Putting theory into practice

From creative approaches in music education to graduate seminars that join social work and law students, graduate programs at MSU are inviting students to branch out from traditional pedagogical and theoretical practices. This issue of The Graduate Post highlights the diverse ways in which graduate students are applying their knowledge in settings on campus and beyond -- putting theory into practice.

During a rehearsal for “The Marriage of Figaro,” Raphael Jimenez, doctoral student in Music Conducting, leads the MSU Chamber Orchestra from Fairchild Theater’s orchestra pit. Story on page 12.
Welcome to the Spring 2001 edition of The Graduate Post!

As in all of our issues, we highlight the achievements of graduate students who, along with the faculty, share the rigors and rewards of the graduate education process. In this issue we honor Jan Bulman, a doctoral student in the Department of History, and recipient of the prestigious Newberry Fellowship, as well as 71 graduate students who interacted with disciplinary colleagues by presenting their research at professional meetings across the United States and around the world. In addition, we summarize two summer research programs that provide an opportunity for potential or newly-admitted ALANA* graduate students to gain experience in conducting research.

We also highlight creative approaches to graduate education that diverge from the more traditional pedagogical and theoretical practices of many disciplines. This issue’s theme, “putting theory into practice,” focuses on just a few of the innovative ways that graduate education at Michigan State is changing and improving.

We specifically note three graduate programs that emphasize the application of knowledge beyond the disciplines. The first is the Multidisciplinary Graduate Training Program on Technologies for a Biobased Economy. This program, lead by Dr. Mark Worden from the Department of Chemical Engineering, crosses collegial boundaries by including faculty from both the College of Engineering and the College of Natural Science. This program incorporates an Industrial Advisory Committee, an industrial internship, participation in the Certification in College Teaching program, and a Multidisciplinary Bioprocessing Laboratory (MBL) course, into its requirements.

I find the MBL course to be a particularly noteworthy and worthwhile addition to this graduate curriculum. Similar to the advice given by industrial boards of advisors to the professionally-based master’s degree programs in the College of Natural Science (http://www.ns.msu.edu/prospective/grad/profmasters.htm), the ability to conduct research effectively in multidisciplinary teams is highly valued by the private sector. This course requires intensive work with a faculty mentor on a “real-world” problem. We applaud the faculty and graduate students who participate in this program and look forward to a report in the future on their accomplishments.

A second program of note is a set of exciting graduate programs that engage the faculty and graduate students in the School of Music. These programs include several master’s degree programs, Ph.D. degree and Doctor of Musical Arts (D.M.A.) degree programs. If you are not familiar with the D.M.A. degree, I encourage you to turn to page 12 and “meet” several current students who are pursuing this degree programs. There are also a number of examples of putting theory into practice, including the performance programs. You can learn more about these talented students and faculty by attending concerts and events hosted by the School of Music (www.music.msu.edu/events.html).

Our final feature on “putting theory into practice” introduces the graduate programs in the School of Social Work. These programs are inextricably connected to the community and to the School’s outreach programs as they prepare future clinicians and policy leaders for the challenges of the future. The School offers both a master’s and a doctoral degree and is engaged in distance education formats to meet the needs of students in Michigan and beyond. We are pleased to recognize these faculty and graduate students for effectively and coherently integrating research, teaching and outreach.

Finally, we provide an overview of the Graduate School’s role in the review of graduate programs. We are supporting the process of graduate program review in a number of departments and colleges across the campus. As faculty consider their graduate curricula, the opinions of their colleagues on the future of their disciplines, the needs and desires of the various employment sectors and of their own graduate students, and the unique ways that their graduate programs fit Michigan State University, graduate program review can provide an opportunity to study and reflect on these issues in a systematic way, to invite colleagues to provide advice and to think and plan for the future. We encourage faculty to fully participate in this process of review and renewal.

This is the last issue for our Editor-in-chief, Patty Payette, a doctoral student in the Department of English. Patty has been our editor for the past 2 issues and plans to defend her dissertation later this spring. She has accepted as position as a Program Associate at the University of Michigan’s Center for Research on Teaching and Learning. Congratulations, Patty! I thank you for your commitment and enthusiasm, as well as for the high quality of your work.

I wish everyone a safe and happy summer.

Karen L. Klomparens
Dean of the Graduate School

*ALANA stands for African American, Latino(a)/Chicano(a), Asian/Pacific American and Native American
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Bringing research, teaching and industry together
A new multidisciplinary graduate program at MSU prepares scientists and engineers to meet the needs of the “green” economy of our future

“Multidisciplinary” and “interdisciplinary” are popular buzzwords in academia these days. Fully integrated interdisciplinary collaborations in higher education go beyond “buzz” and can make a significant difference in the lives and work of some graduate students and their faculty mentors.

A new graduate program at MSU, the Multidisciplinary Graduate Training Program on Technologies for a Biobased Economy (TBE), invites students to blaze their own trail across disciplines and departments by placing interdisciplinary research and teamwork at the very heart of its program.

This innovative training program is poised to create a new generation of diverse Ph.D. scientists and engineers who can work effectively across disciplinary lines and apply the latest theories and discoveries of the ivory tower to the “real world” concerns of business and industry.

One member of this group is Professor John Ohlrogge from the Department of Botany and Plant Pathology. A recent recipient of an MSU Distinguished Faculty Award, Ohlrogge collaborates with graduate and undergraduate students in his work aimed toward finding new commercial applications for plants.

The TBE program brings together faculty and students from the Departments of Chemical Engineering, Chemistry, Biochemistry, and Botany and Plant Pathology. According to Professor Mark Worden of the Department of Chemical Engineering, who took the lead in initiating the new program, MSU is a natural site to support the Program due to its tradition of excellence in biology and bioprocessing and its low barriers to interdepartmental collaborations.

The four specific objectives of the TBE program are:
1) to provide a multidisciplinary graduate education focused on the conversion of renewable raw materials into commercial products
2) to help students develop the professional skills needed to work effectively in multidisciplinary research teams
3) to involve industry in the educational process so as to maximize the relevance of the training
4) to produce graduates versatile enough to succeed in the academic, private, nonprofit, and governmental sectors

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One of the success stories from biobased collaborations at MSU is the creation of the popular new drug to fight the flu, Tamiflu, which is produced by F. Hoffman-La Roche & Company. Tamiflu is derived from a biochemical produced by a fermentation process developed by Professor John Frost of the Department of Chemistry and the Department of Chemical Engineering. Other faculty members are collaborating on campus and with the nearby Michigan Biotechnology Institute to develop new products based on succinic acid. This acid is considered a “commodity product,” a biobased chemical which yields a large volume of products at a low price. Thanks to their work, succinic acid is becoming the basis for new commercial items such as a de-icer, a food flavoring substance and a new form of plastic.
National Need (GAANN) grant and a Department of Energy Biobased Products Industry (BPI) grant. This funding allowed Worden to launch the program in Fall semester of last year.

The proposal for the TBE program was able to secure this national financial support in part because it responds to a major impediment to the successful development of a biobased products industry in the United States: the lack of an educational infrastructure to provide Ph.D.s able to integrate knowledge from diverse science and engineering fields. A recent National Research Council (NRC) study, conducted to identify research and commercialization needs to support US biobased industries, articulated this problem. The NRC concluded that chemical engineers need to be better trained in the biological sciences, and that biologists need to be trained in process engineering, so that the biologists and engineers can work together effectively to establish the technical infrastructure for developing, manufacturing, and using biobased products. “Unless chemical engineers and biological scientists are able to ‘speak each other’s language,’ the development of a more sustainable society based on renewable resources—with all of its attendant benefits for the environment and economy—will be delayed,” says Dr. Bruce Dale. Dale is the head of the Department of Chemical Engineering at MSU and co-chaired the NRC study.

The NRC report also makes clear the vital need for the U.S. to develop biobased industrial products due to limited petroleum resources. Raw materials such as corn, wood and grasses can be developed as viable petroleum substitutes and would have the added benefit of supplying farmers with new markets.

The government report clearly outlines the vast potential of biobased products to become an important “green” industry, but the challenge once again, according to Worden, is that “getting to the final products requires the input of different disciplines.” The multidisciplinary thrust of the TBE program clearly helps answer this challenge.

The TBE promotes the NRC’s agenda by requiring Fellows to put into practice their cross-departmental studies through a dissertation research project relevant to the biobased products industry. The topic of the dissertation research project is to be chosen by the student, in consultation with his or her advisor and Ph.D. committee. Projects must be multidisciplinary in nature and must represent collaborations between the research groups of two or more TBE program faculty members.

“I’m getting into the TBE program because it is really a great opportunity to perform research that is self-directed,” says Casey Preston, a Chemical Engineering Ph.D. student who began as a TBE Fellow last Fall. “I’m interested in biochemical engineering, which is a prime component of the research that needs to be done in the areas that the TBE program covers.”

“I’m getting into the TBE program because it is really a great opportunity to perform research that is self-directed,” says Casey Preston, a Chemical Engineering Ph.D. student who began as a TBE Fellow last Fall. “I’m interested in biochemical engineering, which is a prime component of the research that needs to be done in the areas that the TBE program covers.”
in biobased products industry, including DuPont, Dow Chemical Company, and Cargill. We are developing multi-level partnerships with these companies that involve research, education, and technology transfer,” says Worden.

Because the biobased products industry is a primary constituent of the training program, feedback and participation by the members of the IAC is an important aspect of the Program’s assessment process. The involvement of industry leaders also helps facilitate industrial recruitment of the Fellows upon graduation.

The IAC also plays a crucial role in organizing the Fellows’ one-semester industrial internships. These internships are a TBE requirement intended to give students an industrial perspective and help them develop contacts with industry. During these internships, the Fellows will be encouraged to perform research relevant to their dissertation topics and possibly develop a proposal for commercial development of a new biobased product or process by the company.

In addition to the industrial internship, the Fellows must also fulfill two other requirements in addition to the standard PhD requirements of their home departments. One of these requirements asks students to complete the Multidisciplinary Bioprocessing Laboratory (MBL) course. The MBL course, which is open to seniors and graduate students from science and engineering programs, was originally developed in 1999 with funding from the National Science Foundation. The MBL course brings together students from different engineering and bioscience fields in order to instruct them on how to conduct research effectively in multidisciplinary teams. The student teams work closely with a research mentor from the research lab of one of the participating faculty on a semester-long, multidisciplinary research project (see box on facing page with complete list of TBE faculty members). The course culminates with oral and written presentations of the research results.

According to Worden, the success of this course helped inspire the proposal that led to the comprehensive TBE program. “Our industrial colleagues have stressed the importance of multidisciplinary teams in their operations. Some companies even provide their employees training on multidisciplinary team skills. We took this as a mandate to develop a graduate training program that emphasized the multidisciplinary aspects, and we made the MBL course a core requirement of the TBE program,” says Worden. Additional information about the MBL course may be found on its web page: www.egr.msu.edu/che/html98/classes/491.

“...have stressed the importance of multidisciplinary teams in their operations. Some companies even provide their employees training on multidisciplinary team skills. We took this as a mandate to develop a graduate training program that emphasized the multidisciplinary aspects, and we made the MBL course a core requirement of the TBE program,” explains Dr. Mark Worden of the Department of Chemical Engineering.

The third TBE requirement has students participating in the Certification in College Teaching Program (CCT). The CCT is an enrichment program launched by The Graduate School, in collaboration with each participating college, which is designed to improve communication and teaching skills by promoting scholarship in teaching as well as scholarship in research. Most existing research-grant programs that support graduate students place an emphasis on the quantity of research results and provide little opportunity for the students to develop teaching skills. Graduate students in the TBE program will participate in the CCT program in order to develop the skills needed to effectively teach technical concepts. Such skills would allow the Fellows to efficiently share their knowledge as teachers after graduation, thereby leveraging the benefit of the Program to the emerging biobased product industry. Both the College of Natural Science and the College of Engineering have developed versions of the CCT. Information about these versions may be found on their websites: www.ns.msu.edu/TAcertificate/Default.htm and www.egr.msu.edu/~somerton/CTC_Program/, respectively.
General information about the CCT program can be found at the Graduate School’s webpage at http://grad.msu.edu/teaching.html. Furthermore, Fellows will be able to supplement the TBE requirements by taking unique MSU offerings designed as “bridging” classes. These courses give students an introduction to the basic principles of chemical engineering. For instance, a Chemistry graduate student could take CHE 804 and CHE 805 to get an overview of chemical-engineering vocabulary, concepts and problem-solving skills. They could then apply these concepts to enhance their own research or to work more effectively with chemical engineers in a multidisciplinary project. These courses were initially designed to help students “fill in” background knowledge where they needed to meet the degree requirements in their chosen major.

However, these same courses can now provide TBE students, for example, with an overview of a field other than their own so they can work more effectively in interdisciplinary research teams. These courses “further expand the definition of multidisciplinary education,” according to Worden. In recent years, these courses have allowed several students to simultaneously earn Ph.D. degrees in both Chemistry and Chemical Engineering. Worden is now working with colleagues and the MSU Virtual University to develop an Internet version of the bridging courses that will be offered year-round to a broader audience.

With the establishment of this new Multidisciplinary Graduate Training Program on Technologies for a Biobased Economy, MSU advances its reputation as a national leader in the important area of bioprocessing. By offering both research expertise and innovative educational programs, MSU promotes the development of biobased industrial products and ensures that the next generation of Ph.D.s is equipped to work together in order to maximize the potential of biobased products to meet the challenges of this new century.

Faculty participating in the Multidisciplinary Graduate Training Program on Technologies for a Biobased Economy and their research foci

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This logo is a visual representation of the multidisciplinary approach used by faculty and students in the area of bioprocessing. The interlocking icons represent the synergistic interdependence of the participating disciplines. This logo was designed by Kristy Ainslie, a graduate of MSU’s Department of Chemical Engineering.
The Graduate School supports graduate program review initiative

Colleges and units are undertaking extensive examination of graduate education at MSU

Like most aspects of the University, a graduate program is not a static entity.

Graduate students expect to participate in the process of discovering and applying knowledge within their chosen fields and they expect to remain active participants throughout their career. With shifts in disciplinary norms, advances in instructional and research technologies, and the natural progression of academic trends, graduate programs at MSU must grow, change and improve if they are to attract and retain highly qualified faculty and students who are committed to making important contributions to their field as scholars and teachers.

One way in which colleges, departments and units at MSU are measuring the effectiveness of their graduate programs is by initiating program review. The review can provide insight into the overall health of the graduate program and can give a program the vehicle to evaluate itself and make sure it is evolving as its disciplinary field evolves.

The Graduate School is now supporting the graduate program review process for all departments and programs. In June of 2000, the Graduate School developed a template to help colleges and units initiate a review, which is structured as a self-study. Copies of the Graduate Program Review template are available on the Graduate School’s webpage: http://grad.msu.edu/progress.htm.

Administrators and faculty jointly undertake a review in the spirit of improving the quality and effectiveness of graduate education. The Program Review template provides the opportunity for departmental faculty and administrators at various levels to examine strengths and weaknesses, overall effectiveness, their unit’s current and future issues and priorities. Furthermore, a review is most constructive and useful when it combines both quantitative and qualitative data, subjective evaluation and judgment of disciplinary scholars, faculty and administrative leadership, and most importantly, when it results in a strategic action plan that will guide graduate program improvement.

The path toward program improvement proceeds smoothly when a review is conducted with the support of the university’s administration. At MSU, initiating and fostering a review is the joint responsibility of department/unit faculty undertaking the review, along with college and central administration, including the Graduate School, Office of the Provost and the Vice President for Research and Graduate Studies. The review process requires a substantial investment of departmental resources, and administrators may want to conduct the review in conjunction with a review of other parts of the department’s mission, such as undergraduate education, research, outreach or extension.

Most colleges at MSU have established an ongoing review process of its units. For example, the College of Arts and Letters has an inclusive review model that involves a periodic review of each of its degree-granting units. Every ten years, a unit undergoes a thorough review process that includes, but is not limited to, an examination of the graduate degree programs.

Dean George Leroi of the College of Natural Science believes that regular reviews of his units have been a vital part of the College’s growth and development. “Periodic self-studies, followed by external reviews of our departments and programs, have been crucial in establishing and improving new interdepartmental programs for graduate students and strengthening MSU’s competitiveness for top-level graduate students. Our program assessments help faculty and administrators better understand the continuing developments in modern research and identify areas where MSU might further develop its historic research strengths,” he says.

The program review model recommended by the Graduate School is constructed as a continuing process. The review provides a snapshot of data at the time of the self-study, or a picture of the previous three to five years, but units are strongly encouraged to think strategically about their future. The intended product of a self-study is a strategic improvement plan that looks toward a unit’s future with specific, realistic goals.

Getting to this improvement plan requires that each unit follow certain key steps. The Graduate School has devised its Graduate Program Review template with four basic elements: the data collection, the self-study, the external review and a final action plan.

The data collection
The process begins with a data collection that is the Graduate School’s written report of quantitative and qualitative measures from a variety of sources. They provide the department or unit with a set of questions, observations

Seven questions* designed to guide a unit’s self-study of its graduate program:

1) Who are you?
2) What do you do? Why do you do it?
3) How well do you do it and who thinks so?
4) Are you competitive for the highest quality graduate students? How do you know?
5) What difference does it make whether you do it or not? How do you know?
6) Do your students, faculty, university, or disciplinary trends demand that you do something different?
7) How do you intend to change to reach your (evolving) future, given where you are now?

*questions adapted from Council of Graduate School’s Academic Review of Graduate Programs
and information that they hope the faculty will find useful and provocative in their self-study. The role of the Graduate School is to perform a comprehensive study of disciplinary issues such as specific research strengths of the faculty; that is the role of an external review team of disciplinary peers which occurs later in the review process.

The Graduate School is selective in its use of quantitative information from the Office of Planning and Budgets Planning on topics such as students’ opportunities for professional development and placement. The unit’s level of competitiveness for University Distinguished Fellowships and its retention rates are also sources of valuable insight. Again, there may be other measures to be considered within a specific department or unit, and these are often included in the self-study and strategic planning phases.

The self-study

Once the unit receives its data report, it is ready to launch the second phase of its review, the self-study. There are seven specific questions which guide the Graduate School’s collection and analysis of data (questions are listed in box on facing page). These questions are designed to launch a unit’s thorough self-examination and were modified and augmented from a 1990 report from the Council of Graduate Schools (CGS), the Academic Review of Graduate Programs. These seven questions serve as a useful guide to the department’s self-study that is made up of four over-arching components.

The first of these four components asks the unit to examine the breadth and depth of its capacity to educate/train within its discipline with inquiries along these lines: what are the disciplinary capabilities of the faculty who educate graduate students? What is missing from these capabilities given the future of your discipline? What are your admissions criteria (and why)? environment for the discipline and profession? These components might include post docs/research associates, technical and other staff support, research funding, adequate space, equipment, access to literature, etc.

The fourth component asks the unit to examine its commitment to interdisciplinary connections with questions such as: does the unit have established connections that permit and encourage education/training of the graduate degree recipient beyond the confines of the unit? How do you use those connections? How can they be improved to strengthen your graduate program?

Dean Wendy Wilkins of the College of Arts and Letters finds that the self-study is usually the “most helpful” aspect of the review process: “The self-study gives units the opportunity to really focus on planning and review. This internal focus is important because it asks a unit to look at who they are, where they are going, and why.”

Meng Yue chose the Electrical and Computer Engineering doctoral program because of its reputation. He believes the strength of the program lies in its ability to guide students in finding immediate applications of their knowledge to problems in industry and daily life. The College of Engineering recently completed a review of its research and graduate programs, and according to Dean Janie Fouke, it gave them “a chance to calibrate ourselves against the universities with which we compete for graduate students and a chance to benchmark ourselves against those institutions.”
Addressing the questions about “who they are, where they are going, and why” becomes part of the unit’s action plan, which is the final step in the review process.

The external review

After the department has completed its self-study, it moves to the third stage, the external review. This part of the review is conducted by a panel of scholars who are familiar with the discipline of the department under review but are not personally associated with the unit and may come from other colleges or universities. Input from this external panel is necessary to advance national competitiveness by validating program quality and relevance. Program reviews that include external perspectives help to ensure that the highest quality instructional, research, and outreach programs are provided to a unit’s various audiences, that expectations are being met, and that there is visible accountability. External perspectives also help to identify best practices elsewhere and to incorporate appropriate improvements into current practices.

According to Dean Karen Klomparens of the Graduate School, an external review “allows experts in the disciplinary field to give an objective opinion on what is going on within the unit and how to improve. An external review is one mechanism we have to ensure the continuous improvement of our graduate programs.” Dean Wilkins adds that external reviews can be additionally useful because they can boost MSU’s profile in the eyes of outside professionals.

Graduate programs are not the only bodies subject to external review at MSU. Over the last five years, many colleges and their specific units have been subject to external review as part of the formal accreditation process or as part of federal funding requirements. In addition to formal reviews, colleges and departments have advisory bodies that bring in external perspectives on policy, curriculum, programs, marketing, placement, and research. Professional programs such as Business and Engineering are subject to periodic review by specialized accrediting agencies. The University’s comprehensive accreditations, which trigger eligibility for federal financial aid, falls under the aegis of the Higher Learning Commission of the North Central Association of Colleges and Schools. Both the specialized and the regional accrediting agencies increasingly emphasize outcomes measurement—i.e., what do your graduates know and do—as opposed solely to input such as budget, faculty, and research dollars generation. At MSU, external perspectives are essential tools in the decision-making process at the department-, college-, and university-levels. Similarly, outcomes measures are becoming increasingly important coin-of-the-realm for institutional decision-making.

The committee of external professionals conducting the review of a graduate program examines the results of the unit’s self-study as part of their own investigation of the program. At the start of the external review, each college dean or program administrator provides a specific set of issues that he or she wishes the external team to examine and respond to with their suggestions; this is called “the charge.” These issues might include questions concerning the organization in general, its research focus, or its support of graduate students.

The external review team brings an invaluable perspective to assist colleges and departments in understanding where they fit in relationship to comparable programs at other universities. “The College of Engineering recently orchestrated a review by a team of external evaluators of all its research and graduate programs,” reports Dean Janie Fouke. “This was a healthy exercise as it gave us a chance to calibrate ourselves against the universities with which we compete for graduate students and a chance to benchmark ourselves against those institutions. Further, this type of exercise is critical to strategically plan for growth in the College—intellectual growth as well as growth in the numbers of people or amount of space.”

The action plan

At the conclusion of its study, the external committee compiles and submits a report that summarizes its findings and addresses each item of “the charge.” The unit under review then responds to the external team’s comments with a strategically-focused action plan. This plan needs to be explicit as possible in addressing the areas needing improvement for the next five years or ten years, depending on the discipline.

Ideally, the action plan will outline the future of the discipline and its growth areas and dictate what needs to be done within the department if it wishes to be a part of this future. For example, one area of an action plan may address what the unit ought to do to attract two or three of the 50 best graduate students in the U.S. or the world, or how it might strengthen or change its research focus. The action plan will also describe how the unit intends to gauge its success and progress.

This plan should result in a Memorandum of Understanding between the department chair, the dean of the college, the Graduate School dean and the Provost. The Memorandum may focus on what to do with a static budget, or with a substantial increase or decline in budget from University funds. Because the Memorandum is shared among faculty and administration at all levels of the university, it can be especially useful when it is incorporated into the strategic plans being formulated at these various levels.

Although graduate programs in general must be flexible in the face of the ever-shifting academic culture within which they live, changes are often made very slowly or not at all. On the difficulty of initiating meaningful changes, the CGS report observes: “intellectual differences, bureaucracy, time pressures, vested interests, concern for survival, and simple inertia all make change difficult” (3). The Graduate School’s Graduate Program Review template is designed to help colleges, schools and departments negotiate the difficult process of evaluation and plan for the inevitable changes that come as a result.

The Graduate School realizes that review is a shared endeavor within the entire MSU community and its structured review process invites faculty, administrators and graduate students to take an active role in maintaining departmental and programmatic excellence for the present and future population of students.
DREAMS AND URPS: Building tomorrow’s researchers

Two summer programs give students a unique mentoring experience

The culture of the academic workplace is such that ignorance of basic research methods, coping strategies, and unwritten rules can create roadblocks that hinder a student’s progress. Eliminating these difficulties is the goal of two very successful summer programs at MSU.

MSU’s Developing Research Expertise at Michigan State (DREAMS), and Undergraduate Researchers in the Plant Sciences (URPS) challenge participants to engage in a regimen of academic research preparation through their intensive summer preparatory institutes. Each program is designed to socialize students and prepare them for the demands of research.

While DREAMS focuses on graduate research mentoring opportunities, URPS directs its concentration to training undergraduates to recognize opportunities in the plant sciences.

DREAMS is a nine-week summer program dedicated to providing valuable experience to incoming graduate students in the areas of research design, data analysis, communication, and problem solving. The participants, underrepresented undergraduates or newly admitted ALANA* graduate students, are partnered with professors in their academic fields who serve as mentors.

Mentors meet regularly with mentees to develop a research project, to strategize about the best approach for implementing the study, and to monitor their progress. Dr. Steve Bursian of the Department of Animal Science served as a DREAMS faculty mentor and says, “It gave me an opportunity to share my knowledge and experience with a student. The reward was witnessing her taking an interest in what she was doing and taking the initiative to learn more about her research project on her own. She is now working on her master’s degree under my direction. I am confident that she will continue to grow as a scientist.”

According to DREAMS coordinator Hester Hughes, a Ph.D. student in Child Development, “mentoring and networking are vital aspects of the graduate school research experience; therefore, these skills have become a major thrust in the

According to Dr. Yevonne Smith, Associate Dean of ALANA Student Affairs, “All students in DREAMS are expected to co-author a research project and make an oral and poster presentation demonstrating their contribution to the field of scholarship for their culminating experience.”

DREAMS faculty mentor Dr. Anne K. Soderman, Professor and Acting Chair in the Department of Family and Child Ecology, remarked on how the experience was useful for her: “Through the poster sessions and presentations at the end, I became more aware of what was going on in other parts of the university and competencies being developed in graduate students.”

A research project and presentation are also undertaken by undergraduate students in the URPS, except the emphasis hinges on the nature and use of scientific inquiry in the plant sciences.

URPS Coordinator Dr. Kenneth Poff of the Department of Botany and Plant Pathology stresses the need for URPS students to “gain the advantage of learning about the rigors of the research climate while they are still undergraduates.” This helps students accustom themselves to the graduate research environment, and encourages them to implement some of the lessons learned —through the summer program—into the balance of their undergraduate school year. While both programs gear students toward careers in scholarship, URPS focuses on exploring a variety of career opportunities in the plant sciences.

Adds Poff, “URPS provides tools for success and opens vistas of opportunities in plant sciences.” He feels that the knowledge of the diversity of applications for agribusiness in academia, private

(continued on page 15)

*ALANA stands for African American, Latino(a)/Chicano(a), Asian/Pacific American and Native American
FEATURE

Playing to their strengths
School of Music faculty encourage students to practice what they teach

As visitors to the MSU campus stroll past the Music Building, they may actually hear the sounds of teaching and learning going on inside the School of Music. Located just west of Beaumont Tower near the northern edge of the MSU campus, the School is home to innovative graduate programs and unique research and teaching activities that draw students to East Lansing from across the U.S and around the world.

Students and faculty within the School are engaged in an exciting range of projects revolving around the study and practice of music. Students have access to computer music studios, a computer-assisted-instruction classroom, a music education resource room, a music therapy clinic, a psychology of music laboratory, recording facilities, rehearsal and practice rooms, and teaching studios. These state-of-the-art facilities foster the professional development of these future composers, music educators, music therapists and performers.

The performance schedule on the School’s webpage (www.music.msu.edu/events.html) reveals that students—both graduate and undergraduate—are encouraged (and sometimes required) to put their music education into practice in the form of dozens of solo recitals and collaborative performances throughout the year, many of them presented to the public free of charge.

The School offers a Master of Arts degree in musicology and a Master of Music degree in composition, conducting, education, performance, music therapy, music theory or piano pedagogy. Many master’s students also have the opportunity to work as graduate assistants, providing guidance and instruction to undergraduates pursuing similar fields of study.

“A major strength of the master’s programs is the one-on-one mentoring that students receive from the faculty. Performance majors have many opportunities for solo, chamber, and large ensemble performance, providing necessary experience as they prepare for professional performing careers,” says Dr. Frederick Tims, Associate Director for Graduate Studies. “On the academic side, students in music education, music therapy, music theory, music composition, and music history are actively encouraged to publish their research, in preparation for scholarly careers.”

The School of Music is also home to 112 doctoral students whose research areas include music composition, conducting, performance, as well as music education, theory and musicology. These Doctor of Musical Arts (D.M.A.) and Doctor of Philosophy (Ph.D.) students are clearly making their presence seen—and heard—in significant performance and research projects on campus and in the region.

“The D.M.A. is a performance degree, designed to prepare graduate students for professional performance or teaching instruments or voice, usually in a university setting, but also in professional performing groups,” explains Tims. “In contrast, the Ph.D. is an academic degree in music theory, music history, or music education. This degree prepares graduate students for careers in research and academia. These students are involved in developing new knowledge and teaching academic subjects in music.”

Raphael Jimenez came to East Lansing from Venezuela in 1998 to earn a D.M.A. in conducting. Jimenez arrived at MSU as part of a select group of students recruited to MSU each year as University Distinguished Fellows, doctoral candidates whose academic excellence earns them four years of full financial support from The Graduate School and their department.

Composition doctoral student Paul Schreiber assists bassoon doctoral student I-Shan Lee in the Computer Music Studios located in the Music Practice Building. Schreiber and Lee are just two of the many graduate students discovering new ways computers can assist them in their work at the School of Music.
The opportunity to practice his conducting skills makes Jimenez’s experience at MSU particularly important to his future career. “Direct experience is the most valuable thing for conductors,” explains Jimenez, whose hands-on work includes conducting with the MSU Philharmonic Orchestra, a new campus orchestra made up of undergraduate music majors. This semester, Jimenez conducted the School’s Chamber Orchestra, a smaller subset of its Symphony Orchestra, in a performance, among other functions. Computers are used to generate music, editing audio, adding effects, as well as gain general computer skills. Four CDs have resulted from Schreiber’s ongoing project with various student groups, and the Lansing Housing Commission reports that the Computer Music Program is one of the most successful programs in their history. Schreiber describes his outreach project as not only educational for students, but also informative for his own research.

The Program gives him a chance to apply his education beyond the classroom and discover more about how to integrate computers into composition pedagogy: “in developing the program, I’ve found out what works and what doesn’t work. When a kid comes through the door, I have about five minutes to get them involved or else they will walk out. I have found that the best programs produce instant results that will get them excited and they will stick around and explore more.”

Schreiber’s Computer Music Program is just one part of the extensive network of campus and community outreach efforts sponsored by the Community Music School. Founded in 1993, the Community Music School (CMS) fulfills the land-grant mission of the School of Music at MSU by promoting diversity and providing service to the community in the area of music education. The mission of the CMS is to provide comprehensive music education—quality instruction, related music services and educational programs—for interested individuals of all ages and levels with financial assistance for those in need.

School of Music faculty member Dr. Cindy Taggart is the director of the Early Childhood Music Program at the CMS. Taggart describes the Program’s overall goal as “enriching children musically” by giving them “a solid exposure and immersion in a good music environment, which lays the groundwork for all future music learning.”

Additionally, the Early Childhood Music Program and other CMS services serve as a professional development opportunity for the School’s music education students. “Our [academic] research informs our practice at the Community Music School,” says Taggart, “but also gives undergraduate and graduate students an opportunity to actually teach and engage in outreach activities.”

Connecting research and practice in the area of music education is one of the goals of Donna Emmanuel’s dissertation project. Emmanuel works with Taggart as a Ph.D. student in Music Education and has conceived a highly original dissertation project on how educators-in-training approach a diverse population of students. The heart of her dissertation research will come out of a course she is teaching this summer that serves as field experience for undergraduate music education students. The course is a three-week immersion internship in which music education students live in downtown Detroit in order to study and work at Beard Elementary School near the city’s Mexicantown. They will observe and interact with a diverse population of Hispanic, African American, Caucasian and Arabic students in order to learn about the general music classes at the school and engage in team teaching exercises. MSU students in this course will also take trips to observe the music education programs in other urban schools in the area, including some secondary instrumental and choral programs.

Emmanuel’s course—and her research—were designed to address a gap she perceives in the future of elementary music education. “Music education students need the experience of working with a diverse group of K-5 students,” says Emmanuel. “Considering our nation’s current demographic shifts, music educators will need to know how to teach effectively in culturally diverse school settings.” Emmanuel adds that many urban centers like Detroit face a shortage of music teachers. The experience the students receive during this immersion program will possibly help begin to remedy this shortage and serve as the research base for Emmanuel’s dissertation. Her study will look at what she terms the “expectations, attitudes and beliefs” that undergraduates express in their written self-examinations conducted before, during and after the immersion program. Emmanuel credits the School of Music’s graduate faculty for fostering an “empowering” environment that encourages and supports innovative research projects like her own.

Important pioneering projects are also happening in the School of Music’s computer music studios. The School’s computer music offerings and studios are dedicated to fostering education, research, and creative work in the field of computer music. Desktop computer and computer workstations are quickly becoming an important tool for performers, composers and researchers in many areas of music practice. Computers are used to generate and analyze sound, to assist in the process of composition, to create and print scores and parts, to record and edit sound, and to capture and transcribe aspects of musical performance, among other functions.

“The computer music courses and studios allow music technology to be
integrated in various ways in a wide variety of concentrations in music—for instance, in music composition or music education,” according to Dr. Mark Sullivan, Chairperson of the Composition Areas and Director of the Computer Music Studios within the School of Music. “For example, composers can use technology while investigating how to teach composition or the nature of the creative process, not only the creative process used to create sonic artworks for concert, but also that which can be used to create music compositions in a wide range of classes as part of the education of all students. At the same time, music education students can gain experience not just with the technical aspects of music technology, but with its creative potential as well, as they create their own acoustic pieces using the technology.”

Schreiber’s outreach program, which brings students to computers in order to compose original compositions, is a positive example of how the School of Music’s faculty and administrators are encouraging educators and students to use technology in the creative process. As a doctoral student, Schreiber studies and works under Sullivan’s guidance in the Composition program, with an emphasis on computer music and technology.

Commenting on Schreiber’s community program, Sullivan says, “This kind of project demonstrates the commitment of the University to supporting the activities of the community, and of fostering the interests and skills of young people who have a potential that should be cultivated.”

The School of Music’s performance doctoral students are also engaged in professional projects and activities that take them beyond the MSU campus. “We encourage students to perform on campus and take advantage of professional opportunities in the area,” says Walter Verdehr, Professor of Music who teaches violin performance. “Graduate students from our program are asked to perform with the Lansing Symphony and with professional orchestras in Jackson, Kalamazoo, Battle Creek and Flint.” Performance students also gain significant teaching experience at the CMS and in area schools, which are often in need of music instructors.

Verdehr, who has been teaching at MSU for over thirty years, was recruited directly from the Juilliard School of Music. He now takes the role of recruiting students to graduate work at MSU from around the world. Along with his wife, renowned clarinetist and School of Music faculty member Dr. Elsa Verdehr, and pianist Dr. Silvia Roederer from Western Michigan University, Verdehr performs throughout the year in international concert venues. He conducts master classes at each location, becoming a representative of MSU’s performance program and attracting students from countries such as China, Australia and England, who wish to study under his direction.

In 1983, Xie Min was a student at the Xi’An Conservatory in his native China when he first heard Verdehr’s trio perform and was intrigued by the performance. After studying under Verdehr for two years at MSU, Min taught violin for ten years at the Conservatory but returned to MSU in 1996 to pursue his doctorate in violin performance. “Dr. Verdehr takes good care of his students, both personally and professionally. He guides them to develop their own personality as performers and scholars,” says Min, who also works as a graduate assistant with Verdehr, teaching violin performance to graduates and undergraduates.

Dr. Michael Heald is Assistant Professor of Music at the University of Georgia and a School of Music alumnus who studied with Verdehr and comments on his mentor’s influence: “As a teacher he is patient and thoughtful, and expects a high level of preparation and performance

Master of Music student Brenda Rabbe in costume as Countess Almaviva in the School of Music’s recent production of “The Marriage of Figaro.” Rabbe is studying vocal performance. “I plan to perform professionally in the opera world, and to continue teaching voice lessons,” she says, so performing this role is a valuable asset to her education at MSU.
from his students. He is always focused on the most important aspects of communication in music-making, yet he is also very concerned with the beautiful execution of the notes themselves.”

The high job placement rate of the doctoral graduates is one of the best indicators of the outstanding education that students are earning at the School of Music. In recent years, the School of Music has ranked either first or second in the nation in the numbers of graduate students placed in tenure-track faculty music positions, as reported by Lingua Franca.

The School’s graduate students compete successfully within a tight academic job market in part because of the wide range of innovative research and outreach activities they are encouraged to pursue while at MSU, and the close mentoring relationships they develop with faculty members.

“The profession is changing—it is not the same formal, detached concert setting that people associate with music,” says Professor James Forger, Director of the School of Music. Clearly, one of the strengths of the School is its ability to keep its graduate programs evolving to meet these changes and encourage its graduate students to become active participants in shaping the future of music education, composition, theory, performance and music therapy.

(continued from page 11)

industry and urban planning become part of the student’s orientation.

Field trips to commercial greenhouses, vineyards, viticulture labs, golf courses and landscaping retailers help to reinforce ideas about the place of agricultural science in

“It is vital to the future of our agriculture to expose a wide range of young potential research scientists to the exciting and fundamentally important world of plant science. The URPS program does a superb job in this regard,” according to one URPS faculty mentor, Dr. Michael Thomashow from Crop and Soil Sciences.

“It offers a diverse group of students the chance to directly experience cutting-edge research and to become more fully aware of career choices in the plant sciences. It has been a highly rewarding experience for me.”

URPS enrichment events are made up of presentations, seminars, and field trips that provide a much-needed supplement to lab work and help students to connect and share their individual research experiences with each other, providing a supportive environment for problem solving. These opportunities make the pursuit of career goals that much more vividly accessible.

For more information on the School of Music:

School of Music homepage: www.music.msu.edu/
Admissions and degree information: www.music.msu.edu/admisso.html
Concerts and events: www.music.msu.edu/events.html
Community Music School and Early Childhood Music Classes: www.msu.edu/~commusic

For more information on the DREAMS and URPS programs:

DREAMS
Contact the Office of ALANA Student Affairs at (517) 353-3262, or go to their website at http://grad.msu.edu/alana/dreams.htm

URPS
Contact Dr. Ken Poff, Coordinator, at (517) 353-1789, or visit the URPS website at www.prl.msu.edu/urps/
School of Social Work helps students succeed with national initiatives, outreach programs and innovative curriculum

In its ongoing quest to meet the needs of children and families, the Master of Social Work Program—the largest graduate program in the College of Social Science—applies a diversified approach to training its graduate students. The M.S.W. is both a professional and graduate program, with a separate accreditation for the professional degree. For the two hundred students pursuing this terminal degree, the varied offerings cross-referencing fieldwork and class theory, are proving to be an invaluable asset to their training in the field.

“Through our comprehensive educational programs, the School is preparing future clinicians, community and administrative leaders, and policymakers to address the challenges facing Michigan families and communities,” says Gary Anderson, Director of the School of Social Work.

As a function of its mission, the School is sponsoring several initiatives aimed at training the next generation of social workers to better assist children and families in all capacities. These initiatives support graduate education through interdisciplinary seminars, education-based field projects, and future faculty hiring.

The School’s Chance at Childhood Program is a national model for educating social workers and attorneys together. This certificate program brings together M.S.W. and MSU Detroit College of Law students on campus and in the community. Law students and M.S.W. candidates enroll in a graduate seminar together, complete field placements together and share a mutual set of course requirements that reflect an integration of both programs. This allows students in both fields to gain valuable experience and insight into working effectively with families within the U.S. court system. For M.S.W. student Cynthia Lamont, this opportunity was not to be missed. She gained knowledge of “the importance of utilizing the proper interviewing techniques when working with small children, especially, when testifying in court—gaining familiarity with Michigan’s foster-care and adoption procedures and learning to work effectively as a team player.”

For law student Joanne Bridgeford, the perspective gained from access to a learning environment that combines law with social work eliminates the “huge disadvantage” of approaching her concentration of family law without a familiarity with the “social, medical and psychological aspects” of her chosen field.

The second initiative is the endowed conference and workshop series named for emeritus professor Ruth T. Koehler. Conferences will be conducted every three years and workshops will be held annually focusing on issues affecting children and families in all capacities.

The third initiative is an endowed professorship in the area of children’s services that is currently being developed. M.S.W. candidates at MSU will find these children’s initiatives helpful because their career trajectories most often land them in areas of child and family counseling, children’s mental health, child welfare, and social work within the schools.

The School also offers a Ph.D. program for students who are considering an academic career in social work, or who plan to use their research and theoretical expertise to work in public policy or head a social agency. Anderson cites the shortage of Ph.D.s for faculty positions in social work programs as a reason for the open job market encountered by MSU’s doctoral candidates and alumni. “We provide faculty for a number of social work programs throughout the state of Michigan,” says Anderson, who explained that most Ph.D. candidates are nontraditional students, often students with families, who have earned their M.S.W. degrees and then spent time in the field before returning to school to earn their doctorate. According to doctoral candidates like Cheryl Brandsen, this combination of research and experience at MSU has paved the way for her to “make a difference” throughout Michigan. Brandsen is currently Director of the School of Social Work at Calvin College.

The School of Social Work is also making groundbreaking strides in the area of distance education. In partnership with Northern Michigan University, located in Marquette, Michigan, in the Upper Peninsula, the School has made its M.S.W. program available to U.P. residents through video interactive television. This technology allows students and professors to connect and talk in “real time” via interactive television. This becomes a boon for time-crunched students, who often hold full-time jobs and commute long distances.
M.S.W. alum speaks out on degree program and professional goals

“I graduated with a good grasp of basic social work theory and practice, and I made some good friends as a result of my time in the M.S.W. program,” says Angie Kelleher, a 1999 graduate of the School of Social Work. “I also gained experience with diverse cultures and groups while enrolled in my graduate program.”

As a newly minted social work professional, Kelleher reflects on the role her graduate work played in helping her to understand the importance of social work. “My interactions with Dr. Nancy Nystrom and Dr. David Katz were tremendously helpful in forming my current awareness of ‘big picture’ social and political issues—how oppression, poverty and social policies combine to produce many of our society’s problems. They challenged my thinking and helped me to understand that social work is not just about counseling an individual with problems; it is about working to change the underlying systemic reasons for these problems.”

Kelleher also notes that two field placements during her graduate career—one as a school social worker and one as a family counselor—taught her a great deal about herself and “the importance of using a positive, strength-based framework with clients and coworkers.” She also benefited from her involvement in the Triangle Coalition, a group of Social Work students working to raise awareness of how lesbian, gay, bisexual and transgendered issues relate to social work. As part of National Coming Out Day, Angie and her fellow Triangle Coalition members conducted role playing exercises in graduate classes that portrayed instructional scenarios involving lesbian, gay, bisexual and transgendered individuals that might come up in their colleagues’ future social work practice.

Since leaving the School of Social Work, Kelleher has worked as the volunteer and advocacy coordinator for MSU Safe Place, a center that offers education, shelter, support and advocacy for the MSU community around issues of domestic violence.

Kelleher also uses her professional degree in her work with Capitol Area Response Effort (CARE), a team of individuals who respond to a domestic assault and arrest in order to offer support, locate services, and serve as an advocate for survivors of the assault.

Kelleher has not yet determined exactly where her social work degree will take her professionally in the future. She would like to use her M.S.W. degree to land a position that involves direct service as well as administrative or policy work. “Whatever I decide to do, my degree is well-suited to get me there,” says Kelleher.

learning is the on-site M.S.W. program that is now offered in Flint, in partnership with MSU Extension. Students and professionals in Flint can now take a series of evening courses that allow them to earn their degree without leaving the city.

These progressive moves toward distance education not only benefit students but also create a positive impact on their communities. By allowing students to earn their degrees while maintaining their community roots and ties to home, they are encouraged to use their education to improve their home community. This interaction with students and professionals around the state also benefits MSU: “Distance learning projects get us better connected to the state which allows us to learn about the communities and how to better support them,” says Anderson. These initiatives are made possible with support by MSU’s University Outreach, Virtual U and the Provost’s office.

Angles Kelleher, M.S.W.

For more information on the School of Social Work, visit their website at www.ssc.msu.edu/~sw
History student Jan Bulman earns national recognition with Newberry Fellowship

As the sole winner of the prestigious Ecole des Chartes Exchange Fellowship, History doctoral student Jan Bulman will be spending the Fall semester in Paris this year. The Newberry Library Fellowship Award funds one fellow to spend a semester engaged in research at the Ecole Des Chartes, the oldest institution in Europe specializing in the archival sciences, including paleography, bibliography, textual editing, and the history of the book.

“Those who have conducted research in French know the Ecole des Chartes very well. It is where all French archivists receive their training in working with documents that are housed in the French National Archives. The Ecole des Chartes has always placed particular emphasis on writing French history using unpublished manuscript sources,” explains Bulman.

The Newberry Library, sponsor of the fellowship, is an independent research library concentrating in the humanities with an active educational and cultural presence in Chicago. Privately funded, but free and open to the public, it houses an extensive non-circulating collection of rare books, maps, and manuscripts. The Library offers long-term and short-term fellowships in addition to special awards like Bulman’s. Fellowship awards are made by the Newberry Library Awards Committee, an internal group of scholars and curators.

According to Associate Dean Patrick McConeghy in the College of Arts and Letters, “This award is a terrific honor, and it gives Jan’s work great visibility among medievalists and among scholars in France.”

The fellowship will allow Jan to continue the dissertation research that she began in France last year with support from a Merit Fellowship from the College of Arts and Letters. Her project uses the earliest surviving court book, a register of litigated cases, from a 13th century ecclesiastical court in south-central France, to investigate the relationship between written records, the administration of a medieval court, and the maintenance of communal social memory.

Bulman’s interest in this particular book grew out of her work in medieval history and cultural history. “I was involved with research on a medieval pope, Pope Urban V, and came across the 13th court book in a catalogue and it piqued my interest as the earliest surviving book of its kind.”

“This court book is housed in the departmental archives in a small French town, Mende. I worked in Mende for six months last year with this, and other records, from the medieval ecclesiastical court. Because this is most likely to be the earliest surviving court book in Europe, it gives historians an opportunity to see the operation of the bishop’s court nearly 100 years earlier than is possible from other surviving court records in Europe,” says Bulman. “Mende is located in a relatively isolated area of south central France; it is a very mountainous region, which contributed to its isolation in the Middle Ages, as it still does today.”

“By working at the Ecole des Chartes, I will interact with specialists who have expertise in areas such as how the court book was created, what it reveals about the way this new kind of record was used, and how and where the scribes were trained to write, among other questions,” adds Bulman.

Bulman applied for this award at the suggestion of her dissertation director, Dr. Charles Radding of the Department of History.

“Professor Radding suggested I apply for the fellowship since the nature of my project is so closely related to the work done at the Ecole des Chartes. He suggested that I would be able to write an impressive proposal to the Newberry Library in Chicago since I had worked with the material for six months. It is due to Professor Radding’s active involvement with my project that I applied for the fellowship.”

Dr. Radding emphasizes the prestige of the fellowship and the rare opportunity it provides for Bulman: “since graduate students at the leading universities in the Midwest are all eligible for this award, winning it is a very genuine honor. The Ecole des Chartes is one of the leading institutions of its kind in the world, and a place where Jan can draw on expertise that is perfect for rounding off her dissertation into finished form.”

Fellowship winner Jan Bulman

“The Graduate School extends its congratulations to Jan!
TRAVEL GRANTS RECOGNITION

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 Fall 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!

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

Blackwood, Christopher
Crop and Soil Science
Minneapolis: Stability of Soil Microbial Community Profiles Across Multiple Spatial Scales
Joint Meeting Between the Agronomy Society of America, Soil Science Society of America and Crop Science Society of America

Dvorak-Driksna, Dana
Animal Science
St.Louis: The Effects of Glucosamine 3-Sulfate on Cultured Bovine Explants following Controlled Impact
Midwest Connective Tissue Workshop

Farber, Charles
Animal Science
Minneapolis: The identification and mapping of polymorphic loci between two pig populations using representational difference analysis.
27th International Conference on Animal Genetics

Lewis, Maryellen
Resource Development
Gothenburg, Sweden: Combating Financial Market Segmentation: The Role of Community Development Credit Unions in Impoverished U.S. Communities
Access to Financial Services Strategies Toward Equitable Provision Conference

Li, An
Fisheries and Wildlife
San Diego: Simulating Demographic and Socioeconomic Processes
Panda 2000 Conservation Priorities for the New Millenium

Linderman, Marc A.
Fisheries and Wildlife
San Diego: Mapping the Spatial Distribution of Bambo: A Study on the Use of Artificial Neural Networks to Classify Understory Vegetation Cover from Remote Sensing Data
Panda 2000 Conservation Priorities for the New Millenium

Pagan, Melvin
Animal Science
Minneapolis: Restriction fragment length polymorphism at the bovine insulin-like growth factor binding protein-2 (IGFBP-2) locus in Angus cattle divergently selected for serum IGF-1 concentration
27th International Conference on Animal Genetics

Trinh, Dianne T.
Food Science and Human Nutrition
Kansas City: Attended conference and interacted with other researchers
American Association of Cereal Chemists

Wichetech, Marcelo
Forestry
Aspen: Spatial Equilibrium Analysis of Conifer Sawlogs and Lumber in Brazil and other Mercosur Countries 2000 Symposium on Systems Analysis in Forest Resources

COLLEGE OF ARTS AND LETTERS

Lauwereyns, Shizuka
Linguistics
Kyoto, Japan: Blurry Reference – the use of Toka ‘or something’ in Japanese spoken discourse
Second Annual Conference of the Japanese Society for Language Sciences

Whitaker, Matthew C.
History
Western History Association

Wolf, Allison B.
Philosophy
Zurich: An Expanded Paradigm of Justice in Medical Ethics
Symposium of the International Association of Women Philosophers

“At the International Association of Women in Philosophy’s 9th Symposium, I was able to hear the work of numerous philosophers from around Europe, North, and South America. The experience was very rewarding and I learned a great deal.”

Alison B. Wolf
Department of Philosophy
College of Arts and Letters

*Limited, one-time only funding is available from The Graduate School for travel to present research. Departments and colleges are expected to cost-share. Find out more on our website: http://grad.msu.edu/fundguide/addtl.htm or call 355-0301, or visit 118 Linton Hall. The application form is at: http://grad.msu.edu/fundguide/request.htm.
TRAVEL GRANTS RECOGNITION

ELI BROAD COLLEGE OF BUSINESS & GRADUATE SCHOOL OF MANAGEMENT

Atkin, Thomas S. Marketing & Logistics
Orlando: The Impact of the Supplier Development Processes on Buyer-Supplier Relationships
Decourcy, Julie Economics
Phoenix: Cooperative R & D Strategic Trade Policy
2000 Academy of International Business Annual Meeting
Nizalova, Olena Economics
Tokyo: Economic and Social Consequences of Maternity Protection: Cross-Country Analysis
Beyond Economics: Multidisciplinary Approaches to Development
Poston, Robin Accounting
Hamilton Island, Australia: Strategy and Management Accounting Information Systems Design: Implications For Business Unit Performance
Accounting Association of Australia and New Zealand Conference
Wang, Xinyan Marketing/Supply Chain
New Orleans: The Impact of Information systems and Advanced Management Programs on Manufacturing Performance and Competitive Advantage
Decision Sciences Institute 1999 Annual Meeting

“At the Accounting Association of Australia and New Zealand Conference, I had a chance to meet top researchers in my field from the University of Melbourne, University of Queensland, New South Wales, and share my newest research ideas and develop friendships that continue to this day via email.”

Robin Poston
Department of Accounting,
The Eli Broad College of Business

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

Park, Kyun Soon Advertising
Seattle: A Comparison of media framing of public health risks: The cases of Mad Cow Disease and E. Coli
National Communication Association

COLLEGE OF EDUCATION

Carver, Cynthia Teacher Education
Seattle: Principals and Mentors: Crossing the Firewall?
American Educational Research Association
Farrell, Patricia Educational Administration
New York: Playing in the MUD
Transformational Learning Conference
Fingers, Earnest M Educational Administration
California: Inducing at a Distance: Multi-Site Qualitative Research Teams
25th Annual Conference of the Association for the Study of Higher Education
Gano-Overway, Lori Kinesiology
Tennessee: Expanding Upon Goal Perspectives: Constructing a Measure of Multiple Goal Orientations in Sport
Association for the Advancement of Applied Sport Psychology
Gormley, Barbara Counseling, Educational Psychology and Special Education
Washington D.C: Adult Attachment And Authoritarianism: Racism, Sexism, And Homophobia
American Psychological Association
Lewis, Dawn Kinesiology
Tennessee: Cognitive and Emotional Processes During Rehabilitation of Severe Athletic Injuries
Association for the Advancement of Applied Sport Psychology
Magyar, Tina Michele Kinesiology
Tennessee: Students Mentoring Students: The Transition from Graduate School to the New Professional
Association for the Advancement of Applied Sports Psychology
Morgan, Lisa Teacher Education
Cuba: The Creative Link Between Change and a Teacher’s Practice
Cuban Linguistic Association English Language Specialists Conference
TRAVEL GRANTS RECOGNITION

Nadal, Kevin  Counseling, Educational Psychology And Special Education  
Washington D.C.: Campus Climate And Stress Levels Of Ethnic Minority Students  
National Minority Research Symposium

Papanastasiou, Elena  Counseling, Educational Psychology And Special Education  
Dallas: Evaluation Of The Teacher Education Program At Michigan State University; Step One, Process And Outcomes  
American Association of Colleges of Teacher Education Conference

Williams, C. Rodney  Teacher Education  
Texas: Civics Online: Re-envisioning the Democratic Community  
National Association for the Social Studies Conference

COLLEGE OF ENGINEERING

Doesung, Lee  Civil & Environmental Engineering  
Washington D.C.: Development of Roughness Thresholds for Preventive Maintenance of Pavements Using PMS Distress and Ride Quality Data  
Transportation Research Board 80th Annual Meeting

Eby, David  Materials Science & Mechanics  
Switzerland: FEA Sandwich Panel Analysis Using Zig-Zag Theory Compact, Accurate, Verified Demonstrated  
Fifth International Congress on Sandwich Construction

Gulick, John  Electrical and Computer Engineering  
Colorado: Analysis of Numerically Solving Integral Equations Using Rao-Wilton-Glesson and Asymtotic Phase Basis Functions Concurrently

Kim, Taekuk  Civil & Environmental Engineering  
Transportation Research Board 80th Annual Meeting

Loloe, Reza  Materials Science & Mechanics  
Germany: Magnetocrystalline Anisotropy in Sputter- Deposited Epitaxial Permalloy-Based Exchanged-Biased Spin-Valves  
Symposium on Spin-Electronics

Velez, Angeles  Civil & Environmental Engineering  
Missouri: Teaching Environmental Risk Assessment to Community Groups  
Frontiers in Education Conference

COLLEGE OF HUMAN ECOLOGY

Bailey, Deborah C.  Family and Child Ecology  
Minneapolis: Student competency of course materials by comparing traditional classroom based instruction with that of a web course  
National Council on Family Relations Conference

Eppler, Christie  Family and Child Ecology  
Denver: Critical Incidents in the Lives of First-year Marriage and Family Therapy Students  
The American Association for Marriage and Family Therapy’s 58th Annual Conference

Haddow, Julie A.  Family and Child Ecology  
Jackson Hole: The Development of Individual Social Capital, Linking Social Support and Social Capital  
11th International Conference for the Society of Human Ecology

Hoedel, Joseph M  Family and Child Ecology  
Denver: The Third Revolution: MFT’s Collaborating With Psychiatrists  
AAMFT Conference

Kendal, Natasha  Family and Child Ecology  
Denver: Critical Incidents in the Lives of First-year marriage and Family Therapy Students  
The American Association for Marriage and Family Therapy’s 58th Annual Conference

Latty, Christopher  Family and Child Ecology  
Denver: Critical Incidents in the Lives of First-year marriage and Family Therapy Students  
The American Association for Marriage and Family Therapy’s 58th Annual Conference

Pande, Richa  Human Environment and Design  
Brisbane, Australia: The Facility Audit: A User Oriented Design Paradigm  
CIB W70 Conference

Whiting, Jason B.  Family and Child Ecology  
Denver: Adult attachment styles in couples who seek marital therapy  
American Association for Marriage and Family Conference

“As a result of attending the National Council of Family Relations Conference, I received an interview and a job offer as an Associate Professor for Zayed University in the United Arab Emirates . . . and I am busily preparing for my impending departure in August.”

Deborah Bailey, Department of Family and Child Ecology  
College of Human Ecology
“I have found the annual meetings of the Mycological Society of America to be invaluable. I am kept informed with regards to breaking news in my field, learning new perspectives. Perhaps the most valuable part of attending these meetings is that I make myself visible by interacting with my colleagues.”

Heather Hallen
Department of Botany and Plant Pathology
College of Natural Science

Networking for post-doc opportunities at the American Phytopathological Society, as well as learning about new developments in the field, were invaluable.”

David Johnson
Botany and Plant Pathology
College of Natural Science
COLLEGE OF NATURAL SCIENCE (cont’d)

McGuire, Jennifer Geological Sciences
Reno: Evaluating Redox Reaction Rates During Simulated Recharge Events In A Contaminated Aquifer
Geological Society of America Annual Conference
McLean, Melissa Geological Sciences
San Francisco: The Ulakhon Fault System, Northeast Russia
AGU Fall 2000 Meeting
Miller, Alicia Mathematics
New Orleans: A Criterion For Minimality Of Restrictions Of Compact Abelian Flows
107th Annual Meeting of the American Mathematical Society
Minut, Aurelia Mathematics
New Orleans: Lp Estimates For Maxwell’s Equations In Stratified Media
Annual Joint Mathematics Meeting
Miller, Alicia Mathematics
New Orleans: Production Of Chitinases During The Defense Response Of Sugarbeet Tap Roots
American Phytopathological Society
Tryggestad, Erik Physics & Astronomy
Leuven, Belgium: Dipole Strength Function in 20 O
European Summer School on Exotic Beams
Varma, Hemant Biochemistry
New York: Reversal of Antiestrogen Sensitivity by Viral tumor Antigens
Cancer Genetics and Tumor Suppressors Meeting

COLLEGE OF SOCIAL SCIENCE

Bonneau, Chris W. Political Science
Cape Town, South Africa: Perceptions Of Fairness: Comparing The Supreme Court And Local Courts
The Research Committee on Comparative Judicial Studies of the International Political Science Association Conference
Creagan, Noemi Anthropology
San Francisco: Women’s Invisibility In Water And Health Management: A Case Study In Queretaro, Mexico
99th American Anthropological Association Annual Meeting
Fillion, Jennifer Anthropology
Seattle: A Comparison Of Rapid Technology In The Anthropological Analysis And Facial Reconstruction Of Two Egyptian Mummies
The American Academy of Forensic Sciences Annual Meeting
Hepner, Tricia R. Anthropology
Nashville: Eritreans And Exile: A Critical Approach To Transnational Identity Formation In The Horn Of Africa And The Urban United States
African Studies Association Annual Conference
Héraux, Cedrick Criminal Justice
San Francisco: The Killing Of Our Police Officers – A Social Disorganization Model And College Students’ Perceptions Of Private Security
ASC Meeting
Hughes, Barbara M. Social Work
Philadelphia: Attended conference and interacted with other researchers
14th Annual National Conference of Problem Gambling

“One nice aspect of attending The Research Committee on Comparative Judicial Studies of the International Political Science Association Conference was the small size of the conference. Only twenty to thirty people are invited each year to give papers at this conference, and so I was able to meet some of the top researchers in my field and interact with them on a one-to-one basis.”

Chris Bonneau, Department of Political Science
College of Social Science
COLLEGE OF SOCIAL SCIENCE (cont’d)

Koot, Micheal
Anthropology
Seattle: Human Or Non-Human? Artifacts From The Holocaust Memorial Center
American Academy of Forensic Science 53rd Annual Meeting

Reeves, Elizabeth
Criminal Justice
American Academy of Forensic Sciences Annual Meeting

Wolf, Angela
Psychology
San Francisco: The Moderating Effect Of Theoretical Models Of Delinquent Behavior On Interventions: A Meta-Analysis
2000 American Society of Criminology Conference

Zhou, Yushuang
Geography
Beijing: Land Use/Land Cover Change Modeling And Monitoring In China
Annual Conference of Land Use Change Monitoring and Remote Sensing of China

“I am a forensic anthropologist and the other authors present at the 52nd Annual American Academy of Forensic Sciences, were scientists from the Michigan State Police specializing in chemistry . . . I had a great time interacting with colleagues from other disciplines.”

Micheal Koot, Department of Anthropology
College of Social Science

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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