

Indiana University's
GRADUATE QUARTERLY

News & Information from the Indiana University Graduate School

March 2007



International Education
Collaborating with China

The IU AGEP Program
Changing the Face of Science

**Teaching Graduate
Students to Teach**
Feature Article



GRADUATE QUARTERLY

published by the Indiana University Graduate School

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graduate.indiana.edu

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The Indiana University Graduate School welcomes Dean James C. Wimbush



Dean of the University Graduate
School

“There is a critical need to do all that we can to enhance the visibility of graduate education throughout the state and internationally... and to enhance diversity in all programs.”

On Sep. 1, 2006, James C. Wimbush began his position as dean of the University Graduate School. Previously a professor of business administration and chair of the IU Kelley School of Business' Department of Management, Dean Wimbush has been at IU since 1991 after completing his Ph.D. in management at Virginia Tech.

Dean Wimbush's vision for graduate education is strong — to emphasize the quality, visibility and consistency of graduate degree programs at IU — as is his vision of the role the University Graduate School will play.

“Our responsibility as the University Graduate School is huge, because the reputation and quality of graduate education depends on doing our jobs well to assure consistency across all programs,” Dean Wimbush said. Although ensuring IU has top-notch programs is a priority, we must recognize that resources are needed to sustain that quality, he said, adding that one way to enhance graduate education at IU is to secure more grants.

“We need to attract the best students, funding to keep them and provide the highest quality student life,” Dean Wimbush said. “There is also a critical need to do all that we can to enhance the visibility of graduate education throughout the state and internationally...and to enhance diversity in all programs,” he said.

Dean Wimbush has begun conversations with faculty, students and administrators on the IUB, IUPUI and IPFW campuses, and has visited all of the campuses this past semester to learn how each functions and to find out how the Graduate School can serve them better. While visiting IU's campuses, Dean Wimbush said he has taken time to visit with students, many at work in their labs.

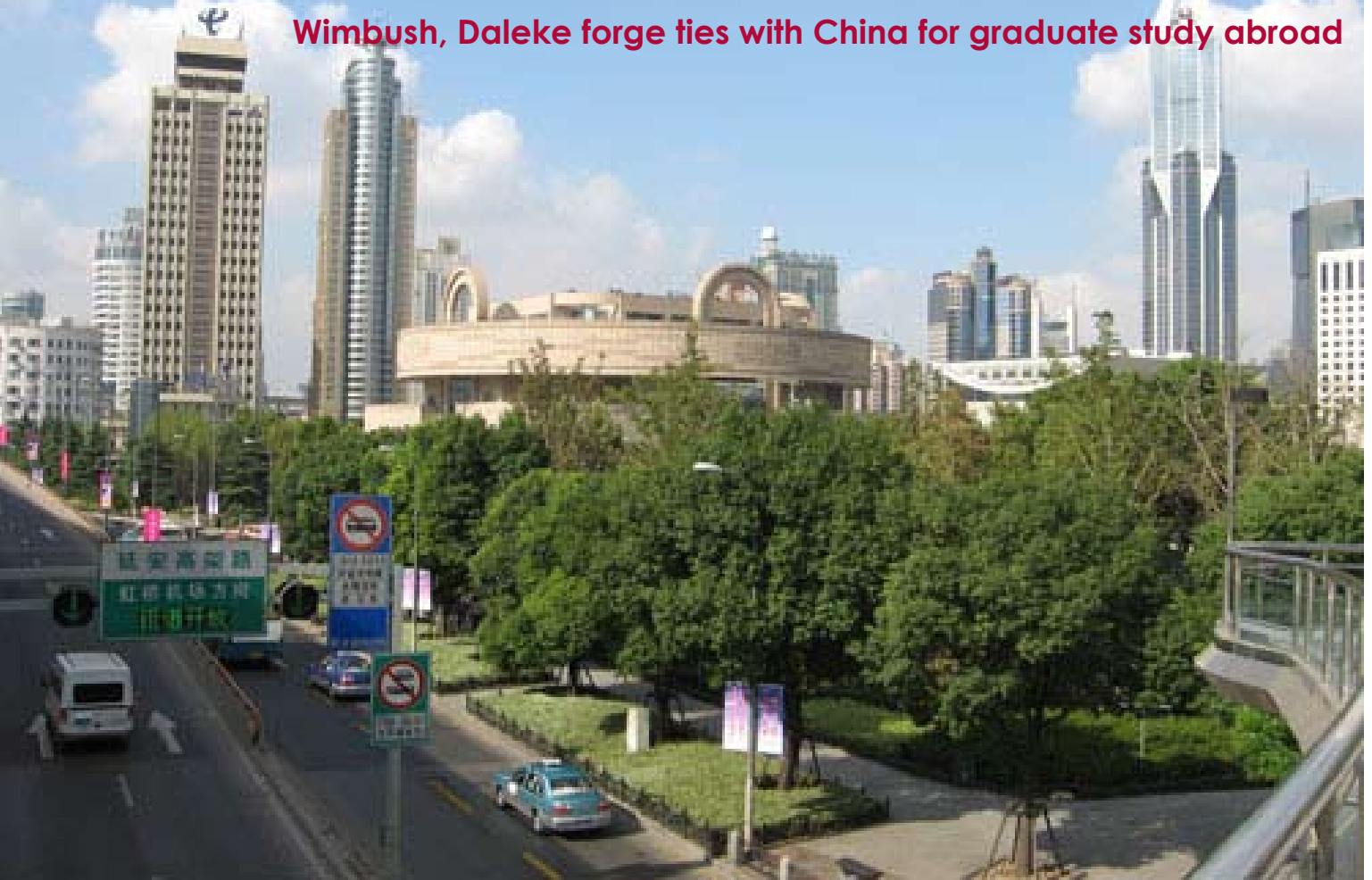
For example, one morning he spent time at the IUPUI Medical School and the Herron School of Art in order to meet students and to “learn about their fascinating work... which helps me to not only understand the types of research going on, but also to reaffirm the quality of students we have.” It is also important to remember that the University Graduate School represents graduate education for all IU campuses, Dean Wimbush said.

“The future of graduate education looks promising . . . and the ranking of our programs suggests that IU is among the top in many fields,” he said. Plus, IU has strong new initiatives, like the Life Sciences Initiative, which hopes to bring hundreds of new faculty (and graduate students) to IU over the next ten years.

“We are working towards enhancing the services of the Graduate School and will assist in any way possible with recruiting efforts and in any other way we can be of help.”

International Graduate Education

Wimbush, Daleke forge ties with China for graduate study abroad



The Shanghai Museum of Ancient Art set in the quickly changing and modern skyline of Shanghai, China.

Back from a trip to Shanghai, China, Graduate School Dean James Wimbush and Associate Dean David Daleke bring news of collaboration between educational organizations in the U.S. and China.

During their stay, Wimbush and Daleke visited Chinese educational institutions, participated in a recruitment fair and attended the International Graduate Scholarship Conference, Oct. 13-14, focused on international education.

The conference served to “bring leaders at some Chinese institutions, the Chinese Scholarship Council and western institutions together to discuss what we all do,” Daleke said.

The highlight was news of a recent collaboration between the Chinese Scholarship Council, a branch of the Chinese ministry of education and conference host, the Woodrow Wilson Responsive Ph.D. Project, of which IU is one of the founding members, and Washington University in St. Louis to bring students from China to the U.S. to do research.

International Graduate Scholarship

The details for the new International Graduate Scholarship were to be announced in November, Daleke said, but the basics for how it will work was presented at the conference. The scholarship

will pay for three or four years of living expenses for the Chinese student and the U.S. graduate degree program pays the student’s fees and tuition. A complementary “sandwich” program was also announced, in which a student will begin their studies in China, complete one or two years of research in the U.S. and then return to China to finish their degree. This is a “great way to provide funding for top students to study here,” Daleke said.

Departments may want to make their top Chinese students aware of this program, he suggests. The Graduate School has already received a number of inquiries about the program and is working with the IU Office of International Services to establish operational guidelines.

VISA Requirements

Also during the conference, six deans and the president for the Council of Graduate Studies, Deborah Stewart, met with the U.S. Council General to discuss concerns about the length of time it takes for international students to obtain visas. Although it does take longer now than before 9/11 to get a visa, Stewart said it is significantly shorter than directly after 9/11. Because an assumption is made that international students want to immigrate, more emphasis has been placed on students showing their intent to return to China.

The point, Wimbush said, is that “while it’s still taking longer for students to get visas, students are getting visas and the numbers are increasing again. And that’s good news.”

Faculty Exchange Program

Dean Wimbush also spent time visiting with Fudan and JiaoTong Universities in Shanghai. At Jiao Tong University, he met with their Deputy Deans and the administrators responsible for the University of Michigan’s exchange program with China.

One program of note for IU faculty, Wimbush said, is an exchange program for faculty to teach in China for ten to 15 weeks. Faculty in Math, Physics, Computer Science, the humanities and social sciences are in particular demand. The program can also be used to bring faculty from China to teach in the U.S.

Recruitment Fair

On the second day of the conference, Chinese students attended a recruitment fair to meet with western institutions participating in the conference. More than 750 students registered for the event, mainly from “985 Project” institutions — leading Chinese universities that receive top funding from the Chinese government — and many came by word of mouth.

“Many of the students left favorable impressions, not only in terms of their command of the language, but in their preparation,” Wimbush said.

Daleke agreed that many students were well prepared academically and were “very genuine about graduate study and their interest in IU.”

The students were also “surprisingly knowledgeable about IU,” Daleke said. For example, some students knew IU had multiple campuses and many had paid attention to the rankings and ratings.

The University Graduate School will share the contacts made with these students to the appropriate programs in the near future.



Lucy Jiang, Associate Dean in the Graduate School at Fudan (left), and a representative from JiaoTong (right) met with Dean Wimbush.

Split, Croatia *Dobro došli*

On January 8-16 2007, Dean Wimbush traveled to the cities of Split and Zagreb in Croatia, to discuss U.S. business practices and graduate education.

Wimbush gave an academic presentation to students and faculty of Croatia’s first full time MBA program. He spoke about human resources practices — his field of research— and discussed the virtues of graduate education at Indiana University. The fulltime MBA program was developed in partnership with the Kelley School of Business through a grant with the state department. Wimbush was one of the first instructors to be part of the program, now in its third year.

Wimbush was also interviewed for a business school produced television program and by two newspapers. Both articles were printed in Croatia.

At a special lecture to the top 70 businesses from throughout Croatia, Wimbush again spoke of the value of higher education. He discussed tuition reimbursement programs, part-time graduate degree programs and other career enhancement opportunities with company leaders. Many of the Croatian companies are interested in sponsoring students for graduate education, Wimbush said.

Croatian companies aspire to be like U.S. companies in terms of business practices, Wimbush said. Many of the companies aren’t as dissimilar from the U.S. as they believe, he said, and “have human resources practices much like ours... The Croatian companies think they are behind the times, but after talking with them awhile, I came to the impression that they really aren’t.”

Croatia is about the size of West Virginia and has a population of just over four million, and Split is the second largest city after the capital Zagreb. The nation declared independence from the former Communist state of Yugoslavia in 1991.



Dean of the International School of Business in Zagreb (left), Dean Wimbush and the Vice President of Education from the University of Split (right).



Each year, Provost Sally Mason (second from left) and Midwest Crossroads Alliance Director, Dr. Pam Shaw (left), both from Purdue University, meet with deans and staff from the three alliance campuses in October for an AGEP program update.

Changing the Face of Science:

The goal of the Midwest Crossroads AGEP Program at IU is to recruit and retain greater diversity in science and technology graduate degree programs and then to advance those students on to the professoriate.

Indiana University, through the University Graduate School, has had the fortune to be part of a nationwide National Science Foundation initiative to increase diversity in science, technology, engineering and mathematics (STEM) graduate degree programs. Together with Purdue and Northwestern Universities, our institutions form the Midwest Crossroads Alliance for Graduate Education and the Professoriate (AGEP).

With our NSF partners, Indiana University Graduate School is committed to facilitating institutional change by promoting successful practices for recruiting, mentoring and retaining minority students in STEM doctoral programs and supporting them to pursue academic careers.

Over the past two years, both the Bloomington and Indianapolis campuses have worked to recruit and engage faculty partners; organize a faculty-advisory board for AGEP initiatives; create department-specific diversity plans; and, establish a support network for minority students in the sciences on

our campuses.

In Bloomington, we redesigned our diversity-building funding packages; and continue work to provide convenient access to minority student information. We have also begun to build the necessary infrastructure that allows greater support for new training grants and other initiatives such as our undergraduate diversity efforts with the Hutton Honors College, Groups Program, Hudson-Holland Scholars and McNair Scholars programs.

This year you can help us build our regional campus and AGEP alliance activities with Purdue and Northwestern Universities: attend AGEP events, join one of our student or faculty advisory groups, or serve as a mentor.

To learn more about the IU AGEP Program visit our Web Site or take a look at our most recent AGEP Newsletter: graduate.indiana.edu/agep

Contact IU AGEP Program Director Yolanda Treviño by phone (812-855-5697) or by email, agep@indiana.edu.



IU AGEP Program Director for the Midwest Crossroads AGEP Alliance, Dr. Yolanda Treviño.



Donald Davis, an IU graduate student in Security Informatics and Dr. Hill's research assistant, presents his poster "Detecting 21st Century Computer Viruses" at the 2006 AGEP/LSAMP Annual Joint Conference.

The **2007 Annual AGEP/LSAMP Conference** will be hosted here on the IU Bloomington campus November 9-10, 2007. This joint conference is between IU, Northwestern and Purdue Universities for students in the AGEP and LSAMP (Louis Stokes Alliance for Minority Participation) programs.

Attendees include African-, Native- and Hispanic/Latino/a- American graduate and undergraduate students in science, technology, engineering and mathematics disciplines. Faculty and administrators interested in diversity and graduate student recruitment, retention and advancement should also plan to attend.

Dr. Raquel Hill, Assistant Professor in Computer Science and Informatics, knows the difference a good mentor can make.

"When going through difficult times, as graduate students all do, it was my external mentors who kept me going by taking an interest in me and my development," said Dr. Hill, who credits hard work, perseverance and great mentors for her success.

After receiving her B.S. and M.S. from Georgia Tech, Dr. Hill worked for Nortel Networks. She knew the first day on the job that someday she'd go back to school, and three years later she was accepted into a doctoral program at Harvard University. During her doctoral work, Dr. Hill researched networking systems and designed protocols for video and audio transfer, but it was her postdoctoral work at the University of Illinois in Champaign-Urbana that led her to her current interest of systems security, especially as it pertains to communication in pervasive computing environments.

Dr. Hill secured funding for her postdoc with her mentor's help, but she emphasizes that mentors have been a part of her progress since her undergraduate days. Dr. Hill remembers taking her first computer course in college and staying up until two in the morning working on the assignment with her TA.

"I wouldn't be here if that person hadn't helped me think through and understand

those kinds of problems," Dr. Hill said.

After a bad first semester in her Master's program at Georgia Tech, Dr. Hill felt discouraged and felt that professors and administrators would estimate her ability to that of her performance for that semester.

A bad semester or bad grade "can be a do or die moment," but one professor called Dr. Hill in, sat her down and asked how she was doing. The professor shared that he viewed her performance as a mere hiccup during a transition from undergraduate to graduate studies and not an indicator of her performance as a graduate student. The professor's belief in her ability helped to renew her belief in herself.

"It's encouraging when you take a student aside and say 'You can do this. This score is not you and I have higher expectations for you'... Students always feel they are being judged by their performance and if they do have a poor performance that that's it — because they only get one chance."

Now a mentor herself, Dr. Hill has this suggestion for students pursuing the Ph.D.

"In the Ph.D. process, the most challenging part is not necessarily the academic, it's also managing the human part and the social and professional interactions with advisors, peers and professors," she said. "Assessing our value and the value of our contribution is one of the main challenges to pursuing graduate degrees. . . To some extent that's far more challenging than finding a research problem and working through it to completion."



Interview with Raquel Hill

Assistant Professor
Computer Science and Informatics

Recruitment Visits

Deadline: April 13, 2007

Students who have been offered any of the following fellowships will be eligible for travel reimbursement through The University Graduate School.

- Graduate Scholars Fellowships
- GAANN Fellowships
- McNair
- Multi-Year Fellowships
(In cooperation with COAS)
- Women in Science Fellowships

To apply for support for a recruitment visit, the Director of Graduate Studies should send a completed form requesting support for a student recruitment visit as well as a copy of the fellowship offer letter to: The University Graduate School, Yvonne Dwigans, Fellowships Coordinator, Kirkwood Hall 111. Please direct your questions to Yvonne by phone: (812) 855-8852 or by email: ylivings@indiana.edu.

If your request for a recruitment visit is approved, your department will receive an electronic transfer of funds directly to one of your designated departmental accounts. These funds will come from The University Graduate School. Individual departments are responsible for the distribution of funds to the student.

Deadline: All required materials must be submitted to the University Graduate School no later than **Friday, April 13, 2007** for processing.

graduate.indiana.edu/recruitment.php

GradGrants Center Newsletter

Take a look at the almost 500 different grant opportunities listed in our current newsletter and don't miss consultant Kevin Meskill's article "Plan ahead, by all means, but also re-think developing your proposal." Kevin's planning a workshop on developing proposals and would like your feedback!

<http://www.indiana.edu/~gradgrnt/v17n4>

Interview with Paul Rohwer

Moderator, Graduate and Professional Student Organization

Paul Rohwer is like many graduate students at IU -- he balances academic research and programming for his Computer Science doctoral program with trips to the local coffeeshop, Soma. But as the face of the Graduate and Professional Student Organization (GPSO), Rohwer also spends his days lobbying for benefits and resources for IU graduate students.

The GPSO is the graduate student government with elected representatives from departments, a moderator (Rohwer) and an executive committee. A few years ago, Indiana University President Brand and Chancellor Brehm recognized GPSO as the governing body for graduate and professional students on campus and "to that end, GPSO works with the university administration to compromise on their issues," Rohwer said.

In particular, "the University Graduate School is the best supporter of graduate and professional students on this campus, from the dean down to the receptionists. They are helpful in so many ways," Rohwer said.

Family Leave Policy

One of the most exciting accomplishments during Rohwer's time with the GPSO has been working with the university to enact a family leave policy with the College of Arts and Sciences (COAS). The policy went into effect this spring semester 2007.

"We are the first public institution and the fourth in the country to enact a policy like this.. and the plan eclipses all of the other plans currently out there because it applies to all graduate students," Rohwer said.

If a graduate student has a child, becomes seriously ill, needs to care for an immediate family member, or experiences a death in the immediate family, the policy allows the student to take a short leave of absence with continued stipend pay and health insurance. Two such leaves are allowed during a five year period for full-time graduate students.



“[The family leave policy] enables the student to step away for a bit and come back and be treated no differently than if you hadn’t left for a short time,” Rohwer said. “You can be comfortable in knowing you’ll have your stipend when you need it most.”

Rohwer touts the family leave policy as a good example of how working with the University Graduate School benefits students. Last spring, Associate Dean David Daleke from the University Graduate School initially raised the issue in a GPSO roundtable session when his alma mater, Stanford, announced a family leave policy. Rohwer then raised the issue with Associate Dean for the College of Arts and Sciences Emilia Martins and Director of Affirmative Action Julie Knost.

“Martins and Knost embraced the idea and made it happen. Graduate students should be grateful that there are administrators like that on campus,” Rohwer said.

GradPad

Among other GPSO accomplishments this year is the creation of the GradPad in the Indiana Memorial Student Union.

“It’s the first lounge just for graduate students on campus and it sits in the heart of the union. The Division of Student Affairs, Dean McKaig and Loren Rolman helped make that a reality,” Rohwer said.

The idea behind GradPad was to create a centrally-located place for quiet study that could also be used as an alternative place for students to meet. It’s also open long hours -- from 6 a.m. - 2 a.m. Although the space is primarily for graduate students, all student groups are allowed to reserve the space for meetings. To reserve the GradPad, fill out the GradPad reservation form on the GPSO website (www.iub.edu/~gpso).

Wellness Contest

Also started this semester is the GPSO Wellness Contest, where graduate students can log healthy activities — anything from reading for pleasure or visiting family, to exercising — which then registers the student to win prizes like personal trainer sessions and basketball tickets. All participants receive a free bagel courtesy of the Bloomington Bagel Company.

To participate, go to the site and “show that over the course of a month, you have done ten activities to promote healthy living,” Rohwer said. “There

is a tendency for graduate students to ignore basic priorities, such as getting enough sleep or eating a real meal when time is of the essence. . . so it’s important to encourage students to remember that their mental and physical health need a little caretaking too.”

Working with graduate student issues

Working with GPSO can help with graduate students with their professional development. For example, Rohwer said, students can volunteer to review GPSO’s travel and research grant applications.

“It’s the opportunity to read grant applications from peers — a way to learn what makes a good grant,” he said.

Students interested in campus affairs, grad student benefits or university life can join fellow students on a GPSO committee to “help formulate the issues GPSO will pursue with the university,” Rohwer said. Although there are some issues that have been “pursued in the past and will be pursued in the future, such as dental coverage, health insurance and parking. . . We are very thankful that professor Ted Miller has relented from pursuing efforts to eliminate graduate student parking privileges.”

Dental insurance is also an issue concerning the Graduate Employees Organization. Rohwer said this is because “compared to peer institutions in the Big10, we are the one university that seems to go without this supplemental insurance, but [the GPSO] is pleased that deans of this campus will consider dental insurance again this year.”

Another issue GPSO has been working on this year has to do with how stipends are distributed.

“For many years, fellowship recipients had their spring stipend money dispersed just before the new year, meaning that they paid taxes on that lump sum before actually using it,” Rohwer said. This caused a problem for some incoming students, most of whom begin in the fall, because they were sometimes bumped into a higher tax bracket and had to pay several thousand extra in taxes for the same income. Through the efforts of Neil Theobald and the Office of Budget and Planning, this is the first year where payment has been delayed until a day or two into January to eliminate this problem, Rohwer said.

To become more involved in the gpso, visit www.iub.edu/~gpso and fill out the form in the “Get Involved” section or send an email to gpso@indiana.edu.

Teaching Graduate Students to Teach

During the first week of J555, a seminar in teaching and learning offered through the School of Journalism, Professor Claude Cookman demonstrated the proper way to peel a mango. In the second week of class, each graduate student gave their own in-class demonstration.

Modeling is an important teaching tool, Cookman said, but it is also important because having students presenting in front of others early on “gives [students] an immediate success in teaching – especially those who have not yet taught as part of their graduate student experience, or those who have never taught in front of a classroom.”

There are a couple of basic approaches to teaching pedagogy, Cookman said. “A standard way is to assign a lot of readings about the topic and then to discuss the readings in class. We did a lot of reading, but also a lot of practice.”

Students in J555 start by reading research on teaching practices and articles on how to be better teachers. In the second month, students give in-class presentations and work on projects, but the last part of the course is more open-ended. The students identify topics to learn more about and then take turns putting together materials for each topic and teaching a class.

Graduate student Nicolas George, a doctoral candidate in Information Science, is a recent graduate of J55. George said SLIS doesn’t have its own pedagogy course, but there’s talk of doing one.

As a SLIS student, George needs to teach enough to fulfill an 18-hour requirement. Most SLIS students, he said, co-teach with a faculty member or serve as teaching assistants (TAs) for a course, while others meet the requirement by giving guest lectures or teaching a mini-course. He thinks most SLIS students learn to teach on their own or by talking with other professors, but some get help through Instructional Support Services, or the books they give out during the campus-wide assistant instructor (AI) training sessions.

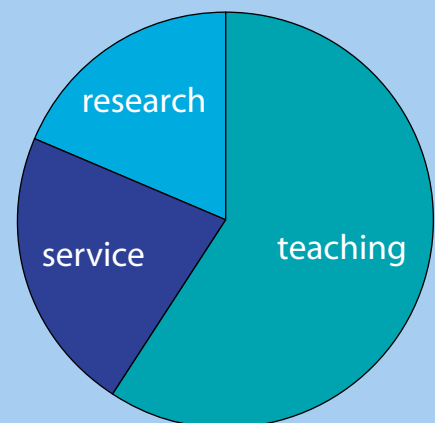
“Another option is that you can go out and take a class in another department like journalism or education,” George said.

Before taking J555, George taught three modules of an introductory course on computer skills. He followed a syllabus designed for the course and, after the first semester, George said he could tell when his teaching was good and when it could be better, but didn’t know what to do to improve his skills.



Andrea Eagleman, a doctoral student in Sport Management and Sport Communication, teaches a 400-level sports management course of 75 students.

Percent of time full-time faculty spend on academic activities



George expected J555 to be focused mostly on practical teaching skills, “but a lot of it was teaching mentality... meta-teaching things. [The class] got me to think and helped me more than what I could have gotten from a book, but it was also more than that,” George said. “The class taught me how to look at a situation and see what the problems are. Now I know what to think about when doing my own teaching.”

After the course, George said he doesn’t necessarily know how to fix each issue, but now he can recognize the problem. “When I see a problem, I don’t get bogged down by why it’s there now.”

Andrea Eagleman is a second year doctoral candidate in Sport Management and Sport Communications in the School of Health, Physical Education and Recreation. She taught courses at Columbia College in Chicago before beginning her doctoral degree.

“I enjoyed it,” Eagleman said, “but I never knew if I was doing anything right.”

In HPER, Eagleman thinks maybe two out of the six students in her degree program have taken a pedagogy course, and the required skills course is focused on research. HPER doesn’t have an official teaching requirement, but most students get the opportunity to teach their own class, Eagleman said.

She first learned of J555 through a mass communications course needed for her HPER degree.

Class members in J555 learned a lot from each other, Eagleman said, “because we got to see different techniques each of us had taught before. We discussed what worked and didn’t work, and then I tried some of the methods in my classroom to see what worked for me.”

“I learned that different teaching methods are better suited to different students... now I try to mix up my styles so I can reach out to students who might not understand an explanation one way, but

The class taught me how to look at a situation and see what the problems are. Now I know what to think about when doing my own teaching...When I see a problem, I don’t get bogged down by why it’s there now.

will be able to understand it in another. I did that a bit before now, but I’m definitely more aware of that fact.”

The course also changed how Eagleman thinks about learning. Before taking J555, Eagleman said she thought memorizing concepts and terms was extremely important, “but when I left, I felt that active learning – teaching students to apply course concepts to their own experiences and real

life situations – is as important.”

She also believes her attention to teaching, in addition to becoming a researcher, will make her a better mentor.

“Thru the act of teaching, I’ve become better prepared to become a mentor in the future. I hold one-on-ones with students, look over their resumes and portfolios, and provide job advice. I’m already stepping into that role.”

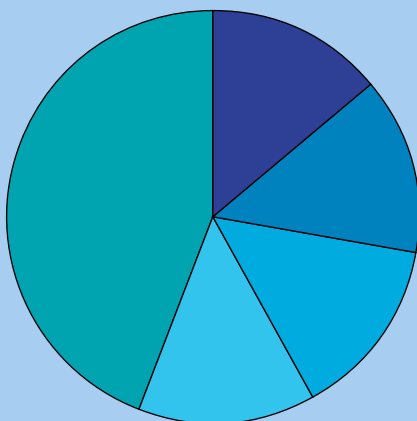
Campus Instructional Consulting (CIC)

“Usually the way graduate students find out about us is a through a campus-wide workshop, or when someone from their department invites Campus Instructional Consulting (CIC) to speak,” Instructional Consultant Katie Kearns said. “These kinds of meetings encourage students and faculty to see us on a more individual basis.”

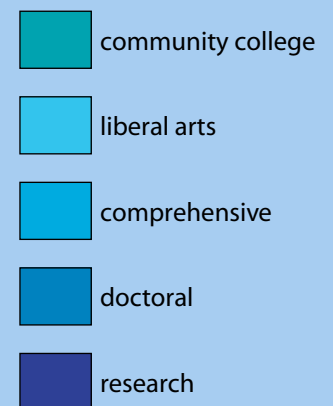
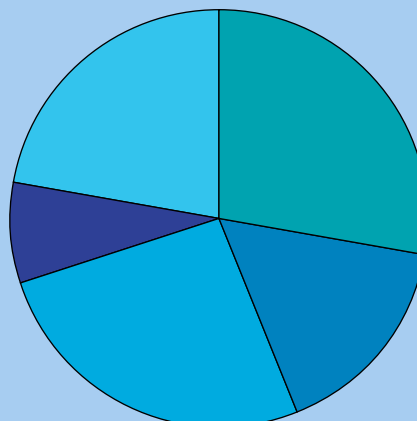
Graduate students who serve as AIs also may attend CIC’s Associate Instructors Orientation, a general introduction to teaching that focuses on diversity and climate issues, at the beginning of each fall semester.

Throughout the academic year, CIC holds campus-wide workshops on topics such as “Campus Climate,” “The First Day of Class,” and “Writing Multiple Choice Tests.” Kearns said CIC is also available to meet one on one with graduate students to

Institution of employment for full-time faculty



Institution of employment for part-time faculty



Surveys of faculty search committees reveal what non-doctoral institutions often expect from candidates:

- Significant teaching experience overall
- Experience as primary instructor of at least one class
- Full responsibility for designing and teaching own course
- Experience teaching at comparable institutions
- Experience with similar student populations

How to bridge the gap between teaching experience and job expectations:

- Talk with faculty in different roles to learn more about the expectations and responsibilities. Use this information to identify the type of job you would like to have.
- Actively seek out opportunities to enhance your teaching experiences: ask for guest lecture opportunities; volunteer to be a lead AI for a multi-section course; teach a summer course here or at a nearby campus or college.
- Keep comprehensive records of your teaching experiences in a teaching portfolio: ask supervisors and colleagues to observe your class and provide you with formal feedback; have your class videotaped; save samples of student work.
- Exhibit a commitment to teaching excellence: read articles on teaching and learning in your discipline; try new techniques; discuss teaching with colleagues; attend workshops, seminars and conferences on teaching and learning; conduct research on teaching and learning.

From "Developing and Documenting your Teaching Effectiveness" compiled by IU Campus Instructional Consulting.

discuss course design, talk about mid-semester evaluations, review syllabi and instructional materials, and get ideas or feedback. Students who want specific feedback on their teaching skills can set up an appointment for CIC to observe or videotape a class and then discuss.

"In my opinion, teaching skills are very important," said Rachel Anderson, who received her Ph.D. from IU in 2004 and is currently an Assistant Professor of English at Grand Valley State University in Allendale, Michigan.

"Not all students learn in the same way, and most students don't learn the way most professors did. We tend to be an odd, perfectionistic, self-driven bunch who will learn no matter what, sometimes despite ourselves or those who teach us. So I find that having the skills to present information (or better yet, critical thinking about the information) in a variety of ways is a key aspect of an effective teacher," Anderson said.

The time to hone teaching skills and become comfortable in front of a classroom is while in graduate school, she said, because new faculty members have a lot to balance.

"I was profoundly grateful that I had so many years of teaching in graduate school under my belt when I started my faculty position. When I was a grad student, I taught primarily composition and business writing. As a faculty member, I teach literature and linguistics classes. As a new faculty member, I was (and still am) so caught up in designing three new classes every semester (and re-reading a lot of literature I hadn't touched since my undergrad days!) that I was very happy that I had a deep well of teaching experience to draw on." Anderson said.

"Also — as a tenure-track faculty member, one doesn't leave research behind. Being able to divide one's time between teaching and research (not to mention service) is a skill that all productive faculty members need to gain, and if one can gain it as a grad student, all the better."

CIC will provide departmental workshops on more advanced or tailored topics upon request, "but graduate students can initiate a departmental workshop as well. We just need to know who to contact," Kearns said.

There are also "many ways to incorporate training at a low cost," Kearns said, "and some simple ways for grad students to share knowledge without a lot of faculty time." For example, each year graduate students in foreign language programs host a well-attended foreign language fair to share best practices.

Thru the act of teaching, I've become better prepared to become a mentor in the future. I hold one-on-ones with students, look over their resumes and portfolios, and provide job advice. I'm already stepping into that role.

Teaching portfolios

Graduate students attend school at large research one institutions like IU and often that is where students envision themselves after graduation, but the majority of faculty hold appointments at institution where teaching is a primary responsibility.

According to a CIC document called "Developing and Documenting your Teaching Effectiveness," fulltime faculty, aggregated across institutions and disciplines, spend most of their time on teaching.

This means that when graduate students apply for faculty positions, committees are looking not just for great research, but teaching experience as well.

"Most institutions out there are not research-intensive universities — they are liberal arts and community colleges. The focus is more towards the teaching end," Kearns said. Hiring committees at these institutions look for candidates with experience teaching a class or teaching students similar to those at their institution, she said.

A teaching portfolio, which documents teaching experience and effectiveness, and shares an individual's

teaching strategies and philosophy, is essential for applying to academic jobs.

“I do see graduate students who are starting their teaching portfolios when they have one semester left in school, but the time to start working on it is in your first year of teaching when you have access to all the syllabi and materials from each class,” Kearns said.

Most graduate programs focus extensively and sometimes exclusively on the research aspect of academia, but students interested in positions at liberal arts colleges and smaller institutions need to also acquire the skills and experiences necessary to be competitive for those positions.

“It’s up to the graduate student to say what is it that I want to do after grad school and then seek out the opportunities to achieve that goal,” Kearns said.

Plus, learning to teach and to document teaching remain important skills once you become a faculty member, Anderson said, and depending on the institution, can be important for career development. “Teaching at my institution is highly valued. Student evaluations are a major part of contract renewal and tenure decisions,” she said.

Scholarship of Teaching & Learning

One reason it is easier, especially at large research-driven institutions, to receive tenure based primarily on publications, is that “we’ve found a way to document and quantify research,” said Cookman, who received tenure primarily for his excellence in teaching. By connecting research techniques with teaching practices and how students learn, validates teaching within the system and enhances its role within the university, he said.

At IUB, this initiative is called the Scholarship of Teaching and Learning (SOTL) program.

SOTL helps people “reflect on teaching in an evidence-based way,” Director of Campus Instructional Consulting Jennifer Robinson said, “not just ‘did it go well,’ but here’s why and how I know it went well by looking at the evidence of student learning.”

Although SOTL is primarily a faculty endeavor, graduate students are often involved with SOTL in several ways. The first is through a partnership with faculty

members.

“It’s a chance to work closely with faculty and be mentored not only on teaching but their research,” Robinson said.

Graduate students, who are primarily in school to focus on developing research skills, can also use SOTL to bridge between the sometimes disparate worlds of research and teaching, which “can help make people’s lives a little more coherent,” Robinson said.

“SOTL takes a research perspective and helps unify the two spheres of research and teaching,” she said. “It asks people to put on their research hats to look at their teaching. They can then use all the tools of their discipline — the traditions of teaching, methods, and disciplinary skills — and turn those tools to look at what works in teaching, what helps students learn and what makes effective teaching.”

Participating in SOTL is also a chance to become part of a community of teachers and scholars through workshops, talks by colleagues and professors, working with small research and writing groups, taking part in awards, and joining in with faculty as colleagues to reflect on teaching.

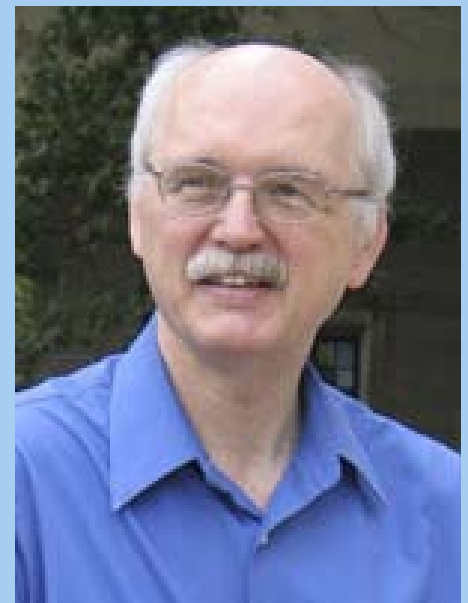
“Graduate students find the time to be part of SOTL as they try to document their teaching in a way that involves research and publishing and presentation,” Robinson said.

Conclusion

Acquiring teaching skills and creating a teaching portfolio doesn’t have to be a completely individual pursuit for graduate students. Support at Indiana University is available through the CIC, faculty, peers and specialized courses in pedagogy.

“I believe everyone in a Ph.D. program should take a course like [J555]. It’s important. No matter what institution you end up at, [taking a pedagogy class] is beneficial ... Even though my professors here are research focused, they still have to teach one or two courses a semester,” Eagleman said.

Whether it’s through active learning, just-in-time teaching or other methods in a graduate student’s toolbox, spending time learning to convey information clearly and to varying audiences is a skill many will find useful when joining the ranks of faculty. ■



“Most people think a teacher should be standing in front of a class lecturing, but when I’m talking, I’m not sure if students are learning anything. If they’re talking, I know they are.”

— Dr. Claude Cookman

CIC WORKSHOP

Fostering Student Motivation and Engagement with Just-In-Time Teaching

presented by Claude Cookman,
Assoc. Professor, Journalism

Friday, April 13

12:00 –1:30 p.m.

Georgian Room, IMU

Lunch provided from 11:30

To register visit the CIC site:

www.indiana.edu/~teaching

WEB RESOURCES

Campus Instructional

Consulting (CIC):

www.indiana.edu/~teaching

The Office of Academic Affairs
and Dean of the Faculties New

Teaching & Learning Website:

teaching.iub.edu

Jays teaches a course called “Freaks, Geeks, Nerds and Monsters: socially constructing the other” that focuses on how society categorizes and groups differences, and how that changes over time. Jays developed the syllabus and teaches the course herself and says “in some departments students don’t get the opportunity to teach.. it’s one of the things I love about the IU Department of Sociology.”

Interview with Jays Janney

Doctoral Candidate in Sociology



Jays Janney’s office in Memorial Hall has a world map on the wall and is crammed with desks and bookshelves. She shares the space with other graduate students, but when she sits down at her computer, Jays has a view of the courtyard.

Jays tells people she’s “most recently from San Francisco,” but really she was born and raised in Indiana and moved away at 18. She returned to Indiana and to IU to pursue a doctoral degree program in Sociology, partially for the great department and partially to make her parents proud because they are lifelong IU supporters. In fact, Jays parents tell her she’s literally a product of IU. Her parents met here in the 60s. Her dad was in the business school and her mom in music. Other family members are connected to IU too, like her great- great-uncle Roy who was a personal friend of Herman B. Wells and served on the board for the athletics association.

When she started her doctoral program in Sociology four years ago, Jays already had a Master’s degree and decided to “hit the ground running with her research” by working on an independent project.

Jays is interested in looking at police officer and protester interactions to try to determine what triggers arrest in these situations, so she spent the next year going to mass protests in different parts of the country. Jays tapes each protest, interviews protesters and police, and is careful to stay a safe distance from any violence and to follow police instructions.

In San Francisco, she filmed an anti-war rally where protesters set trash cans on fire and kicked over mailboxes. The police “shook their finger at them, but then they put out the fire,” Jays said. No arrests were made.

At an anti-war protest in D.C. during the president’s inauguration, “protesters literally attacked police officers and the national guard. The police responded with pepper spray,” she said. Once again, no arrests.

In another city, Jays saw a “die-in” where protesters laid in the streets trying to

get arrested, but gave up when police ignored them.

So it was unexpected when Jay found herself in jail in New York City in August 2004, two days before she was supposed to fly back to Indiana.

Jays had gone to New York City to tape the Republican National Convention. “I didn’t want to get arrested, so I followed police instructions and I tried to stay a safe distance away from the crowds,” she said.

On the first day of the convention, Jays chose to tape a group interested in peaceful protest called the “War Resisters League” that, or so she thought, “wouldn’t lead to her arrest, because anarchists at the event were calling for a direct protest,” she said.

The War Resisters League, on the other hand, was a group of nuns, priests and ‘old hippies’ who had planned a silent vigil on the sidewalk of the World Trade Center site and a march to a near-by park to do a die-in. The group didn’t have a permit, but leaders did negotiate an agreement with police officers. The police captain told the Resisters it was okay to march to the park as long as they were in two single file lines on the sidewalk. Jays and her assistants taped all of it — the negotiations, the lining up, the start of a quiet march from the World Trade Center site.

When the march began, the two other graduate students with Jays took the back of the line and Jays

took the front. Everyone lined up and as the march started, the police officers said “thank you, have a nice march.”

Twenty-nine seconds later — Jays knows this time exactly because she was taping it — police surrounded a large part of the group in front, including Jays, with an orange net and said they were under arrest. People on one side of the net were arrested, those on the other were not. And like a fishing boat trolling the seas, the net picked up more than just the silent marchers — it caught tourists and people just out from church. Jays later found out another IU student was arrested that day in a mass arrest too.

Along with the other detainees, Jays was processed, hand-cuffed, finger printed, searched and put with the rest of the group into large cages with razor wire on the top to keep them from climbing out. It was hot in the cages, but eventually an officer opened a door to let in some air. Through the crack in the door, Jays said you could see the Statue of Liberty. The Canadian tourist sitting next to her exclaimed that it was the first time she’d ever seen the Statue of Liberty. It’s ironic to Jays that the woman had to see the Statue of Liberty for the first time while incarcerated as a tourist.

The day of her arrest, Jays taped the entire event, from the agreement to her own arrest, and because she taped the sequence of events leading to the mass arrest, her tape could be viewed as evidence and her camera confiscated. Personal items can go into two bags, Jays explains; an evidence bag, where the item is returned once the case is completed, or a property bag, where items are returned once you are released from jail. She pleaded with the officer. I’m a graduate student, Jays told him, my research is my life. He put the tape into the property bag and Jays retrieved it the next day when she was released. She then promptly gave the tape to the National Lawyers Guild, and the Guild took the tape to the district attorney.

When Jays gets Human Subjects Approval, she always makes sure to get approval for her research to go into the public domain. It’s important to Jays that the tapes be available for use in documentaries and other research. Her tape shows police giving instructions, protesters following the instructions

and then being subsequently arrested. Although all charges were dropped against those who were arrested that day, the tape is now evidence in a lawsuit against the City of New York.

In addition to the arrest experience, going through the processes related to the case has also been an interesting experience, Jays said. For example, she had to fly back to New York for her deposition, and when she asked what she had been charged with, they told her TWO counts of disorderly conduct.

Curious, Jays also sent off for her FBI record and it said she’d never been arrested.

“I was illegally arrested, spent the night in jail shackled to nuns, finger-printed, and searched over and over again, and somehow the state made the arrest disappear,” she said. “The arrest was so egregious, not only were the charges dropped but the judge sealed the records . . . The record of my arrest doesn’t exist except in a secret file only a judge has permission to open.”

Even her own family, when Jays told them how she was arrested walking down a sidewalk, gave her a wink and said, you can tell us, what were you really doing?

Another interesting part is that police also taped the protest, but “they edited the sequences to make it look like the groups arrested in mass that day were behaving in a way that warranted arrest. The police department literally constructed a different reality.”

Despite the differences between her unedited tape (and videos taken on others’ cell phones) versus the police tape, the police claimed no responsibility for the edited tape. Also, it hasn’t been determined who ordered the mass arrests yet. Jays “non-theoretical suspicion” is that because the mass arrests were on the first day of the protest, the police were trying to come down hard and get the arrests on the news to show that protesters at the World Trade Center site were anarchists.

Others were arrested that day for such “offenses”

When Jays gets Human Subjects Approval, she always makes sure to get approval for her research to go into the public domain. It’s important to Jays that [her collected data] be available for use in documentaries and other research.



Sidney & Lois Eskenazi Hall on the IUPUI campus.

IUPUI Graduate Open House

On Sunday, October 22, 2006, IUPUI hosted a Graduate Open House, in conjunction with Fall Campus Day. Visitors had a chance to speak individually with faculty and staff counselors about academic programs at IUPUI. Presentations were also available on preparing for graduate school and on how to write an effective personal statement for an application to graduate school. The Spring Graduate Open House was on Sunday, March 4, 2007.

Graduate Certificates

IUPUI is increasing the number of Graduate Certificates available on campus, as a way to serve graduate students who are recurrently active in careers but are seeking additional training to broaden their opportunities. Certificates have recently been added in American Philosophy, Bioethics, Bioinformatics, Biometrics, Computer Security, Databases & Data Mining, and Software Engineering. These certificate programs complement existing masters programs.

Recruitment at IUPUI

The Graduate Office at IUPUI sponsors recruiting activities at minority-serving institutions, in cooperation with other recruiters from the CIC. On January 22-25, 2007, Dr. Gwendolyn Johnson, Assistant Dean in the IUPUI Graduate Office, traveled to several southern institutions, recruiting specifically for students interested in coming to IUPUI for a summer research experience, with the ultimate goal of recruiting these students into graduate programs. Dr. Johnson also recruits generally for both the Purdue and Indiana University graduate programs. Graduate programs that wish to focus on specific institutions for recruiting should contact Dr. Johnson or the Graduate Office (317-274-1577) to confer about the recruiting schedule.

Interview with Jays Janney

Continued from page 13...

as dressing in costumes. For example, a woman dressed as a Hummer vehicle with a sign about saving the environment was arrested for “parading without a permit. Her charges were also dropped. Basically, Jays said, the arrests seemed to have nothing to do with the behavior of the protesters, especially in the case of the War Resisters League, because the group followed police instructions.

The case hasn’t gone to trial yet and is still in progress.

Jay’s Research

Jays’ current research also relies on video tape and interviews.

“I’m looking at the rise of gay liberation in Australia as it coincided with the women’s movement and active left movement,” she said.

Jays is interested in social movements, globalization and how social movements in different parts of the world developed. Do protesters use the same or novel tactics? What about police officers? In the future, will other cities use nets for mass arrests like in New York City.. and will the arrest she was part of effect their use? How does information travel between organizations and cities? She’s also interested in how groups change by adopting or resisting various forms of organization.

In her preliminary research, most of the literature Jays read was from the western, American identity, so when she formulated her research question, she decided to put it into the broader context of global culture and communication. She received a fellowship from the National Science Foundation to go to Australia for her research last summer for 10 weeks. She was also funded by the Australian Academy of Science.

Jays said she was treated like a superstar in Australia, maybe she speculates, because not many American students go there to do research. She was invited to give lectures, two radio

interviews and one university gave her her own office with a computer.

Australia’s first gay organization was started in 1970. At first the group said they were a different type of organization than their loud-and-proud American counterparts, but within a year, the Australian organization was using the same slogans and tactics and marches. The group even adopted the American term “gay.” When the Australian gay/lesbian movement changed their mind, they became part of a worldwide movement.

What made the Australian group change their mind? How are these groups organized compared to American groups? What did Australians see in the newspapers about Americans at that time? And how did the Australians learn of the U.S. organization’s tactics?

It’s not clear, Jays said, whether the Australian group simply adopted the American ways or adopted the tactics and claimed them as their own.

One reason she chose the time period because it was before the rise of the internet and fax machine. Did Australians in the organization travel to the U.S.? Read it in the newspaper? Where did the activists get these ideas from and why pick up some tactics and not others?

For example, she found distinct connections with America for the gay movement, where as leftist politics were connected with English views.

“Media will definitely be a big part of the story,” she said. ■

The National Research Council, an arm of the National Academy of Sciences, is currently conducting a survey of research doctoral programs in over 200 participating institutions in the United States. This survey follows two previous versions, in 1983 and 1995, and is intended to assess the quality of doctoral programs as well as to provide a resource for prospective graduate students.

The survey is comprised of four questionnaires: one for each institution, a questionnaire for each program that is being reported, questionnaires for faculty affiliated with the reported programs and a questionnaire for admitted to candidacy students in select fields (English, Physics, Economics, Neuroscience / Neurobiology). The survey will collect information about program interdisciplinarity, student support, faculty productivity, and student demographics, as well as other indicators of program quality.

Of the 76 research doctoral programs on the Bloomington campus, 54 have met the NRC criteria. Surveys to more than 900 faculty and 150 students will be distributed by the NRC.

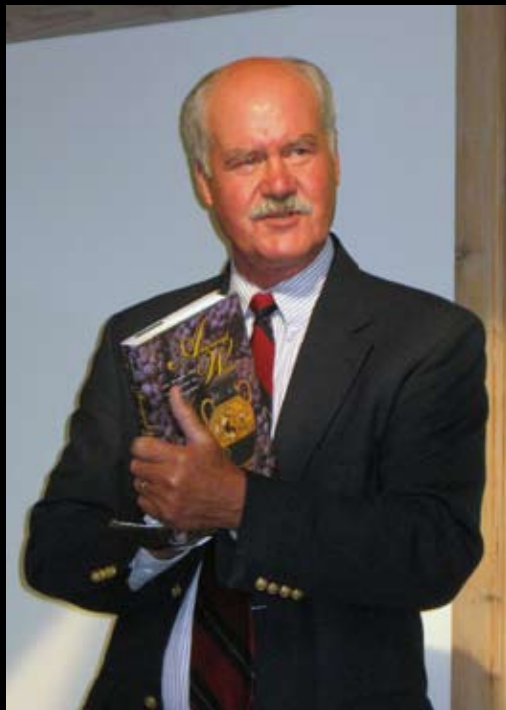
On the Indianapolis campus, 14 programs are being included, involving more than 261 faculty and 50 students. The data collection phase will be complete by mid-winter and data reporting should begin by the summer of 2007.

The University Graduate School is coordinating our participation and a number of staff are deeply involved in data collection and reporting. Associate Dean David Daleke is the designated Institutional Coordinator for the Bloomington campus and Associate Dean Sherry Queener is the Institutional Coordinator for the Indianapolis campus. Data collection has drawn heavily on the UGS database and has been managed by Nan Harvey and Jennifer Rigsby of the UGS.

The Graduate School has also worked closely with faculty and administrative groups from a number of campus units, most notably Vic Borden of the Office of Institutional Research, Todd Schmitz at the University Reporting and Research and Dean of Faculties Jeanne Sept. Individual doctoral program contacts, including department chairs, directors of graduate studies, and graduate administrative assistants have been instrumental in collecting and verifying information.

To present Indiana University programs most accurately, it is essential that faculty and students who receive questionnaires fully participate in the survey. We have established a website to help disseminate information (<http://graduate.indiana.edu/nrc.php>) about the survey.

If you have questions, we encourage you to contact your department chair, your DGS, David Daleke or Sherry Queener.



Gene Kintgen at his retirement party last semester. A longtime professor of English, Kintgen was among other roles, Associate Dean and Interim Co-Dean of the University Graduate School.

“Supporting and expanding graduate education with administrative positions in the department of English, the University Graduate School, the Carnegie Initiative on the Doctorate, and the Preparing Future Faculty program, continuing interest in perfecting his basketball hook shot which he practices weekdays at noon.”

— Description of Kintgen by IUB Interim Provost Michael McRobbie at the Retiring Faculty Reception, April 19, 2006

First Annual Graduate Student Awards Reception

**Wednesday, April 18, 2007
Neil-Marshall Center
Grand Hall
4:00 - 6:00 p.m.**

The University Graduate School will announce winners for the 2006-07 Diversity Building Fellowships, Wells Fellowship, McNair Fellowship, Esther Kinsley award, Grant-in-Aid, Future Faculty Teaching Fellowships and the GPSO Faculty Mentor Award.

About 150 people will be in attendance.

KANSAS STATE UNIVERSITY, FEB. 10, 2006

Before the talk, I'm given a tour of the university's Konza ecological reserve, where I bond with some of the bison that roam the prairie



I also bond with a few grad students who roam the campus:

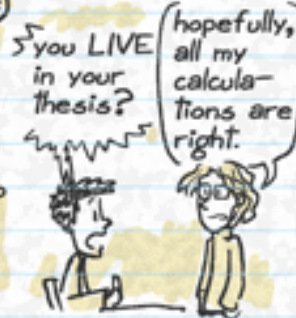
Bala tells me she lives in her advisor's basement



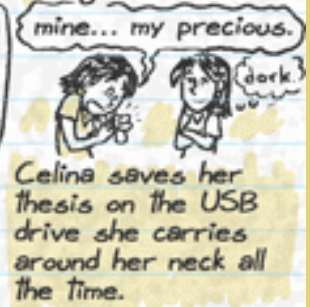
Kathy studies prairie chicken mating behavior



Architecture PhD Matt lives in the house he built for his research



Twin sisters Celina and Marina are both getting their PhD in Geology (how cuted)



INDIANA UNIVERSITY, FEB. 27, 2006

Driving in, I see a Billboard that says:



At the signing, someone compliments me how well i emulate nameless guy's posture.



Over dinner, grad gov. president Paul reveals he was a child chess prodigy:



Psych grad Taylor tells me he's never short of subjects for his experiments:



All Intro to Psychology undergrads are required to participate in at least three experiments.

PURDUE UNIVERSITY, FEB. 28, 2006

I'm given a tour of the mother of all student-run snack shops: the Eta Kappa Nu basement coffee shop:

28,000 bottles of coke and 15,000 cups of coffee sold per year

Bagel-cam (check for fresh bagels over the web)

established in 1970

i came to grad school to run a coffee shop?

Shop is located in the same room the Vacuum Tube was invented

At the signing, ex-grad student Amy describes how she felt when she finally defended her thesis:



Last year the GPSO invited Ph.D. comic strip artist, Jorge Chan, to speak here on the Bloomington campus. This is the resulting comic strip.

How to submit content for the GQ:

Departments, schools and IU campuses may submit ideas and announcements for the next issues of the Graduate Quarterly to Communications Director Erika Lee at ebigalee@indiana.edu or by phone at 855-5697.

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