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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?

about graduate students

news from across campus

Art
Jacob Ciocci collaborated with computer artist/hacker **Cory Arcange** on a performance featuring a computer, a text editor and performers creating live HTML code on Feb. 7 in Carnegie Mellon's Breed Hall.

Adam Davies and **Mario Marzan**, first-year master's students, exhibited with senior **Elizabeth Deasy** and alumnus **Jake Feige** (BFA '02) in *Information Man* at Future Tenant in Pittsburgh, April 1-12.

Third-year master's students **Mark Dixon** and **Tak Noguchi** with **Leila Pourtavaf** (from the Mobilivre collective) worked collaboratively on an anonymous street project in Montreal.

Mark Dixon and **Think Tank**, a local collective of artists, performed *The Kitchen Renovation Dinner Theater*, in which they broke down an entire Garfield kitchen into puppets, props, sets

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graduate times web extra

Travelling tips for students with F1 visas.

Check out this and more at www.andrew.cmu.edu/~gsa

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.

Graduate Teaching Award winner Dirk Schlimm and Graduate Service Award winner Sarah Pressman

Photos by Glenn Brookes



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 advancing the interests and improving the quality of life of Carnegie Mellon graduate students and/or contributing to the larger and/or 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 Symphony." 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.

health services news

announcements and reminders

SARS Information

Up-to-date information on the university's position on management of SARS in the campus community is available at www.cmu.edu/cmnews/extra/030509_latestsars.html.

Health Insurance

All full-time students registered in degree programs must carry health insurance. A charge for the individual Plan III premium will be assessed to students' accounts for the Fall semester. Students have until September 19 to either upgrade the plan to Plan I or Plan II or apply for a waiver. Waiver applications will be reviewed by Student Health Services. If the outside plan meets the requirements as outlined in the policy, a waiver will be granted and the insurance charge removed. If the waiver is rejected, the student will remain enrolled in Plan III. If no action is taken by September 19, the student is enrolled in Plan

III and is responsible for the charges. Online applications will be available after June 1 at www.cmu.edu/HealthServices/.

massage therapy

Once viewed as a luxury or an indulgence, research has now proven that massage therapy provides physical, mental and emotional benefits at all stages of life. The fact that it feels awesome is just one of the benefits of massage. In addition to being enjoyable, massage has a multitude of health benefits as well. Just to name a few: deep relaxation, reduced stress and anxiety, reduced blood pressure and heart rate, reduced recovery time from exercise or training, release of muscular tension, increased range of motion, reduced pain, increased circulation of blood and lymph, healthier, better nourished skin, improved posture, and overall well-being

As a student, you will experience stress. A prolonged period of stress with no relief is the cause of the physical and mental ills associated with

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president's corner

by gsa president matt cronin

Last semester, I asked people to send in their issues so we (the GSA executive board) could work on making life a little better. Some issues



Photo by Ken Andreyo

people raised that we are currently working on are increasing library hours and access, bridge loans for students (in case you face a financial crunch and need to borrow extra), housing for incoming graduate students, incentives for departments to use their social activity money and articulating the requirements for student organizations to receive funded recognition. Our efforts on all of these issues have received warm reception from the administration, and so we expect that most of them will happen. The administration wants to make life better as well, so keep telling us what "needs fixed" (my favorite Pittsburghism, note the sarcasm), and we'll keep fixin' em' fer yinz.

I was talking to Justin Kaufman, president of the GSIA student organization, and he observed that more should be done to integrate the assorted groups on campus. I agree completely, and so I wanted to offer a few examples of the value of taking time to do this.

One place we built many bridges this year was between the graduate and undergraduate student governments. What used to be a fairly contentious and hostile co-existence has and continues to become congenial and cooperative. This is certainly due in large part to the efforts of Brian Namey (outgoing Student Body President), Dan Gilman (incoming Student Body President) and Vito Fiore (Student Senate Chair). Working together has not only helped bring the graduate student voice to matters of shared concern (e.g., we now will have a representative on the committee that oversees food on campus), but the different perspectives have led to better solutions to these problems.

An especially noteworthy example of how the bodies came together was the reformation of the Joint Funding Committee (JFC) approval process. The JFC presents a budget that must ultimately be approved by the GSA and student senate (or else funding for activities is frozen). It used to be a very long, painful and frustrating process where decisions were made at the last minute and without full understanding by the GSA members. Now, thanks to members from both student bodies working together (in particular, Andrew Dubios, Allison McKenna, Alik Widge, Kim Murday and Vito Fiore), GSA has a much better idea of

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talking about teaching

Two metaphors for teaching

"Talking About Teaching" is an ongoing forum for discussing teaching issues relevant to TAs, graduate student instructors 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 do 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 going 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; sometimes, 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-week concert tour, to me 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 studied 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 calm, 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.

from the libraries

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 or use 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. It then 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) protocol. 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 a willingness to read the instructions that are specific to your machine, but you do it only once.

After you complete the two steps, you will have an icon residing on your desktop. Whenever you want to connect to a library database, activate the icon first. The IP Address Extension Service then 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/documentation/Contact.html. Any problems with a specific database should be reported to huntref@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 make the 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/shib.html. The 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.

—Adele L. Barsh
Business & Economics Librarian
adele@andrew.cmu.edu

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, June 24, 5-7 p.m.

Women in the Classroom

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

Conducting Productive Discussions*

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

Monitoring Your Teaching Effectiveness*

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

Reflecting on Your Teaching Style: Microteaching Workshop

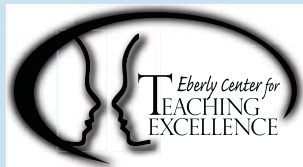
Tuesday, July 22, 4:30-7:30 p.m.

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.

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 your name, department and title(s) of the seminars you want to attend to Michelle Pierson at mg2e@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.



gsa-sponsored summer activities

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

Whitewater Rafting in Ohio | July (date TBA)

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

Blood Drive | July 28 | UC

First Day of Classes Party | August 25 | Location TBA

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

president's corner

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how the JFC committee works and, consequently, more faith in the process. In turn, the undergraduate student government has been able to benefit from the perspective that graduate students bring.

A bridge between students and faculty was created in the form of "Graduate Student Appreciation Week," penned by our state representative Dan Frankel and supported by our very own Alik Widge and our friends in the Graduate Programs Office. At first, I was skeptical (alright, at first and for a long while), but I heard many great stories of departments who took their graduate students to dinner or had some event, and all had a good time. Moreover, the students I spoke with felt sincere appreciation for the gesture, which is good for depart-

ment cohesion. (Note: To the people and departments who did nothing, shame on you. If your department did nothing, feel free to drop me a note.)

I have seen good things happen when different groups—undergrad/grad, faculty/student—get together in an "extra role" capacity (as we organizational behavior folks like to say). But Justin's point still holds: we can also build bridges between departments, colleges and clubs. I encourage you to do this, and if I can help, e-mail me at gsapresident@andrew.cmu.edu.

summer fitness

The Group Exercise Program begins May 27 and runs through Aug 9. Check www.cmu.edu/athletic/index1.html for times and classes.

international perspective

Highlighting issues and events that are of interest to Carnegie Mellon's international graduate student population

Intercultural Communication Center (ICC)

Warner Hall 418
x8-4979



August 12-29 and weekly during September Diagnostic Placement Interviews

All students who are non-native speakers of English are urged to have this interview before they begin their studies at Carnegie Mellon. The purpose of the interview is to evaluate students' spoken language skills so that we can advise them about the appropriate ICC classes or workshops to best improve communication skills. Also, students must have this interview before being allowed to sign up for ICC classes. Incoming students can sign up for the interview during the International Student Orientation (August 11-13) or at the ICC.

November 5-21 Testing of Prospective International Teaching Assistants (ITA Test)

This test is required for all non-native speakers of English who want to work as TAs during the spring semester. Note: students who have already passed the test do not need to retest. To register, call the ICC.

massage therapy

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stress. Chronic stress has been proven to impair the function of the immune system, leaving us vulnerable to many diseases from the common cold to cancer. Chronic health problems associated with stress include tension headache, backache, ulcers, blood sugar irregularities, hypertension (high blood pressure), heart disease, chronic fatigue, depression, frequent colds and infections and sleeping or eating disorders.

Therapeutic massage helps to restore balance and return the body to normal. The long, smooth strokes used in massage activate a relaxation response by activating the parasympathetic nervous system. The heart rate and blood pressure are lowered, breathing is deeper, the muscles relax and the blood flow returns to the skin and internal organs.

Chair and full-body massages are available by appointment in Student Health Services for students, faculty and staff. Massages make great gifts for family and friends; buy a package and get a free massage. Call 268-2157 for information or to schedule an appointment.

—Anita Barkin and Nancy J. Schmidt,
Student Health Services

prepare now for fall scholarships and fellowships

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 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 (www.cmu.edu/adm/frac) lists campus 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, x8-1969), 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/nsffel.htm

Soros Fellowships for New Americans
www.pdsoros.org/

Churchill Foundation Scholarships
www.thechurchillscholarships.com/

Gates Cambridge Scholarships
www.gates.scholarships.cam.ac.uk/how.html

Fulbright Scholarships
www.iie.org/fulbright

Henry Luce Foundation Scholarships
www.hluce.org/

Marshall Scholarships
www.marshallscholarship.org/

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

Rhodes Scholarship Program
www.rhodesscholar.org/info.html

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



career connections

exploring employment opportunities in the nonprofit sector: strategies and resources

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, don't hesitate 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 issues. 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 access, 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 consultant (GSIA Career Center: x8-2268; all other graduate students call x8-2064).

Online directories of nonprofits
www.guidestar.org/
home.sprintmail.com/~debflanagan/nonprof5.html
www.nonprofitcareer.com/director.htm

Nonprofit job openings on the web
www.idealists.org/career/morejobs.html
philanthropy.com/jobs/
fdncenter.org/pnd/jobs/job_item.jhtml?id=32400044
www.nonprofitcareer.com/resource/resourc.htm
www.opportunitynocs.org/index.jsp

—Kevin Collins
Career Center

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, he 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 contribution. She was proud of her research, her dissertation," remembered Health Services Director Anita Barkin at the eulogy she gave at Kanae's memorial service. Barkin got to know Kanae as they helped fight Kanae's illness. Barkin described her as adventurous and intelligent and a joy to talk with. "I am a better health care provider and a richer person for having known her," said Barkin.

Fellow student Rocio Dominguez remembers her friend as a caring and loving person and as a role model as a graduate student, a researcher and a teacher. "She took the time to give me advice for my graduate studies and, as a friend, she was always there for me in the rough times," said Dominguez. "Sometimes, I like to close my eyes and remember her smiling."



appreciating grads



State Representative Dan Frankel visited CMU on April 10, during Graduate and Professional Student Appreciation Week. Frankel, who serves CMU's district, was instrumental in passing legislation in the state supporting the initiative. Here, he listens to GSA President Matt Cronin.

Photo by Ken Andreyo

carnegie mellon graduate programs office

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

defining period in their lives: challenging, infantilizing, enervating, exhausting, euphoric, eureka-filled, demoralizing, irritating, joyful, transformative, alienating, cold, communal, collaborative, over too fast, never-ending?

I want to write about one aspect of graduate school that is often under-

emphasized. For a relatively short period in 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 related fields, faculty members in entirely different disciplines, administrators pursuing their own advanced degrees, serious undergraduates who, thanks to the Undergraduate Research 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.

At a time when you can begin to feel that your intellect, your instincts, some-

times your fundamental capacities as a thinker and doer, 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 have to develop 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 CIT, get the discount ticket for the Indian dance performance, find out who the post-docs are in your program, what they did before and where they will go next, mentor an undergraduate in your lab. You will rarely find this degree of freedom, nor this range of intellectual and cultural affiliation, again, in your career or your personal life. Be sure to enjoy at least that piece of graduate school, to the fullest.

—Nancy Klancher
Director, Graduate Programs Office



news from across campus

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and instruments. Three performances occurred during March at the Pittsburgh Children's Museum, Project 1877 in Millvale and the Mattress Factory.

Mark Dixon has been awarded a Graduate Student Small Project Help (GuSH) grant through the Graduate Student Assembly and the Provost's Office.

Master's student **Carolyn Lambert** helped organize (with BHA senior **J.P. Roesch** and fifth-year Architecture student **John Odurue**) "Homewood: Familiar Places—New Possibilities" on Jan. 18 at Homewood Senior Center.

The event explored community design in relation to Homewood's revitalization and future and included neighbors, architects, developers and policymakers.

Tak Noguchi has been awarded a Getty Internship in Los Angeles.

The Press Play video series, organized by graduate students including **Siobhan Rigg** and **Blithe Riley**, has received a \$2,000 grant from the Sprout Fund and \$500 from Carnegie Mellon's Center for the Arts in Society.

Ruth Stanford, second-year master's student, organized "Contemporary Art Celebrating Life" in Allegheny Cemetery with support from the Allegheny Cemetery Historical Association. The exhibit included works by faculty members **Jon Beckley**, **Mary Hood**, **Elaine A. King**, **Carol Kumata**, **Joseph Mannino** and **Irina Nakhova** and staff and students **Terry Hritz**, **Naomi Falk**, **Merritt Johnson**, **Mary Robertson** and **William Earl Kofmehl III**. The exhibit ran April 11-25.

Fereshteh Toosi toured with projet MOBILIVRE-BOOKMOBILE project for three weeks in May, making stops in Illinois, Michigan, Indiana, Ohio, Rhode Island, Massachusetts and Maine to facilitate a series of workshops, artist talks and educational forums. Now in its third year, the project is an annual touring exhibition of artist books, zines and independent publications. Traveling in a vintage Airstream, the BOOKMOBILE visits a variety of venues in Canada and the U.S. to expose thousands of visitors to a unique collection of independently produced works.

The results of **Fereshteh Toosi's** roving performance, "Window Stopping," will be displayed during the Three Rivers Arts Festival (June 6-22) in the storefront of Future Tenant, an artist space at 801 Liberty Avenue. Toosi will

be wandering the Festival accompanied by a wardrobe-on-wheels, engaging people with her handmade costumes and props.

Electrical and Computer Engineering

The winners of this year's NSF Graduate Research Fellowships include **Jennifer Morris** and **Brandon Salmon**. **Ryan Kerekes**, **Tom Lauwers** and **Thomas Wenisch** earned honorary mentions. The fellowship funds three years of graduate study, including a \$27,500 stipend for the first 12 months and an annual tuition allowance of \$10,500.

GSIA

Anna Hahn, a master's student in the Computational Finance program, has won the title of U.S. Women's Chess Champion 2003. Hahn attends GSIA's New York campus while working as an analyst for Goldman Sachs. She was a member of the U.S. Women's Olympic chess team in 2000, earned the Women's International Master title in 1995 and won second place in the Junior World Chess Championships in 1993.

Heinz

First-year MSPPM student **Elisa Echeverria** will receive an Eben Tisdale Public Policy Fellowship. The fellowship brings eligible students to Washington, D.C., for an eight-week internship that explores current public policy issues of critical importance to the high technology sector of the economy. The fellowship will provide Echeverria an opportunity to build on her interest in working for the public's economic interest in a political arena.

History

Ph.D. student **Rebecca Kluchin** has received a \$3,000 grant from the Woodrow Wilson Foundation to work on her dissertation, "Sterilization and Reproductive Rights in America, 1964-1984."

Human-Computer Interaction

Master's students **Kelli Bernard**, **Kevin Fox**, **Kevin Sang Lee** (captain), **Andrew M. Lin**, **Neema Moraveji** and **Abigail Travis** won the annual interdepartmental design competition at the Computer-Human Interaction conference in Ft. Lauderdale. The challenge was to design an amusement park kiosk within 10 minutes before a panel of judges.

Materials Science and Engineering

Ph.D. student **Jennifer Giocondi** received a travel fellowship from the American Ceramic Society to attend the Fifth Pacific Rim Ceramics Societies meeting in Nagoya, Japan, in the fall.

Psychology

Ph.D. student **Phil Pavlik** won the Allen Newell Award for Best Student Paper at the Fifth International Conference on Cognitive Modeling for his paper written with **John Anderson**, "An ACT-R Model of the Spacing Effect."

Ph.D. student **Sarah Pressman** won a postgraduate scholarship from the Natural Sciences and Engineering Research Council of Canada.

School of Computer Science

Many SCS graduate students participated or competed in the First Robocup American Open 2003. Among the competitors were several CS Ph.D. students, all advised by **Prof. Manuela Veloso**. The CMPack AIBO Team included **Douglas Vail** (team leader), **Scott Lenser** 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 and coach teams 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 research is on game theory.

Statistics

Two Ph.D. students received awards from the Institute for Mathematical Statistics for papers that they will present at the Joint Statistical Meetings in San Francisco. **Hoa Nguyen** won for "Reconstructing Evolutionary History of a Set of Haplotypes by a Tree Likelihood" and **Jung-Ying Tzeng** for "On the identification of disease mutations by the analysis of haplotype similarity and goodness-of-fit."

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Send it to lr2c@andew.cmu.edu.



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