

IGERT Inquirer
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Week of March 7, 2005

Inquirer Statement

The *Inquirer* was originally designed as part of the WSU-IGERT Summer Internship program. This document's main purpose was to inform readers about policies and issues related to this summer project. Clearly, communication was vital to the development of an effort such as the WSU-IGERT Internship program. With the success of the *Inquirer*, it was decided that the format of the *Inquirer* would be changed to a monthly, year round component. Moreover, it was decided that the scope of this document would be changed to reflect the activity of the WSU-IGERT program in high performance computing and simulation in its entirety. Thereby, evolving into a resource that can be used by a larger audience.

With this in mind, the *Inquirer* will target text that introduces its readers to the highlights of some of the accomplishments of its members. It would also inform readers about the structure of WSU-IGERT. The *Inquirer* will look to become a feedback mechanism relative to policy, course work and most importantly, promoting the concept of "Interdisciplinary research."

March Social

WSU-IGERT will have its March social immediately after the Friday March 11, 2005 seminar. The group will meet for dialogue and a late lunch at Traffic Jam Restaurant on Canfield between Cass and Second at 2:30P. All WSU-IGERT faculty advisors are invited to this event as well.

As you know, the purpose of these events is to provide fellows and their faculty advisors a venue where they can enhance their social skills. Furthermore, these events provide attendees an opportunity to relax away from the stresses of advanced research. Over the past couple of months, WSU-IGERT has not offered many of these events, but it plan to increase these offerings as the weather improves. WSU-IGERT hopes to schedule these sorts of events opposed to additional mandatory summer seminars. WSU-IGERT looks forward to seeing all current or potential fellows there. Lastly, as usual, we hope to post pictures of the event on the website.

WSU-IGERT to Offer Ethics Course

In an effort to stay consistent with the WSU-IGERT theme, “*Providing Students with a Cutting Edge Interdisciplinary Experience*,” SCP 7500, will be offered during the Spring 2005 session. This course is cross-listed with BMS 6010, Responsibilities in Biomedical Research. The course overviews the ethics associated with research.

SCP7500/BMS 6010 will be held on the medical school campus in Scott Hall. The course is scheduled to meet twice a week on Mondays 5-6P and Wednesdays 4-6P. All WSU-IGERT fellows are required to take this course.

Clearly, as WSU-IGERT fellows and their research interest push the “scientific envelope,” having exposure in terms of how to deal ethically with givens situations will beneficial to the interdisciplinary

research experience. Many of the featured articles posted in the Inquirer over the past couple of months is to begin evoking the fundamental process of what is sound ethical research procedures.

WSU-IGERT is excited about this team taught course by Dan Waltz and Bruce Russell. We hope that the fellows understand the importance of this course and know that significant contributions will be made by those registered in the course.

WSU-IGERT Fellows Annual Reviews

WSU-IGERT Annual Reviews will begin April 2005. Ideally, Doris King would like to schedule all the presentations the week of April 4th. Those fellows who have not contacted Doris to schedule their presentation should do so in fairly short order.

As the fellows know, in the structure of the program, fellows are evaluated on an annual basis. These reviews began in 2002, and serve as a mechanism to ascertain fellows' progress. Furthermore, these sessions give the three member review committee insights on how fellows research meet the high performance and computing simulation component of the overall program.

It is mandatory that all fellows schedule a session. The presentations take about an hour, on average. The primary focus of the session is to cover any associated articles drafted as well as an evaluation of the fellow's presentation outlining their research. It should be noted that WSU-IGERT fellowship appointments are competitive, hence current fellows should not take their presentation lightly.

WSU-IGERT Fellows Seminar Winter '05

This is a list of fellows presenting seminars in the months of March and April on the followings dates. See below.

DATE	PRESENTER
3/11/05	Jiangping Wang
3/25/05	Jason Caravas
4/15/05	Nhi Pham
4/29/05	Hrant Hratchian

The seminars will be held on Fridays in 313 State Hall from 1:00P to 2:00P. If fellows would like to have the titles of their presentations added to this text please send them to Keith Williams at kbw@chemwayne.edu.

Inquirer Calendar

WSU-IGERT March Social	March 11 th
Spring Break	March 14 th
Retention/Recruitment meeting	March 23 rd
WSU-IGERT Annual Review	April 4 th

FEATURED ARTICLES

Both articles taken from “How to Get the Mentoring You Want: A Guide for Graduate Students at a Diverse University

Article I. Importance of Positive Feedback

Both male and female students can find that they do not receive much clear positive feedback on their work in graduate school. Although this is problematic in its own right, it also appears that the lack of positive feedback leads women, more so than men, to end up doubting their capabilities (Nerad, 1992). In addition, women graduate students tend to think that any negative experiences they have in graduate school are due to personal deficiencies in themselves, while men tend to attribute negative experiences to insufficient guidance or to problems within the department (Nerad and Stewart, 1991). Moreover, men are more content than women with mentors who are impersonal but offer instrumental advice. Women tend to interpret a professor’s distance as an indication that the professor has a negative opinion of them.

For women

- Consider talking to the professor about what is going on in his or her classroom that makes it difficult for you to participate. Suggest specific ways he or she could make it easier for you to participate in class discussion. For instance, you may find it helpful if the professor directs a question to you about what you think about a particular topic. In addition, think of ways to participate that do not require someone else’s intervention. This will be of service to you throughout your academic career.
- If you find that a professor only engages in brief conversations with you about the task at hand, do not jump to the assumption that this person does not value you as a student. Understand this may just be the way this person is, or that s/he may not have time for more interaction, and this is not necessarily a reflection on you. Don’t forego the types of assistance this person may be able to give you. Take his or her assistance and look elsewhere for more personal types of support. Remember that the task at hand is typically the first priority.

For all students and faculty

- Try to discourage interruptions by pointing out that a person has not yet finished talking.
- Try to change the tenor of discussions that become overly critical. For instance, you can remind people that it is always easier to criticize a work than to produce one. You can then follow up with: “What contributions does this particular piece make?”

Article II. What to Do if Problems Arise

All the recommendations in this handbook have one purpose: to help you complete your graduate studies smoothly and efficiently. Occasionally situations arise which hinder timely completion of your work, such as the birth of a child, or an illness to you or to someone in your family. If this happens to you, be sure to take the initiative and contact your mentors. Discuss your situation with them and give them the information you feel they need to know. As soon as possible, get back to them with a new timeline for completing your degree. Be sure the final plan is realistic and that you can meet the new deadlines. Be aware that situations occasionally arise for faculty members that can potentially impede

your work and progress. For instance, other demands on your mentor may hinder his or her ability to meet with you or provide prompt feedback about your work. If something like this happens repeatedly, you should talk about this with:

The Professor: Your first step is to politely remind the professor of your needs. If you are not getting satisfactory results, we urge you to meet with the faculty member in person at the earliest possible moment.

Peers: Other students who have contact with a particular faculty member can tell you if this behavior is typical, and may be able to suggest some possible resolutions. Your peers can also explain the norms in your department regarding frequency of meetings, turn-around time for feedback, and general availability of faculty.

Departmental Staff: Staff (e.g., graduate secretaries) can clarify departmental expectations and standards and possibly offer suggestions on how to resolve problems. Administrative staff also usually knows about other people or offices on campus that can assist you.

Other Faculty: Other faculty can give you advice on how to deal with problematic issues that arise with one of your mentors. If you want someone to intercede on your behalf, senior faculty may be in a much better position to do so than junior faculty.

Graduate Chair or Department Chair: If you are not able to resolve issues with your mentor on your own, you may find it advisable to talk to the graduate chair or your department chair.

Solicitation

Anyone who has "items of interest" to share with the rest of the group is encouraged to send a note to Doris King so that the information can be submitted or the issues can be addressed. We are especially looking to inform fellows about various activities such as additional seminars, workshops, and conferences that would enhance their research experience especially if a fellow is presenting at the conference.

The *Inquirer* looks to not only inform, but also to become a vehicle to be used by faculty, staff, associates, supporters and fellows to improve the overall program. Hence, we welcome any feedback that may arise from this text. All views will be evaluated and posted.

Next Month's issue

Next month, the *Inquirer* will present additional articles associated with ethics in technology. Also, articles will be presented by WIGSCO as the group post suggestions on coping with the stress associated with the end of the semester. April will also provide informational highlights about community service projects and other text of interest.