Graduate students are busy people. They must balance multiple roles as students, researchers and teachers; also as spouses, partners and parents. Yet many graduate students still find time and make a commitment to bettering the communities in which they live. The Graduate School salutes these graduate student volunteers. This issue of *The Graduate Post* features the experiences of several graduate students who volunteer their time through area organizations while balancing their academic lives.
In the middle of December, a group of medical students walked into the Graduate School’s thesis and dissertation office with large bags bulging with packages. As they opened the bags, my staff members began to smile broadly. The students had brought dozens of Christmas presents, neatly wrapped in colorful paper, to be put into the Toys for Tots barrels that we had available. Even though busily studying for exams, these students wanted to contribute to the community in a way that would also put them in the holiday spirit and give them some relief from the arduous path through medical school. So they took up a collection from fellow students, went to Meijers to become kids again while shopping for toys, wrapped the gifts and, finally, made a “road trip” to Linton Hall to deliver them. Now I ask you, besides an excellent medical education, won’t their bedside manners be wonderful? This is just one example of our graduate students’ commitment to the greater Lansing and East Lansing communities. One of our feature articles in this issue of The Graduate Post highlights other, generous acts of volunteerism. Graduate students are very busy people, often with multiple roles to play, but many still find at least a brief amount of time to refresh themselves by giving that time to others in need. The Graduate School salutes these graduate students, as well as others who we have not featured, who enrich their lives and ours by being volunteers.

Our second feature article is on the MSU Certification in College Teaching programs. There are currently several active programs, including the College of Natural Science, MSU’s first such program, the Department of English, and two new programs that began this year in the College of Engineering and the College of Communication Arts and Sciences. These programs offer graduate students a more formal way to organize their teaching experiences, to participate in courses designed specifically for the pedagogical techniques in their disciplines, and to work with faculty on a mentored project to enhance the teaching and courses in their own departments. Such preparation has been encouraged by a number of national reports on graduate education, including the “COSEPUP” report (National Research Council Committee on Science, Engineering and Public Policy: Reshaping the graduate education of scientists and engineers, 1995), the AAU Association of Graduate Schools report on COSEPUP (http://www.ags.ucsd.edu/cosepup/statement.htm) and the American Association of Higher Education’s Preparing Graduate Students to Teach (Lambert, et al, 1993).

It is my pleasure to introduce Cara Boeoff to you in this issue. Cara joins the Graduate School (we have a whole 25% of her time!) and both the Honors College and the Office of Admissions and Scholarships to assist us in our development efforts. The Graduate School’s major goal is to raise funds that can be used to support graduate student travel to present their research findings at state, national and international conferences. A regular feature of The Graduate Post (in the last section of each issue) lists the students that we have assisted in this regard. Participation in disciplinary societies and professional conferences is very important for exchanging ideas, advancing knowledge and for networking. It is not only important for the students, but also important for MSU’s visibility in the scholarly communities. We’d like to be able to do more!

Finally, let me share a few thoughts from a very unique conference that I just attended in Seattle, April 14-16 called “Re-envisioning the Ph.D.” The Conference was convened by the University of Washington who was funded by the Pew Charitable Trusts to spend a year exploring the future of the Ph.D. in the 21st century by interviewing the major producers of doctorates (e.g. MSU and other Research I institutions), as well as the various employers of Ph.D.s (e.g. government, business and industry, 4-year colleges and universities, community colleges, foundations and other non-profits). MSU was also represented by Dean Wendy Wilkins, College of Arts and Letters and Ann Austin, Associate Professor in the Department of Educational Administration. I was asked to provide an “innovative ideas” display that included our Certification in College Teaching programs, Conflict Resolution program, Research Integrity Newsletters, as well as other MSU efforts in innovative graduate education.

In a very brief summary, the private sectors represented asked for a continuation of the depth we now provide in doctoral education, but requested that we consider more breadth, especially by including more interdisciplinary areas. They also asked for more opportunities for students to practice teamwork and written and oral communication skills, and they stressed the importance of increased diversity in order to fulfill what they considered to be an important goal of theirs: workforce diversity. Academic institutions at all levels requested additional training and preparation for teaching. I will provide more in-depth information on this conference throughout next year.

Have a great summer!

Karen L. Klomparens
Dean of the Graduate School
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Interactive workshops are part of program encouraging healthy resolutions to graduate student/faculty conflicts

Setting Expectations and Resolving Conflicts is an exciting program for graduate students and faculty that focuses on developing interest-based negotiation skills and effective communication.

The program uses brief video vignettes to spark discussions and encourage conflict resolution on a variety of topics. The Graduate School offers the conflict resolution workshop to graduate students twice every semester, along with a workshop on “How to Say What You Want.” The Graduate School is also willing to make departmental presentations to both faculty and graduate students.

“When I first started in the Graduate School in 1994 in a brand new position as Assistant Dean for Graduate Student Affairs, I asked graduate students what they wanted me to work on with them,” said Dean Karen Klomparens. “I expected lots of suggestions having to do with funding—which of course I got, but more than anything else they wanted a way to resolve conflict with faculty without becoming as they called it “road kill.”

Dean Klomparens teamed up with John Beck, Assistant Professor in the School of Labor and Industrial Relations, and began the “Conflict Resolution” project.


The program is also being tested at partner institutions Penn State University, University of Minnesota, Purdue University, University of New Mexico and Kansas State University.

Program Goals:
• Introduce to faculty and students the practice of interest-based negotiation skills: set expectations and resolve conflicts.
• Raise awareness of issues of potential conflict in doctoral education.
• Improve graduate handbooks.

Some Caveats:
• All issues in graduate education are not negotiable.
• Faculty set standards for quality and progress.
• All conflict is not necessarily to be avoided; conflict over ideas advances knowledge.
• The power differential between graduate students and faculty will not become “more equal,” nor should it.
• We should not aim for 100% retention and completion; there are appropriate reasons for students to leave their graduate programs.

How can you participate?
For more information and/or to become a participating department/unit/program contact Karen Klomparens, Dean of the Graduate School, 110 Linton Hall, (517) 353-3220 or Email kklompar@msu.edu.
Also visit the Conflict Resolution website:  http://www.msu.edu/user/gradschl/conflict.htm
NEWS

New Director of Development to help raise funding for the Graduate School, wants to hear from you

Cara Boeff has stepped into the newly created position of Director of Development for the Honors College and Special Projects of the Provost, including Graduate School and Office of Admissions. She will provide alumni and friends with the information and tools they need to make a financial contribution to support these MSU programs.

“The Graduate School is excited to have an opportunity to raise funds to support graduate student travel to conferences and professional meetings,” Dean Karen Klomparens said. “Cara will be a key partner in our success.”

Since 1989, Cara has served as a development officer for health and social service organizations, including the American Lung Association of Michigan and the Food Bank Council of Michigan. Her personal commitment to MSU began as an undergraduate (College of Social Science, ’88), and has grown through the years by attending MSU’s Evening College Program courses, athletic games, and Wharton events.

“I’m thrilled to return to MSU in this new capacity,” Cara said. “Now more than ever, alumni and friends have the opportunity to strengthen the Graduate School program and I’m eager to work with them.”

Updated guidebook to supplementary academic programs now available from the Graduate School and on the Web

How can you help high school and undergraduate students stay on track toward graduate school? Pick up a copy of our “Staying on Track” guidebook.

The Graduate School has published a revised version of its 64-page guidebook, Staying on Track Toward Graduate School: Directory of Supplementary Academic Program at Michigan State University. This directory lists the myriad programs—from summer workshops to special research opportunities—designed to supplement regular academic offerings to students across academic levels and disciplines. The goal of these programs is to foster academic success and to help students remain “on track” to graduate and professional education and careers. Many of these programs serve special audiences such as gifted or talented high school students or ALANA* undergraduate science majors.

You can use the “Staying on Track” guidebook to identify and learn about supplementary academic opportunities at MSU for students you know who may be interested and eligible for these programs.

To obtain a copy of the “Staying on Track” guide, contact the Graduate School in 118 Linton Hall, 355-0301, or view it online at http://www.msu.edu/user/gradschl.

*ALANA stands for African American, Latino(a)/Chincana(o), Asian American, and Native American.
The Graduate School and the Council of Graduate Students (COGS) held the third annual Research Recognition Day January 22 to celebrate and promote the research activities of graduate and professional students.

“Research Recognition Day is an excellent opportunity for graduate students to practice their presentation skills and to share their research and scholarship with graduate students outside of their departments and colleges,” said Dean Karen Klomparens.

Awards were presented to the first and second place winner in each category for both the oral presentations and the poster presentations. The faculty judges selected winners for the oral presentations and the posters in each category. Dean Klomparens was joined at the Awards Reception by Vice President for Research and Graduate Studies Robert Huggett and University President M. Peter McPherson in saluting the vital role graduate students play at MSU. “We want to recognize the high quality and level of effort that went into today’s oral and poster presentations,” said President McPherson. “At MSU we appreciate the importance of graduate students’ contribution to research and the quality of teaching.”

Philosophy doctoral student Lori Keleher said the event was a great way to gain presentation experience, get feedback on her work, and see what kind of work is being done in other disciplines.

“In the Humanities, the opportunity to practice and get feedback on presentation skills is as rare as it is valuable. As a presenter I was able to test my presentation skills and strengthen my project—a work in progress that benefited from invaluable feedback from a fresh audience,” Lori said.

Lori said she valued the exposure to projects and different styles of presentation outside her discipline. “I learned at least as much from watching others as from presenting myself,” she said. “This is a great strength of Research Recognition Day. The techniques used by other presenters in my group might be standard in Art History or English, but are refreshing and exciting to Philosophy and therefore extremely useful to me.

“I encourage anyone involved in research to participate, as a presenter or as a spectator, in Research Recognition Day. If that person is like me, she will get more than expected,” Lori said.

The Graduate School thanks the judges and all those who participated in Research Recognition Day, and congratulates the winners!
Annual conference hosts diverse group of new and potential MSU graduate students

If Puerto Rican native Odmara Barreto thought the 60-degree weather she encountered when she landed at Capital City Airport March 30 was “too cold,” she will have some major adjusting to do when she begins her Neuroscience doctoral program at MSU in the fall! Odmara was joined by 35 other new or potential MSU ALANA* graduate students from across the country at the 12th annual Enhance Your Future Conference, sponsored by the Graduate School. They attended workshops on how to succeed in graduate school, toured the MSU campus, and met with faculty and students in their work settings. “I was glad I got to visit the labs,” Odmara said. “I talked to several students there and met some of the professors.” "Your reception and everyone at the conference has heightened my interest in MSU," participant Lorraine Gutierrez told conference organizers Evette Chavez and Mikala Keating.

*I ALANA stands for African American, Latino(a)/Chicana(o), Asian American, and Native American

"I learned at least as much from watching others as from presenting myself. This is a great strength of Research Recognition Day."
-Lori Keleher

Enhance Your Future Conference keynote speaker Dr. Denise Maybank roused her audience and encouraged them to embrace life’s experiences. She shared some of her own experiences as a doctoral student at Michigan State and said it was the relationships she formed along the way that helped her to succeed.

Discussions among participants often spilled out into the halls of the Kellogg Center on Research Recognition Day. Here Music doctoral student Nico Schuler and Teacher Education doctoral student Loucia Constantinou find common ground.
Hats off to graduate student volunteers:
They find the time to make a difference

The Graduate School salutes graduate student community service volunteers in this issue of The Graduate Post. Graduate students must balance multiple obligations as students, researchers, and teachers—some are also spouses, partners or parents—yet they find the time and make the commitment to bettering the communities around them.

The Graduate School staff observed this commitment firsthand in December when Toys for Tots placed a drop box outside its offices. “A Medical student came in with boxes and bags of toys to contribute,” said Office Assistant Judy Ward. “He told me that he and a group of graduate students all contributed money and took a trip to Meijer to do some shopping,” Judy said. Said Dean Klomparens: “We don’t know their names, but what a great demonstration of a warm bedside manner in the making.”

The Graduate Post spoke with several graduate students who are volunteering with area organizations. We asked these volunteers to describe what they do and how they got started with their volunteer work; what they found gratifying about their experiences; what they may have learned from their experiences; how they may have connected their volunteer work with their academic work; and how they were able to carve out time to volunteer, given their busy schedules.

Several graduate students volunteer with MSU Student Food Bank, which distributes supplies biweekly to MSU students having trouble making ends meet. The organization is sponsored by the Council of Graduate Students and ASMSU and serves more than 150 families. Dean Karen Klomparens serves on the organization’s advisory board, since about 75 percent of the clients served are graduate students. “This organization and activity is a wonderful example of graduate students looking out for the welfare of other graduate students,” she said.

Higher Education doctoral student Allyn Shaw has volunteered with MSU Student Food Bank for six years and served as past president. He said his involvement with the Food Bank came naturally. “I’ve always done volunteer work,” he said. “I wanted to give something back to the community and the university. We’ve been able to keep people in school and help families in crisis.”

Allyn admits that the time commitment of 10 to 15 hours each week as president was at times difficult to reconcile with his additional commitments as a housing director and as a student teacher, but he would do it all again. “The educator part of me enjoys seeing them (clients) grow and change,” he said. Allyn said he has watched one family through three births, and saw the father earn a bachelor’s and then a master’s degree. “And now he’s working on his Ph.D.,” Allyn said.

Material Sciences and Mechanics doctoral student Hua Tang Chen first heard of MSU Student Food Bank from The State News and has volunteered at every Thursday night Olin Health Center distribution since 1997, serving as a food bagger, interviewer, and front counter manager (where clients pick up food items and household supplies). “It’s always nice to help fellow students in need,” Hua Tang said. “Through conversations with clients, I feel there are many needy students at MSU—I’m glad the MSU Student Food Bank is here to help.”

Contact: MSU Student Food Bank, 152 Olin Health Center, East Lansing, MI 48825. (517) 432-5136. foodbank@msu.edu

Microbiology doctoral student Julie Hotopp volunteers with Science Theatre, an organization run by MSU students that brings entertaining science demonstrations to the general public through visits to schools and public events. Some of Science Theatre’s goals are to show the relevance of science to everyday life, demystify science and scientists and discourage stereotypes, and provide positive role models for students. Science Theatre has grown since 1991 to include scientists and engineers from many branches and has developed into separate department groups of Biology, Chemistry, Computer Science, Engineering and Physics and Astronomy.

“About two years ago a friend mentioned that Science Theatre was having problems getting volunteers for their show at the Michigan Festival, so I decided to volunteer,” Julie said. “I’ve been doing shows with Science Theatre ever since.

“We generally do two types of shows. The first is a stage show where volunteers present large principles of science in front of larger audiences. The second type of show is a hands-on show.
We set up stations and the children (and adults) come by and ‘try out science.’ These are my favorite shows because you get to connect with a student one-on-one. The look on someone’s face when they isolate DNA from a banana or when an everyday experience is explained to them is what encourages me to do a show even when I may be short on time or patience that day or week. I also enjoy what the students have to say to me during these shows. It is wonderful when students ask an insightful question or when they give you a hypothesis you could actually test with them.

“The demos we show are designed and/or researched by MSU graduate and undergraduate students. Some demos are labs that are done in the introductory science labs. Other demos seem to have been inspired by the projects that graduate students have worked on in their studies or classes. Other demos have been researched from education journals. In class or in the lab, I am constantly looking for new or better ways to present something with Science Theatre.

“With presenting demos, demo development, and many of our other activities, Science Theatre can require a large amount of time for our most active volunteers. But some volunteers do one show (4 hours) a year. We also have other activities besides shows. Some volunteers are currently working on writing a guide to our demos for school teachers called Recipes for Science.

“Volunteers do gain something for their experiences. All experiences allow volunteers to hone their writing, teaching, and communication skills. Also, science outreach organizations play an important role in educating the public about the importance and relevance of science. Our organization offers roles for anyone and a wide variety of commitments to accommodate most students’ schedules.”

Contact: MSU Science Theatre, Abrams Planetarium, East Lansing, MI 48824-1324. (517) 432-3680. scientet@pa.msu.edu

The MSU chapter of Habitat for Humanity International was founded in 1991 with a mission to eliminate poverty housing and homelessness from the Greater Lansing Area. Agricultural Economics master’s student Corey Risch got involved with Habitat for Humanity when she saw a poster for a Habitat work crew her senior year at MSU. “I was looking for a new activity, and building houses sounded fun,” she said. “It also turned out that they were in need of a treasurer to coordinate the funding of the various Habitat activities. Since I had quite a lot of treasurer experience, I felt I had a lot to contribute.

“I’ve worked on four different houses in the Lansing area, as well as one in Charleston, South Carolina. I’ve also been active in some of the fundraising and local neighborhood activities, from cleaning the Breslin Center to working at a Christmas party for some Lansing neighborhood kids. And I recently coordinated our Winter Break trip to Charleston.

“My favorite activity is working on the houses. I’ve met some of the Habitat homeowners, so I know how much we’re making a difference for them. These projects need a lot of volunteers, and I like being one of those people. Not to mention that I enjoy working outdoors, and I’ve learned a ton about building and construction. Also, the other MSU Habitat volunteers are absolutely great to work with.

“Our recent trip to Charleston was really fun. A group of 20 of us spent our last week of Christmas Break working on a house in Charleston. My little brother was one of the other participants—he’s an MSU Agricultural Technology dairy student. Chad and I worked together to put sheathing up around the top story of the house. I must have had some serious trust in his overhead hammering abilities! In the three days our group worked on this particular house, we built and put up all the 2nd story walls and sheeted most of the house. And we made a lot of friends in the process.

“Since I’ve started graduate school, I just remain as involved as I can, considering the increased time demands of graduate school. I participate in the various Habitat activities as my schedule permits, although my schedule this semester hasn’t permitted nearly as much as I would like. I still coordinate a few activities in a pinch, and as one of the older, more experienced members, I help out the younger members as they plan new activities.

“Habitat is an ideal organization for a graduate student. There are activities going on all the time, so I just take my schedule week by week and get involved in whatever I can. A lot of activities are broken into few hour shifts, so they serve as a nice study break—a change of pace, working with a lot of great people, doing something productive. I really can’t say enough great things about Habitat!”

Contact: http://www.msu.edu/user/habitatindex.html

Volunteers feature continues on next page
Literacy Volunteers of America-Capital Area Literacy Coalition (LVA-CALC) is directed by an MSU professor and has many MSU graduate students among its volunteer corps. The organization, also known as “The Reading People,” has more than 75 tutoring locations in Clinton, Eaton and Ingham counties.

“We have a number of graduate students who have been wonderful tutors for children and adults in reading and other basic skills, and English-as-a-second-language,” said volunteer Executive Director of LVA-CALC Dr. Lois Bader of the College of Education. “Our graduate students have also helped in instructional materials development and other areas. They have worked in migrant camps, public housing and various tutoring locations,” she said.

Dr. Bader is a literacy specialist, and her own volunteerism with LVA-CALC began in 1975. “I wanted to see if I could help out,” she said. “Then I became interim Executive Director, and I’m still here!” She said. She said without committed volunteers it would not have been possible to develop and expand the organization and its programs the way she has. “You can’t have a program this large without a large number of volunteers—good volunteers.”

All literacy volunteers are trained before they enter the field as tutors. Dr. Bader said while many of her own students naturally become involved in tutoring and helping develop programs at LVA-CALC, the MSU graduate student and faculty volunteers over the years have ranged from a retired Entomology professor to medical students.

Dr. Bader said it is the individual success stories that make the work at LVA-CALC all worthwhile. She said a 7-year-old girl stands out from last summer. “I knew that tutoring was very rewarding every time I left Pinecrest Elementary School on my way to school. I just felt like I had a part in starting Lauren’s day off on the right foot, even if we didn’t accomplish all the reading that we probably should have. I felt as though just having interaction with her was really beneficial to both of us.

“Last semester, I was a tutor for one 3rd grader named Lauren every Wednesday and Friday morning an hour before school. We worked together on reading with fluency and reading comprehension. Other students at the site were at all different levels, so some even started with letters of the alphabet. The most challenging task I had was to try to make reading fun at 8 a.m. in the morning. I’m a scientist, not an elementary school educator, so this was an opportunity to use my creativity again.

“I knew that tutoring was very rewarding every time I left Pinecrest Elementary School on my way to school. I just felt like I had a part in starting Lauren’s day off on the right foot, even if we didn’t accomplish all the reading that we probably should have. I felt as though just having interaction with her was really beneficial to both of us.

“As far as fitting this into my busy graduate school schedule, I am lucky enough to squeeze it in two mornings a week before I even get to campus. If I weren’t tutoring at 8 a.m., I would probably just get an extra hour of sleep. However, I am just starting to focus more on my research so I know that I may have re-evaluate my schedule next year.

“This semester I’m the site coordinator for Pinecrest, so I am in charge of the tutors and students at the site. I miss the one-on-one interaction with the students, so I’ll probably leave the leadership role to someone else next year and just stick with the tutoring.”

Contact: LVA-Capital Area Literacy Coalition, 1028 E. Saginaw, Lansing, MI 48906, (517) 485-4949 or MSU Student Literacy Corps, 245 Erickson Hall, East Lansing, MI 48824, (517) 432-3926
The Friendship Clinic is operated by MSU medical students at the Ingham Community Health Center two Saturday mornings each month. Ten to 20 medical students and two supervising physicians volunteer their time to see patients who typically don’t have health insurance and can’t afford to pay for medical attention. Medical student Stephanie Phelps is the lead coordinator responsible for the health clinic’s staffing and maintenance. “We could do this four weekends a month, there’s so much interest,” she said. “For most of the volunteers this is a reminder of why they went to medical school.”

“You can see your effects when you take someone who might not otherwise receive medical care, and you make them better and send them on their way,” she said. Stephanie said the patients appreciate the personal attention and respect they receive from the volunteers. She said when there are enough volunteers, some students will spend as much as two hours with a patient. She said the clinic gets repeat visitors who prefer see the student volunteers because they know they will receive personal and careful attention. She said her volunteer experience with the clinic have renewed her interest in practicing medicine in an urban environment.

Medical student Celeste St. John-Larkin has been involved with a project to set up a blood pressure screening program at Advent House, a soup kitchen/community center in the Westminster Presbyterian Church. “Several students go on one Saturday per month to talk to the people there about health concerns and take blood pressures,” she said. “We have cards for them to keep track of their readings, which also have resources for free healthcare on the back. We are hoping to expand the program to include more health education. We usually screen between 25 and 40 people.” Celeste was also a leader for the Students of Tobacco Free Michigan Active Doctors program. “We gave anti-tobacco presentations to over 1,000 4th and 5th grade students in the Lansing area over the past year,” she said.

Associate Dean of the College of Human Medicine Ruth Hoppe said many medical students enter medical school with a sense of social responsibility and an interest in caring for others. “Many of them have backgrounds, at entry to medical school, that are rich with a history of service to others—in their local communities, in their regions, and for many internationally,” Dr. Hoppe said.

“The College of Human Medicine tries to nurture this interest in service for two reasons. First because increasingly, physicians and other health providers are challenged to understand, to measure and to intervene at the level of whole populations, rather than just with individual patients. Thinking about health and illness at the level of the community becomes important—the community becomes the ‘patient’ if you will. Community service fits into this notion nicely.

“The second reason is probably more important: We wish to nurture our students’ professionalism. Physicians, like other professionals, are characterized by their responsibility to put service to others at a higher priority that service to self. At CHM we have articulated six professional virtues toward which both faculty and students strive. Social responsibility is one of these virtues.

“I believe that CHM students take their social responsibilities very seriously, and for this reason, many of our student organizations have service to sectors of our community either as their reason for existing or as a major goal of the organization.”

The MBA Association’s Spring ’99 charity auction was so successful that the event was repeated this year. Last year the MBAA surpassed its goal of $500 and was able to present a check of $1500 to the Leukemia Society of America. “It is quite an achievement when a group of graduate students band together to raise money ($1500) to donate to a charitable organization. I guess I am so enthused about this because the proceeds will help with leukemia research, a disease that my son was diagnosed with four months ago,” said Career Placement and Services Secretary Stephanie Ford. The MBA A presented the check to the executive director of the Leukemia Society in honor of Stephanie’s son.

“I think many of the MBAA officers were pleasantly surprised with the effort and generosity of the students who participated,” said MBA Vice President of Student Events Joe DiPonio. He said faculty and students donated the items that were auctioned.

“I know that I did not expect to raise more than about $500,” Joe said. “Since we are all graduate students currently paying tuition without receiving an income, I figured the bidding might be a little low, but respectable for a first-time event.

“Many of the students knew Stephanie from her work in our MBA Placement and Career Center. I think that having this personal tie to Stephanie and knowing that we could help her son and family by contributing to the Leukemia Society helped the students be more generous in their bidding. Many told me that they remember thinking that they were bidding a little out of their range, but kept going because they knew it was for a good cause.

“It was extremely happy with the outcome of the event. I know all who participated enjoyed a fun evening of camaraderie and food in the auction atmosphere.”

Volunteers feature continues on next page
Big Brothers and Big Sisters of Lansing provides mentoring to at-risk children in single-parent homes. Volunteers interview and are matched with a “little brother” or “little sister.” BBBS of Lansing’s Executive Director Mary Clark said MSU graduate students have been especially good role models and they typically bring some valuable life experiences to the relationship. She said both the adult and the child usually grow and learn. “It’s a win-win situation,” she said. “We feel very fortunate to have the university community here and we applaud those students who reach beyond their boarders and are willing to share a part of their life with a child.”

**Social Work master’s student Jeffrey Fudesco** said he learned about *Big Brothers and Big Sisters* 25 years ago but hadn’t considered them as an outlet for his own volunteerism until they kicked off a new advertising campaign.

“When their billboard went up in Lansing I saw it and thought BBBS would be a perfect place for me to address the things I care about in my community.”

“I live in a neighborhood in Lansing where there are kids without a lot of contact with adults. I wanted to share some of my resources (mostly intellectual and emotional, my knowledge about the city and about campus, how to swim, etc.) with younger people—not in a professional capacity but in a friendship capacity.

“My little brother and I get together about once every week, usually on Saturday afternoon. We like to go to the MSU campus to play racquetball and go swimming during free Family Hours at the IM West. Sometimes we’ll go over to the library after swimming and I’ll show him how to open a file on computer disk or look up activities was totally up to me and I liked that autonomy. BBBS as a ‘little.’

“I’ve learned a lot from my little brother about the emotional texture of these times and about the social forces shaping children’s experiences today. I’ve learned that no matter how much adults grouse and complain about ‘the kids these days,’ kids live in a world that adults create for them. Further, I’ve learned (happily) that kids today are not from outer space. My little brother gets excited about the things that got me excited as a kid: going to new places with a friend, arcade games (of course), long bike rides on the Lansing Riverwalk, adventures, jokes—the list goes on.

“I am in the social work program, so my BBBS experience has an almost direct connection. Social workers are concerned about vulnerable populations and about helping to create less stratified and more enriching communities. BBBS has provided me a context in which to put my personal and professional values to work. In other words, by the time a student gets to grad school, he or she has talked the talk for many years.

BBBS has given me the opportunity to walk the walk; to see if I really believe what I’ve been saying and reading in class all these years. Best of all I’ve made a new friend in the process.”

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**Fisheries and Wildlife doctoral student Marc Linderman** said he heard of *Big Brothers and Big Sisters* in Madison, Wisconsin where he completed his master’s degree, and contacted the organization when he arrived in Lansing.

“There is a bit of a time commitment getting things started in that you have to go through a few training sessions, but they have made the process very accessible and I think the staff over at BBBS is very helpful and understanding of time limitations.

“The match with my little brother has certainly been interesting. The first time we hung out, we returned from the movies to the complete loss of his house from a fire. And, of course, we have gone through the various stages of establishing a relationship and still are. But, there have been great moments, too. We attended a batting practice with complimentary tickets and it was really neat to watch him go from uncertain about an unfamiliar situation to swinging away. And it has been nice to perceive him value our time together more as we have spent more time together.

“It has shifted some priorities for me in that I need to set a few hours to an afternoon aside each week to do something with him. But, I think I come out ahead in that I get to be 12 for at least a few hours a week, get away from the stresses of work, and get a little better idea of what’s important.

“Hopefully, some of my work here at MSU will help me interact with him better, too. For example, he is very interested in computers so we are working on getting him access to email so we can email on a regular basis while I am out of the country doing my summer research. And hopefully, we might see if he can relate some of those travel experiences to class to help him get involved and strengthen his interest in school.”

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**Criminal Justice doctoral student Jessica Davis** said she got started with *Big Brothers and Big Sisters* because she was interested in doing volunteer work and happened to see a commercial with Denzel Washington talking about his experiences as a ‘little.’

“Also, it was a way to volunteer where the structure of the activities was totally up to me and I liked that autonomy. BBBS does have structured activities but we are not required to participate in them.

“What I find gratifying is knowing that my ‘little’ really likes being with me. She really thinks of me as her ‘big sister’. Also, I
know that I have expanded her world just by being me. She sees me as someone who is doing pretty well and I am entirely independent. She sees that I work hard for the things I have and I think that this is far from the reality that she was experiencing before we met.

“We go bowling a lot or to the arcade. Sometime we just hang out at my apartment and either bake or do some arts and crafts. We are both learning to do latch hook rugs right now. In the summer she likes to swim and I have a pool at my apartment complex. We’ve also gone to the African American museum in Detroit. Whatever we do, I try to give her the opportunity to open up and talk and just have her own space—she has a lot of younger brothers and sisters so it is sometimes hard for her to breathe and just be a kid.

“I try to give her advice based on the experiences in my life which I know are different from her life’s experiences. I think this gives her new options for dealing with certain situations.

“I have learned patience. I am not used to being around people who do not express how they feel right away or who do not readily articulate their wants and needs. So this has caused me to learn a great deal of patience. Sometimes she just needs time to express herself.

“It is hard to carve out time to do this. Recently I have had to cut down on getting her every Saturday but I get her every other week and that is working out better for me.

“I am interested in prevention and intervention programs for youth who are at risk to becoming delinquent so the BBBS program gives me an opportunity to be directly involved in a prevention program. The evaluation work of prevention/intervention programs that I do tends to keep on the periphery of such programs, so it’s nice to be much more involved than I have in the past.”

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Fisheries and Wildlife doctoral student Daniel Rutledge said he got started with Big Brothers and Big Sisters because he knew he wanted to do some type of community service.

“As a graduate student, I don’t have loads of extra time, so I wanted to try to make as big an impact as I could. A fellow graduate student in Fisheries & Wildlife already had a ‘little sister’ and found the experience very rewarding. I talked to her about it, and she urged me to become a ‘big brother.’ Also, BBBS was short on big brothers and they were trying to recruit as many men as possible. So I decided to take the plunge and go through the orientation and matching process.

“I got paired with a teenager, now 15, which represents somewhat of the high age end for little brothers. Most of our activities involve simple things, like going to movies, playing basketball or football, or just hanging out. It is fun to spend time with him and quite eye opening. He has such a different perspective, given his age and background. I like to interact with him because he offers me a different viewpoint, and I in turn can offer him good advice, someone who will listen without judging him, and most importantly: friendship.

“The most important thing with respect to the BBBS relationship is consistency. As a graduate student, it’s easy to get lost in your research and forget the rest of the world exists. Therefore keeping in touch, even if you can’t spend lots of one-on-one time, is critical.

“Overall, I find the big brother role to be very rewarding. It is a good way to forge a connection with the community outside MSU and to do something positive at the same time.”

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Student Affairs master’s student Jennifer Avery said she had always thought that Big Brothers and Big Sisters was a great organization.

“My parents were divorced when I was young, and I know that it is difficult for some children when a parent is not around. I also understand the necessity of having adult role models, even if they are not always parents. As a college student, I thought that I could give a child an excellent example of where you can go in life with hard work and persistence. Last June I went to an orientation process for BBBS and then I was finally matched with my little sister, Fela, in October.

“I try to do a lot of different things with Fela, and being an MSU student provides me with a lot of fun opportunities. We have gone to a women’s basketball game, gone swimming, fed the ducks, and the VetaVisit (the College of Veterinary Medicine’s annual open house). We also play games, bake cookies, watch videos, take the dog on a walk, go to the park, go bowling and just hang out. As a member of BBBS we get discounts to a lot of places around the Lansing Area. For instance, the admission to Impression 5 Science museum is free for her, so we have gone there before.

“It’s a lot of fun to hang out with Fela, and we have been matched for almost five months. When I was applying for BBBS, I wanted a child with a lot of energy, and they couldn’t have found me a better match. She is a lot of fun and hanging out with her is a good break from the rigors of graduate school.

“Sometimes it can be a challenge finding time to see Fela, especially around finals or when I have papers or projects due. Those weeks, I usually spend just a couple of hours with her. When I have more time, I usually like to see her for the afternoon. Her family is really flexible with my schedule, and they are very understanding that I have time constraints. Like I said before, seeing her is a good break from the rigors of graduate school, and it helps me to relax and de-stress. Playing with her is a good break from writing papers or the loads of reading that I have!

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Volunteers feature continues on next page
English master’s student Bryan Stumpf produces and directs *The Farmer’s Forum*, which broadcasts Wednesdays at 7:30 p.m. on WELM, Lansing Public Access. Bryan said he found that *The Farmer’s Forum* got him out of the classroom and into the field—literally—as he visited Mid-Michigan farmers at work.

“As the creator and producer of the documentary television series *The Farmer’s Forum*, my fieldwork has stretched out into the rural community to interact with family farmers concerned about the pressures of the current economy. I’ve interviewed farmers from both Ingham and Clinton counties. These farmers have been diverse in their operations—I interviewed dairy, pig, and cash crop farmers. I also interviewed two professors from Michigan State University’s Agricultural Economics department. All those interviewed show a mixture of pessimism and optimism about the future of traditional family farming.

“The basis for my project began long before graduate school. Growing up on a dairy farm in Upstate New York, I grew interested in family farmer concerns after witnessing my father trying to maintain his farm under tremendous economic pressures. My neighbors also were gradually losing their farms and agricultural businesses to corporate interests and housing pressures.

“While enrolled in the Critical Studies in the Teaching of English program, I discovered many critical approaches to working with underprivileged students. I developed an interest in working-class perspectives and this grew to be a cornerstone in my graduate research.

“While in Lansing, I learned about the pressures on traditional family farmers surrounding the urban area. While teaching at Mott Community College and Integrated Arts and Humanities 201 at MSU, I incorporated my experiences growing up on a small dairy farm to exemplify working-class struggles. In order to reach a wider audience, the next step was a television series production through Public Access.

“I found many small farmers interested in addressing their concerns through the Ingham County Farm Bureau, which was very helpful in getting my project off the ground. I found ways to combine my research on the working class with my interest in filmmaking.

“My interviewees were impassioned about the housing pressures from sub-divisions, dwindling prices for commodities from a small farms, and lack of interest in their struggles from the general public. David Droscha, a pig farmer from Mason, said ‘farms are just getting bigger and bigger and the margin is all the time being made smaller so you have to farm more acres to get the same wage to support your family.’

“My excursions off campus, away from academic environment, into real-life struggles of the farmers has been eye-opening—they don’t have many opportunities to address their concerns and they appreciated being interviewed.”

Contact: www.msu.edu/~stumpfbr/thefarmersforum.html
Students can take active role in university decisions

My fellow Council of Graduate Students members and I would like to welcome active participation in the graduate student government at MSU.

You who are MSU graduate students will see on your tuition bill a tax that is collected toward running COGS. This money is utilized to making graduate student life better on campus. Each department on campus has as its graduate representative a member on the full council. The full council meetings address a number of critical issues relating to graduate life. Issues such as parking, stipends, tuition waiver, housing, recreation, insurance and ethics, to name some of the issues, are heard, discussed and addressed. COGS is meant to make a graduate student’s life on campus better, and we council members are constantly working toward making this a reality. If you do have issues and wish to have them addressed, the easiest way would be to ask your departmental representative; this is your first line of contact. If your department is not represented please do make sure that you are on the full council. If you do wish to get involved in graduate affairs please do contact the COGS office at 353-9189. You could also view our web site at www.msu.edu/~cogs for a more detailed description of what COGS has to offer.

A primary concern to many MSU graduate students is the tuition waiver. Ideally, having a tuition waiver of twelve credits would have been good, but to be reasonable both to ourselves and the university, a tuition waiver of 9 credits per semester seems pragmatic and something that can definitely be implemented. I also do hope to ensure that we not only increase the number of credits, but also the overall aid toward assistantships. This would ensure that the number of assistantships remains the same if not increased.

The issue of health insurance is also something that has been debated and I do hope that we get dental and eye insurance included in our plan. This year thanks to a very active Joel Klappenbach, we did get a reasonable deal on the insurance plan. In the coming year, with Sam Howerton at the helm of Graduate Welfare Affairs we hope to do better. Student – faculty relationship in the graduate school environment is an issue that has divergent views, but there is a common agreement that we need to be fair. I do hope this year that we have concrete rules in place so that both faculty and students do not feel exploited. Robin Poston has been doing a fantastic job as VP for University Relations and I am very sure that she shall continue her good work.

As the Treasurer last year, my observation has been that COGS has not received as much media coverage that it rightfully deserves. Travel grants, conference grants, graduate student associations events that have been funded by COGS, commendable issues that have been supported by COGS; As President of COGS, I do hope to see that we receive more coverage on our radio show, and also in The State News.

Drinking water, Ethernet connections on campus and University housing need to be looked into and I promise to do my part on these issues. The COGS endowment fund is in place, and I do hope to see it grow by at least 10 to 15 percent. The endowment fund would help us fund the conference and degree completion grants.

I look forward to working with the Board of Trustees and the university. I am very sure that they are reasonable people, and would view graduate student issues with the seriousness that it deserves. I consider it a great honor to be the president of COGS and I would like to thank the council for placing its faith in me. I urge all MSU graduate students to play an active role so that this year shall be as successful, if not better than, last year.

Thank you,
Vikram S. Ghorpade
Council of Graduate Students President
Carol Bahl: She keeps the Graduate School rolling

Carol Bahl must be extremely organized, thorough and efficient in her role as the Graduate School’s Executive Staff Assistant. So when she was asked to describe her typical workday, she naturally reached into her files and produced a three-ring binder chronicling her daily activities over a two-week period! With a laugh she quickly explained that the data was actually gathered as part of a recent Graduate School work-flow study.

“But I surprised myself when I looked at all that was there,” Carol said of the many and varied tasks the record showed she packed between 8 a.m. and 5 p.m. each day. The three-ring binder also showed she had answered dozens of telephone calls each day from people with questions about policy, procedure, or upcoming events. “I usually have an answer for them, or else I know where to find it,” Carol said.

Carol serves as assistant to Graduate School Dean Karen Klomparens and is a liaison between the Dean and executives, administrators, faculty, staff, students and the public. She also manages the Graduate School’s accounting system and personnel records, monitors graduate fellowship accounts, provides support for the University Graduate Council, Graduate Associate/Assistant Deans group, University Graduate Judiciary, and University Graduate-Professional Judiciary.

“Carol is a real focal point for the smooth operation of the Graduate School,” said Dean Karen Klomparens. “She’s had more experience with the policies pertaining to graduate education than any of us. She is also a take-charge person—she doesn’t simply forward someone to another office, she finds the answer needed.”

Carol said it may seem amazing that everything gets done, but she credits the success to good organization and genuine teamwork. “We have a good office atmosphere and we all get along well,” Carol said. “We enjoy working together.”

“When we have a question or problem, or just need to vent, we step out of our offices and there’s Carol,” said Administrative Assistant Mikala Keating. “One day we’re going to be lined up at Carol’s door waiting our turn,” Mikala joked. Carol said the student employees and Office Secretary Judy Ward complete the successful office team.

Carol said Dean Klomparens is the other reason so much is accomplished at the Graduate School. “Karen is so busy—on the move constantly—that it makes for a fast paced office.” Carol said. “But that actually makes my job easier—when Karen says she’s going to do something, I know it’s going to get done right away.”

As Assistant to the Dean, Carol must help Karen keep her many projects organized and help her juggle a busy schedule. “Carol and I laugh about my calendar,” Karen said. “When I came to the Dean’s Office she gently, but firmly suggested that I not take my calendar out of the office. She needed to make sure that she could keep up with all the appointments. Now we have a routine—if I need to take my calendar, I ask for permission!”

Carol said the teamwork and genuine dedication among the staff extend beyond the office. For example, when the Graduate School and the Council of Graduate Students sponsored the third annual Research Recognition Day on a Saturday in February, she faced a small crisis: She received notice late Friday afternoon that the large display panels ordered for the poster session on Saturday would be delivered unassembled. So at 7 a.m. Saturday morning Carol and Mikala dutifully arrived at the Kellogg center to meet the delivery truck, prepared to take on the task themselves. “But then we talked the delivery guys into helping us out—I think they felt sorry for us,” Carol said with a laugh.

Carol said Dean Klomparens adds to the good feeling she has about working at the Graduate School.
“Karen genuinely cares about graduate school and students,” she said. “For so many years the Graduate School was limited by staff and budget, but there are so many really good things Karen is initiating now.”

Indeed, Carol’s wide range of responsibilities reflects the expanded role of the Graduate School in the past 6 years. The Graduate School was redefined in 1994 as a result of faculty/graduate student recommendation from the Council on the Review of Research and Graduate Education (CORRAGE). The Graduate School expanded its role beyond simply taking in theses and dissertations and supporting the University Graduate Council, to a more active role in organizing and implementing programs for graduate students, including promoting responsible conduct of research training, recruitment and retention activities, and graduate program review.

“As the Graduate School role expanded, so did Carol’s!” Karen said.

Carol said when it comes down to it, what makes her feel good at the end of the day is knowing she was able to help someone. “I like talking to students and I like it when we can find the answer or a solution to a problem,” she said.

Her advice to graduate students is to get to know the graduate secretary in their department or school. “They are a tremendous resource and can be very helpful in understanding policies and procedures, and sometimes they can even help cut through bureaucratic red tape.”

Carol said the Academic Programs Catalog can answer many questions graduate students have about university policy and procedure, but she also encourages students to call or visit the Graduate School. “We like meeting graduate students and we are here to help,” she said.

Long-time Linton Hall custodian bids farewell to friends... and friendly ghosts!

Staff of the Graduate School and the College of Arts and Letters recently thanked Karon Wood and wished her well on her last day as head custodian of Linton Hall. The Graduate School moved into Linton Hall in 1995, but Karon has cared for the building for the past 10 years. Karon has taken on new responsibilities as head custodian of the Wharton Center.

“I’m going to miss the people here,” Karon said. She said when she injured her knee in an automobile accident in January, the Graduate School and the College of Arts and Letters sent her signed get-well cards. When she opened the cards she was surprised to find restaurant gift certificates and a note from Graduate School Dean Karen Klomparens. “The note said the certificates were so I wouldn’t have to stand up in the kitchen and cook!” she said.

“These are just the nicest people,” Karon said she will also miss some other occupants of the oldest academic building on campus, and she wasn’t talking about the bats that hang out in Linton Hall’s tower. “There are lots of ghosts,” she said matter-of-factly. While she admits she has never actually seen the ghosts, she is sure they were keeping her company while working alone in the building late at night. “You know that feeling you get when someone’s watching you?” Karon said she has felt them watch her and has heard them rustle past her. “I know they’re here, but I know they’re friendly,” she said with a smile.

Indeed, Linton Hall, built in 1881, is a good candidate for a haunted campus building. Only Cowles House (1857) is older. Linton Hall was originally built as a “library-museum” as documented by the limestone relief over its west doors. Its earliest inhabitant was the president the State Agricultural College of Michigan, and on the first floor were a library and reading room. The second floor originally housed an eclectic museum, lecture room, and a laboratory for the department of Zoology and Entomology. In 1969 the building was named in honor of alumnus and former Michigan State College Registrar Robert S. Linton.

Like the oak floors and cast-iron ceiling tiles buried beneath today’s rugs and plaster, there are many layers of history in Linton Hall, and surely Karon is not the first to sense the ghosts that lurk there, too.

Karon’s father and daughter are both MSU graduates. When Karon is not stirring up ghosts, she enjoys taking nature photography and fishing with her husband and her Pomeranian. The Graduate School will miss Karon and wishes her all the best!
Certification in College Teaching participants receive high honor

Two recipients of MSU’s Excellence-in-Teaching Citation in the past year were participants in the College of Natural Science’s Teaching Certification program, and The Graduate Post enthusiastically highlights their accomplishments here.

The Certification in College Teaching is an initiative of the Graduate School, in partnership with individual departments and colleges. Graduate School Dean Karen Klomparens worked closely with Dr. Gail Richmond in Teacher Education, College of Natural Science Associate Dean Estelle McGroarty, Assistant to the Provost for Faculty Development Dr. Don Straney, and Dr. Cathy Bristow in the CNS Department of Entomology to develop and launch the CNS Certification in College Teaching program in the spring of 1998—it was the first such program at MSU.

The Graduate School and the College of Natural Science are delighted that Lycely Sepulveda and Emily Brown have been recognized at this level, said Dr. Bristow. “The Certification in College Teaching program has been a great vehicle to let these young scholars focus on and develop their teaching skills. All of our fellows bring a deep commitment to their teaching and learning. Both the certification program and Science Theatre are worthwhile activities for those students who are interested in teaching and may be trying to decide whether this is the career path they want to pursue.”

The Graduate Post asked both award-winners to comment on why they participated in the certification program, and whether they thought the program may have enhanced their teaching or encouraged excellence. They were also asked if they are looking forward to teaching in their future academic careers.

Emily J. Brown, 2000 recipient of the MSU Excellence-in-Teaching Citation:

“The certification program definitely encouraged my ‘excellence in teaching.’ Through this program, I have had an opportunity to discuss teaching strategies, techniques, skills with my peers as well as with more experienced teachers in the NSC 870 class, in TA workshops, in Lilly workshops, in our certification program meetings, and in the mentored teaching experience. These additional interactions have allowed me to more fully develop my views on teaching and allowed me to have a sounding board when I needed advice on responding to student concerns or on adapting my teaching strategies to better serve the students.

“In the certification program, I fulfilled the necessary requirements - NSC 870 class and ten TA/Lilly workshops (with reflective writings), unmentored teaching experience (CEM 181H/185H in Fall 1998) and mentored teaching experience (LBS 266 in Fall 1999). In addition to the required 10 workshops, I also went to at least 5-eight other workshops (including some offered in regional education conferences). The class, workshops, and the reflective writings were important in examining my own beliefs about teaching and how I could incorporate new ideas into my teaching. The teaching experiences (both unmentored and mentored) allowed me an opportunity to put some of these ideas into practice and deal with the positive and negative outcomes of trying something ‘new.’ So this program allows one to get background information about teaching methods and then the opportunity to “try them out” with support of the program leaders, program participants and teaching mentors.

“I decided to participate in this program in order to gain more teaching experience than a regular TA would receive in the course of graduate school. I had often been told that I was a “natural teacher” but I had never had any formal training for teaching. I was pretty sure that I wanted to teach as my future career. I wanted to obtain practical teaching experience to help me become more confident/definite about this decision. I also hoped that this program would help me become a better teacher and that my experiences in it would help me to obtain an academic position teaching undergraduates.

“I enjoy seeing students understand new concepts - essentially having the ‘light bulb go on.’ I also want to see my students develop their ability to solve problems both independently and cooperatively. These skills are necessary throughout life. Additionally I want my students to be excited about science and about learning.

“I believe all of my experiences at MSU in this program (teaching experiences, workshops, etc.) have made me a better teacher and I am looking forward to teaching in my academic career.

“I also want to add that my experiences with Science Theatre [see related article, page 8] have also benefited my teaching skills and my excitement about teaching and learning. Both the certification program and Science Theatre are worthwhile activities for those students who are interested in teaching and may be trying to decide whether this is the career path they want to pursue.”

-Emily J. Brown
Lycely Sepulveda, 1999 recipient of the MSU Excellence-in-Teaching Citation:

“I came to graduate school with the idea in mind that I would like to pursue a career in an academic setting. When I was an undergraduate student, I was usually approached by my classmates who needed me to explain something that they didn’t understand in class. I was also involved in undergraduate research and was in charge of teaching my labmates techniques that I already mastered.

“When I came to MSU, I took the Teaching College Science Course in order to improve my teaching skills. I learned about the CNS certification in college teaching when I was part of the Dean’s student advisory council. I decided to join the program as soon as I heard about it because I was convinced that it would be good for my preparation as a future professor. The program offered me the opportunity to increase my knowledge about different aspects of teaching at the college level that I would not think about otherwise. For example, I didn’t think that gender bias was an issue in the classroom until I attended a seminar about that subject.

“The program also gave me the opportunity to teach in a lecture setting, something new to me because I was always a laboratory TA. When I was getting ready to teach my lectures, I understood how difficult teaching can be. Our goal as educators is to convey the information in a way that would be easily understandable by the students; but that is not always easy.

“My teaching experience was quite challenging to me because I was in charge in teaching the microbiology component of an undergraduate course in biological processes for environmental engineers. I knew my subject quite well, but the students lacked a background in biology and had a hard time learning the concepts I was trying to teach.

“I decided to use in-class demonstrations to help them visualize the concepts. I also compared microbiology to things that they could relate to. For example, when I was teaching the process of DNA amplification using the polymerase chain reaction, I compared the process to how a copier machine makes hundreds of copies starting with one original document.

“I would look forward to teaching in my future academic career. I feel more confident after I completed the certification requisites. As I mentioned before, by completing the certification program, I gained knowledge in different aspects of teaching. I believe that I am now a more sensible teacher and I am now aware that there is much more to teaching than standing in front of a classroom to deliver a lecture.

“I also think that both students and colleagues will appreciate the fact that I have a teaching certificate because it shows that I have a genuine interest in teaching and that I am committed to excellence in teaching. I believe this is the biggest advantage of having a piece of paper that says I completed the certification program. Anybody can be involved in activities like the ones required by the program. Nevertheless, it would be more difficult to show one’s effort in improving teaching skills if there were not a piece of paper to confirm it.”

-Lycely Sepulveda

Certification in College Teaching programs are taking root

The MSU Certification in College Teaching program is designed to help graduate students organize and develop their teaching experience in a systematic and thoughtful way, with assistance from faculty and campus offices and programs, in a manner similar to that already in place for research experience.

Initial content pieces of this program came from numerous discussions from meetings with Graduate School Dean Karen Klomprens, Assistant to the Provost for Faculty Development Dr. Don Straney, College of Education Associate Dean Cassandra Book, and Associate Professor Ann Austin in Education Administration.

As part of the program, participants develop a teaching portfolio to highlight, organize and reflect upon their teaching experiences. Upon completion of the program, the student receives an MSU Certificate in College Teaching from the appropriate department or college. A transcript notation is also provided.

The program includes teaching experience and faculty-mentored teaching experience in contexts appropriate to the discipline, participation in existing or new workshops, courses and other programs to demonstrate understanding and application of four main areas, as shown below. These four basic “core areas” must be used by any college or department in developing a specific program for their graduate students that will fall under the MSU Certification in College Teaching initiative. The four fundamental areas—Adult Students as Learners/Creating Learning Environments, Discipline-Related Teaching Strategies, Assessment of Learning, and Technology in the Classroom—are the core of any MSU Certification Program. A fifth area, understanding the academy, is covered through workshops offered through the MSU Teaching Assistant Program.

In addition to the College of Natural Science program, Certification in College

Continued on next page
Teaching programs are in place in the College of Engineering, the Department of English in the College of Arts and Letters, and the College of Communication Arts and Sciences.

“We began the program this academic year (1999-2000), and currently have five doctoral students enrolled from two different doctoral programs in the college,” said CCAS Associate Dean Charles Salmon. He said one aspect of the program, a semester-long class on the art of teaching, has had particular benefits to the college as a whole. “It has heightened interest in active learning, especially in the context of emerging communications technologies,” he said. “Our future as a discipline is inextricably intertwined with technology, and the class is serving to emphasize the importance of this relationship.”

Dr. Salmon said Audiology and Speech Sciences doctoral student Mary Jo Hidecker deserves credit for helping to put the certification program in motion. “Without her initiative, it never would have happened,” he said.

“As an incoming doctoral student, I attended the Graduate School Orientation in the fall of 1998, and Dean Klomparens encouraged us to consider the Certification in College Teaching,” Hidecker said. “I found out that my college did not yet have a program. After discussions among my advisor Dr. Rebecca Jones, the Audiology and Speech Sciences department chair Dr. Jerry Punch, Dr. Salmon and myself, our college began its program in Certification in College Teaching. Many individuals from our college and the Graduate School have been involved in the development and implementation,” she said. “I have found the program to be an excellent way to prepare for my future career.”

Dr. Melissa Crimp of the Department of Materials Science and Mechanics, Dr. Craig Somerton and doctoral student Doug Bohl submitted an article to the American Society of Engineering Education’s North Central Section Meeting in March that discussed from both the faculty and graduate student point of view the reasons for starting the Certification in College Teaching program in the College of Engineering.

“Certainly, one of the challenges faced by a new faculty member is balancing the initiation of a research program and competently and effectively teaching courses,” the authors said. “In many cases, this may be the first time the faculty member has been completely in charge of teaching a course. It is anticipated that the doctoral students who have completed the program will be in an excellent position to successfully achieve this balance. Preparing these students to excel as new faculty members, by teaching them how they can pair their research goals with their instructional responsibilities, is the primary objective of this program. Two secondary benefits include enhancing the competitiveness of students for faculty positions (especially for non-research oriented schools) and improving the overall quality of instruction in engineering.”

Dr. Crimp said credit for the program should go to all the committee members who pulled together to develop a relevant, thoughtful program.

“Many faculty have been involved over the past decade in promoting teaching efforts within the college and this formed the background thrust for the eventual establishment of the committee which recommended instituting the program,” Dr. Crimp said.

Other pilot programs can be developed across campus depending upon the level of interest in participation. Dean Karen Klomparens and Associate Dean Tony Nunez are willing to meet with students and/or faculty who are interested in developing Certification in College Teaching programs.

Please send any general comments or inquiries to Patty Payette, at payettp@msu.edu
This regular feature highlights the graduate and professional students who have presented their research at state, regional, national and international disciplinary and professional society meetings during the Spring 2000 semester. The list includes only those students who received funds from the Graduate School.* There are certainly many other students who have traveled the globe to present their research.

Attending, and especially presenting, at disciplinary and professional conferences is an important part of professional development for graduate students. It is a key component in the development of a professional network that can provide contacts for collaborative research, future jobs and internships, and funding. And of course, it is a rigorous venue to try out ideas, present data and analysis, and gather helpful input for continuing research.

The Graduate School is proud to highlight the achievements of these students. As they gain professionally and personally from these experiences, they also represent MSU to the wider community of scholars in the state, region, nation, and the world. The following students are listed by college, department, destination and paper presentation and/or meeting attended. We congratulate these students on their accomplishments!

*Limited, one-time only funding is available for the Graduate School for travel to present research. Departments and colleges are expected to cost-share. Find out more on our web site: http://www.msu.edu/user/gradschl/fundguide/addtl.htm or call 355-0301, or visit 118 Linton Hall.

The application form is at: http://www.msu.edu/user/gradschl/fundguide/request.htm

**TRAVEL GRANTS RECOGNITION**

**COLLEGE OF AGRICULTURE AND NATURAL RESOURCES**

Gatzios, Demetrios - Forestry
Orlando: Monitoring the Impacts of Tracked Vehicle Training Area Use
Ft. Hood, Texas: Second International Conference on Geospatial Information 2000

Kolkman, Judith - Crop & Soil Sciences
San Diego: Identification of QTLs for Resistance to White Mold in Beans Using Selective Multivariate Genotyping

Rutledge, Daniel - Fisheries and Wildlife
Chicago: Adaptive Management for Wildlife Habitats: Case Studies from Two Contrasting Watersheds in Michigan’s Lower Peninsula
61st Annual Midwest Fish & Wildlife Conference

Wilson, Alan - Fisheries and Wildlife
Copenhagen, Denmark: Examination of the Impact of Zebra Mussels on Phytoplankton Biomass
American Society of Limnology and Oceanography annual conference

**COLLEGE OF ARTS AND LETTERS**

Evans, Betsy - Linguistics
Chicago: Social and Regional Accommodation to the Northern Cities Vowel Shift
Linguistic Society of American Conference

Gusta, Chad M. - Romance and Classical Languages
Boone, North Carolina: Zorrilla’s Don Juan Tenorio (1844) as Parody
Blue Ridge International Conference

Munn, Kenneth - Linguistics
Durham, New Hampshire: Faust’s Care of the Self: A Foucauldian Reconstruction of the Ethical Dimension of Faust
23rd Annual Conference of the Northeast American Society for Eighteenth-Century Studies

Phaswana, Nkhelebeni - English
Amarra: South Africa’s 11-Language Policy: Investigating the Extent to which the Constitutional Demands are Carried out Against All Odds
African Languages and Literatures into the 21st Century

Robbins, Jennifer L. - American Studies
Los Angeles: Wimpy Murder Proves Cops are Killers
The Association of English Graduate Students at the University of Southern California

Thiba, Tumelontle - English
Cape Town, South Africa: Language, Social History, and Black Politics in South Africa
International Conference on Linguistics in Southern Africa

**ELIBROAD COLLEGE OF BUSINESS & ELIBROAD GRADUATE SCHOOL OF MANAGEMENT**

Wesson, Michael J. - Management
New Orleans: Justice at the Millennium: A Meta-Analysis of 25 Years of Procedural Justice Research
Society for Industrial and Organizational Psychology Conference
TRAVEL GRANTS RECOGNITION

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

Amlani, Amyn - Audiology & Speech Sciences
Chicago: Multiplicative Effect of Noise and Reverberation on Auditory Perception
12th Annual Convention & Exposition

Choi, Sejung - Advertising
New Orleans: The elaboration Likelihood Model of Persuasion After two Decades: A Review of Criticisms and Contributions
The Association for Education in Journalism and Mass Communication Conference

Jarrett, Anne - Audiology & Speech Sciences.
Chicago: Development of a Hearing Risk Inventory for Infants
American Academy of Audiology’s 12th Annual Convention & Exposition

COLLEGE OF EDUCATION

Berry, Ruth - Counseling, Educational Psychology and Special Education
New Orleans: (De)Constructing Disability: An Ecological Study of Affordance, Appropriation, and Consequence in Elementary Inclusion Classrooms
American Educational Research Association Annual Meeting

Eisenmann, Joey C. - Kinesiology
San Antonio: Age-Associated Variation of Blood Lipids in 9-18 Year Old Distance Runners
25th Annual Meeting of the Human Biology Association

Hughes, Joan - Counseling, Educational Psychology and Special Education
New Orleans: 1. Learning Alone on the Technology Frontier? Four English/Language Arts Teachers' Journeys
2. Degrees of Pedagogical Transformation among Technology-Using Language Arts Teachers
American Educational Research Association’s Annual Meeting

Kim, Youb - Teacher Education
New Orleans: Exploring the Ecological Validity of Commercially Available ESL Assessment
2000 American Educational Research Association

Pan, Wei - Counseling, Educational Psychology and Special Education
New Orleans: On the Moments of the Product of Two Dependent Correlation Coefficients
American Education Research Association

COLLEGE OF ENGINEERING

Arabian, Adam Karekin - Mechanical Engineering
Vienna: Determination of Mass and Center of Mass in the Equine Hoof Based on Morphological Measurements
Fourth International Workshop on Animal Locomotion

Chang, Chieh-Min - Civil Engineering
Washington, DC: Detecting Segregation in Bituminous Pavements and Relating Its Effects to Condition
Transportation Research Board Annual Conference

Diaz-Castillo, Andres J. - Electrical and Computer Engineering
New Orleans: New Demodulation Method for PWM Investors

Geng, Hong - Materials Science and Mechanics
Nashville: HRTEM Study of Epitaxial Magnetic Multilayers and Spin-valves Grown by DC Sputtering
TMS2000 Annual Meeting

He, Eunguy - Electrical and Computer Engineering
San Diego: Modeling MPEG Traffic of Intermediate Nodes over Wireless Networks
Communication Networks and Distributed System Modeling and Simulation Conference

Hoepfner, Timothy - Materials Science and Mechanics
St. Louis: Mechanical and Dielectric Properties of Sintered Hydroxyapatite
102nd Annual Meeting of the American Ceramic Society

Oh, Heungun - Civil Engineering
Washington, DC: A New Concept for Local Traffic Responsive Ramp Metering
Transportation Research Board Annual Conference

Pierce, David - Electrical and Computer Engineering
Cancun, Mexico: Developing an Open Architecture for Performance Data Mining
International Parallel and Distributed Processing Conference
TRAVEL GRANTS RECOGNITION

Sung, Nakmoon - Civil Engineering
Washington, DC: A study of Highway Rest Areas and Fatigue Related Crashes
The 79th Annual Meeting of the Transportation Research Board

Tao, Ruihua - Civil Engineering
Beijing: Comparison of Traffic Assignment Models for ITS Application
International Conference on Transportation

Vidal-Gavilan, Georgina - Environmental Engineering
San Francisco: Lab-scale Model for In-situ Bioremediation of a Carbon Tetrachloride-contaminated Aquifer
American Chemical Society 219th National Meeting

White, Jennifer - Computer Science
Chicago: Candidate Subcircuits for Functional Module Identification in Logic Circuits
2000 Great Lakes Symposium

COLLEGE OF HUMAN ECOLOGY

Chigubu, Mercy - Family and Child Ecology
International Conference

Gregory, Kara - Family and Child Ecology
New Orleans: Scaffolding Kindergarten Children's Writing: Implications for Classroom Practice
National Association for the Education of Young Children conference

Kim, Min Sun - Food Science and Human Nutrition
San Diego: Fumonisin B1 Induces Kidney Cell Apoptosis by a Sphinganine-and Calmodulin-dependent Pathway
2000 Experimental Biology meeting

COLLEGE OF NATURAL SCIENCE

Boydston, Erin - Zoology
University of New Hampshire: Socio-Ecological Determinants of Space Utilization Patterns in Female Spotted Hyenas
Society for Conservation Biology meeting

Donovan, Jennifer L. - Entomology
Gainesville: Are Papilio Glaucus and Papilio Canadensis Hybrids More Fit Than Their Parental Types?
Association for Tropical Lepidoptera Meeting

Freidovich, Leonid - Mathematics
Princeton: Lagrangian and Hamiltonian Methods for Nonlinear Control
IFAC Workshop

Greyerbiehl, Julie - Botany & Plant Pathology
Corfu, Greece: Induction of Resistance in Potato Tuber Tissue to Control Fusarium Sambucinum
First International Symposium on Induced Resistance to Plant Disease

Makhnin, Oleg - Statistics and Probability
Chicago: Filtering and Estimation for a Jump Markov Process
Institute of Mathematical Statistics for the Eastern North American Region

Petermichl, Stefanie - Mathematics
Joint Mathematics Meeting of the American Mathematics Society

Polverejan, Elena - Entomology
Chicago: Joint Analysis of In-hospital Length of Stay and Cost
North American Regional meeting

Stowe, Micah - Chemistry
San Francisco: Crosslinkable Composite Polymer Electrolytes: Ionic Conductivity and Polymerization Behavior Using Methacrylate Monomers
American Chemical Society

Stump, Aram Daniel - Entomology
Gainesville: Gene Flow in Papilio Swallowtail Butterflies
Association for Tropical Lepidoptera Meeting

Wang, Chun - Chemistry
San Francisco: Synthesis and Kinetic Study of Substituted Polylactide Copolymers
American Chemical Society

Westphal, Kristi - Chemistry
San Francisco: Hydrogen Atom Abstraction in PSII
219th American Chemical Society National Meeting

Zhukov, Alex - Physics & Astronomy
Minneapolis: How a System Moves in Noise-Induced Escape From a Metastable State
American Physical Society

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COLLEGE OF SOCIAL SCIENCE

Davis, Jessica - Criminal Justice
New Orleans: Assessing the Link between Future Expectations and Adolescent Delinquency
Academy of Criminal Justice Science

Janecek, Deborah - Geography
Denver: The Detection and Measurement of Amazon Tropical Forest Logging Using Remote Sensing
PECORA 14 Conference

Lay, Kimberly A. - Anthropology
San Diego: A Narrative Study of Precursors and Consequences of the Transfer of Parenting Responsibility to Grandparents
American Society on Aging Conference

Souva, Mark A. - Political Science
Los Angeles: Strategic versus Non-Strategic Trade
International Studies Association Conference

COLLEGE OF VETERINARY MEDICINE

Bialsik, David - Large Animal Clinical Sciences
Vienna: Postural Sway Analysis in Horses
Fourth International Workshop on Animal Locomotion

Khumsap, Siriporn - Large Animal Clinical Sciences
Vienna: Effect of Walking Velocity on Hind Limb Kinetics During Stance in Normal Horses
Fourth International Workshop for Animal Locomotion

MISSION OF THE GRADUATE SCHOOL
To serve as an advocate for graduate education to the University and beyond and to enhance the quality of graduate education at MSU in all its diverse dimensions.

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