



EIGER GRADUATE PROGRAM at Virginia Tech

STUDENT HANDBOOK

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SECTION I

EIGER OVERVIEW, GRADUATE PROGRAM REQUIREMENTS, AND ORGANIZATION

A. WHAT IS *EIGER*?

EIGER is a graduate student support and training program at Virginia Tech. The name is an acronym that stands for Exploring Interfaces through Graduate Education and Research, and is inspired by the world-famous peak in the Swiss Alps. *EIGER* is funded by the National Science Foundation's Integrative Graduate Education and Research Traineeship (IGERT) program. NSF's IGERT programs, numbering about 140 in the United States, are administered through the Directorate for Education and Human Resources in the Division of Graduate Education (<http://www.nsf.gov/div/index.jsp?div=DGE> and <http://www.igert.org>).

EIGER began in the summer of 2005 at Virginia Tech, and is funded through 2010. The program will support about 27 Ph.D. students for two to three years each during its lifetime.

As the name implies, graduate students supported by *EIGER* will be educated and pursue research in interface science and/or engineering in natural systems, and also in behavioral interfaces within scientific and engineering teams (see Fig. 1). The physical and behavioral components of *EIGER* work as a *single* integrated program.

The chemistry, physics (both classical and quantum), and mass and energy transfer that occur at interfaces give us the world as we know it. One can categorize the materials on either side of an interface as inanimate (solids, liquids, or gases) and animate (living organisms and their biomolecular components). One can also study interfaces from purely scientific or engineering perspectives, and both approaches can be highly informative and valuable, driven by what one hopes to learn and the application in mind. *EIGER* integrates all of these factors (materials and approaches) into one system of study.

EIGER also recognizes that critical interfaces exist between scientists and engineers in teams that are forming, or have formed, to solve complex, multi-disciplinary problems. Funding agencies today strongly encourage interdisciplinary efforts. It is well-known, anecdotally by nearly all of us, and sometimes expressed openly in the professional literature, that many technical research teams in academics fall short of their genuine intentions because research can so quickly slip back into discipline specific pigeonholes, and worse, teams that start with great promise and fanfare fall victim to a host of splintering mechanisms. *EIGER* includes a full complement of behavioral specialists who study team development in academic settings today, and determine how they can best succeed.

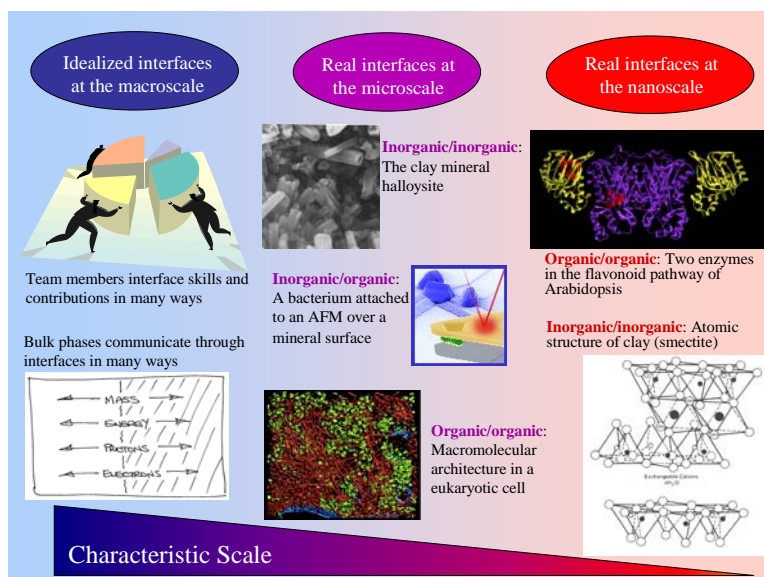


Figure 1. The many faces of interface science and engineering, from macroscale to nanoscale.

B. WHO ARE *EIGER* FELLOWS AND WHAT IS EXPECTED OF THEM?

EIGER Fellows at Virginia Tech are Ph.D. candidates supported by *EIGER* funding. To become an *EIGER* Fellow, the student must be nominated by a faculty member or research group that represents some aspect of the academic breadth of the *EIGER* program as defined in Section IA above, and subsequently the student must be approved by the *EIGER* Executive Committee. *EIGER* Fellowships typically have durations of between two and three years if the advisor is one of the "core" faculty (PI or Co-PI on the grant) and two years if the advisor is an affiliated faculty member.

EIGER Fellows are expected to participate in all *EIGER* activities as defined in detail in Section II below and summarized in Appendix I. Briefly, *EIGER* Fellows are expected to 1) complete the three *EIGER* core courses, 2) be a member of an interdisciplinary research team, 3) participate in one or two external internships with participating laboratories, with emphasis on traveling abroad, 4) participate in other *EIGER* activities, including selected aspects of Advisory Board meetings, Distinguished Speaker visits, assessment activities, the professional preparation cluster, and *EIGER* administrative and social events, 5) make satisfactory progress in all aspects of the PhD program in the student's home department, and 6) remain connected to *EIGER* through assessment, ePortfolio, and seminar/meeting activities after *EIGER* funding is completed, up to the time of PhD completion.

The activities of all *EIGER* Fellows are reviewed each semester by the Executive Committee to assess progress and program compliance. **Failure of a Fellow to reasonably adhere to program requirements may result in funding termination.**

EIGER team members encourage open communication among all participants, in all directions, at all times. Everyone involved should feel free to communicate any questions, concerns, or ideas to anyone else involved in the program whenever the communication seems most appropriate.

C. *EIGER* ORGANIZATION

The organization and management structure of *EIGER* explained in this section is designed to facilitate the flow of information between the various program elements and provide for the efficient distribution and use of program resources. Additional details are presented in Section II below. See Section IV for the contact information for all personnel.

***EIGER* Director** – Dr. Michael Hochella is PI on the project and was the first director, responsible for ensuring that all *EIGER* activities are pursued in keeping with the vision and theme of the program, and for ensuring timely completion of specific program goals. This position rotates among members of the core *EIGER* faculty; Dr. Brenda Winkel served as director for the 2007 calendar year and Dr. John Little is the director for 2008.

Recruitment and Research Coordinators – Dr. Brenda Winkel and Dr. Roseanne Foti are responsible for leading recruitment efforts, assuring that *EIGER* Fellows come from a variety of backgrounds and that they are spread appropriately over the program.

Curriculum and Budget Coordinator – Dr. George Filz is responsible for curriculum issues and for leading the keystone interdisciplinary course for *EIGER* Fellows, CEE 6514 – “Interdisciplinary Research in Science and Engineering.” Dr. Filz also serves as the budget director for the project.

Internship Coordinator – Dr. John Little is responsible for coordinating *EIGER* U.S.-based and international internships, that is, *EIGER* Fellow research performed outside of Virginia Tech.

Assessment Coordinator – Dr. Deborah Olsen is responsible for implementing *EIGER*'s assessment plan to determine the degree to which the goals of the program are being met.

***AdvanceVT* Coordinator** – Dr. Beate Schmittmann represents *AdvanceVT* which is an extensive Virginia Tech program sponsored by NSF through a five-year “Institutional Transformation” award, with the goal of increasing the representation and advancement of women in academic science and engineering careers.

Advisory Board Chair – Dr. James Mitchell chairs the Advisory Board which consists of internal (to VT) and external members, and which meets once a year to review and critique the entire *EIGER* program.

Executive Committee – All faculty listed above form the *EIGER* Executive Committee. This committee has primary responsibility for selecting *EIGER* Fellows, resource allocation, internship approval, personnel matters, and reevaluating *EIGER* activities in response to emerging opportunities.

Information Technology Advisor – Mr. Mark Fortney developed the state-of-the-art *EIGER* website, which is currently being managed by Dr. Winkel.

Administrative Assistants – Ms. Ellen Mathena and Ms. Linda Bland provide key organizational support and financial administration, respectively, for *EIGER*. Ms. Connie Lowe is *EIGER*'s student administrator, and she is the first point of contact for *EIGER* Fellows with questions or needing assistance with academic matters.

SECTION II

EIGER EDUCATION AND TRAINING COMPONENTS

A. COURSEWORK

EIGER Fellows are required to take core courses as indicated in the following table:

Course	Natural Science and Engineering Fellows	Behavioral Science Fellows
GRAD 5984 – Interdisciplinary Research in Science and Engineering	Take for a grade	Take for a grade
GEOS 6604 – Fundamentals of Surface Science and Interface Behavior	Take for a grade	Encouraged to audit
PSYC 5124 – Leadership and Team Processes	Take for a grade	Take for a grade

GRAD 5984 – Interdisciplinary Research in Science and Engineering, generally offered in the fall semester, is a new, three-credit course that is team taught by *EIGER* faculty. It will cover fundamental principles, methodology, results, applications, language, and culture in physics, biology, geosciences, and engineering. This course helps students overcome disciplinary biases, achieve greater openness to divergent perspectives, and work successfully in interdisciplinary teams. As part of this process, the *EIGER* faculty teaching this course will address cognitive and interpersonal processes that ultimately facilitate the success of interdisciplinary team efforts. This will enable them to promote the interdisciplinary thinking and team building skills that students are unlikely to learn in the curriculum of any specific department.

GEOS 6604 – Fundamentals of Surface Science and Interface Behavior, generally offered in the fall semester, is a three-credit course that provides a common platform of information about physical interfaces. It covers the physics, chemistry, and biology of surfaces; atomic and electronic structure of surfaces; surface reactivity; surface analytic chemistry; surface and interface sensitive techniques based on x-rays, electrons, and charged particles; surface computational chemistry; and nanoscience and nanotechnology applied to interfaces among minerals, gas, water, and microorganisms.

PSYC 5124 – Leadership and Team Processes, offered each spring semester, is a three-credit course designed to introduce graduate students to the field of organizational psychology. The primary objective of this course is to familiarize students with the major concepts and theories of organizations, leadership, influence, and teams. It is focused around both classic and contemporary readings, as well as both theory and practical applications of research to solve problems in organizations, including technical team building and dynamics.

EIGER Fellows will also select other courses as needed to facilitate their research and to satisfy the requirements of their home departments in regard to programs of study for doctoral candidates. The Fellows will develop their programs of study in collaboration with their primary advisor(s).

B. *EIGER* INTERNSHIPS

Research internships for all *EIGER* Fellows are a vital part of the program. Fellows will be matched with appropriate affiliated laboratories and will spend between three and six months each at up to two institutions at some point during their fellowship. Where possible, the internships will be based in international locations emphasizing our commitment to developing a global research perspective. Together with the *EIGER* Fellows and their research advisors, the *EIGER* core faculty will help to design appropriate internships.

EIGER will implement, whenever possible, a novel approach called “paired internships”. Two students with related research, but coming from different disciplines, will be paired. They will jointly undertake two internships: one in a lab closely related to the work of one of the students, and a second in a lab closely related to the work of the other student. In this way, each student will have an opportunity to introduce their paired colleague to the culture and subtleties of research in their own field, but will also have an extended period of time immersed in a different field. To give a specific example, for Fellows conducting research on microbial attachment to mineral surfaces, we envision pairing one student in biosciences with one student in geosciences. Both Fellows would then spend 3 to 6 months in a biological sciences laboratory studying biological aspects of microbial attachment to mineral surfaces. Following this experience, they would both spend 3 to 6 months in a geological sciences laboratory studying mineralogical aspects of microbial attachment to mineral surfaces. In each case, one Fellow will act as a mentor to the other, but they will both obtain significant insights into each other’s disciplinary field of study. Consideration will be given to psychological compatibility of team members. The paired internships should result in scientists and engineers who are substantially “cross-trained,” something that should influence their entire careers in interdisciplinary interfacial science. Behavioral Science *EIGER* Fellows will also participate. After a pair of Natural Science *EIGER* Fellows begin their internship, the Behavioral Science Fellows will make an initial visit of several weeks, and then make a follow-up visit of similar length towards the end of the internship.

The institutions listed below have all agreed to host *EIGER* Fellows in both physical and behavioral sciences. Other institutions may also be selected depending on the needs and interests of each student.

- Center for Neutron Research, National Institute of Standards and Tech., Gaithersburg, MD, USA
- Department of Civil and Environmental Engineering, University of Melbourne, Australia
- Department of Geology, Peking University, Beijing, China
- Department of Geotechnical Engineering, University of Sao Paulo, Sao Carlos, Brazil
- Environmental Molecular Sciences Lab, Pacific Northwest National Labs, Richland, WA, USA
- Institute for Biological Structure and Microbiology, CNRS, Marseille, France
- Geotechnical and Environmental Research Group, University of Cambridge, England
- Institute for Mineralogy, University of Münster, Münster, Germany
- Limnological Research Center, Swiss Federal Institute for Environmental Science and Technology (EAWAG), Kastanienbaum, Switzerland
- NanoGeoScience Center, Geological Institute, University of Copenhagen, Denmark
- Williamson Research Centre for Molecular Environmental Science, Univ. of Manchester, England

All internship plans must be approved by the Executive Committee. Given the complex nature of conducting interdisciplinary research and travel away from Virginia Tech during the course of a dissertation program, the Executive Committee will be flexible in considering various internship models and plans.

However, it should be noted that funding for these internships comes from a special supplement to the NSF *EIGER* IGERT grant that exclusively supports visits to institutions located outside of the U.S.

C. DISTINGUISHED SPEAKER SERIES

The *EIGER* Distinguished Speaker Series is intended not only to bring outside speakers to Virginia Tech to make formal presentations, but to create unique opportunities for all *EIGER* Fellows and faculty to present their interdisciplinary research projects, make professional contacts, develop social skills, and expand their international perspectives. Two to three times each year, *EIGER* will bring international experts of the highest caliber in diverse scientific research focus areas for extended visits to Virginia Tech; at least half of the visiting scholars will be from other countries. These experts will participate in workshops with *EIGER* fellows and faculty, make formal presentations, and observe presentations by *EIGER* students. The visiting scholars will also discuss pressing ethical issues in their own work. There will be receptions and dinners involving all participants in which the *EIGER* Fellows will be full participants. Finally, all participants are expected to participate in the assessment of the Distinguished Speaker Series which will include a brief evaluative survey.

Students will begin participating in the *EIGER* Distinguished Speaker Series and ePortfolio (see Professional Preparation Cluster below) when they initiate their *EIGER* Fellowship. After the period of *EIGER* support, when Fellows move to other graduate assistantships, they will continue to participate in the *EIGER* Distinguished Speaker Series and ePortfolio, through which they will maintain their technical and social connections with the *EIGER* community.

D. ADVISORY BOARD

The *EIGER* program is envisioned not as just a five year NSF-funded project, but as the launch of a permanent and growing enterprise that will transform graduate education and research at Virginia Tech. A key aspect of the *EIGER* program, upon which its development, ultimate success, and sustainability depend, is the Advisory Board. The Board consists of seven distinguished scientists and engineers from Virginia Tech and other institutions and is chaired by Dr. James Mitchell, University Distinguished Professor Emeritus and Via Emeritus Professor of Civil and Environmental Engineering in the College of Engineering at Virginia Tech. The Board first convened in spring of 2006 and will meet each fall thereafter for an intensive two-day event that will include research presentations by the Fellows, informal meetings with all *EIGER* participants, and assessment of the program.

E. PROFESSIONAL PREPARATION CLUSTER

Within the *EIGER* project, the graduate students will have diverse opportunities to prepare for career positions following completion of their doctoral degrees. These opportunities, already available on the Virginia Tech campus through the Graduate School and the Department of Civil and Environmental Engineering, include programs known as Preparing the Future Professoriate/Professional (PFP²), Graduate Education Development Institute (GEDI), Citizen-Scholar Experience (CSE), and Guided Teaching Experience (GTE). All *EIGER* Fellows will participate in at least one of these programs and will be encouraged to participate in more than one. Short descriptions of these programs are given below; additional information is also available at http://www.grads.vt.edu/graduate_school/tge/index.html. In addition to this requirement, all *EIGER* Fellows will use ePortfolio, which is also described below.

Preparing the Future Professoriate. This keystone program of the Virginia Tech Graduate School trains future faculty in the kinds of knowledge and skills they will need, such as: teaching to diverse demographics using diverse technologies; mentoring to build interdisciplinary community; outreach to local community groups; scholarship of discovery and application of knowledge; disseminating scholarly work through publication, presentation, performance, and patents; academic integrity and ethics; outreach beyond academe, including technology transfer to community groups, industry, and practitioners; and valuing the integration of teaching, research, and service.

Preparing the Future Professional. A parallel program, also housed in the Graduate School, bridges theory and practice through interactions with experienced professionals. Emphasis is placed on acquiring the context-specific skills necessary for success in various professional fields. Participants will examine how an ethical ambition should best inform their actions as professionals working in various arenas, such as the corporate sector, government agencies, non-profits, and NGOs.

Graduate Education Development Institute (GEDI). GEDI at Virginia Tech creates opportunities for interdisciplinary groups of graduate students to explore and develop pedagogy skills that are inclusive and appropriate to the sites and disciplines in which they teach, using socially relevant problem-based learning methods and case studies applicable across disciplines and appropriate to both large lecture halls and small labs or seminars. GEDI participants apply the innovative technologies for teaching and learning that are increasingly integral to course delivery in higher education.

The Citizen-Scholar Experience (CSE). In the CSE program, graduate students use their research to discover and build connections between their scholarly work and the communities outside of academe that would benefit from that work. Participants examine the social responsibility, ethics, and justice issues that should inform the theory-to-practice process. CSE graduate students discover how best to work with local communities and college-bound students to bring them hands-on activities and state-of-the-art technology. CSE graduate students discover how research directly influences activities in communities beyond higher education, and they learn their roles and responsibilities as citizen-scholars.

The Guided Teaching Experience (GTE). The GTE format has been used with great success in the Department of Civil and Environmental Engineering at Virginia Tech. GTE begins with trainees attending the widely acclaimed teaching effectiveness workshop presented by Dr. Richard Felder of North Carolina State University and Dr. Rebecca Brent of East Carolina University. The Felder/Brent workshop addresses learning and teaching styles and how to match them; effective course planning, lecturing, and testing; making cooperative (team-based) learning work effectively and avoiding its pitfalls; promoting critical, creative, and ethical thinking in students; and evaluating the effectiveness of innovative teaching

strategies and devices. After completing the Felder/Brent workshop, each trainee works with his or her advisor to identify appropriate laboratory or lecture courses for which the trainee will serve as an instructor or co-instructor, under supervision of a faculty teaching mentor.

Professional Development ePortfolio. An important cross-cutting initiative is that all the *EIGER* Fellows will use new electronic portfolio software that allows them to create a multifaceted Professional Development ePortfolio to document all aspects of their training. An ePortfolio is a dynamic and efficient mechanism for recording, organizing, and presenting a wide range of academic and career information. In addition to lists of information that comprise a conventional resume, an ePortfolio can include video clips of classroom teaching, links to professional papers, etc. ePortfolios are clearly innovative and useful tools for job searches and promotion, but at a deeper level, they also provide a new means for the Fellows to organize, monitor, understand, and direct the progress of their own careers. An infrastructure is already in place at Virginia Tech for ePortfolio (<https://eportfolio.vt.edu/>), and trainee's can gain instruction on using ePortfolios from Connie Lowe, the Graduate Student Coordinator for EIGER.

F. PROGRAM ASSESSMENT

Because the *EIGER* grant pioneers a new and innovative approach to graduate education, it is critical to assess how effective different components of the grant are in promoting the professional and scientific development of *EIGER* Fellows. Student participation in assessment activities helps us continuously improve the courses, academic events, and research opportunities that constitute the program. *EIGER* Fellows are expected to meet on an annual basis with the assessment coordinator for an open-ended discussion of the program and their experiences in it. In addition, Fellows will complete a survey at the end of each academic year on their academic activities, and provide feedback on internships, speaker events and other *EIGER*-related experiences. Fellows will also be required to provide feedback directly to the National Science Foundation as part of the annual progress report that is filed by *EIGER*. As students move through the three core courses, they will be asked to assemble a small portfolio of work selected from the courses and submit this with comments at the end of the fellowship period. Many of the most important impacts of a program such as *EIGER* are long-term, and we plan to stay in contact with students well beyond the duration of their fellowships and see how their careers and their science progress. *EIGER* Fellows are expected to fully participate in these assessment activities; failure to do so will result in termination of support.

The assessment activities in which *EIGER* fellows are expected to participate are summarized in the table in Appendix II.

SECTION III

FINANCIAL PROCEDURES

A. GRADUATE STIPENDS

The National Science Foundation's IGERT (Integrative Graduate Education and Research Traineeships) program officially supports "Trainees," which are in a different category from Research Assistants or Fellows. However, for the purposes of this document, and throughout our *EIGER* program, the student participants are referred to as Fellows because the term "Fellow" better represents the caliber, creativity, and independence of the students who participate in this program. The official "Trainee" designation does, however, allow us to provide a portion of each Fellow's stipend in the form of a Research Assistantship so that the students are covered by Workman's Compensation Insurance and provided with the health insurance supplement from the Graduate School. The balance of the stipend is provided in the form of a Fellowship.

EIGER Fellows receive a stipend of \$2,500 per month, which amounts to \$30,000 per year for a 12-month year. Fellowship durations are typically two to three years for students whose advisors are *EIGER* "core" faculty (PI or Co-PI on the grant) and up to two years for those whose advisors are affiliated faculty. The exact length for each Fellowship is determined by the Executive Committee. Note that the duration of an *EIGER* Fellowship is not sufficient to last until a Ph.D. is completed, so additional graduate student support mechanisms, separate from *EIGER*, will be necessary. Also, *EIGER* Fellowships can be terminated if unsatisfactory progress is made by the Fellow, as determined by the Executive Committee.

With regard to taxes, you should know that you receive part of your support as an assistantship and part as a fellowship. This is the closest approximation that Virginia Tech can make to the traineeship designation that NSF uses in the IGERT program. There are significant benefits to this distribution of support. The assistantship provides you with workman's compensation (Workman's Compensation Insurance, which is necessary for anyone working in Virginia Tech laboratories. The assistantship also provides partial university support for student health insurance. Paying you the balance as a fellowship saves your Educational Allowance about \$1,800 per year that can be used for your portion of student health insurance or toward premiums for an independent policy, books, research supplies, and domestic travel related to your *EIGER* experience. Although taxes are not immediately withheld from the fellowship portion of your stipend, there will likely be tax implications associated with the fellowship payment. These implications depend on your personal situation, and you can read about this at <http://www.irs.gov/pub/irs-pdf/p970.pdf>. You may wish to consult your tax advisors for any additional assistance you may need.

B. ADDITIONAL/SUPPLEMENTAL FUNDING

In addition to a stipend, NSF provides an educational allowance of \$10,500 per 12-month year, pro-rated for partial years. The educational allowance must be used first for tuition, fees, and the fringe benefits on the Research Assistantship portion of the Fellow's stipend. The remaining balance may change from year to year depending on changes in tuition, fees, fringe benefit rates, and any possible future

adjustments to the educational allowance by NSF.

The balance remaining from the educational allowance may be used for other student related expenses. This includes premiums for health insurance, purchased either through the VT system or elsewhere, either individual policies or family plans that cover spouses and/or children. Residual funds may also be used for materials and supplies for the student's research, domestic travel, or other expenses, although the balance keeps shrinking as tuition and fees continue to rise. Linda Bland will determine the amount of the remaining balance and inform the Fellow and the Fellow's primary advisor(s) who will determine how the balance will be spent. Any purchases using the balance must be made through Linda Bland.

In addition, each *EIGER* Fellow has access to a \$6,500 travel fund to support the Fellow's internship experience. This is the total amount for each Fellow for all travel expenses for their entire time as a Fellow. It is likely that the Fellows will need to use their stipends for at least some of their living expenses while on extended internship experiences. Note that, due to the nature of the supplement from which these funds are derived, they can be used exclusively for INTERNATIONAL internships.

SECTION IV

EIGER STUDENT, FACULTY, AND STAFF LISTINGS

A. EIGER STAFF

Financial administrator

Linda Bland (blandls@vt.edu, 231-8822, 4044 Derring)

Graduate student coordinator

Connie Lowe (clowe@vt.edu, 231-8824, 4050 Derring)

Executive assistant/organizational support

Ellen Mathena (mathena@vt.edu, 231-6927, 1064 Derring)

B. EIGER STUDENTS

Ph.D. ADVISORS

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Kevin Horn (kjhorn@vt.edu)	Malcom Potts (geordie@vt.edu)/ Rich Helm (helmrh)	Biochemistry

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C. EIGER CORE FACULTY

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D. EIGER ADVISORY BOARD

James Mitchell, University Distinguished Professor Emeritus, Virginia Tech; Board Chair
Karen DePauw, Dean of the Graduate School, Virginia Tech
Timothy Long, Professor of Chemistry, Virginia Tech**
Gordon Matheson, President, Schnabel Engineering**
Matt Mikulich, Chief Geophysicist/Principal Technical Advisor (retired), Chevron Corporation*
Camellia Okpodu, Head, Biology Department, Norfolk State University
Bevlee Watford, Director, Center for the Enhancement of Engineering Diversity, Virginia Tech
Marta Wilson, President and CEO, Transformation Systems Incorporated
Royce Zia, Professor of Physics, Virginia Tech*

*former members

**since 2008

APPENDIX I

EIGER Education and Training Components

Scientific Coursework

Core Courses (physical science and engineering trainees take all three; behavioral science trainees take CEE 6514 and PSYC 5124):

- GRAD 6514 – Interdisciplinary Research in Science and Engineering
- GEOS 6704 – Fundamentals of Surface Science and Interface Behavior
- PSYC 5124 – Leadership and Team Processes

Supporting Courses (these and other courses are available as needed to support the research thrust areas):

- BCHM 5444 – Molecular Modeling of Proteins and Nucleic Acids
- BIOL 4774 – Molecular Biology Laboratory
- BIOL 6024 – Topics in Molecular Cell Biology and Biotechnology
- CEE 5574 – Soil Behavior and Environmental Geotechnics
- CEE 5794 – Environmental Engineering Principles
- CHE 5064 – Solids and Solid Surfaces
- CHEM 5644 – Colloid and Surface Chemistry
- ENSC/CSES 4734 – Environmental Soil Chemistry
- GEOS 6604 – Biomineralization
- PSYC 5314 – Psychological Perspectives in Social Psychology
- PSYC 6934 – Advanced Topics in Applied Psychology: Work Teams

Professional Development

Internships (all trainees participate):

- Six to twelve months total duration
- Paired internships
- International internships

Distinguished Speaker Series (all trainees and faculty participate):

- At least three times a year, research experts of highest caliber will visit Virginia Tech
- At least half of the speakers will be from other countries
- Trainees will participate in informal workshops with these visitors
- Visitors will make formal presentations
- Social receptions and dinners will be held after the presentations

Professional Preparation Cluster (all trainees participate in at least one of five):

- Preparing the Future Professoriate
- Preparing the Future Professional
- Graduate Education Development Institute
- Guided Teaching Experience
- Citizen-Scholar Experience

Professional Development ePortfolio (all trainees participate):

- Provides a dynamic and efficient mechanism for collecting, recording, and sharing academic and career information
- Useful for job searches and promotion, as well as for personal understanding and direction of one's career growth

APPENDIX II

The following table summarizes the assessment activities in which Trainees will be expected to participate over the course of the program. Please note that in order to meet the goals of the EIGER program, it may occasionally be necessary to modify existing assessment activities and/or add additional activities to the program's assessment plan.

Activity	Format	Time	Summer	Fall	Spring
Activity Report	Online	45-55 minutes	X		
IPIP	Online	8 minutes	X		
Interview	In-Person	45 minutes		X	
Course Evaluations	Online	20 minutes		X	X
IDR Measure	Online	8 minutes		X	X
Pathfinder	In-Person	8 minutes		X	X

Activity Report: This assessment will collect information on your research and scholarship for the previous academic year, as well as asking open-ended and evaluative questions. This assessment consists of two parts (15-20 minutes and 30-35 minutes).

IPIP: An assessment that asks you to endorse the degree to which 50 brief statements represent you. This assessment will only be administered once, prior to the start of the fall semester.

Interview: A one-on-one interview that focuses on impressions of the EIGER experience and activities.

Course Evaluations: These evaluations are administered after the completion of an EIGER required course (GRAD 5984, GEOS 6604, PSYC 5124).

IDR Measure: A brief assessment that asks you to collect your opinion on matters relating to interdisciplinary research. This measure will be administered more than once, but not necessarily every semester.

Pathfinder: A rating activity that asks you to rate how closely related various scientific fields are to one another.