

The

GRIND

Graduate Resources and Information at Duke

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Graduate Student Affairs

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*Enhancing the Quality
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Academic Support
Career Development
Cultural & International Concerns
Disability Support
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MESSAGE FROM THE DEAN

Training for the Ph.D., with its focus on research and individual scholarship, is the “jewel in the crown” of American education. The opportunity to train for a Ph.D. in the United States is the ambition of students throughout the world, and applications for and enrollments in U.S. doctoral programs are at an all-time high. At the same time, beginning with a 1995 report from the National Academy of Science’s Committee on Science, Engineering, and Public Policy, there has been a growing concern that, in the U.S., Ph.D. education has been so narrowly conceived that it does not meet the needs of the “real world” employers that increasingly have become the major employers of new Ph.D.s in a number of fields. This concern has been exacerbated by the mismatch between the number of Ph.D.s produced in many disciplines and the number of “traditional” academic jobs open in those disciplines. There has been an explosion of data collection and opinion surveys on various aspects of Ph.D. education in the past decade. Based on this information, a number of projects are now under way (or recently have been completed) that seek to find ways to improve the process of Ph.D. training in U.S. universities. Among these are:

- **The Responsive Ph.D. Project** brings together 14 leading research universities, including Duke, to develop, share and test new practices in the conduct of Ph.D. training. As one of its contributions to the Project this past academic year, the

Graduate School conducted a thorough review of the processes of student selection, recruitment, orientation, integration, examination, advising, and monitoring of degree progress in each of its Ph.D. programs, and brought together all Directors of Graduate Study to discuss practices which might reduce attrition from their Ph.D. programs. The Graduate School is now preparing a report of this project for fall distribution.

- **The Carnegie Initiative on the Doctorate** is a research program, based in specific disciplines, aimed at developing improved models of doctoral training to create Ph.D.s who will be “stewards of their discipline,” regardless of the type of job they eventually hold. Several Duke programs are participating in the Carnegie Initiative.
- **The Re-envisioning the Ph.D. Project** has resulted in the development of over 700 model practices (including several from Duke) for improving specific aspects of doctoral education; these now appear on a Web site managed at the University of Washington. (See Important Web Addresses, p.17)
- **The Council of Graduate Schools**, with Duke as a leading participant, is planning a major study of factors contributing to the high rate of attrition from U.S. Ph.D. programs and developing projects in individual universities that promise to encourage completion.

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- **The National Association of Graduate–Professional Students** has published the results of a broad survey of 32,000 U.S. graduate students about their opinions on what is right and wrong about doctoral education in U.S. universities. The results, while not statistically valid for individual programs, show that, in general, student satisfaction is strongly linked to opportunities to have training, choice of careers, and faculty respect for the choices made as a key aspect of doctoral training. Almost identical results were found in a more focused study by Chris Golde, *At Cross Purposes: What the Experience of Today’s Doctoral Students Reveals about Doctoral Education*. Duke has committed to support development of a more statistically valid survey to aid prospective students in making a more informed choice when choosing a suitable Ph.D. program than is currently possible using the information accompanying the faculty rankings of Ph.D. programs by the National Research Council or *U.S. News and World Report*.
- **Ph.D.s Ten Years Later**, a major study by Marisi Nerad and Joseph Cerney, investigates the level of satisfaction among Ph.D.s in several disciplines a decade after receiving their degrees.
- **The Graduate Record Examination Board**, of which I am a member, is undertaking a major revision of the Verbal and Quantitative General Tests, and has already introduced an Analytical Writing component to the tests in order to make the results more relevant to U.S. doctoral programs’ need for improved selection information.

As you can see, this is a time of great activity and potential change in a model of education that has served the needs of the world for over a century. The process is leading us to re-examine basic issues, such as the purpose of doctoral education: Is it training for the pursuit of pure knowledge, or does it involve, at least to some degree, preparation and training for an actual career? Is it possible for Ph.D.s who find careers that are not based either in academia or in research to continue as “stewards of the discipline” in such settings? Is a university’s substantial investment in Ph.D. education primarily designed to serve the faculty, the student, or both; or is it to fulfill, at relatively low cost, a number of service needs that all universities have? If the latter is a factor of importance, then we must realize that there is often a conflict between the interest of faculty in getting teaching help or completing research, particularly when it is funded by external grants or contracts, and the interest of the student in obtaining the best possible education. My firm view is that the Graduate School must always work to ensure that the graduate student is treated primarily as a student, and not just a source of labor.

The national debate about the Ph.D. is well underway. As Duke engages in this important enterprise, I hope that you will send me your thoughts and suggestions on how doctoral training at Duke and similar universities could be improved. I look forward to hearing from you.

—Dean Lewis M. Siegel

This is the first in a series of articles Dean Siegel will be writing for the GRIND.

GRADUATE STUDENT PROFILES**Daniel Colón-Ramos**

Ph.D. Candidate, University Program in Genetics, Pharmacology and Cancer Biology

Daniel Colón-Ramos credits “good mentorship and the opportunity to participate in outreach research programs for minorities” for helping him develop as a scholar and hone in on his interest towards biology. However, he does say that “it is not hard to find inspiration to study biology in a place as beautiful and biologically diverse as Puerto Rico,” where he grew up.

At Harvard, his undergraduate institution, Daniel spent his time “exploring how I could combine my interests in the biological sciences with my concerns for social issues.” He was drawn to the environmental sciences because he found the scientific questions interesting and he thought this area of study would allow him to combine his two interests.

One other interest he wanted to indulge was travel, so he spent two summers during his undergraduate career in the jungles of Central America doing ethnoenvironmental studies. “The experience of living in the jungles with the indigenous people was amazing,” he says. “Some of the best biology

teachers that I have ever had I met there. Their curiosity, skilled observations, and fund of knowledge are what drove me to do an ethnopharmacological research project for my undergraduate thesis. I wanted to understand and record the indigenous people’s use of medicinal plants, supplement their knowledge with recent findings, and record it for their usage.

“The project turned out to be a multidisciplinary study which included aspects of anthropology, botany and pharmacology, and too much to handle for a clueless undergrad like myself,” says Daniel. “Although I ended up biting more than I could chew, in the end things kind of worked out thanks to great mentors at the Universidad de Panama, the Smithsonian Tropical Research Institute (STRI) and Harvard. I became increasingly interested in the scientific questions that were being asked, and felt compelled to seek more formal training. Although I was awarded a fellowship to go back and work for one more year with STRI, I decided instead to explore the possibility of furthering my training as a research scientist.”

Rather than jumping headfirst into graduate school, Daniel contacted Dr. Mariano Garcia-Blanco, Professor of Molecular Genetics and Microbiology at Duke, in the hope of finding a mentor who could help him decide whether he

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should commit to graduate school. Dr. Garcia-Blanco became that mentor. “In spite of my lack of experience in molecular biology, he took me under his wing and opened the doors to his lab and many other opportunities. It was during that year that I realized that scientific research in the biological sciences was how I wanted to devote my energy and my time. Mariano was the person who recruited me to Duke,” Daniel says, but admits that having his fiancé at Duke’s medical school might have influenced his decision.

Daniel joined Professor Sally Kornbluth’s lab, in the Department of Pharmacology and Cancer Biology, to do his dissertation work, which centers on a cellular process called apoptosis, or programmed cell death (PCD). “Going to Sally’s lab was one of the best career decisions I have ever made,” he says. “She is an outstanding scientist and a great mentor.” Daniel’s dissertation already has yielded a number of interesting findings, one of which was the discovery of a novel family of viral proteins that induce apoptosis. “The viruses that express these proteins are the major cause of viral pediatric encephalitis in North America, and understanding how these proteins work will help us understand the pathology of the virus, which might lead to a cure in the future,” he explains.

One of Daniel’s future plans is to be a professor at an academic institution, but his long-term dream is to help establish a research institute in his home country. “I feel an obligation to go and give back to the place that gave me so much. Hopefully, the research institute would help serve as a bridge between the many talented researchers in the rest of Latin America and the resources here in the U.S. and in Europe,” he explains. “I am also hoping these connections and my efforts would help foster scientific development in other countries and in minority groups here in the U.S. Science, unfortunately, is so expensive it is a luxury in many countries, and I am hoping that in the future my efforts, combined with those of many other colleagues interested in these questions, will make science more accessible to talented individuals, regardless of their background.”

Science is his hobby, as well as his vocation, but he also takes an interest in social issues. “Getting involved [in social issues] as a scientist has been interesting,” Daniel muses. “Although there are plenty of examples of successful scientists who have been great activists (Albert Einstein and Linus Paulding, for example), I don’t think there is a culture in science for activism. Ironically, while science is a highly collaborative effort, it is also a very individualistic discipline. Unfortunately, however, I think the ‘individualistic’ aspect of it, and not the ‘collaborative’ part, influences the way many scientists think about society. But there are great contemporary examples out there of scientists who are very aware of the role they play in society, and take that into consideration in their research.”

The great mentoring relationships he formed with professors and being part of a committed graduate student community are what Daniel values most about his time at Duke.

“As a newcomer, there are too many opportunities to lose focus and become discouraged. I have been very fortunate to have outstanding mentors and teachers here at Duke, people concerned about my professional development who have been willing to give me advice and walk me through this process. The graduate student community is very active and the students really love what they do, which helps create a very stimulating community. [Duke] is a fantastic intellectual environment.”

Daniel sums up his suggestion for improving doctoral education this way: “safety nets.” However, he hastens to explain, “I am obviously not talking about handing out degrees or coddling people during the graduate process—just making it more manageable. Graduate school is fairly unstructured, and I think the reason it is that way is because the purpose of an academic environment is to allow you flexibility to pursue your own creative interests. Although that works great for a person used to that environment, for an individual who comes from a highly structured undergraduate program this can be catastrophic. To complicate matters, all of a sudden a single person (usually the principal investigator) wields a lot of power over the professional future of the new student, and graduate school can quickly turn into a nightmare.

“The best way to make sure the Ph.D. goes as smoothly as possible is, first of all, to make sure students know what they are getting into. Once accepted, this is to a great extent the responsibility of the graduate student, but the graduate school should make it clear what the difference between undergrad education and graduate education is: you go from consuming knowledge to producing knowledge. Very few courses in graduate school emphasize this point, and even fewer prepare you with practical skills for the challenges that are coming ahead.

Sally Kornbluth

*Associate Professor,
Pharmacology and Cancer Biology*

Daniel Colon-Ramos came to my laboratory interested in studying the mechanisms of programmed cell death. In the course of his thesis work, he has made a number of surprising discoveries, including the identification of viral proteins that share functions with cell death regulators and the finding that a known regulator of cell death could also act as an inhibitor of protein translation. In this work, Daniel has shown great initiative in opening up a new area in the laboratory (regulation of translation), has arranged collaborations, explored the literature and sought out all of the necessary expertise to accomplish his experimental goals. These abilities, coupled with Daniel’s love of science, have made for a productive and successful graduate career.

STUDENT PROFILES *(continued from page 3)*

In science, for example, courses that help you evaluate data, formulate questions, and design future experiments would be invaluable. Courses that could teach you communication skills would also be very important. Finally, we need a better system to make sure people don't fall through the cracks because of poor advising or lack of interest of a particular mentor."

FACULTY PERSPECTIVES**Discussion or Aggression?
Arrogance and Despair in Graduate School****Toril Moi***Professor, Literature and Romance Studies*

Among graduate students there is often a feeling of depression, as if out of humiliation, or a feeling of disappointment, as if out of arrogance. There is also, sometimes, a feeling of elation, which can arise out of narcissistic triumph but also out of delight at the discovery and mastery of new insights.

In the struggle to make a brilliant impression, to persuade everyone else that you are the smartest person around, some people will inevitably end up feeling despondent and others elated. Cultural sociologists inspired by the late Pierre Bourdieu would speak about the struggle for symbolic capital in graduate school, the relentless fight to become "consecrated" as one of the legitimate heirs to institutional power and glory. A psychoanalyst would point out that this makes graduate school an institutional environment in which most of its members are particularly vulnerable to intense experiences of transference, countertransference, projection, and identification.

In graduate school, then, it is easy to start believing that everyone else is smarter than you. That is a sign of loss of self-esteem and is bad for work. It is equally easy to start believing that you are obviously so much smarter than everyone else, including your professors. That is a sign of smugness and arrogance, and is actually also bad for work. Of course, these feelings often coexist in complicated ways. Perhaps my arrogance makes me despondent at being surrounded by so many people who fail to perceive my true worth, or perhaps I veer from one extreme to the other according to situation and mood.

Competitiveness, arrogance and depression are common human phenomena. They arise in people of every race, sex, and class. But such socio-psychological tendencies do not exist in a social and political vacuum. On the contrary, they tend to get mixed up with oppressive and unjust ideologies concerning gender, sexuality, race, and social class. When that happens, they are no longer just phenomena of anthropological interest, but political problems.

Many of us are used to discussing sexism, racism, homophobia, and class prejudice on general, ideological, social, and theoretical levels. On these levels, most people agree that discrimination and oppression are bad things. Unfortunately, it doesn't follow that we suddenly understand how such ideolo-

gies operate in our own everyday lives. To realize how we may collaborate in the production of injustice in spite of our best intentions, it is necessary to study cases and situations from everyday life.

The situation I want to look at here is the graduate classroom, the kind of seminar that most of us in the humanities engage in every week. (I shall discuss gender. But similar mechanisms can—and will—produce classrooms divided by race, sexuality or social class.) Every year some female graduate students tell me that they feel overlooked, marginalized, silenced in some seminars. They paint a picture of classrooms where the alpha males—so-called "theory boys"—are encouraged to hold forth in impossibly obscure language, but where their own interventions elicit no response. These women, in short, say that they are not listened to, that they are not taken seriously, and that they get the impression that their perceptions of the matter at hand are of no interest to anyone else.

Such experiences tend to reproduce a particularly clichéd ideology in which theory and abstract thought are thought to belong to men and masculinity, and women are imagined to be the bearers of emotional, personal, practical concerns. In a system that grants far more symbolic capital, far more intellectual power, to abstract theorizing than to, say, concrete investigations of particular cases, these women lose out in the battle for symbolic capital. This is bad for their relationship to the field they love, and it is bad for their careers in and out of graduate school. This is sexism, and all this goes to show that sexist effects often arise from the interactions of people who have no sexist intentions at all.

But there is another side to this. Sometimes I have a conversation with someone who has been described to me as a theory boy. Then I invariably discover that the theory boy doesn't at all sound like an intellectual terrorist. He is, simply, profoundly and passionately interested in ideas. He loves theory and precisely because he loves it, he has strong theoretical views.

But this is exactly what graduate students should be like, for intellectual passions are the very fuel of intellectual life. The problem, then, is not the intellectual passions of the theory boys, but the women's sense that they are not given the same freedom and the same encouragement as the theory boys to express their intellectual passions.

None of this means that all male graduate students are theory boys. Nor does it mean that every female graduate student goes around feeling intimidated and depressed. A problem does not have to affect every single member of a group to be serious. No graduate student, whether male or female, should have to experience life in the classroom as depressing and intimidating.

Graduate school—indeed, the whole of intellectual life—is a place for learning. We can't learn if we are unwilling to admit ignorance. Insofar as the theory boy holds forth as if there were no limits to his own wisdom, he is engaged in ideological mystification. Insofar as the climate of graduate school makes both men and women feel shy about admitting to ignorance and uncertainty, it encourages an intellectually destructive stance of all-knowingness.

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The problem, then, is how to express one's passionate commitment to specific theories, ideas or methods without implying that those who are not equally enamored by them must be morons. To speak with Bourdieu: the challenge is to find a way to express our own views without inflicting symbolic violence on our colleagues and classmates.

There are two ways of saying what we think. One way is monologic: it leaves no space for others to respond or attempts to coerce a specific response. In either case the speaker is deaf to the words of others. The other way is dialogic. Such speakers have mastered the art of saying what they think, passionately, strongly, but in a way which invites others to respond, to state their own views as forcefully as they just stated theirs.

This is where the theory boys and girls—and their professors—err. The theory boys and girls get so intoxicated by their own passion for certain ideas that they forget to ask themselves whether they are listening to anyone else. The professors aid and abet them by allowing classroom discussion to become a series of monologic speeches, which other participants may experience as pure narcissistic display. In such “discussions” everyone—speakers and listeners—lose sight of the most important thing: the subject matter at hand. As a result, the theory

boys and girls come out of class glowing with narcissistic energy, and a goodly number of other students (often, but by no means always, women), come out of class feeling as if they are sinking steadily deeper into the slough of despond.

The opportunity to argue passionately about ideas is the best thing about graduate school. But we are not necessarily born with good discussion skills. Graduate school is the place to learn this, but I think we—the professors—teach it badly, probably because we are not always that good at it ourselves. (We didn't learn it in graduate school either.)

Some of us—professors and graduate students—need to learn to stop being so touchy, vain and self-regarding, so that we can listen to well-founded criticism without becoming defensive. Others need to learn to become more assertive and how to stand their ground when their views come under pressure. We all need to care more about formulating our thought precisely and less about the impression we make on others. Finally, we should learn to distinguish between an attack on our ideas and an attack on our person. This would be easier if we also learned how to engage in free and hard-hitting debate without being unduly aggressive and domineering, and without silencing others.

TWO NATIONAL PROJECTS: THE RESPONSIVE PH.D. AND THE CARNEGIE INITIATIVE FOR THE DOCTORATE

As Dean Siegel mentioned in his Message, the Graduate School is involved in two national projects geared toward making doctoral programs more useful in preparing graduates for the requirements they will face both in- and outside the academy.

The first is the Woodrow Wilson National Fellowship Foundation's “Responsive Ph.D.” program; Duke is one of 14 universities collaborating on this project, founded in 2001 with a grant from The Pew Charitable Trusts. The program is focused around the “three ‘P’s’”: finding *new paradigms* that can put Ph.D.s in a position to more fully inform the life of the nation; using *new practices* through which the doctorate can better represent adventuresome research; and increasing the involvement of *new people* from all backgrounds to diversify the American intellect.

The new paradigms are interdisciplinarity, which can pave the way to new kinds of research, and scholarly citizenship, which challenges academics not only to study rigorously, but to involve themselves in creative action in all available arenas. Professional development, including preparing Ph.D.s for non-traditional (non-academic) careers, and development of a systematic approach to pedagogical training constitute the new practices. There are two aspects to new people, as well: the first is attracting more diverse populations—minorities and, in some disciplines, women—to the professoriate, where they can enliven their disciplines and serve as role models to their students; the second is diversifying the American intellect, as mentioned above. Part of this latter aspect is related to the desire expressed by students of color to use their education to make a difference in their communities; they feel the only way to

achieve this is by seeking professional degrees. The Responsive Ph.D. wants to expand the image of the Ph.D. as something that is powerful outside the walls of the university. (See the faculty profile of Professor Paula McClain, later in this issue, for a look at how she and Duke are addressing this issue.)

Duke is also involved with the Carnegie Initiative on the Doctorate (CID), which works with departments to restructure their doctoral programs. Six disciplines are being studied under the CID: chemistry, education (educational psychology and curriculum and instruction), English, history, mathematics, and neuroscience. Faculty and departmental leadership in the disciplines is one focus of the initiative; others are doing a conceptual analysis of doctoral education and executing design experiments in the departments.

Fueling the CID is this question: “What is the purpose of doctoral education?” The answer is to help individuals develop the ability to creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching, and application. Such individuals are “stewards of the discipline.” Stewards are more than their degree or the sum of their achievements; they are guardians and ambassadors of their disciplines, caretakers with a critical eye toward the future who are willing to take risks to move the discipline forward.

The Woodrow Wilson National Fellowship Foundation Responsive Ph.D.: <http://www.woodrow.org/responsivephd>
Carnegie Initiative on the Doctorate: <http://www.carnegiefoundation.org/CID>

FACULTY AND STUDENT COMMENTS

Rethinking the Doctorate

If you could make just one change that would improve the quality of your doctoral program, what would it be?

Faculty

Emily M. Klein, Associate Professor, Division of Earth and Ocean Sciences: More graduate students (for greater critical mass that leads to more cross-fertilization).

Gordon Klintworth, Research Professor, Pathology Clinical Services and Ophthalmology: Have all graduate students meet with every faculty member at least once. This could be a group meeting. Most graduate students are not familiar with the research activities of the numerous members of the faculty. More exposure would provide a broader background.

Charles H. Lochmüller, Professor, Center for Biochemical Engineering and Chemistry: Restoration of the Graduate Awards budget and return to the faster response mechanism of direct Department contact with applicants and Departmental offers of a decade ago. Our better competition has always been able to get the jump on us by giving the impression of greater enthusiasm on their part. The best applicants make decisions on differences of \$100s of dollars offered, on perception of Departmental not Institutional enthusiasm for their application, and personal contact is a part of that.

Linda B. McGown, Professor, Chemistry: Greatly reduce graduate fees and use money to increase student stipends.

Paul Modrich, Investigator, Howard Hughes Medical Institute: I think one of the most productive things a department/program could do would be to provide incoming students with a one-or two-page document that outlines departmental expectations with respect to graduate student performance.

Carol Wikstrand, Research Professor, Pathology: I would add some format (seminar series, informal lunch tutorials, etc.) centering on careers in science—what to expect in industry, academia, or start-up; how to go about planning for same; and the rigors of grant-dependent research: not only securing grants, but how to renew them, integrate them into other programs, etc. I think students need to be aware of this before becoming a post-doc—where frequently they may not be mentored as closely.

Students

Jennifer Brown, Pharmacology: One change to improve the quality of my doctoral program would be to have a better support network. One of my friends was left to slip through the cracks, and all the administration did for her was show her the door.

Elesha Coffman, Religion: The Graduate Program in Religion encompasses nine areas of study. While some cognate areas maintain regular colloquia, several (including mine, American religion) have become isolated. I'd like to see more dialogue between specialties—especially if free food could be involved.

Nayeli Garci-Crespo, Literature and Film/Video/Digital Program: I would make the position of Director of Graduate Studies a full-time, exclusive, and well-rewarded position. I can honestly say that 99% of the grief I've had in my department comes from the fact that the DGS is not knowledgeable or prepared enough to deal with his or her duties because of the nature of the job. The DGS changes frequently and is expected to learn an incredible volume of information and to put in many hours of work. As DGS, you have a crucial and irreplaceable role in the department that can make or break the graduate student experience. It is too important a job to be performed by a faculty member....I find it is a frustrating situation all around—both for the students and the DGS. Graduate school can be a very stressful and confusing experience and we really need to have someone knowledgeable, caring, and committed to guide us through our years here in a consistent manner.

Jennifer Reineke Pohlhaus, Biochemistry: Graduation from the program should be focused on effort, not on published work.

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Steve Nowicki

Professor, Biology and Neurobiology

Steve Nowicki might be playing trombone professionally today, instead of working as Director of Graduate Studies in Biology, if he hadn't happened into an introductory biology course co-taught by two inspiring professors: Mary Ella Feinlieb, a cell biologist, and Ben Dane, who studied animal behavior at Tufts University. "The tangible complexity of biology as it was so wonderfully portrayed in this course and the excitement conveyed by Feinlieb and Dane for their topic engaged me as no other subject had before," he explains. (Although Nowicki did not pursue the path of professional musician, he did study music and perform throughout his undergraduate time at Tufts, including a stint as the principal trombonist in the Boston Light Opera Company.)

"Tom Eisner, my major professor during grad school at Cornell, often quipped that the main reason he agreed to sponsor my application was because he was organizing an orchestra at the time and needed brass players; this may not be far from the truth," Nowicki jokes. "My undergraduate record was good and my enthusiasm for biology high, but my background was uneven, and I had only a hazy notion that I wanted to study something about animal behavior. Two classes I took during my first year at Cornell quickly brought my interests into focus, however. One of these was a behavioral ecology course taught by Steve Emlen. This discipline was still emerging at the time.... Bob Capranica and Ron Hoy taught the other course, entitled 'Animal Communication.'

"Both Capranica and Hoy are neuroethologists, another field that was blossoming in the mid-70s. The juxtaposition of

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Capranica and Hoy's mechanistic perspective with Emlen's evolutionary approach to behavior laid the foundation for my longstanding interest in the interface between physiology and the function and evolution of behavior," he says. "Not surprisingly, I found the study of acoustic communication in birds particularly satisfying as this appealed to my musical sensibility. Overarching these influences was that of Tom Eisner, although my dissertation on the 'Structure, Function and Production of a Complex Bird Call' had little to do with Eisner's own research on insect chemical ecology."

At the most basic level, Nowicki says he is "interested in how organisms communicate. That is, I am interested in the process by which information passes from one individual to another, how this transfer influences the participants in the interaction, and how such communication systems evolve." This interest applies not just to his past and present research in chickadees and song and swamp sparrows, but to the work he's put into developing a "College Biology Teaching Certificate Program," which is available to anyone across campus, and an extensive professional training program for the biology graduate students.

Nowicki has put a great deal of thought into the difficulties (and possible solutions) facing graduate students, and graduate education, today; the most important areas he targets are material circumstances and professional development. "From my perspective in Biology," he says, "there are a few general issues. The first—perhaps the most mundane—concerns support. At present, graduate support at many universities, both in terms of salary and in terms of other benefits, is close to a subsistence level. I think Duke is better in this regard than many places, but the attitude of many faculty is that students only need enough to just get by, with few guarantees for continued support, with few if any benefits (such as child care), and often with a significant obligation, such as having to teach or having to work on a professor's research project as an RA.

"There are really several issues here," he says. "One is whether or not graduate students should be expected to live a bohemian life style. This is probably most significant for students in fields where there is not significant external funding and thus little chance for support other than through fellowships or teaching, the latter being underpaid, in general, for the amount of work the student must actually do. In some areas, especially some laboratory sciences, there is significant external funding available, so salaries generally are higher and more secure through research and training grants. But here the problem is independence. A student who is an RA may have to work so closely to their mentor's research program that they have little chance to develop their own independent ideas or research program. Some Ph.D.s in some fields will never publish a single piece of work as a sole author. The most significant issue in this group in my mind, however, is that poor support for graduate students—especially poor benefits—may exclude entire groups from graduate education. It was easy for me, as a single male, to live an underpaid, insecure bohemian lifestyle for the more than five years I was completing a Ph.D., but the same obviously

would not be true for a married woman with a child or two.

"A solution to this problem is to find more endowed fellowship support for graduate education. I know this is something Duke's Graduate School has been attempting to do over the last few years and I applaud their efforts. We need to do more of this, however, and get a commitment from the highest level of the University to support such efforts."

Graduate schools also need "to provide more professional guidance and training to our graduate students, both to make them aware of the broader range of professional options available to Ph.D. holders and to provide training as appropriate to help them take advantage of those options," according to Nowicki. "Many of us come from a time and place where the only reason to get a Ph.D. was to continue on as a college professor. The same is likely to be appropriate for many of our graduate students, but not all.

"Coupled with this previous issue is the number of graduate students we train. The faculty (in general, not necessarily just at Duke) need better information about the opportunities that are available, and more importantly, we need to be willing to adjust the number of Ph.D.s we train appropriately. Some faculty will take on graduate students just to 'fill up the lab' or tackle particular problems they want to have worked on. This approach is problematic, however, if the number of students being produced exceeds the number of appropriate professional opportunities available to them," he concludes.

Paula McClain

Professor, Political Science

Paula McClain, a professor in the Political Science department, is determined to convince minority college students that entering professional school isn't the only pathway to a career that "makes a difference." She explains that through her experience as the Director of the Ralph Bunche Summer Institute, a pipeline program to encourage black, Latino, and American Indian college juniors to pursue doctorates in political science rather than attend professional school, "we have found over the years that many of the students who attend the Institute want to 'make a difference' in the world and do not readily see how being a university professor fits into that objective. We are able to show them how contributing to knowledge through research and engaging students does make a difference, but not in the ways that they originally thought."

McClain received all of her degrees from Howard University in political science and did a comparative race dissertation on "The Political Behavior of Afro-Canadians." Describing the project's origins, she says that "early in my graduate career, I took a course, Comparative Politics of Black Communities. The project assignment was to write on a black community in a white host country and we could not use the United States, the Caribbean, or a couple of other countries. I chose Canada and began to study black Canadians as a result. I spent the summers of 1974 and 1976 doing fieldwork in three cities in three differ-

FACULTY PROFILES *(continued from page 7)*

ent Canadian provinces—Toronto (Ontario); Montreal (Quebec), and Halifax (Nova Scotia). Each had a different history with black populations, and most had a legacy of slavery, although not on the same scale as the United States.”

Her present research, she says, “focuses on inter-minority group relations—relations among blacks, Latinos, Asian Americans, American Indians, and whites in a variety of social and political arrangements.” McClain also has a pilot study set in Durham centering around “what difference Latino immigration into the South is making on the politics of the South and on intergroup relations.”

McClain has seen improvement in graduate education in the past thirty years, largely in the area of professionalization; she says this “pleases me, as I think the apprenticeship approach to training graduate students is wonderful.” As a champion of

multidisciplinarity, McClain thinks that graduate departments and schools still have some work to do. “One way that I would improve graduate education, an approach that political science at Duke supports, is to push graduate students to move beyond their own subfields and disciplines and engage other disciplines in serious and sustained ways. In the study of race, my specialty, political science does not have a corner on the market of ideas and research in the area. It is essential that political scientists who study race engage the literature in sociology, psychology, economics, geography, and a host of other disciplines in order to understand the political implications of race. Most graduate programs, however, have not embraced the multidisciplinary approach to intellectual questions. While political science at Duke encourages this approach, I know that most political science departments around the country do not.”

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

Beyond Writer's Block

Rae Jean Proescholdbell, M.A.

Ah, the blank computer screen: the cursor going blink, blink, blink. Suddenly, doing anything else seems better than writing that first sentence. Take a minute to list what you do to procrastinate. If you find writing so unpleasant that you put it off (and off and off), then consider the items on your list to be symptoms of “writer’s block.” Writer’s block is avoiding writing, feeling paralyzed when trying to write, or writing only at the crisis point. The aim of this article is to demystify the forces that lead to writer’s block and to suggest ways to counter them.

ANTAGONIZING FORCES

The driving force behind writer’s block is fear that one will be judged as worthless based on one’s writing. Perhaps being judged as “worthless” sounds a little extreme, but changing one’s behavior takes an extremely persuasive thought. So think about it: when was the last time that you experienced writer’s block? It was probably a piece of writing that was going to be judged in some way, whether it was a paper that a professor would read or a speech that you would deliver, as opposed to an e-mail to a friend.

The way one thinks about a writing assignment can raise the stakes, invoking writer’s block. All-or-nothing thinking, such as imagining that the assignment will be judged to be either a brilliant success or a shameful failure, not only can get in the way of writing, but also in the way of healthy self-esteem. Assigning unrealistic consequences to one’s performance on the writing task, such as linking a dissertation proposal to being successful in all areas of life (i.e., academic and personal) or to being loved by one’s family, can also invoke writer’s block.

In sum, the forces that contribute to writer’s block are rooted in one’s thinking. This is good news because you can

control your thoughts. With practice, you can minimize writer’s block. Before we proceed, take a minute to diagnose the thoughts that contribute to writer’s block for you:

- I worry a lot about what others will think of my writing performance (i.e., I fear that others will judge me as worthless based on my writing);
- I link individual assignments to disproportionate consequences;
- My academic work is the primary source of self-esteem or pride for me;
- I fear that my family or others will not love me unless I am extremely successful;
- I engage in all-or-nothing, success-or-failure thinking.

Note that all of these forces are ultimately linked to concerns about being judged. If you did not check the first force listed above, either you seldom experience writer’s block or you are unaware of the extent to which you worry about being judged. Sometimes just acknowledging this worry can decrease writer’s block.

FACILITATING FORCES: MAY THE FORCE BE WITH YOU

All of the following suggestions counter worries about being judged. Where applicable, the “contributing force” listed above is also noted so that you can pair the forces specific to your writer’s block with a suggestion for remedy.

Countering Worries About Being Judged

One way to address fears of being judged is to engage in pre-writing exercises. Leave your computer behind and take pen and paper to a relaxed environment such as a café or the gardens. Write down every idea about your topic that comes to mind. By writing down every thought, regardless of quality,

CAPS

you should be able to temporarily free your mind of judging thoughts. Once you have jotted down all of your ideas, organize them into themes by placing one symbol next to each thought of one theme and a different symbol next to each thought of a second theme, and so on. If you are writing a paper, you can then list the themes and choose an order for them. At this point, you can return to your computer and elaborate on the ideas from each theme in your chosen order to—*voilà!*—create a paper.

Another way to address fears of being judged is to consider the interpersonal style of the person giving you feedback. If possible, choose your advisors and committee members with an emphasis on the way they support you, as opposed to their prestige. An advisor who gives praise and constructive criticism is much easier to write for than an advisor who primarily gives negative criticism. However, if you cannot choose your advisors, and you find that your advisor is highly critical of you, attribute the criticism to the advisor's interpersonal style rather than to yourself. The purpose of a graduate program is to enhance your skills; you are not supposed to know everything. If you are working with a critical advisor, remind yourself that your advisor is going to be critical of your work no matter how good it is, and strive to meet your own expectations rather than your advisor's. If your ethnic background is not white, it may be particularly important for you to choose supportive advisors or to strive to meet your own expectations. Although the number of faculty of color has increased, many faculty are unaware of the cultural challenges faced by students of color, and forgetting this makes a difficult situation more trying.

Assigning Proportionate Consequences to an Assignment

You can prevent future writer's block by remembering and celebrating one's successes; try going out with friends or family after an important academic meeting or after being awarded a fellowship. If you have a tangible reminder of your success (e.g., a plaque, a congratulations card, a photo), post it where you most frequently write. Try not to give more weight to the next assignment due than to your past successes; amplifying upcoming tasks and diminishing past accomplishments raises the stakes and leads to writer's block. Celebrating one's successes increases self-esteem and decreases the worries that can lead to writer's block.

Finding Sources of Pride Other Than Academics

A second way to assign proportionate consequences to an assignment is to lead a balanced life. When *all* of your self-worth is wrapped up in academics, the stakes are so high that fears of being judged impede writing. Diversify the sources from which you draw your self-worth by making time for one or more of your other values; creating a balance in your life will decrease stress as well as writer's block.

Remembering That Your Family and Others Will Love You Regardless of Your Success

Minimize fear of judgment by surrounding yourself with reminders of people (and pets) who love you regardless of your writing. These reminders can be in the form of pictures, screensavers, cards, and gifts. If you are unsure about whether your family or friends will love you if you fail academically, then share your worries about academic success with them and see what they say. Often, just giving voice to your fears is helpful in addressing them, and others can't know your worries unless you share them.

Include symbols of support in your writing environment. Through therapy for writer's block, a friend of mine realized that he missed having the support of a father figure while growing up and that the image of a fatherly hand on his shoulder helped him write. He harkened back to the Narnia books of his childhood and remembered how powerfully the lion in the books spoke to him. My friend now writes with the figure of a small lion on his desk.

Music can also support you. Identify songs that inspire you and make you feel good about taking academic risks. Play these songs when you are feeling most uncertain (e.g., before a thesis defense) or in need of inspiration (e.g., daily, during your final writing push).

Counteracting All-or-Nothing Thinking and Remembering that Performance Is Judged on a Continuum

Counteract all-or-nothing thinking by using multiple categories to evaluate your success. For example, rather than viewing anything below an "A" as failure, take into consideration how much you learned in the class, whether you are able to apply this learning, and how challenging the class was for you. Underlying your all-or-nothing thinking may be a thought such as "average is shameful." Remind yourself that the meaning of "average" depends upon your comparison group. If you are in graduate school at Duke, *all* of your academic work is above average!

RESOURCES

Duke's Counseling and Psychological Services (CAPS) can help you assess the sources of writing problems. CAPS offers an annual dissertation support group, as well as one-on-one assistance to identify thoughts and behaviors that contribute to writer's block. Such assistance from a CAPS therapist also can help determine whether the writing difficulties you experience are indeed writer's block or whether they stem from a different psychological concern, such as Attention Deficit Disorder. You can make an appointment at CAPS by calling 660-1000.

INTERNATIONAL GRADUATE STUDENTS: STATUS, EMPLOYMENT, TRAVEL, AND MORE

Catheryn Cotten

Director, International Office

Functioning in the U.S. academic environment, and living in the U.S. generally, present special challenges for Duke's international graduate students. Heightened concerns regarding international travel have caused many countries, including the U.S., to change laws and procedures, leaving students to wonder where they stand in all of this.

We will look briefly at international graduate student visa and travel issues. An expanded version of this article appears on the GradLife Web site (<http://www.duke.edu/web/gradlife>).

The following links can be found under the specified titles at http://www.international.duke.edu/FAQ/FAQ_MainPage.html.

Government Departments and Agencies

The most common departments and agencies related to nonimmigrant status are: Department of State (DOS); Department of Homeland Security (DHS); Social Security Administration (SSA).

Student Data and Reports to Government Agencies

Schools that enroll "F" or "J" students must produce the Form I-20 and the Form DS-2019 out of the national DHS SEVIS database. Schools must update data according to specific schedules and guidelines. See *Recordkeeping and Reporting*.

Social Security Cards

To issue either a new or replacement SSN card to an alien, the SSA must see original documents and verify lawful status through the DHS database. For newly-arrived students it may take up to 10 days after arrival for the DHS database to confirm lawful status. The International Office provides a special letter to F-1 and J-1 students to take to the SSA office, and International House provides travel assistance. See <http://ihouse.studentaffairs.duke.edu>.

Personal Identity and Status Requirements

DHS now diligently enforces immigration rules that have been "on the books" for over 50 years but previously have not been enforced consistently. These rules directly affect international students:

- Aliens must carry immigration status documents at all times. In some states local law enforcement officers may ask to examine those documents. See *Registration and Domestic Travel*.

- Aliens must report address changes within 10 days of each change. See *Address Reporting to INS*.

Violations such as unauthorized employment or remaining in the U.S. after an authorized stay expires will not be forgiven as they might have been previously and could lead to arrest, detention, and deportation. Students should ask for extensions of stay before their current stays expire and receive *permission for employment prior to beginning work*. Graduate students must continue full-time study and research and make reasonable progress toward the degree.

Employment

Graduate students in F-1 and J-1 status are permitted to engage in on-campus employment, *provided* the total time (including assistantships and other jobs) does not exceed 20 hours per week. Curricular Practical Training (CPT), Optional Practical Training (OPT), and Academic Training (AT) allow work related to the degree. Students must limit the kind of work and hours to that specifically authorized in writing. See *Maintaining Status, Work Authorization & Extending Stay, F-1 Practical Training, and J-1 Academic Training*.

F-1 OPT allows up to 12 months of work after completion of studies at *each level*. J-1 AT allows up to 18 months of work after completion of the bachelors and/or masters or up to 36 months after the doctorate. OPT or AT used prior to completion of studies is deducted from the total allotment.

Many students use OPT or AT time as an employment "bridge" to H-1B status. The H-1B has special rules and is managed by the employing company, not by the school.

Travel

Basic travel rules have been nearly unchanged for many years, but recently the way those rules are enforced may have changed considerably. Consular posts must do interviews and security checks. The "nonimmigrant intent" rule requiring F and J applicants to have the intention to return home continues to apply. Visa applications are more complicated and take longer. Previously easy travel to Canada, Mexico, and the Caribbean has new rules. See *Travel to Canada, Mexico & Caribbean Islands* and *Travel Abroad*.

Other useful travel information can be found by following the News Flash link to the *Required Visa Stamp Interviews and Priority Processing of F and J Visas 2003*. A FAQ for newly-admitted students is also useful for current students planning to travel outside the U.S. and return at *Visa Application and Entry into the U.S.*

Duke Advocates for You

Duke's policies on internationalization of the university (<http://www.duke.edu/international/internationalization.html>) confirm that we value international education and work at

INTERNATIONAL GRADUATE STUDENTS

many levels and encourage all of our students, both U.S. and foreign, to view themselves as part of the international academic environment. Duke works through national and international organizations, government departments and agencies, and the U.S. Congress to promote the free flow of international students and scholars. A few advocacy organizations with which Duke works are:

- Association of American Universities (AAU): <http://www.aau.edu>;
- American Council on Education (ACE): <http://www.acenet.edu>;
- Association of International Education Administrators (AIEA): <http://wings.buffalo.edu/intled/aiea>;
- Association of International Educators (NAFSA): <http://nafsa.org>.

How to Be Your Own Advocate

International students can advocate for their own issues in the following ways:

- Participate in your own professional associations and bring issues to their attention.
- Note the current cases and causes listed with the American Civil Liberties Union (ACLU) at <http://www.aclu.org>. Click on *immigrant rights*.
- Report travel or visa difficulties or misunderstandings to the International Office.
- Plan ahead for international work and travel. Prepare to make some difficult choices among work, travel, and family.
- Visit International House (<http://ihouse.studentaffairs.duke.edu>) and International Office (<http://www.international.duke.edu>) for recent updates.

Know that International Office and International House will work with you to recognize and value your contributions to the academic and cultural life of Duke, and to help you to understand and obtain the benefits available to you.

GRADUATE AND PROFESSIONAL STUDENT COUNCIL (GPSC) UPDATE

Rob Saunders

Ph.D. Candidate, Physics, GPSC President

The Graduate and Professional Student Council is looking forward to a productive year. This past year has been very exciting, as we have seen a number of positive developments for graduate students. One issue that has seen incredible movement is child care. The Duke Children's Campus expanded this year, doubling the number of spaces available; thirty of those spaces were set aside for graduate and professional student parents. In addition, Dean Siegel created a subsidy for high-quality child care for student parents. We hope these efforts help students who are juggling life as a parent and graduate student.

GPSC is working on a number of issues for this year. Safety has become a very prominent issue on campus. We have heard from many that they do not feel safe on campus at night. Some students have let us know that they worry about walking to their cars at night or walking from building to building. GPSC, in conjunction with the undergraduate student government, did a comprehensive safety tour of campus last fall to identify which areas of campus need improvement. We plan on holding another safety tour this fall to look at lighting, sidewalks, shrubbery, and other factors that may impact safety.

A second prominent issue for this coming year is health care. The cost of health care is rising nationwide and we are not immune to this national trend. The Duke Student Health Insurance plan has seen increases for the past two years in the neighborhood of 20%. It is expected that these increases will

continue for the next several years. GPSC is exploring several avenues to help keep our insurance premiums down. One way to keep premiums down is to visit doctors at the Student Health Center first, as these visits are not charged to the insurance plan. Our health care committee will spend this year examining novel solutions for lowering future premium increases.

A third issue is parking and transit. The parking plan for this coming year addresses many graduate student needs. With new buildings appearing every year, parking will continue to be an important issue for the upcoming years. GPSC is also advocating for alternatives to parking, such as bike lanes and bus routes, to give students as many options as possible in traveling to campus.

As always, GPSC wants to hear which issues are important to you. Please e-mail us at gpsc@duke.edu with any concerns or thoughts you might have.

NUTRITION SERVICES

Healthy eating is about eating well, feeling good, and enjoying your food without guilt.

If you have questions about your food choices or eating habits, Student Health Services provides you with an opportunity to talk to a dietitian. Feel free to call 681-WELL to schedule an appointment with Toni Apadula RD, LDN. This service is covered by the Student Health Fee. A Joint Program of Community and Family Medicine and Student Affairs: <http://healthydevil.studentaffairs.duke.edu>.

OFFICE OF RESEARCH SUPPORT

Ken Macdonald

Certified Research Administrator, Institutional Communications Coordinator/Funding Specialist

As a graduate student seeking funding for your research and training, you can get off to a good start by visiting the Web site for Duke's Office of Research Support (ORS). While there are many parts of this site worth exploring, you may want to begin on the Graduate Funding page, <http://www.ors.duke.edu/find/student/grad/index.html>, where you'll find a wealth of information about funding opportunities. Further information may then be obtained by contacting ORS's Outreach Coordinator, Ann Kaplan (ann.kaplan@duke.edu, 681-8925). She also coordinates workshops on topics such as funding searches and proposal writing and is available for one-on-one meetings for those seeking more individualized assistance. Please refer to the inset on this page for her 2003-2004 workshop schedule. You may also visit the ORS Web site for a complete, updated listing of ORS workshops: <http://www.ors.duke.edu/ors/worktrain/calendar.html>.

Proposal Preparation

Once you find the grants or fellowships you'd like to apply for, your next stop on the road to funding will be the ORS Grants & Contracts group, which will help you through the often complicated process of proposal preparation and submission. Depending on your field and assuming you aren't in a Medical Center department, you will contact either Susan Lasley or Maria Scripa. (Medical Center students should contact the DUMC Office of Grants & Contracts.)

Whoever assists you with your proposal, the first issue to address is whether your prospective sponsor requires institutional approval of your application. Generally speaking, if the application requests an authorized institutional signature or certification of university compliance with various federal regulations or if the sponsor requires that the check be made out to the university, then an institutional approval is necessary. (Neither a graduate student nor his or her advisor can sign proposals on behalf of the university.) If institutional approval is required, your Grants & Contracts representative will review your proposal prior to submission to make sure that all university issues and government regulations have been adequately addressed. She can also advise you on budgetary, cost-sharing, regulatory, and reporting requirements. Sponsor policies vary a great deal, so it is critical that applicants contact the Grants & Contracts staff before preparing a proposal. A quick phone call or e-mail can save time and frustration in the long run.

Human Subjects Approval

One area where sponsor policies are especially critical is research involving human subjects. In fact, these policies are so exacting that ORS has two full-time staff members dedicated exclusively to non-medical research involving human subjects (those doing medical research should contact the Duke

Health System Institutional Review Board for human subjects approval, even if they are affiliated with a non-DUMC department). If your research falls under the non-medical, human subjects rubric, you will end up working with these ORS staff members—Holly Williams-Stafford and Lorna Hicks—to get your research protocol approved. Please be aware that investigators, whether students or faculty, must be certified to conduct research with human subjects before any protocol can be approved. Initial certification consists of completing an online tutorial, "Protecting Human Subjects." Certification must then be maintained through continuing education activities. For further information about the certification process, including a link to the tutorial, as well as an online manual for researchers, please refer to the ORS human subjects webpage: <http://www.ors.duke.edu/irb>.

Further Information

For more information on any aspect of the grant application process, you are encouraged to visit the ORS Web site and to call the appropriate Funding Opportunities, Grants & Contracts, or Human Subjects representative referenced on our online staff list.

Contact Information:

Office of Research Support

334 North Building (next to the Levine Science Research Center)

Hours: Monday-Friday, 8:30 a.m. – 5:00 p.m.

919-684-3030

<http://www.ors.duke.edu>

Locating & Applying for Funding A Workshop for Graduate Students

2003-04 Schedule

Dates: 9/9, 10/7, 11/11, 1/13, 2/10, 3/23, 4/13
(all dates on Tuesdays)

Time: 10:30 a.m. – Noon

Location: Old Chemistry 01

Got funding? Seeking a fellowship to support research? Want to fund travel for a summer project? Need dissertation support? Take this opportunity to learn how to search for funding and write successful proposals. Each session of this monthly series will be tailored to the needs and stages of the workshop participants. Class size is limited; registration is required.

Registration Required: E-mail Ann Kaplan (ann.kaplan@duke.edu) with desired workshop date, along with your department, year of study, and phone number.

CENTER FOR INSTRUCTIONAL TECHNOLOGY

The Potential of Instructional Technology

Patrick Murphy

Instructional Technology Specialist

While almost all of us recognize the promise of technology in our everyday lives, it is not always as clear what technology can do for teaching. How is PowerPoint going to help your students learn Latin declensions? Maybe it won't, but there are certainly some aspects of your course that may benefit from some kind of technology, if not PowerPoint. Here are several areas in which technology can improve instruction:

- **Streamlined Course Administration** Pedagogy aside, instructional technology can simply aid you in your role as course administrator. Course web pages facilitate the distribution of materials. Online assessment tools can automate grading. E-mail and discussion forums can provide timely announcements. The University Writing Program uses Blackboard's digital drop box and Microsoft Word's Reviewing Toolbar to allow students to submit files—and the instructor to comment on and return them—entirely electronically.
- **Improving Communication** It's easy to forget that students don't all know each other and may not even see each other outside class; using something such as a discussion board to extend class discussions outside of the class may be just as useful for connecting them as it is for broadening the classroom dialogue. You also can give yourself more chances to reach students, or you may "bring in" someone from outside the course: a colleague of yours on the other coast can impart her expertise to your students by participating in an online chat.
- **Supporting Collaboration** Just as you open up new means of communication, so too can you offer new opportunities to collaborate. Students can share files and ideas online, even when they're in separate dorms late at night. Blackboard's "Groups" feature allows subgroups in your class to have their own file storage, e-mail, online chats and discussion boards. Again, people from outside Duke can easily contribute with Internet tools.
- **Increasing Interactive Learning** Ideally, the student drives learning, and instructional technology can give you new tools to enable them to do just that. Online tutorials allow students to control their pacing and practice as they navigate instructional activities that require student input. You may not be crazy about taking tests online, but consider the potential benefit of online quizzes as pre-assessment self-tests: students taking them can not only see what topics you think are important, but may also get some notion as to how you ask questions and—if you provide instant feedback, as many online tools allow—can gauge their current mastery of a subject.

- **Addressing Learning Styles and Needs** Education literature has long recognized that students learn in different ways. The ease by which different types of media can be presented through electronic methods means you might be able to reach more students. Are you teaching a course with students of varying backgrounds? Online activities can be designed at different levels of skill and understanding, and students who need them may examine review materials on their own time, without wasting your valuable class time.

- **Anytime, Anywhere Access** The promise of the Internet, combined with any of the above areas, is that the benefit can be gained whenever and wherever one has access to the Internet. If your students work until 10:00 p.m. or are traveling with a university club or sports team, they can access course materials whenever they have the time.

Patrick Murphy, Instructional Technology Specialist for the Graduate School and Center for Instructional Technology, can provide guidance to students considering using technology in their teaching, or to those curious about professional development in these areas. Graduate students or faculty members should not hesitate to contact Patrick by e-mail (patrick.murphy@duke.edu) or phone (660-5975) to find out more about instructional technology opportunities. Additional information is also available online at <http://cit.duke.edu/events/graduate>.

STUDENT HEALTH CENTER

Bill Christmas, M.D.

Director, Duke Student Health Center

As the beginning of a new academic year rolls around, I would like to extend a hearty welcome to all new graduate and professional students and update everyone about the Student Health Center (SHC).

We have recently completed a very successful first year in newly renovated space in the Duke Clinics complex on Flowers Drive. Overall, the move has been very popular with students, who like the bright and efficient clinical space with a pharmacy and laboratory tailored to meet their needs. The only negative aspect was the elimination of adjacent parking. Despite our convenient location just off the West Campus quad, students have had difficulties finding us and learning that parking is available for a small fee in Parking Garage 1 on Trent Drive. We expect a new Duke bus route to be inaugurated this fall that will have a stop at the SHC entrance on Flowers Drive.

As a result of meeting with the Graduate and Professional School Council (GPSC) last year, we have clarified medical evacuation coverage for all Duke Students. Medical evacuation refers to the transportation of individuals with serious, life-threatening illness or injury from a foreign country to the United States for medical care. Duke students who participate

STUDENT HEALTH CENTER *(continued from page 13)*

in the university-sponsored Blue Cross/Blue Shield (BCBS) health insurance plan now have this coverage included as a benefit; however, pre-approval by BCBS is required before using this benefit. Those students who want additional evacuation coverage or don't participate in the BCBS plan may want to consider purchasing an International Student Identification Card or contacting our broker, Hill, Chesson & Woody, about purchasing individual coverage.

Over the summer, we have been working closely with Duke University Medical Center on developing procedures to address the threat of Severe, Acute Respiratory Syndrome, or SARS. The institution has established a Web site at <http://www.hr.duke.edu/eohw/sars/index.html> where basic information and updates are available. There is also an e-mail address (shc_sars@mc.duke.edu) where students can send their queries.

The medical leadership at Duke has gained national prominence recently by calling for closer management of populations at risk for potentially life-shortening conditions like obesity, diabetes, high blood pressure, and asthma. In the coming year the Duke Student Health Center will be starting some pilot programs to address some of these issues for indi-

vidual students at risk, so you may be hearing from us rather than vice versa.

The SHC Web site, Healthy Devil Online (<http://healthy-devil.studentaffairs.duke.edu>), is undergoing a major upgrade. This is an excellent source of health information for Duke students. In addition to specific information on common medical conditions, you can learn about health fee benefits and link to the Hill, Chesson & Woody Web site. Returning students should be aware that this year routine x-rays will no longer be covered by the student health fee, but are now a health insurance benefit.

The staff of the Duke Student Health Center will continue to work closely with graduate and professional school programs, as well as with GPSC, to maintain and improve your health. Each spring the Student Health Insurance Advisory Committee meets to review the BCBS plan for students. This has been a rewarding experience for all involved and has resulted in a cost-effective policy with a benefit structure ideal for graduate and professional students. Rob Saunders, President of GPSC, and I welcome your input in the future on any and all aspects of your health while you are at Duke.

STAFF PROFILE**Doug James**

Director of Academic Support Programs

Doug James joined the Graduate School staff last spring as the Director of Academic Support Programs. He mainly coordinates two professional development programs for Ph.D. students: workshops on classroom teaching and training events on the Responsible Conduct of Research (RCR).

His prior experience prepared him well for this role. Doug earned a Ph.D. at Northwestern University in an interdisciplinary program between the School of Education and Social Policy and Garrett Seminary, where he focused on postsecondary teaching, adult development and learning, and theological education. He gained valuable experience co-teaching a course with the late Bob Menges (a leader in research on teaching), serving as a TA in other courses, and teaching at a nearby liberal arts college. Doug's research focused on how faculty beliefs about teaching and learning develop and relate to their classroom plans and practices. Alongside of his graduate work, Doug prepared materials for TA training events at NU's Searle Center for Teaching Excellence and coordinated conferences on medical and business ethics as a graduate assistant at Garrett's Center for Ethics and Values.

Here at Duke, Doug leads a workshop series each semester ("Pathways to the Professoriate") focused on classroom pedagogy and course design. Last spring, nearly 65 Ph.D. students from 25 different departments or programs participated. The series provides a safe space to share experiences, learn how to plan a course, and become critically reflective as

teachers. Each workshop examines a practical aspect of classroom teaching, such as how to write a clear and meaningful syllabus, balanced with discussion about the realities of teaching, such as sources of frustration faced by teaching assistants and junior faculty. Overall, the workshops focus on what is known about good teaching from years of research and the collective experience of the workshop leaders.

The other area he helps to coordinate relates to the "Responsible Conduct of Research." RCR training encompasses topics such as mentoring relationships, conflict of interest, authorship, plagiarism, misuse of data, and research with human or animal subjects. Beginning this year, every entering Ph.D. student is required to complete a certain number of RCR training hours. For some, this meets NIH or funding requirements, while for other it meets criteria for licensure. All students, however, should find that it helps them conduct and report their research (whether using primary sources, human subjects, or animal subjects) in a professional and ethical manner.

GRADUATE SCHOOL STAFF UPDATE**Academic Programs**

Doug James
Director of Academic Support Programs

Graduate Student Affairs

Walter A. Tallman
Program Assistant

Enrollment Services

Phil Pope
Communications Specialist

Susan Ray
Data Manager

THIRD ANNUAL GRADUATE STUDENT RESEARCH DAY

The Third Annual Graduate Student Research Day was held on Friday, March 21st and benefited from another year of growth in participation. This year, the format of Research Day was altered so that participants would be able to enjoy both oral and poster presentations.

Toril Moi, James B. Duke Professor of Literature and Romance Studies, gave a keynote address at lunch titled "Finding a Voice: How to Survive in Graduate School." The keynote speaker for the dinner was William M. Reichert, Professor of Biomedical Engineering, Associate Professor of Biochemical Engineering, and Chair of the Executive Committee of the Graduate Faculty, who spoke on "Publish or Perish."

Watch your e-mail at the beginning of spring semester for news of the Fourth Annual Graduate Student Research Day, and keep it in mind as you do research and prepare papers this year. For information on past research days, visit <http://www.gradschool.duke.edu/gsa/researchday.htm>.

Below is a list of participants in the Third Annual Graduate Student Research Day. Note that in each citation, the student presenter's name is listed first.

BIOLOGICAL SCIENCES

Biology

Julia Bowsher and Frederik Nijhout
Evolution of novelty: Male abdominal brushes in sepsid flies.

Elizabeth Derryberry, J. Foufopoulos, A.P. Dobson, E.A. MacDougall-Shackleton, and T.P. Hahn
The effects of two haematozoa on reproductive success in mountain white-crowned sparrows.

Tracy Feldman, William F. Morris, and William G. Wilson
When can two plant species facilitate each other's pollination?

Mario Vallejo-Marin and Marcy K. Uyenoyama
The effect of pollen limitation on the evolutionary costs of self-incompatibility.

Neurobiology

Heather Dean and Michael Platt
Spatial representations in posterior cingulate cortex.

Yulong Li and George Augustine
Probing the timing of NSF action in the synaptic vesicle exocytosis.

Psychological and Brain Sciences

Christine Camblin, Gordon, P.C., and Swabb, T.Y.
Coreferential processing in the right hemisphere: An ERP study.

Michele Diaz and Gregory McCarthy
Functional MRI activations involved in processing words and nonwords.

Pharmacology and Cancer Biology

Catherine Clark, Cynthia C. Greenberg, Matthew J. Brady and Christopher B. Newgard
Development and testing of a pan-specific dominant-negative glycogen targeting subunit of protein phosphatase-1.

Jonathan Schisler, Katsuhito Murase, Michael S. German, Per B. Jensen and Christopher B. Newgard
Candidate gene and representational difference analyses identify genes that determine β -cell phenotype and glucose-stimulated insulin secretion.

Pharmacology and Molecular Cancer Biology

Jeff Kovacs, Charlotte Hubbert, Jun-Tai Wu, Yoshiharu Kawaguchi, Amaris Guardiola and Tso-Pang Yao
A novel ubiquitin binding-zinc finger is essential for HDAC6-induced chemotaxis and links the acetylation and ubiquitination network.

HUMANITIES

Art and Art History

Sylvie Fortin
Fatimah Tuggar's digital traffickings.

German Studies

Barbara Lechleitner
Showgirls in Golddiggers of 1933: Women's bodies as commodity and eugenic promise.

Literature

Erica Edwards
"Cyanide in the Kool-aid": Comedy and the discourse of black leadership in contemporary American culture.

Kinohi Nishikawa

Time is on my side: Enlightenment analogics and postcolonial critique.

Master of Arts and Liberal Studies

Treva Haynes
A study of a cotton mill village in Western North Carolina: Cliffside.

Betsy Thomas

Women entrepreneurs: A new, growing segment in the American economy.

Romance Studies

Anne-Lise St-Phard
Tempestuous decisions: Choosing the monster in works from Great Britain to the Caribbean.

Sandrine Teixidor

"La Parole de Nuit" and the storyteller in a Breton literature: Transgression of the forbidden.

STUDENT RESEARCH DAY *(continued from page 15)***PHYSICAL SCIENCES & ENGINEERING***Biomedical Engineering*

Ninita Brown, Salim Idriss, and Patrick Wolf
Design and testing of an optical receiver for transmural cardiac mapping.

Civil and Environmental Engineering

Benjamin Adei and Fred K. Boadu
Predicting the engineering properties of soils from non-invasive geophysical techniques.

Joseph Gyamfi and Fred K. Boadu
Assessing the vulnerability of groundwater to pesticide contamination using geophysical methods: A case study in Ghana.

Renato Silva
The ice storm.

Ecology

Kyle Van Houtan and Stuart Pimm
Behavior and conservation of bird populations in fragmented habitat.

Environment

Luke Dollar, Oron L. Bass, Carel van Schaik, and Stuart Pimm
Infanticide in the Florida panther population bottleneck.

Varun Swamy
The birds and the bees revisited: Pollination ecology in a fragmented ecosystem.

Mathematics

Ben Cooke
A multigrid Monte Carlo algorithm for multi-resolution protein folding.

John Greer
Fourth order traveling waves in image processing.

Mechanical Engineering and Material Science

Alexei Valiaev, Stefan Zauscher, and Ashutosh Chilkoti
Force spectroscopy study of elastin like polypeptides (ELP) single molecules.

Nicholas School of the Environment and Earth Sciences

Trina Hedrick
*Proposal to introduce Gila trout (*Oncorhynchus gilae*) to the west fork of Oak Creek, Sedona, Arizona.*

Physics

Rob Saunders, Ehsan Samei, and Christoph Hoeschen
Impact of resolution and noise characteristics of digital radiographic systems on the detection of subtle lung nodules in chest radiographs.

SOCIAL SCIENCES*Business Administration*

Sharon Hunter-Rainey
Human capital and social capital explanations for differential incomes.

Economics

Julia Litvinova
Volatility asymmetry in high-frequency data.

Political Science

Shayla Nunnally
Racial trust in the prediction of social trust: The effect of race on trust in social contexts.

Psychology: Social and Health Sciences

Nicole Polanichka
Young children's perceptions of parenting: developmental patterns and predictive validity.

Ranak Trivedi, Joel Hughes, James A. Blumenthal, Alan Hinderliter, and Andrew Sherwood
Postmenopausal women show elevated systemic vascular resistance at rest and during stress.

Sociology

Alexis Franzese
Accounts of medical education: Implications for medical practice.

STUDENT HIGHLIGHTS

Economics

Dan Hungerman is the recipient of two study grants, from the Center for the Study of Philanthropy and Voluntarism and from the Southern Baptist Historical Library and Archives, and three dissertation fellowships, from the Louisville Institute of Religious Research, the Social Science Research Council, and the National Bureau of Economic Research (NBER). He also attended the public economics conference held at the NBER in April.

English

Dan Breen, **Jacques Khalip**, and **Stephane Robolin** were jointly awarded the W. Stephen Horne Graduate Teaching Award for Excellence in Teaching by a Graduate Student.

Kate Castellano will participate in this year's Kenan Graduate Colloquium in Ethics.

Kate Crassons is the recipient of the Kenan Dissertation Fellowship in Ethics, and is working on a dissertation entitled "The Practice of Poverty: Literature, Culture, and Ideology of Late Medieval England." She also will participate in this year's Kenan Graduate Colloquium in Ethics.

Jaya Kasibhatla received the Women's Studies Ernestine Friedl Research Award for her proposal to study, through the literature of India and Nigeria, how citizenship defines or is defined by discourses of identity and community in postcolonial contexts.

History

Daniel Wilk will participate in this year's Kenan Graduate Colloquium in Ethics.

Math

John Greer spent his summer in an internship at the Los Alamos National Laboratories.

Mike Nicholas was awarded an Office of Naval Research ten-week paid summer internship in Virginia, where he engaged in research on numerical fluid dynamics.

Neurology

Amit Basole received an award for the poster he presented at the 2002 retreat.

Kathryn Condon and **Robert Kotloski** each received a National Institutes of Health Neurobiology Training Grant Fellowship.

Margaret Couvillon is the recipient of a National Science Foundation Fellowship.

Yulong Li is the recipient of an American Heart Association Predoctoral Fellowship.

Dayu Lin is the recipient of a Ruth K. Broad Fellowship.

Philosophy

Tamler Sommers, recipient of the Kenan Instructorship in Ethics, will teach a course on "Freedom and Moral Responsibility," and will participate in this year's Kenan Graduate Colloquium in Ethics.

Physics

John Foreman received the Outstanding Teaching Assistant award from the National American Association of Physics Teachers (AAPT) and the Duke University Physics Department for the 2003-04 academic year. In recognition of John's contribution to the Physics Department's teaching mission, he was awarded a \$100 cash prize and a membership to AAPT.

Political Science

William Curtis will participate in this year's Kenan Graduate Colloquium in Ethics.

Psychological and Brain Sciences

Susan Ormsbee received her Ph.D. in May 2003 and is now in her last year of Medical School at Duke Hospital in the Medical Scientist Training Program.

Religion

J. Alexander Sider will participate in this year's Kenan Graduate Colloquium in Ethics.

Romance Studies

Edgar Illas published his first novel, *El gel de bany sobre l'esponja* ("Bath Soap on the Sponge"), in June. It is written in Catalan and was published in Barcelona by Columna.

IMPORTANT WEB ADDRESSES

Ph.D Resources for Careers Inside and Outside Academia

<http://www.grad.washington.edu/envision/phd>

"All-But-Dissertation Survival Guide" Newsletter (free)

<http://www.ecoach.com>

Cyber TA Handbook Search Page

http://ase.tufts.edu/cte/search_pages/tasearch.htm

Improving Doctoral Education: Recommendations from the "Ph.D.s 10 Years Later Study"

<http://www.apsanet.org/about/chairs/pff/cgsessay.cfm>

Doctoral Education: Preparing for the Future

<http://www.aps.org/apsnews/1297/129718.html>

Graduate Student Life Web site

<http://www.duke.edu/web/gradlife>

STUDENT GRADUATION

The following students have completed the requirements for their degrees.

DECEMBER

Doctor of Philosophy

Kecia Albright Ali
Darrell Anderson
Blaine N. Armbruster
James Todd Auman
Soma S.R. Banik
Virginia Constance Barfield
Michael Jacob Blum
Jennifer Rae Brennan
James Scott Brown
Vincent Aaron Brown
Yong Cai
Sining Chen
Jill A. Chmielewski
Charles Norman Ciampaglio
Kristin Diehl
Alyssa Dill
Gregory Joseph Dobbins
Meenakshi Dutt
Michelle Lynn Dylan
Kai Evers
Michael Eugene Ezell
Munis Daniyal Faruqui
Anna Fernandez
William F. Figueira
Samuel J. Findley
Michelle Nichole Garfield
Jennifer L. Genova
Annette Marie Golonka
Stephen Riley Granade
Johanna Lee Gutlerner
Christopher Haydon
Holloman
Amanda Lee Horstman
Hasan Kwame Jeffries
Christina Ross Kahl
Oded Koenigsberg
Harlan V. Koff
Kim Fook Lee
Carrie Levesque
Laura J. Lewis-Tuffin
Alan Long
Katie G. MacLean
Georgiary Bledsoe McElveen
Jacqueline E. Mohan
Jennifer Quinn Morse
Tao Pei
Octavian Procopiuc

Michael R. Rackett
Andrew Roper
Guillermo Rosas Ballina
Meredith F.N. Rosser
Ilka Saal
Freya Schiwy
Evelyn Elayne Shockley
Mario Benjamim Baptista
de Siqueira
David Allen Skaar
Jessica Tashker
Jennifer L. Terni
Mithuna S. Thottethodi
Kalyanaraman Vaidyanathan
Diego Valderrama
Alexander Frederik Hendrik
van Nievelt
Sathyanarayanan Vasudevan
Randall P. Walsh
Michael Scott Wisz
David Alexander Zaharoff
Bo Zheng
Xi Zhou

Master of Arts

Renu Bora
Pauletta Jean Brown
Zachary E. Chandler
Yen-cheng Chang
Yao-li Chuang
Brian Gerald Dahlin
Maxym Dedov
Charles Joseph Del Dotto
Marie Dragani-Williams
Andrew Richard Feist
Katherine Hollingsworth
Flynn
Deepa Sarah George
Michele Perrygo
Margaret Pizer
Troy Alan Powell
Dennis C. Rasmussen
Robert Corey Remle
Joel Wren Revill
William Matthews
Robinson, Jr.
Seth Nathaniel Rogoff
Daniel Brian Salgado
Jeremy M. Schott
Julie Elizabeth Singer
Lori Hildreth Sonderegger
Miles Gayle Taylor
Meredith Lewis Turner
Alejandro Velasco

LaNitra M. Walker
Eric Carter Williams

Master of Science

Vijay Abhijit
Caryl Nicole Archer
Omer Mehmood Asad
Nick M. Bentley
Patricia Ceger
Susan Mae Chen
Ye Chen
Matthew Robert Dreher
Navneet Gulati
Holly Anne Leddy
Aaron Moskowitz
Parag Palekar
Nicoleta D. Popoviciu
Dinesh Ramakrishnan
Peter Anthony Rivizzigno
Baneeta Sabherwal
Shamil Sadigov
Guining Shi
Maureen L. Upton
Alicia Dawn Volkheimer
Zhentian Xie
Guoqiang Yang
Jing Yu

Master of Public Policy

Craig Wilson Harper

MAY

Doctor of Philosophy

Cenk Alhan
Chris Armstrong
Peter Joseph Attar
Kristen Gail Barnes
Martin Douglas Beebee
Chris Bell
Jessica Barkley Blaustein
Charu L. Bohra
Catherine Agnes Calder
Dongyan Chen
Mu Chen
David Chodniewicz
Youngon Choi
Laurel Caitlin Coberly
Jacqueline Mary Conard
Tara Melinda Cox
Jie Dong
Mandakini Dubey
Fabio Akcelrud Durão

Susan Grove Eastman
C. Rosalee Velloso Ewell
Marc Faris
Annetta Fortune
Joshua Poethig Frederick
Jan Hoffman French
Jack R. Friedman
Damon Paul Gannon
Michael Eric Gehm
Robert Ryan Hartley
Alex Read Hawkins
Marshall Lewis Hayes
Lynn Marie Hempel
Anita Borton Hjelmeland
Javier Elbio Irazoqui
Timothy Yong James
Sean James Johnson
John Patrick Jones, III
Michelle Viglietta Joyce
Constance Keen
Jennifer Michelle Keller
Wayne Wei-Chiang Khoe
Edward Christopher Kirk
David H. Kleit
Jason Michael Kreuter
Boris Kukso
Aaron Kunin
Michail G. Lagoudakis
Christopher Andrew Laincz
Elizabeth Emeline
LaMacchia
Merrill Windous Liechty
Tao Lin
Chunsheng Liu
Todd Lookingbill
Charles Wesley McKinney, Jr.
Jennifer L. Merolla
Joel N. Meyer
Pramod K. Mishra
Colleen Catharine Mitchell
Seán Doyle Moore
Blair L. Murphy
Mihai Dan Negoita
Brian Paul Newman
Stephanie Elizabeth O'Hara
Darren Randall Oldson
Robert Alan Oliver, Jr.
Juan Carlos Ordóñez Ruiz
Susan Melissa Ormsbee
Matthew David Orr
Megan Drinkwater Ottone
Ümit Özgür
Joann Clements Pavilack
Lisa Marie Peloquin
Jennifer L. Perry

STUDENT GRADUATION

Frank Reil
 Gil Renberg
 Tania Roy
 Natalia Rybczynski
 Colin James Saunders
 Rebecca Hartkopf Schloss
 Jacob William Selwood
 Kirstin Samantha Siex
 Melanie Ann Rehder Silinski
 Peter Silinski
 Nathaniel Milton
 Dunmeyer Stookey
 Zheng Sun
 Vishnu Swaminathan
 Enrique ter Horst
 Sheng Tong
 Radha Vatsal
 Horatiu Voicu
 Yiman Wang
 Edward Wilder Welsh
 Thomas Kirk White
 Michael Joseph Wise
 Jesse Yen
 Ge Zhang
 Yibin Zhang
 Yufeng Zhou

Master of Arts

Sae Young Thomas Ahn
 Bideesha Ahuja
 Jeremy Ascher
 Melanie Louise Wells Bain
 Stephanie Michelle
 Lasater Bennett
 Carol Christine Camblin
 Emily Streyer Carlisle
 James Michael Collins
 Stacie Ann Craft
 Victoria Maria
 DeFrancesco Soto
 Joseph Edward DeLuca
 Phillip Scott Demske
 Jared Samuel Dinkes
 Gina Lucky Dizzia
 Lexy Durand
 C. Virginia Fenwick
 Tillman James Finley
 Ana-Maria Pilar Fort
 Tobin Leigh Freid
 Otgonbayar Galbadrakh
 Tyler E Gellasch
 Daniel Abraham Goldstein
 Benjamin John
 Grob-Fitzgibbon

Vito S. Guerra
 Helen Thompson Hill
 Lily Elaine Hirsch
 Karin Larson Holmberg
 Xin Huang
 Karen Louise Jones
 Cheng-Hui Kao
 Robert Laszlo Karp
 Philip C. Kinney
 Oleksander Kirilkin
 Ahmad Komara
 Kumushkan Konurbaeva
 Medina Korda
 Jacob Langer
 Tracey Anne LaPierre
 Anastasia Lazakis
 Ellen J. Levine
 Peter Van Lindsay
 Monique LaShawn Lyle
 Alexander N. Makarovski
 Jennifer Marie Malloy
 Amy Melissa McKay
 Akiko Mori
 Olga N. Mossina
 John Claiborne Mountcastle
 Jaelyn Noel Moyer
 Fredrick Mulenga
 Liza Evianti Natalia
 Michael James Nicholas
 Nicholas Henry Omirly
 Senay Ozden
 James A Palmer
 Sarah Baldwin Parry
 Nino Partskhaladze
 Kevin James Player
 Matthew William Prior
 Tuya Purevjav
 Sandra Gayle Quinn
 Jennifer Tiffany
 Reeves-Burke
 Renee C. Rice
 Nicholas Robbins
 Ismayil Safaraliyev
 David Manuel
 Medeiros Serpa
 Daniel Shaver
 Di Shi
 Youngjae Shin
 Joshua K. Simko
 Santiago H. Slabodsky
 Piriya Suphaphiphat
 Budi Susila
 Omari Holmes Swinton
 Amy Louise Tabb
 Jennifer Michele Talarico

Maia Tavadze
 Clifton Bryan Teague
 Elizabeth W. Thomas
 Michael Weinberger Tofias
 Yektan Turkyilmaz
 Munkhtuvshin Uuld
 Janice Chung Yin Wat
 Seth James Wechsler
 James C. White
 Dean Scott Wilson
 Michael Andrew Worth
 Yuan Zhu

Master of Science

Selase Agbenoto
 Tamara Lynn Bailey
 Elizabeth Lanz Brown
 Xinyu Cai
 Christopher James Colville
 Angela Lieberman Dalton
 Santpal Singh Dhillon
 Yun Feng
 Junfei Geng
 Kenneth Leroy Heybrock
 Leanna Lynn House
 Xiao Feng Huang
 David Paul Kowalski
 Hui Li
 Qihua Liu
 Olufolajimi Obembe
 Kiona Ogle
 Philip Y Paik
 Anuja Sehgal
 Julie Anne Thurston
 Chong Tu
 Yanbin Xu

Master of Public Policy

Suzanne Ruth Adcock
 Charles Christopher
 Anderson
 Nicolaas Christens
 Tameris Cornelisse
 Nicole Anyssa Crawford
 Jason Charles DeRousie
 Michael Peter Dombeck
 Andrea Tara Lee Ervin
 Neal Fann
 Eileen Fleck
 Gustavo Adolfo
 Flores-Macias
 Robin Lea Gelinas
 Amanda Talbott Glover
 Trina Nicole Hedrick

Jenifer Hlavna
 Kevin Sean Hutchinson
 Jaime L. Klima
 Heather R. Lee
 Ivan Lenoir
 Michael Patrick McBrierty
 Sadia Mian
 Meaghan Kate Muldoon
 Amy M. Murphy
 Jennifer Ruth Nevin
 Autumn Florine Newman
 Sarah Irene Rankin
 Tracy Nicole Robinson
 Janet L. Rosenblad
 Emily Church Schilling
 Renée Natasha Sewchand
 Katherine Love Tedrow
 Ilse Ruth Wiechers
 Michael Francis Yankovich
 Jun Yuan
 Yan Zhang

Master of Arts in Teaching

Benjamin Ty Gaddis
 Jennifer Michelle Janowich
 Kelly Lynn Sara Mulvey
 Michael Conrad
 Jonathan Rorie

JOB PLACEMENTS

The following list of job placements is based on responses received from Duke graduate departments and does not reflect a complete listing of placements for the 2002-2003 academic year.

Art History

James J. Bloom

Assistant Professor
Florida State University
Tallahassee, FL

Biology

Tomalei Vess

Science Faculty
North Carolina School of
Science and Math
Durham, NC

Business

Christopher Bell

Assistant Professor
York University
Toronto, Ontario

Timothy Carroll

Assistant Professor
Georgia Institute of
Technology
Atlanta, GA

Jacqueline Conard

Assistant Professor
Vanderbilt University
Nashville, TN

Kristin Diehl

Assistant Professor
University of South Carolina
Columbia, SC

Kiersten Elliott

Assistant Professor
University of Central Florida
Orlando, FL

Annetta Fortune

Assistant Professor
Drexel University
Philadelphia, PA

Oded Koenigsberg

Assistant Professor
Columbia University
New York, NY

Jonathan Levav

Assistant Professor
Columbia University
New York, NY

Ning Li

Assistant Professor
University of Delaware
Newark, DE

Tao Lin

Assistant Professor
University of Hong Kong
Hong Kong

Andrew Roper

Assistant Professor
University of Wisconsin
Madison, WI

Ilia Tsetlin

Assistant Professor
INSEAD
Singapore

Carmen Weigelt

Assistant Professor
Rice University
Houston, TX

Ge Zhang

Assistant Professor
University of New Orleans
New Orleans, LA

Cultural Anthropology

Lisa K. Neuman

Assistant Professor
Native American Studies and
Anthropology
University of Maine
Orono, ME

Economics

Christopher Laincz

Assistant Professor
Drexel University
Philadelphia, PA

Diego Valderrama

Economist
Federal Reserve Bank
of San Francisco
San Francisco, CA

Kirk White

Postdoctoral Fellow
Department of Economics
University of Pennsylvania
Philadelphia, PA

Benjamin Y. B. Zhang

Assistant Vice
President/Analyst
Moody's KMV
New York, NY

Engineering

Cenk Alhan

Senior Structural Design
Engineer
Lorene & Rickher, PC
Raleigh, NC

Julie Thurston

Facilities Structural Engineer
University of North Carolina
Chapel Hill, NC

English

Gregory Dobbins

Assistant Professor
University of California
Davis, CA

Aaron Kunin

Visiting Professor
Wesleyan University
Middletown, CT

Pramod Mishra

Assistant Professor
Augustana College
Rock Island, IL

Sean Moore

Assistant Professor
University of
New Hampshire
Durham, NH

Evelyn Shockley

Assistant Professor
Wake Forest University
Winston-Salem, NC

Radha Vatsal

Membership Coordinator
New York Women in
Film and Television
New York, NY

Rebecca Wanzo

Assistant Professor
Women's Studies and
African-American and
African Studies
Ohio State University
Columbus, OH

Environment

Joel N. Meyer

Research Associate
National Institute of
Environmental Health
Sciences
Research Triangle Park, NC

German Studies

Katherina Altpeter-Jones

Assistant Professor
Lewis & Clark College
Portland, OR

Math

Colleen Mitchell

Postdoctoral Fellow
National Science
Foundation
Boston University
Boston, MA

Darren Oldson

Postdoctoral Fellow
Vanderbilt University
Center for Biomathematics
Nashville, TN

Ted Welsh

Assistant Professor
Westfield State College
Westfield, MA

Music

Timothy Dickey

Assistant Professor
University of Iowa
Iowa City, IA

Neurology

Jeremy Edgerton

Postdoctoral Fellow
Emory University
Atlanta, GA

JOB PLACEMENTS

Johanna Gutlerner

Postdoctoral Fellow
Brown University
Providence, RI

Catherine Qing Howe

Purves Laboratory
Duke University
Durham, NC

Public Policy**Nick Cornelisse**

Javits Fellow
Office of Senator
Russell Feingold
Washington, DC

Nicole Crawford

Associate
Brooks, Pierce, McLendon,
Humphrey, and Leonard
Greensboro, NC

Andrea Ervin

Presidential Management
Intern
Veterans Administration
Medical Center
Philadelphia, PA

Neal Fann

Javits Fellow
Risk Exposure and
Assessment Group
Emission Standards Division
Office of Air Quality
Planning and Standards
US Environmental
Protection Agency
Research Triangle Park, NC

Tillman Finley

Law Clerk
Chambers of
Hon. Curtis L. Collier
Chattanooga, TN

Eileen Fleck

Policy Analyst
Joint Legislative Audit
and Review Committee
Virginia Legislature
Richmond, VA

Gustavo Flores-Macias

Policy Analyst
Office of the
Attorney General
Mexico City, Mexico

Robin Gelinás

Policy Analyst
Alliance for
Excellent Education
Washington, DC

Craig Harper

Javits Fellow
Office of Senator
Dianne Feinstein
Washington, DC

Trina Hedrick

Program Officer
Arizona Department of
Game and Fish
Phoenix, AZ

Jenifer Hlavna

Consultant
MAXIMUS
Indianapolis, IN

Kevin Hutchinson

Policy Analyst
Office of the Governor
Raleigh, NC

Jamie Klima

Associate
Wilmer, Cutter & Pickering
Washington, DC

Mike McBrierty

Government Affairs Liaison
SAS Government
Relations Office
Cary, NC

Meaghan Muldoon

Policy Analyst
Office of Management
and Budget
Washington, DC

Jennifer Nevin

Program Coordinator
Peace Corps
Washington, DC

Tracy Robinson

US Office of Management
and Budget
Washington, DC

Janet Rosenblad

Policy Analyst
US General
Accounting Office
Washington, DC

Emily Schilling

Law Clerk
Akin Gump, Strauss Hauer
and Feld
Washington, DC

Jim White

Law Clerk
Moore & Van Allen
Raleigh, NC

Ilse Wiechers

Duke University
Medical School
Durham, NC

Michael Yankovich

Instructor
United States
Military Academy
West Point, NY

Marshall Jun Yuan

Policy Analyst
Bank of China
New York, NY

Psychological and Brain Sciences**Wayne Khoe**

Postdoctoral Fellow
University of California
San Diego, California

Horatiu Voicu

Postdoctoral Fellow
University of Memphis
Memphis, TN

Statistics and Decision Sciences**Catherine Calder**

Assistant Professor
Ohio State University
Columbus, OH

Sining Chen

Postdoctoral Fellow
Johns Hopkins University
Baltimore, MD

Marco A.R. Ferreira

Professor Adjunto
Universidade Federal do Rio
De Janeiro
Rio De Janeiro, Brazil

Chris Holloman

Research Scientist
Battelle Memorial Institute
Columbus, OH

Enrique ter Horst

Researcher, Money and
Banking Statistics Division
European Central Bank
Frankfurt am Main,
Germany

Merrill Liechty

Assistant Professor
Drexel University
Philadelphia, PA

Rui M.B. Paulo

Postdoctoral Fellow
National Institute of
Statistical Sciences
Research Triangle Park, NC

Stephen Poniscki

Postdoctoral Fellow
Consortium on Chicago
School Research
University of Chicago
Chicago, IL

Kathy Zhou

Genomics Institute
Novartis Foundation
San Diego, CA

SEPTEMBER 2003

| | | |
|----------------------|------------------------|--|
| MONDAY | SEPTEMBER 1 | Labor Day Classes in session. |
| TUESDAY | SEPTEMBER 2 | Graduate and Professional Student Council Meeting 6:00 p.m., Public Policy |
| FRIDAY | SEPTEMBER 5 | Black Faculty and Student Welcome Reception 5:00 p.m., Levine Science Research Center (LSRC) Dining Room An informal community-building event designed to help you meet black graduate and professional students, faculty and staff from throughout the university. Sponsored by the Black Graduate and Professional Students' Association (BGPSA) |
| Drop/Add Ends | | |
| FRIDAY | SEPTEMBER 5-6 | Annual Bull Durham Blues Festival 6:00 p.m. – Midnight, Historic Durham Athletic Park, (919) 683-1709 Savor and celebrate in the birthplace of the Piedmont Blues. Features national, regional, and local blues from the mournful sounds of the Mississippi Delta to the finely-fingered picking and ragtime exuberance of the Piedmont Blues. |
| SATURDAY | SEPTEMBER 13 | Civil Rights Walking Tour 10:00 a.m., Durham Farmer's Market, Morris Street, Downtown, (919) 682-3036 Historic Preservation Society of Durham volunteers lead a 1.5 mile tour focusing on sites in downtown Durham that were important during the '50's and '60's civil rights movement. Tour takes approximately two hours. Bring bottled water. FREE. |
| MONDAY | SEPTEMBER 20-21 | Durham Arts Council's 30th Annual CenterFest Time TBA, Five Points Plaza, Downtown, (919) 560-2787 One of North Carolina's oldest and largest street-arts fairs, bringing Downtown Durham alive with arts, crafts, entertainment, food and fun. |

OCTOBER 2003

FRIDAY

OCTOBER 3-5

GPSC Basketball Campout

A REMINDER

Ph.D. Dissertation Format Check

The Graduate School must be shown the Ph.D. dissertation for a format check at least one week prior to the defense. If the defense is late in the semester the final day the Graduate School will check the format is Tuesday, December 2. You must have an appointment for the format check. Please call 684-3913 to schedule your appointment.

SATURDAY

OCTOBER 4

Annual World Beer Festival

Noon – 4:00 p.m. and 6:00 – 10:00 p.m., Historic Durham Athletic Park, Corporation St., (919) 530-8150

Featuring over 300 beer vendors from all over the country and local restaurants, vendors, family entertainment, and great music by local and regional artists.

FRIDAY

OCTOBER 10-14

Fall Break

SATURDAY

OCTOBER 11

Civil Rights Walking Tour

10:00 a.m., Durham Farmer's Market, Morris Street, Downtown, (919) 682-3036

Historic Preservation Society of Durham volunteers lead a 1.5 mile tour focusing on sites in downtown Durham that were important during the '50's and '60's civil rights movement. Tour takes approximately two hours. Bring bottled water. FREE.

WEDNESDAY

OCTOBER 15

Classes Resume

FRIDAY

OCTOBER 17-19

Homecoming

A REMINDER

Masters Thesis Format Check

The Graduate School must see the Masters Thesis for a format check at least one week prior to the defense. If the defense is late in the semester the final day the Graduate School will check the format is Tuesday, December 2. You must have an appointment for the format check. Please call 684-3913 to schedule your appointment.

SUNDAY

OCTOBER 19

Oktoberfest

10:00 a.m. – 5:00 p.m., Main Quad, Duke West Campus, (919) 660-1750

Oktoberfest is a day-long party on main quad featuring craft and food vendors as well as a large variety of local artists. Free to the public.

FRIDAY

OCTOBER 24-26

Parents' and Family Weekend

WEDNESDAY

OCTOBER 29

Spring 2004 Registration Begins

NOVEMBER 2003

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| SATURDAY | NOVEMBER 1 | Intention to Receive Degree Deadline 8:00 a.m. – 5:00 p.m. Deadline for submitting the “Intention to Receive Degree” form for graduate degree in December 2003. |
| FRIDAY | NOVEMBER 21 | Spring 2004 Registration Ends |
| SATURDAY | NOVEMBER 22 | Drop/Add Ends |
| WEDNESDAY | NOVEMBER 26 | 12:40 p.m. Graduate Classes End |

FEATURED WEB SITE**Responsive Ph.D. Resource List**

<http://www.woodrow.org/responsivephd/resources.html>

Re-envisioning the Ph.D. Resource List

http://www.woodrow.org/responsivephd/re-envisioning_phd_resources.html

These sites offer online and print resources for those who wish to read recommendations for improving doctoral education from a variety of sources.

DECEMBER 2003

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| MONDAY | DECEMBER 1-7 | Graduate Reading Period |
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| SATURDAY | DECEMBER 6 | Light Up Durham and Durham Holiday Parade Downtown Durham, (919) 687-6561 Community march from the Civic Center Plaza to Durham Bulls Athletic Park. Seasonal music, performers, tree lighting, food and fun including a parade that brings Santa to town. |
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| MONDAY | DECEMBER 8 | Final Examinations Begin |
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| FRIDAY | DECEMBER 12 | Final Degree Deadline 8:00 a.m. – 3:00 p.m. Deadline to submit all documents to the Graduate School, 127 Allen Building and 013 Perkins Library, to be cleared for the December 2003 Graduate Degrees. |
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| SATURDAY | DECEMBER 13 | Durham Arts Walk 10:00 a.m. – 5:00 p.m., Downtown Durham Art Studios A self-guided tour with more than 50 downtown artists and galleries opening their doors to the public. Poetry readings and music also round out the day. |
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BEYOND THE BOOKS

Chakra, the Duke women's Ultimate team, finished their season ranked number eleven in the nation. What sets Chakra apart from the other teams is the high proportion of graduate students among its ranks, including Leigh Torres, Nicholas School of Environment and Earth Sciences; Deb Stutz, Biomedical Engineering; Jeannie Albrecht, Computer Science; and Rebecca Braynard, Computer Science.

ALUMNI PROFILES

MARION MCCLARY

Marion graduated from Duke in 1997 with a Ph.D. in zoology, after completing a dissertation about barnacle larvae and their sense of smell. The larvae use this sense to find a place “to live, grow, and complete their life cycle.” While at Duke, Marion received a number of fellowships and rewards, including the Graduate School’s Duke Endowment Fellowship and a Mentor Assistantship from the National Science Foundation.

Marion went on to a postdoctoral fellowship at Georgia State University in Atlanta for one year, followed by two years as an Assistant Professor of Biology at Bloomfield College in Bloomfield, NJ from 1998 to 2000. He is currently an Assistant Professor of Biological Sciences at Fairleigh Dickinson University in Teaneck and Hackensack, NJ. His current projects include the living distribution of barnacles in a tidal river, the feeding of snails and midge fly larvae on detritus of two different grasses in polluted and less-polluted environments, the effect of herbicides on fiddler crabs and mussels, and the effect of two different grasses on mussel populations, to name a few.

The most useful part of his experience at Duke, Marion explains, was “any part that involved being one-on-one with a professor in a class setting or otherwise. Those situations taught me how to think because no one else was there to come up with answers to their questions other than me, and then I had to defend my answers.” He adds, “I thank everyone who reads this and knew me when I was at Duke because I could not have done it without them.”

When asked what he would do to improve graduate education, Marion says “I’m not sure, but I think my department (zoology) or the graduate school took an active role to ensure that students finished their Ph.D.s within five years when the funding came from them. However, if the funding did not come from them, students could remain seven years or longer. What they could have done differently was to ensure that students finished their Ph.D. within five years whether the funding came from them or from some other source. This could be accomplished by terminating the part/parts of the project that are not working or that have a slim chance of working.”

CELIA E. NAYLOR-OJURONGBE

A bachelor’s degree in Africana Studies from Cornell and a master’s from the Department of Afro-American Studies at UCLA laid the background for Celia’s Ph.D. in history at Duke, which she completed in 2001. Her dissertation, “‘More at Home with the Indians’: African-American Slaves and Freedpeople in the Cherokee Nation, Indian Territory, 1838-1907” explores how African-American slaves (and later freedpeople) in nineteenth-century Cherokee Nation, Indian Territory (present-day Oklahoma) not only identified with the Cherokees based on their racial, cultural, and national identities, but also expressed their resistance to enslavement in its

multiple manifestations. “I hope to challenge the often monolithic presentations of African-American slave culture and encourage other scholars to broaden their conceptions of African-American history, Native American history, and southern history in general,” Celia explains.

As an Assistant Professor in a tenure-track position in Dartmouth’s History Department, Celia teaches survey courses in African-American history, as well as specialized courses in American and African-American history. “In addition to survey courses, I recently created a few new courses, including ‘Slave Resistance in the United States,’ ‘Bondage and Freedom in the Narratives of Slaves,’ and ‘Remembering Slavery: Critiquing Modern Images of the Peculiar Institution.’ I am, of course, also in the process of revising my dissertation for publication in the near future.” Her most recent publication is an essay entitled “‘Born and raised among these people, I don’t want to know any other:’ Slaves’ Acculturation in Nineteenth-Century Indian Territory” in the anthology *Confounding the Color Line: The Indian-Black Experience in North America*, edited by James A. Brooks and published by the University of Nebraska Press, 2002. Beyond academics, “my husband Wole and I are enjoying all the wonders of life with our 2 ½ year old daughter Ayanbi,” she adds.

“Looking back at my time at Duke, I am most grateful for the academic and personal support I received from mentors like Peter H. Wood and Karla Holloway,” says Celia. “I believe these two scholars (and many more at Duke) demonstrate what it means to love—to really love—what you do. Time and time again I was (and continue to be) struck by their knowledge and passion. It is my hope that over time I, too, may be able to engender that kind of spark and love for history and literature in my own students.”

Celia explains that while she was at UCLA and Duke, she “became involved in a number of Ford Foundation teaching workshops for faculty members (only a few included graduate students). It was apparent to me then that many graduate students felt unprepared regarding the responsibilities associated with teaching, as they simultaneously recognized the absolute importance of teaching in our profession. Unfortunately, it is often the case that doctoral students not only have limited experience teaching a variety of topics/research areas, but also feel ill-equipped for the teaching process itself. This, of course, mirrors a much larger matter involving not only ideological issues related to higher education institutions, but also specifically pedagogical concerns about undergraduate and graduate education. I think it would be helpful for graduate students at Duke (and elsewhere) to participate in a series of structured workshops centered on teaching. This would provide an opportunity for formal and informal interdisciplinary discussions between graduate students and faculty, as well as inform participants about the dynamic and organic processes of learning and teaching.”

ALUMNI PROFILES

G. CLARK SMITH

Clark's Ph.D. in engineering, which he received in 2000, seemingly has little relation to his current occupation, but other aspects of his graduate career at Duke clearly brought him to the position of Deputy Director at the National Association of Child Care Resource and Referral (NACCRRA.org), a nonprofit in Washington, D.C. He is also the Director of Child Care Aware (ChildCareAware.org), a national initiative to help parents become better child care consumers. Child Care Aware's current focus is on getting fathers involved in the selection of child care for their children.

While Clark was at Duke, he received a number of awards for his volunteer work, including a national Daily Point of Light award for promoting child care at Duke and in Durham. Clark was deeply involved with the life of the university; he sat on the Duke Union Board from 1996-1999, was active in GPSC (and won an award from the National Association of Graduate-Professional Students), and was a Duke Young Trustee.

Clark cites his experience with the Graduate and Professional Student Council as being "very helpful in learning how large groups make decisions, a beneficial skill in Washington. My experience on the Duke Board of Trustees taught me a lot about leadership and organizational oversight. At Duke I also became a rabid ACC basketball fan. I went to the Final Four in 2001 and to get there I had to ride on one of the Maryland Alumni flights from Dulles, VA. Going there was not a pretty experience because of all the hype talk from the Maryland fans, but coming home on the same plane was a lot more fun."

His work is currently focused "on trying to develop a fundamental understanding of the early education market in the United States and how parents make choices in such a diverse, complex system. Many people don't know this, but the Federal government through states is the largest single purchaser of child care services with a voucher system. While government pays for a significant [portion of the] cost of child care for some families and gives tax rebates to others, parents have choice in the service provider," Clark explains. "Beyond being able to better serve parents and children, understanding the dynamics of this system will better inform public policy decisions around child care, early education and other potential voucher systems."

Clark says that he "supplemented so much of my doctoral program education with other opportunities and activities available at Duke that if I think about what I have learned in the past couple of years after my Ph.D., and then ask the question of what I would have wanted to learn during my time in Graduate School, I don't come up with a large list. I can say that working with people from multiple backgrounds and with diverse skills has been one of the best things about being in Washington. Let me explain: at Duke everyone you interact

with is on top of the game, you respect the faculty because they are the best, your research peers are bright and focused people, and the other students are top notch. However, outside of higher education, you work with people from very different backgrounds, experiences and education levels—everyone doesn't solve problems or meet challenges the same way as in academia and people's contributions are valued much differently. Similarly, people are moving much more quickly—decisions are made and agendas are moved forward fast and furiously. As someone who enjoys designing optimum solutions to complex problems, there is no greater over-constrained problem than leading a large staff and moving forward a Washington non-profit with over 800 member organizations across the United States."

When asked what one thing he would do to make graduate school better, Clark says he would make sure that better child care is available. "Why should the graduate school experience be best available to people without children?"

The



THE GRADUATE STUDENT NEWSLETTER

GRIND

MISSION STATEMENT

The central mission of the Office of Graduate Student Affairs (GSA) is to enhance the quality of graduate student life by working closely with individual students, student organizations, faculty, staff, and other campus offices.

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