

Faculty shares their opinion of Behrend academics

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graduation and how much money will be made.

Along with a positive outlook on the student body, the faculty members I spoke to felt the quality of education available here at Behrend is very good.

Cathy Mester cited three "measuring tools" that can be used to evaluate the quality of an education. First, what is the ability of graduates to find jobs in their chosen field? Behrend has a very good track record in this capacity. Second, does the faculty have high credentials and are they well-qualified? This question also brought a solid yes, we do have a first rate staff here at Behrend. Finally, what is the student-teacher relationship? Because Behrend is a small college, we have smaller classes and therefore an academic advantage over larger schools, said Mester.

All full-time faculty members are required to do research. The faculty members that I talked to all said the university gives adequate support as far as travel costs to attend conventions. However, the sentiment was expressed that slightly too much emphasis is placed on publishing. Dr. John Gamble said, "the university tends to judge research by counting publications; that's a little bit simple-minded."

When it comes to non-

academic activities such as the Speaker Series, many faculty members said that we should have more of them. Dr. Kenneth Louie pointed out that learning does not always take place in the classroom.

"I'm concerned that many students don't take advantage of the Speaker Series," said Tucker.

Finally, I asked members of the faculty what they would change, if anything, if they were president of the university. Responses varied greatly.

"I would make it a top priority for a well-integrated education that would mainstream third-world, minority, and women's concerns into the curriculum," said Hume-George. She continued to say that at Behrend we are a little bit too ethnocentric and that we need to learn about other cultures and listen to what other people have to say.

Gamble said that this university tends to put other things ahead of what should be their first goal. "I would make it absolutely clear that the first value is the free and open exchange of ideas and information," Gamble said.

Louie expressed the need for an equal "share of the pie" from University Park. "I would make sure that funding for various programs at the campuses is commensurate with the success of that campus," said Louie.

Behrend students use Discovery computer explore job field, career possibilities

by Jodi McWilliams
Collegian Staff Writer

Behrend's Career and Placement Coordinator Marybeth Peterson says her office offers a valuable career guidance system - but that many students aren't even aware of it.

The Discover computer is a career guidance system located in the Career Development and Placement Services office on the first floor of the Reed Building.

The system is designed to help students identify career goals or to help students reinforce their career choice.

Peterson explained the program is especially ideal for sophomores who have not yet decided what career to pursue, or for the senior that wants to know what the job outlook is for people in his degree area.

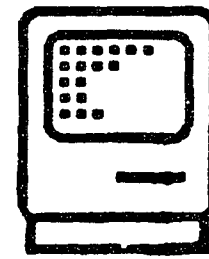
Use of the computer requires no special computer skills and is accompanied by step-by-step instructions.

The system's creators, American College Tests, initiated this program to help guide students in making sound decisions based on information they feed into the computer.

Discover takes the student's interests, abilities, experiences and values then chooses careers that best fit that student's profile.

After the student has chosen several careers in which he is interested, he can call up information from the program.

Over 450 occupations are on file. If you have a question about being an actuary, for instance, you can call up actuary and the computer will give you about a full page of information about what the job entails, salaries, benefits, and employment outlook.



The software is updated every year so all the figures and statistics are current. The computer also has information covering the greatest likes and dislikes of the job.

After a student has identified a desirable job area, the computer will then suggest appropriate educational choices.

Discover will also tell you which majors or programs to

pursue to obtain the proper training for a particular job and which schools are best qualified for your needs.

Discover also has programs to help students create covers, resumes, and job applications.

Also included in the Discover system is information if you want to pursue a further education. It will give you information about two and four year colleges, graduate schools, financial aid, and military programs.

The Discover program begins with programs entitled The Career Journey, and Learning About the World of Work, then continues with Learning About Yourself, followed by Finding Occupations.

After you do these you Learn About Occupations and Making Educational Choices, then you Plan the Next Steps by Planning Your Career. The final step is Making Transitions. This process takes about 3 - 5 hours, but it usually takes only 2 visits of an hour each to complete your exploration because not everyone needs to go through all 9 parts. You must be realistic though if it is to help, because if you don't have any idea what you like, or if you are not truthful, Discover cannot assist you in a choice for your future.

Students respond to Collegian academic survey

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35 percent felt they were average. Only 2 percent felt they were poor.

The program area faring the worst in the survey was food service, with 33 percent of the students finding it average and 38 percent rating it below average.

Student life and programs were found to be average or good. Forty-four percent found student life average and 33 percent found it good, while student programs posted a 49 percent average score and 33 percent found them good.

The sampling polled 45 students with diverse backgrounds including business, engineering, sciences and liberal arts. They were asked to fill out a questionnaire rating academics, faculty, food service, student life and student programs on a scale of one to five, with one being poor, three being average and five excellent.

All percentages were rounded up to the nearest whole number.

In addition, students were asked to make specific comments about programs mentioned in the survey. Many students felt the advising and scheduling systems need work. One student

commented, "improve advising sessions, many advisors are basically clueless."

Other students felt activities were in need of improvement, suggesting buses to cultural events taking place out of town, as well as excursions to major cities.

Ranking the best colleges in the land

(CPS)- In what has become a traditionally volatile issue, U.S. News & World Report ranked Swarthmore College and Yale University as the country's best campuses.

The magazine, seeking to defuse much of the anger and resentment that has accompanied its efforts to rank colleges in the past, this year attempted to find the best schools by conducting a poll of college presidents and deans.

Predictably, reaction varied among schools, said Matthew Tucker, spokesman for the magazine. "If you're ranked, then you're happy. If you're not ranked, you're not happy."

The results were divided by types of schools.

The educators said the best "national universities" were Yale,

Princeton, Harvard, California Institute of Technology and Duke.

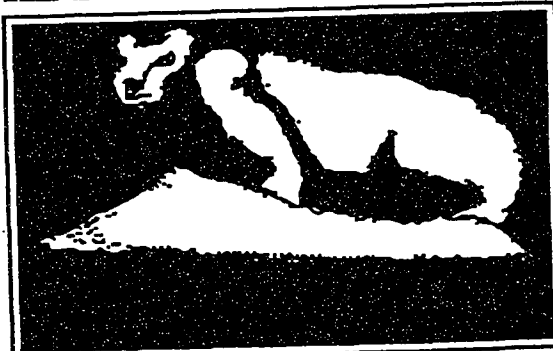
The best "regional liberal arts colleges" were St. Mary's College of Maryland, Transylvania University of Kentucky, Ohio Wesleyan and Southwestern University of Texas.

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