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](http://www.msu.edu/user/gradschl/conflict.htm)
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)/Chicana(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.

*ALANA stands for African American, Latino(a)/Chincana(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 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.

“I looked at all the people at the conference because I’m here for a reason,” Odmara said. “I met people from various fields and the presentations were very enlightening.”

“Your reception and everyone at the conference has heightened my interest in MSU,” participant Lorraine Gutierrez told conference organizers Evette Chavez and Mikala Keating.

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“Your reception and everyone at the conference has heightened my interest in MSU,” participant Lorraine Gutierrez told conference organizers Evette Chavez and Mikala Keating.
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 from the Department of Microbiology received the Excellence-in-Teaching Citation in 1999, and that Emily J. Brown from the Department of Chemistry received the award this year. Both recipients participated in the CNS Certification in College Teaching program.

“I’m proud that the accomplishments of 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 students when they enter the program. It’s so satisfying to see them get the recognition they deserve.”

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 Klomparens, 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 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 payettep@msu.edu.