |
| Sociology | Informal discussions |
| Theatre Arts | GPD |

Grad students as alumni:

19) Does your program track placements for employment (academia or industry)?

| Program | Reply |
|-----------------------------|--|
| Anatomical Sciences | "The program is small enough that this is not hard to do from memory." |
| Anthropological Sciences | "Our field is small and we have a good idea what our students do after graduation." |
| Applied Math & Statistics | First placements are tracked |
| Biochem & Structural Biol | Yes |
| Biomedical Engineering | Only loosely |
| Chemistry | Yes |
| Ecology & Evolution | Yes |
| Eur Lang, Lit & Cultures | Yes, but not for all students |
| Geosciences | Yes |
| Linguistics | "Department news is circulated to current and former students via several e-mail lists and we have established a departmental list for information." |
| Microbiology | Yes |
| Molecular and Cellular Biol | Not regularly, but data are occasionally collected from faculty for training grant applications, etc. |
| Music | Yes, to the best of ability, although "placement" in the music industry can often mean a successful free-lance career |
| Neurobiology & Behavior | Yes |
| Philosophy | Yes |
| Physics & Astronomy | We try, but it is difficult to get students to keep in touch with accurate info |
| Physiology & Biophysics | Yes |
| Political Science | Yes |
| Sociology | Yes, to some degree |
| Theatre Arts | Yes, for the past three years |

20) How often do you (or the graduate program administrator) have contact with graduates of your program?

| Program | Reply |
|-----------------------------|--|
| Anatomical Sciences | Irregular but frequent contacts at national conferences |
| Anthropological Sciences | At conferences once or twice a year |
| Applied Math & Statistics | Communicate with a large number in first year or two, but may lose contact after |
| Biochem & Structural Biol | |
| Biomedical Engineering | Infrequently |
| Chemistry | Frequently |
| Ecology & Evolution | Rarely |
| Eur Lang, Lit & Cultures | Frequently |
| Geosciences | Frequently with GPD's own students but only once or twice per year for others |
| Linguistics | Relatively frequently with some, but not all, graduates |
| Microbiology | At least once per year, via mailing of program newsletter to alums |
| Molecular and Cellular Biol | Not regularly |
| Music | Impossible to quantify; varies greatly from student to student |
| Neurobiology & Behavior | Several times a week via e-mail |
| Philosophy | GPD has informal contacts throughout year, esp. at professional meetings. Head of the Dept's placement committee systematically networks with alumni for placement purposes. This fall, a philosophy conference of/for alumni is scheduled at time appropriate for winter/spring placement season. |
| Physics & Astronomy | Seldom |
| Physiology & Biophysics | As needed |
| Political Science | Regularly |
| Sociology | Sporadic informal contacts |
| Theatre Arts | By e-mail a lot, once to twice per year in person |

The big question:

21) If you had the money/resources, what would you do to improve the experience of graduate students in your program?

| Program | Reply |
|-----------------------------|---|
| Anatomical Sciences | Double or triple stipends; fund first years independent of TA responsibilities; more internal funds to support pilot projects and travel to meetings for students |
| Anthropological Sciences | Increase stipends, deliver core curriculum more frequently to get course work out of the way sooner; more money to support student research; more administrative assistance to GPD |
| Applied Math & Statistics | Provide pleasant offices (not cubbies) to all full-time students; have a comfortable common room for students to congregate to interact with colleagues |
| Biochem & Structural Biol | Offer incentives to faculty to do more than the minimum in education of grad students; initiate seminar-workshop program where scientists in academia and industry come to SBU to discuss standard and alternative careers |
| Biomedical Engineering | Provide a full-time faculty and staff to deal with all of the students' issues and to counsel and consult with students. Provide space with individual desks and their own computers. |
| Chemistry | Increase the stipend; money for travel to conferences; renovation of building facilities; computer allowance; increased training in written/spoken English; increased career counseling |
| Ecology & Evolution | Increase stipends to be competitive with other top-ten programs |
| Eur Lang, Lit & Cultures | More funds for tuition and living expenses |
| Geosciences | Provide funds to backstop stipends in situations where mentor has a temporary gap in grant support |
| Linguistics | Increase TA stipend level and offer five years of support – critical to compete with other top national peer programs. Travel funds for students to present papers at national and international conferences |
| Microbiology | More on campus housing for grad students and assistance in searching for affordable off-campus housing. Supplement for housing expenses. Higher stipends. |
| Molecular and Cellular Biol | Reduce TA load to a single semester |
| Music | 1) More funding for TA lines and tuition scholarships. The cuts since the mid-90's have badly affected morale. Increasing numbers of students are commuter students who are forced to support themselves through teaching and outside performance work. 2) More funds for visiting performers, composers; scholars. 3) Honoraria for outside evaluators for PhD dissertations and DMA recitals and oral exams. 4) Funds for upgrade and maintenance of instruments. 5) Increased time for part-time performance faculty (many are on 0.33 or 0.5 lines). 6) Increased office staff (only have 3.5 people in dept. office) |
| Neurobiology & Behavior | Enhance extracurricular activities, such as retreats. Enhance recruiting efforts. Update student computer facilities |
| Philosophy | Better funded TA lines; increased opportunities for fifth-year funding |
| Physics & Astronomy | Defer teaching until second year so they can concentrate on classes. |
| Physiology & Biophysics | Provide supplemental financial support to increase stipend level. |
| Political Science | Hire more faculty to expand course offerings |
| Sociology | Increase stipend by 50-100%. Provide travel funds to present papers at conferences, funds for summer support, and funds to support dissertation research. Provide students with their own computers for use at SBU. |
| Theatre Arts | Increase resources for student production budgets, which are often very low. Increase number of prominent visiting faculty. |