Dirk Schlimm and Sarah Pressman Win Graduate Teaching and Service Awards

Ashish Venugopal and Takahiro Noguchi Receive Honorable Mentions

The university paid tribute to several outstanding members of the graduate student community at the Education Awards ceremony on April 9.

Dirk Schlimm, a Ph.D. candidate in the Department of Philosophy, was awarded the Graduate Student Teaching Award. Associate Department Head Richard Scheines described Schlimm as “by far the best teaching assistant/instructor” in the department’s 17-year history. Schlimm’s nomination packet attested to his “extraordinary dedication to teaching, his imaginative use of teaching methods, his concern for the individual student, and his ability to keep learning both stimulating and enjoyable for his students.” Schlimm’s teaching experience comprises serving as a TA for five different courses and teaching three courses by himself. Several of his former students lauded Schlimm for being supportive, available, prepared, organized and committed to keeping students engaged in and reflective about the topic at hand. In addition to his teaching, Schlimm has also mentored other teaching assistants in his department, both by leading workshops and meeting with fellow students individually. Scheines described Schlimm’s contributions to teaching as “just beginning,” and his teaching gift as “Dirk’s true calling.”

Language Technologies Institute master’s student Ashish Venugopal received an honorable mention for his teaching contributions. Psychology doctoral candidate Sarah Pressman was awarded the Graduate Student Service Award, which is given for “enhancing the campus and improving the quality of life of Carnegie Mellon graduate students and/or contributing to the larger and surrounding academic community.” As Graduate Student Assembly (GSA) Vice President for Graduate Student Life for the past two years, Pressman was praised for her “unfailing enthusiasm and creativity” that brought about not only new activities for graduate students but an expansion and refinement of existing events. Past GSA President Kim Murday stated in Pressman’s nominating packet that participation in GSA activities has “increased dramatically, from happy hours on campus and in local venues, to trips to Fallingwater and local ski resorts, to tickets to events ranging from Kennywood to the Symphonic.” Murday stressed that these events not only encourage graduate students to “come up for air” from their studies and research but also “foster collegiality and encourage collaboration across departments.”

School of Art master’s student Takahiro Noguchi received an honorable mention for the Graduate Student Service Award.

What do you think about the grad times?

The Graduate Student Assembly would like to know how you feel about the Graduate Times. E-mail your responses to the following questions to Matt Cronin at gsa-president@andrew.cmu.edu.

Would you prefer receiving a shorter version of the newsletter, but on a more frequent basis?

Are there aspects of the Graduate Times you want to make sure continue (e.g., the news items, any particular column(s), the calendar of events) if it went to a different format?

Do you have any other comments regarding content or delivery?
Talking about Teaching

"Talking About Teaching" is an ongoing forum for discussing teaching issues relevant to TAs, graduate students, and future faculty alike. This installment is by Dirk Schlimm, a Ph.D. candidate in Philosophy and the winner of the 2003 Graduate Student Teaching Award.

What do you think when you are teaching? I have found it very useful to think about my role as a teacher and teaching in general in terms of metaphors. They have helped me in developing my own views on teaching and as an orientation in the many-faceted situation that teaching is. By presenting my two favorite metaphors for teaching, I hope to stimulate you to invent and develop your own.

The class as a concert

Where are you when you go to teach? To the salt mines, to a football game, to a tank full of sharks? I go to a concert, where the students are the orchestra and I am the conductor. The musicians have practiced their instruments, and I have prepared the piece we are going to play. Most often it starts adagio, then it gets louder and faster, pauses, then finishes on a high note. But variations are always possible and welcome, and it can even be the orchestra who suggests a piece. To make the performance a memorable as well as a pleasurable experience, the conductor has to know her orchestra very well: the first violin, who always wants to start early, has to be held back just a little, while the drummer in the back is a bit shy and has to be encouraged to hit those drums real hard. Of course, not all orchestras play like the Pittsburgh Symphony, but a good conductor tries to bring out the best of each musician in order to create a harmonious and melodic performance.

The course as a journey

For an entire course, I use a different metaphor. Rather than being like a 15-wk. concert tour, a course is more like a journey that I’m taking together with the students. My role is to be the guide, since I have read the maps, made myself familiar with the terrain or have even traveled the path before. But, as you know, every journey is different, even if you have traveled the same route many times before: the company, the weather, the season, etc., all have to be taken into consideration. And like a real tour with a group of very different people (like a class usually is), it is possible that somebody falls behind or runs ahead or wants to go in a different direction, etc. It is the job of the guide to keep her eyes open and to make sure that nobody gets lost on the way; and if somebody goes astray, to find her and help her get back on track. For this it is very important that the guide stays in touch with everybody—not necessarily at all times, but at regular intervals, greater ones when the waters are calmer, smaller ones when the sea is rough. Finally, when we all arrive at the destination that we set for ourselves at the beginning. We have seen many things on the way, and, hopefully, learned a great deal not only about the road we have traveled, but also about ourselves. Then, I start looking for a new journey to embark upon, and the students may take their next trip by themselves.

Personally— as you might have guessed by now—I love music and traveling. When teaching, I’m doing a bit of both.

new remote access service

So, you want to access a library database but aren’t on campus? Maybe you’re not even in Pittsburgh. What do you do? Use the new IP Address Extension Service, that’s what!

Why am I locked out?

Most of the library’s full-text journal articles, and our commercial databases for finding online and print sources, have restricted access by Carnegie Mellon IP addresses. If you are not on campus or dialing in to the campus computing network, you will not get to see the full text of the database because the vendor’s server won’t recognize you as a legitimate Carnegie Mellon user.

If the notation “Carnegie Mellon users only” appears next to a database name or full-text resource on our website, then the item is restricted unless otherwise noted. Examples of this can be seen at www.library.cmu.edu under the “Databases by Name,” “Databases by Subject” or “Full-Text Resources” sections.

Out with the old, in with the new

These online resources are necessary tools for completing thorough academic research, however, and there is a way to access them remotely.

In the past, the solution was to use a dedicated proxy server on campus via a special URL, which allowed you to authenticate using your Andrew ID and password. Then it passed your search traffic and results through a computer on campus and then to your own computer. This server provided the campus IP address to the vendor while you were connected, but it responded slowly, and frequently broke down when the vendors of the databases changed the structure of their websites (which was often). At best, it was described as “clunky” to use.

Recently, Computing Services rolled out a means of remote access that will provide improved service, called the IP Address Extension Service. Technically, it works differently from the proxy server, because it uses virtual private network (VPN) technology. This allows the protocol to run in the background while you use your web browser the way you would normally.

Sign me up

To use the new service, go to www.library.cmu.edu/Services/remote.html. There are two parts to the process: (a) registering your computer; and (b) configuring your operating system. The instructions provide guidelines for all types of supported computers and operating systems on campus. Set-up takes a few minutes, and is sluggishness-proof, so read the instructions that are specific to your machine, but you do it only once.

After you complete these two steps, you will have an icon residing on your desktop. Whenever you want to connect to a library database, activate the icon. Then the IP Address Extension Service runs in the background while you use your web browser. You can leave it running while you use any library database.

Questions about the IP Address Extension Service, or any suggestions to improve the service and/or its documentation, should be directed to advisor@andrew.cmu.edu or www.cmu.edu/computing/documenta tion/Contact.html. Any problems with a specific database should be reported to hunterf@andrew.cmu.edu.

The inside scoop

There are two cautions. One is that this service does not provide a secure network connection, because the network traffic is not encrypted. The other caution is to remember to logout from the IP Address Extension Service when you are done accessing IP restricted websites. Otherwise, all your web traffic will go through the service, which might slow down your web browsing when you are on sites that don’t require Carnegie Mellon authentication.

What about the future?

The old proxy server is still available, but only temporarily. It will be phased out soon, so if you have been using it, now is the time to switch. There will be no changeover. The proxy server is no longer supported by Computing Services and the Library. The IP Address Extension Service will be the primary remote access for Carnegie Mellon for some time to come.

Carnegie Mellon is a participant in nation-wide development of “authorized user-based” solution to remote access called the Shibboleth. We are currently beta testing Shibboleth remote access with JSTOR. If you would like to participate in the pilot project, go to www.library.cmu.edu/Services/ Shibboleth. This project is an Internet2 initiative that will help librarians, vendors and its open-source software developers determine whether this kind of remote access solution will have widespread feasibility for the future.

—from the librarian

summer 2003 graduate student teaching seminars

Supporting Student Learning Through Good Assessment Practice*

Tuesday, June 17, 12 noon-2 p.m.

Course and Syllabus Design*

Tuesday, July 1, 12 noon-2 p.m.

Women in the Classroom

Tuesday, July 1, 12 noon-2 p.m.

Conducting Productive Discussions*

Tuesday, July 8, 5-7 p.m.

All seminars take place in Cyert Hall A70. (Please note that this room is not wheelchair accessible; however, we can consult individually with those who are interested in any of the above topics. Call x8-2896 for an appointment.)

A light meal and refreshments will be provided. Pre-registration is required. To pre-register: send name, department and title(s) of the seminar you want to attend to Michelle Pierson at mg2z@andrew.cmu.edu or call x8- 2896. Registration confirmations are not sent, so you should assume you are registered unless you hear otherwise.

* Counts as a core seminar toward the Documentation of Teaching Development Program.

monitoring your teaching effectiveness*

Tuesday, July 15, 12 noon-2 p.m.

Reflecting on Your Teaching Style: Microteaching Workshop

Tuesday, July 22, 4:30-7:30 p.m.

Presentations in this session, along with an individual follow-up appointment to review the lesson on videotape, may count as an observation for the Documentation of Teaching Development Program.

summer graduate student teaching seminars

Friday Happy Hours | Dates TBA, 5-7 p.m. | Skibo Coffee House, UC

Whitewater Rafting in Ohionpol | July (date TBA)

Ice Cream Social | July (date TBA) | UC Courtyard

Blood Drive | July 28 | UC

First Day of Class Parties | August 25 | Location TBA

For dates, times and locations, look for e-mails from the GSA and watch for posters around campus.

gsa-sponsored summer activities

appreciating grads

The following prestigious scholarships and fellowships for graduate study require thought and preparation this summer, before the Fall 2003 semester is underway. Some foundations have set their 2004-05 application materials available on-line now, and a number of them you will be able to access in August. The FRAC website lists campuses deadlines, campus representatives for each of the awards and a short description of each. If you are interested in applying for a particular award, contact the campus representative for it to receive advice and information that will help strengthen your application. Also, do not hesitate to contact the FRAC office (Warner Hall 429, x-1896), either Judy Zang, Scholarship Coordinator (jzang@cmu.edu), or Janet Stocks, Director (stocks@andrew.cmu.edu), if you would like to receive any assistance in your application preparations.

Hertz Foundation Scholarships www.hertzfoundation.org/app.html

NSF Graduate Research Fellowships www.orau.org/nsf/nsfel.htm

Soros Fellowships for New Americans www.pdsoros.org

Churchill Foundation Scholarships www.thechurchillsscholarships.com/

Gates Cambridge Scholarships www.gatescambridge.org.uk/how.html

Fullbright Scholarships www.iie.org/fullbright

Henry Luce Foundation Scholarships www.blues.org/

Marshall Scholarships www.marshallscholarship.org/

George J. Mitchell Scholarships www.us-irelandalliance.org/

Rhodes Scholarship Program www.rhodes.scholar.org/info.html

Jacob K. Javits Fellowship Program www.ed.gov/offices/OPE/HEP/regs/javits.html

With the employment market still mired in the doldrums, graduating students need to constantly scout for new areas of potential job opportunities. One often overlooked but promising area is the nonprofit sector, which includes nongovernmental organizations (NGOs), associations, research organizations, chambers of commerce and a host of others. The nonprofit sector is bigger than you may think—a fall 2002 survey conducted by the Brookings Institution’s Center for Public Service revealed that there are close to 11 million currently employed by nonprofit organizations in the U.S. More importantly, the same survey revealed a high level of job satisfaction among nonprofit employees, and a higher level of motivation as compared to employees in other sectors. While all organizations have their own criteria when it comes to filling job vacancies, there are some common characteristics among the nonprofits. Knowing these characteristics can be of great help in designing an effective job search strategy. Nonprofits are small. There are exceptions, of course, but nonprofits tend to have small staffs. Therefore, these organizations value multi-tasking professionals who can wear a number of hats. Emphasize your many talents when communicating with nonprofits, and stress the fact that you are comfortable working in a shorthanded environment. Nonprofits are less formal. This means less formality in office protocol and procedures. For example, nonprofits may forego attendance at job fairs or participation in on-campus recruiting and use word-of-mouth or networking to identify candidates. If you’re interested in working in the nonprofit sector, you’ll have to send out “unsolicited” cover letters and resumes (that is, sending out a mailing that is not in response to a specific advertised vacancy). Peruse organization websites and write to organization presidents or directors if a human resources contact is not listed. Nonprofits pay less. There are always exceptions but in general the nonprofit sector is not the place to look if a fat paycheck and a lot of perks is important to you. The starting pay is generally lower than comparable jobs in the private sector, and it’ll probably be tough to negotiate salary and benefit packages. Keep this in mind when weighing job offers. Nonprofits can offer less tangible perks such as a sense of working toward a worthwhile goal—which leads to the final characteristic: Nonprofits are committed. Whether it’s the well-being of its members, or an issue such as the environment or health care, nonprofits are dedicated to a cause. And they expect their employees to share this dedication. So if you’re going to seek employment with a nonprofit organization, it’s probably best to focus on those with which you share common philosophies or values. And make sure to articulate these shared values in all of your communications with the organization—resume, cover letter, interview. The nonprofit sector represents a rich source of employment opportunities that can be both personally rewarding and career enhancing. Here are a few websites to get you started. For more information and other resources, make an appointment to see your career counselor in the Career Center, x-2268, all other graduate students call x8-2064.

Online directories of nonprofits www.guidestar.org/hop.com/join.html
www.guidestar.org/nonprofitdirector.html

Nonprofit job openings on the web www.nonprofitjobs.org
philanthropy.org/jobs/fndcenter/pnjd/jobs/job_item.html?id=32400044
www.nonprofitcareer.com/resource/resourc.htm
www.opportunitynoncs.org/index.jsp

Career Center

exploring employment opportunities in the nonprofit sector: strategies and resources

remembering Kanae

Kanae Igarashi, a doctoral student in Second Language Acquisition in the Department of Modern Languages, died suddenly on Feb. 26 from complications related to lupus. She had been looking forward to defending her dissertation on March 10, and had recently interviewed for a faculty position at Earlham College in Richmond, Indiana.

From the beginning of her studies at Carnegie Mellon in 1998, Modern Languages Department Head Dick Tucker recognized Kanae as a talented student. At her memorial service on March 3, she described her as gentle but tenacious and warm yet intellectually competitive. He further described her as caring, but “compulsive in her attention to detail, accuracy and comprehensiveness, and in her desire to understand and help to improve the quality and effectiveness of second language learning.” He admired her passion for her dissertation research (the role of play in children’s second language development) even as she underwent medical treatment for her illness. Tucker recounted that, in the last month of her life, one could “palpably feel” Kanae’s satisfaction with her work and her sense of completion.

“Kanae could not imagine a life without her work and her sense of contribution. She was a caring and loving person and as a role model as a graduate student, a researcher and a teacher,” said Dominic, her dissertation advisor. “She took the time to give advice for my graduate studies and, as her friend, she was always there for me in the tough times,” said Dominguez. “Sometimes, I like to close my eyes and remember her smiling.”
grad school 101: campus = classroom

Talk to any fifth-year (or up) graduate student, in any field here at Carnegie Mellon, and you will hear all sorts of opinions about what the graduate school experience is really like, what it’s all about. It was the best of times, it was... (either way, you will quickly find that there is little consensus, and that generalizations are completely inadequate to defining this uniquely personal defining period in your lives: challenging, infuriating, enervating, exhausting, euphoric, exasperating, demanded, demoralizing, irritating, joyful, transformative, alienating, cold, communal, collaborative, over too fast, never-ending—)

I want to write about one kind of graduate school that is often under-emphasized. For a relatively short period in your life, you now find yourselves in an environment in which the majority of people to whom you are exposed are engaged in rigorous, committed, creative, self-enhancing, evolving intellectual and artistic inquiry—at the graduate level. I don’t mean just your faculty advisor and other graduate students in your program. I am thinking of visiting scholars across the university, post-doctoral fellows in your field and under the auspices of the Undergraduate Research Re- source Initiative, engaged in the first serious, often collaborative, research they have done, and visiting speakers on campus, bringing their work around the world to this particular spot, where you happen to find yourself.

At a time when you can begin to feel that your intellect, your instincts, some times your fundamental capacities as a thinker and de er, are on the line daily, it may be both reassuring and a relief to remember to focus on the broad range of extraordinary people brought together here, along with you, at Carnegie Mellon. Yes, you have to perform as a graduate student: you are developing your research methods, you have to excel, you have to eventually publish, give talks, produce original work, make yourself indispensable to your advisor. At the same time, though, go and hear that talk on “brown fields” even if you’re not in CSE, get the discussion after the talk about Indian dance performance, find out who the post-docs are in your program, what they did before and where they are going next, meet the Undergraduate Research Re- source Initiative, are engaged in the first serious, often collaborative, research they have done, and visiting speakers on campus, bringing their work around the world to this particular spot, where you happen to find yourself.

Materials Science and Engineering Ph.D. student Jennifer Giocondi recently returned from the American Ceramic Society to attend the Fifth Pacific Rim Ceramics Societ- ies meeting in Nagoya, Japan, in the fall.

School of Computer Science

Many SCS graduate students participated or competed in the first Robocup American Open 2003. Among the com- petitors were several CS Ph.D. students, all advised by Prof. Manuela Veloso. The CM-Pack AIBO Team in- cluded graduate students Doug Voas and Scott Lensen and Sonia Chernova (who enters the graduate program next fall). The CMDragons small-size team, led by Dr. Brett Browning, included students James Bruce (team leader) and Michael Bowling. The simulation soccer coach and team coaches also included Veloso’s Ph.D. students Patrick Riley and Paul Carpenter.

Social and Decision Sciences Ph.D. student John Gasper has been selected by the U.S.-Israel Educational Foundation for a nine-month student research award to study at Hebrew University or Tel Aviv University during the 2003-04 academic year. His re- search is on game theory.

Statistics

Two Ph.D. students received awards from the Institute for Mathematical Sta- tistics for papers that they will present at the Joint Statistical Meetings in San Francisco. Hoa Nguyen wrote “Re- constructing Evolutionary History of a Set of Haplotypes by a Tree Likeli- hood” and Jung-Ying Tseng for “On the identification of dimorphism mutations by the analysis of haplotype similarity and goodness-of-fit.”

Do you have news you’d like to share? Send it to 1rc2@andrew.cmu.edu.

Neil Ritter

Carnegie Mellon University