

Chapter VI. Opportunities to Present Research

INTRODUCTION

VI. Opportunities to Present Research

Presenting research is an integral part of the academic career. While some departments build presentation opportunities into courses and seminars, others have taken a more formal approach, establishing evening forums (Architecture); formal symposia (History of Art); and joint-campus conferences (Philosophy). These events provide students with opportunities to practice the oral presentation skills necessary for making presentations at regional and national professional meetings which will be part of their academic careers for years to come.

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Nutritional Sciences: Research Colloquium and Post-Presentation Session

Research Colloquium

The Graduate Research Colloquium, Nutritional Science 292, is organized to enable the graduate students, faculty, and staff to meet and discuss current research in the various laboratories and to strengthen students' oral presentation skills. Colloquium participants present their research proposals and results and are required to discuss and evaluate others' presentations. The student's research adviser, along with the research group, assists the student in preparing the colloquium presentation.

Post-Presentation Session

Within the week following the presentation, a post-presentation session is scheduled with the student speaker. Members of the evaluation group include the faculty in charge of NS 292, two graduate students (one first-year and one post-first-year), and one other faculty or staff member, usually a postdoctoral fellow or senior staff research associate outside of the student speaker's research group. The student speaker knows in advance who will be in the group.

Evaluation Group

The evaluation group meets with the student speaker to discuss and evaluate the student's presentation. During the post-presentation session the student receives copies of the evaluation forms from which the names of the evaluators have been removed. These evaluation forms are completed by the audience after each colloquium presentation and serve to stimulate discussion of the student's presentation. The post-presentation session is intended to provide students with a positive as well as constructive appraisal of their presentation skills.

Students Are Prepared

Students find that they are well-prepared to make presentations at professional meetings and for their teaching assignments as a result of their experience with the colloquium format and the post-presentation sessions in NS 292.

A copy of the evaluation form completed after each colloquium presentation is on the reverse of this page.

(SAMPLE)

NS 292 Evaluation Form

Spring 1991

Speaker's name _____

Date _____

Evaluated by:

Student _____

Faculty _____

Other _____

Comment where appropriate on the following aspects of CONTENT:

- * scope of background
- * clarity of hypothesis/objectives
- * clarity of design/methods
- * appropriateness of design/methods
- * clarity of results
- * reasonableness of conclusions
- * other comments/suggestions about the RESEARCH

Comment where appropriate on the following aspects of PRESENTATION:

- * voice and pace
- * language and diction
- * good techniques/bad mannerisms
- * visual aids
- * handling of questions
- * other comments/suggestions for improving PERFORMANCE

(OPTIONAL) NAME: _____

Entomology: Presentation and Publication of Research

Presentation and Publication

Professor Vincent Resh's course, Entomology 274: "Presentation and Publication of Entomological Research," is highly recommended by students who have participated in the course. Although he doesn't mention it in the syllabus, Professor Resh does videotape his students giving various kinds of presentations throughout the semester. This is an invaluable experience, especially for those who hate to talk in front of other people.

Broad Application

The course is not restricted to entomologists; it has a broad application to the presentation and publication of scientific research. The course syllabus follows.

(SAMPLE)

Spring 1990 Semester, Proposed Outline of Entomology 274:

"Presentation and Publication of Entomological Research,"

Vincent H. Resh

<u>Date</u>	<u>1st Hour</u>
Jan. 24	Introduction
Jan. 31	Oral Presentations
Feb. 7	Use of Slides and Poster Sessions
Feb. 14	Preparation of Slides
Feb. 21	Online Retrieval of Literature
Feb. 28	Publication Process
Mar. 7	Publication Process
Mar. 14	Publication Process
Mar. 21	Preparation of Figures (Book Reviews due)
Mar. 28	Spring Break (no meeting)
Apr. 4	Academic/Industry/Government Career Choices
Apr. 11	Grant Process
Apr. 18	Grant Process
Apr. 25	Professionalism
May 2	open
May 9	open

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- Van den Berghe, P. 1970. *Academic gamesmanship; How to make a Ph.D. pay.* Abeland-Schuman.
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History of Art: The Berkeley Symposium

Graduate Student Forum

The Berkeley Symposium is an annual event which provides a forum for graduate students to deliver papers on visual representation considered from a variety of interdisciplinary perspectives. Initiated by graduate students in the Department of History of Art in 1988, the symposium is in its third year. For the first time the organizing committee includes graduate students from other departments, including Rhetoric and Comparative Literature. Intended as a forum for graduate students whose work on imagery raises questions not readily subsumed within the traditional concerns of their disciplines, the symposium facilitates exchange and debate about the use of interdisciplinary methodologies in approaching visual representations. The symposium encourages a multiplicity of approaches to visual materials and seeks to attract graduate students from the entire UC system and other West Coast universities.

Funding

Major funding in all three years has come from the Graduate Division and the Townsend Center for the Humanities. In the symposium's first year the Department of History of Art also contributed.

Call for Papers

THE BERKELEY SYMPOSIUM: INTERDISCIPLINARY APPROACHES TO VISUAL REPRESENTATION

The Berkeley Symposium is an annual event which provides a forum for graduate students to deliver papers on visual representation considered from a variety of interdisciplinary perspectives. The Symposium encourages a multiplicity of approaches to visual materials and seeks to attract graduate students from the entire U. C. system and other west coast universities. It is expected that travel stipends will be available for participants from other campuses. Intended as a forum for those whose work on imagery raises questions not readily subsumed within the traditional concerns of their disciplines, the Symposium will facilitate exchange and debate about the use of interdisciplinary methodologies in approaching visual representations.

Possible topics might include but need not be limited to: "Approaches to non-western representation," "The politics of architectural space," "Subjectivity in film," "Visual constructions of sexuality," "The rhetoric of the image," "Modern technology and visual production," "Visual literacy and the mass media." Papers delivered at the Symposium will be considered for publication in *Qui Parte*.

The Symposium will be held on March 9-10, 1991, in the George Gund Theater of the Pacific Film Archive of the University Art Museum. Proposals from graduate students wishing to present papers should be received no later than December 5, 1990. One page, single-spaced abstracts, including the applicant's name, affiliation, address and phone number, should be addressed to:

Berkeley Symposium
c/o The Townsend Center for the Humanities
460 Stephens Hall
University of California
Berkeley, CA 94720



For further
information please
contact Rochelle
Tobias, Comparative
Literature (863-8268);
Jennifer Shaw,
History of Art (525-
4958); Erika
Naginski, History of
Art (644-0246); Sarah
Pelmas, Rhetoric
(658-2246); Anne
Cheng, Comparative
Literature (848-2827)

Architecture: Night of Architectural History (NOAH)

Night of Architectural History

In the Department of Architecture the Ph.D. students in architectural history have traditionally organized a monthly potluck dinner which serves as a forum in which they can present their own research. In the past, students have used NOAH (as it is called) to give a trial run of a lecture to be presented at a job interview, to get the timing right on a 20-minute paper to be read at a professional conference, or simply to keep the group up to date on their dissertation research or to practice speaking aloud while showing slides.

Faculty Participation

Since constructive criticism and advice are important components of the evening, faculty participation is crucial. Professors from related departments, especially the outside members of a student's dissertation committee, are often invited to attend. Other faculty contributions are limited to bringing a dish to share and to occasionally providing a house in which to meet. Student volunteers secure the house, assign the dishes, corral a speaker, bring the slide projector, and clean up.

Spouses Attend

Spouses are also invited to NOAH. While some faculty think that this undercuts the seriousness of the endeavor, it does provide one of the only settings in which faculty and students can meet each other's spouses. This may help students and faculty alike to grasp the non-academic commitments of the other group.

Biological Sciences: Minority Biomedical Research Support

Seminar Presentations

For the past five years, Barbara Hayashida, the affirmative action coordinator for the biological sciences, has arranged to have graduate minority students invited to present seminars at California State University Los Angeles (CSULA) as part of a seminar series organized and administered by one of Cal State's minority undergraduate training programs (the Minority Biomedical Research Support program).

Benefit to the Students

The graduate students benefit from participating because they get to practice presenting their research, and they can list the talk as experience on their resume. They also are exposed to scientists and students at other institutions. One student even received a job offer from CSULA as a result of this exposure. Students, in turn, serve as recruiters for Berkeley and as positive role models for the minority undergraduates and master's students at Cal State.

Organization

- * Over the summer Hayashida asks the fourth- or fifth-year graduate students of color to contact her if they are interested in presenting a seminar. Recently, because of limited funds, if there have been more than one or two students, she has had to negotiate who will go and who will not. At most she has sent three students per year and no more than one per academic quarter.
- * The coordinator contacts the director of CSULA's Minority Biomedical Research Support program (MBRS). The director gives her the possible time-slots for the fall academic quarter.
- * She consults with the interested graduate students, and together they decide who will present a seminar during the fall quarter and who will wait. The decision is based on their research progress and time schedule.
- * The coordinator contacts the MBRS director with the name of the student, department, year in the program, and title of the talk. She arranges for the director to make hotel reservations for one night (the Thursday before the Friday seminar).
- * She makes flight arrangements from Oakland to Burbank and back for the student speaker. She also has the student speak directly to the MBRS director to arrange for any special equipment he or she might require for the presentation.
- * She arranges a travel advance check for the student, which will pay for meals and one night's stay in the hotel. Usually CSULA treats the student to most meals, and the per diem is returned to the university.
- * The coordinator calls the MBRS director with the student's arrival time and flight

number and arranges for him or a CSULA student to pick up the Berkeley student at the airport.

- * She checks with the Berkeley student to make sure he or she is well-prepared for the seminar. She gives the student the plane ticket and travel advance and wishes him or her well.

- * Once in Burbank the student is picked up, taken to the hotel, and usually treated to dinner by the MBRS director, another faculty member, or graduate students. The Berkeley student might practice his or her seminar presentation that evening.

- * Friday morning the student is picked up at the hotel, taken to breakfast, given a tour of some laboratories and introduced to minority undergraduate biology students, then taken to lunch. At 1:00 p.m. the student gives a 40 minute seminar followed by questions about the presentation and later about being a graduate student at Berkeley. Berkeley recruitment material is available to CSULA students to take.

- * Late that afternoon or early that evening, the student flies back home.

Encourage Students

Hayashida recommends that departments encourage their graduate students eagerly to seek out opportunities to present their research. Speaking confidently before an audience, fielding questions, preparing visual aids, and arranging for equipment are all part of the scientific profession. Conscious effort to build these skills now will benefit the student when he or she makes the transition to postdoctoral research and, later, a faculty position.

Philosophy: The Berkeley/Stanford Conference

Annual Event

The Berkeley/Stanford Graduate Student Philosophy Conference is an annual two-day event scheduled and organized jointly by graduate students in the Philosophy Departments of Stanford and Berkeley. The conference is held during the spring semester, and the two campuses alternate hosting from one year to the next. Graduate Students may present papers on any philosophical subject in which they are interested. This year approximately fifteen papers were presented and about forty people attended.

Organizing the Event

About two months before the conference, a student at each institution issues a call for papers. He/she sends the papers to the commentators from the other institution for review. Fliers advertising the conference are posted in the philosophy departments of both schools.

Format

The conference begins with an informal coffee time, and presentations begin at 11:00. The host institution usually invites a faculty member to give a short talk at the opening of the conference. Each presentation lasts an hour-and-a-half, and the conference runs until 5:00 p.m. on the first day, and until 1:30 on the second day. The event ends with volleyball and a picnic.

Cost

The philosophy department of either school funds the conference the year it hosts. Costs include advertising, coffee and tea, and food for the traditional post-conference picnic.

Philosophical Exchange

This year marked the fifteenth annual Berkeley/Stanford Conference. The conference promotes the exchange of philosophical ideas and gives students the opportunity to get helpful comments on parts of their dissertation.

Psychology: Three Presentation Opportunities

Area Seminars

Research presentation is an integral part of the Ph.D. program in Psychology. Students are required to present their research in their area seminars from the beginning of the Ph.D. program. In addition, some of the areas, such as cognitive and developmental psychology, sponsor joint research colloquia with their Stanford counterparts.

Professional Associations

Students are also encouraged to present their research at meetings of the professional associations. In most instances, area faculty accompany students to these meetings. Students may apply for travel money from training grants or departmental or extramural travel funds.

Department-wide Presentations

Finally, when a student is in the last stages of dissertation writing and is involved in the job search, he or she is encouraged to offer a department-wide research presentation. This gives the student the opportunity to present research before a larger group of professionals from different research areas and disciplines. It is easy to publicize such a presentation--the presenter will notify the department receptionist of the date, time, and title of his or her presentation, and the receptionist will write the information on the announcement chalk board outside the office. In addition, the area head's assistant will place notices in faculty boxes announcing the event. The news travels quickly from student to student in the department and often spreads to include students and faculty in the School of Education or the Institute of Human Development when the topic is relevant to those disciplines.