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FOCUSING ON INDIANA'S FUTURE ECONOMIC POTENTIAL

Daniels to replace state Department of Commerce with new initiative

BY OZER ERDEM

On March 2, Indiana Gov. Mitch Daniels named the board of directors of the Indiana Economic Development Corporation. Board members include several entrepreneurs, business and manufacturing executives and an agribusiness leader.

In a statewide effort to improve Indiana's economy, the board will coordinate the economic development strategies of the state. By replacing the previous board that had nearly 100 members with a new eight-member board and consolidating 12 existing state Department of Commerce regional offices into five offices, the state's economic development effort has now been consolidated.

The new structure will include five regions — northeast, northwest, central, southeast and Southwest, with offices in South Bend, Merrillville, Indianapolis, Madison and Evansville. The Indiana Economic

Development Corporation will replace the state [Department of Commerce](#) scheduled to close July 1. [Indiana Economic Development Council](#), which is merged with Indiana Economic Development Corporation, published Indiana's [strategic plan for economic development for the year 2005 and beyond](#). The report available at [www.indianapolisplans.org](#) lays out seven goals to improve the state's economic potential:

- Create an abundant supply of highly skilled and educated workers that meet the demands of businesses;
- Ensure Indiana's residents enjoy increased wealth and a higher standard of living;
- Increase the share of Indiana products and services in the world market;
- Move Indiana to a leader-



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- ship position in innovation and commercialization;
- Diversify the state's economic base to render sustainable economic growth;
- Make sure Indiana becomes a place where people to choose to live; and
- Leverage the state's competitive advantage and strengthen its business and industry clusters.

The report identified seven broader objectives to improve Indiana's economy. These objectives are wide in scope and include globalization, business and innovation, infrastructure, quality of life, smart government, thinking regionally and workforce and education.

For more on the strategies, visit the [Indiana Economic Development Council online](#).



Daniels

Gov. Mitch Daniels recently appointed experienced business professional Pat Miller to serve as president of Indiana Economic Development Corporation to coordinate Indiana's future economic development efforts.



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Experiences, skills of NFI's graduate fellows follow research assistant model

BY MARTHA HENN McCORMICK



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What are the expectations of graduate students as they accept fellowships and teaching and research assistantships?

How do their expectations match — and differ from — the expectations of faculty members?

And what is the need for training and mentoring among graduate assistants?

These were questions asked by Dianne Brown-Wright, Robert Dubick and Isadore Newman when they undertook a survey of graduate students and faculty members.

The results of their study were published in 1997 in the *Journal of College Student Development* 38.4 under the title, "Graduate Assistant Expectation and Faculty Perception: Implications for Mentoring and Training."

Only limited empirical research has ever been done on these topics and much of that has been concerned with the role of teaching assistants rather than research assistants. In the case of [NFI's](#) graduate fellows, their experiences and skills most closely match the research assistant model.

One study cited did reveal "real comfort with and appreciation of research are acquired only through systematic involvement in relevant research projects with faculty over a period of time." But while much anecdotal evidence exists about graduate student concerns regarding the graduate assistant role and faculty expectations, Brown-Wright, Dubick and Newman were among the first to undertake a methodological sampling. They surveyed more than 150 graduate students and more than 70 faculty members. Findings are broken down into role expectation issues, skills, training needs, co-authorship issues and relationship strategies.

Regarding the role expectations of graduate assistants themselves and

their faculty members, faculty stress they have high administrative expectations of graduate assistants including advising, coordinating, planning and clerical support. Faculty members rank these skills first or second for both teaching assistants and research assistants, whereas graduate assistants tend to rank them third or lower.

Regarding skills, 90 percent of faculty members expect their graduate assistants will not possess basic statistical comprehension whereas 40 percent of graduate assistants rank themselves as possessing basic statistical comprehension skills. Similarly, faculty have low expectations of graduate assistants' abilities to manipulate data through coding, entering and saving while students ranked their skills at higher levels than their faculty members expected.

The authors found that no significant differences between faculty expectations and student skills were discovered for skills such as library research and assisting with administrative tasks.

Where graduate assistant training needs are concerned, students rank the need for pedagogical training highest, with training in library research skills coming in second. Faculty ranked the need for graduate assistants to receive training in library research skills as the highest training need. Students also perceive the need for training in "campus orientation, stu-

dent advisement, research writing, office politics, job stress, sensitivity and diversity training, and computer and Internet training."

Regarding co-authorship, both faculty and students expect to credit a student with co-authorship if she assists with analysis of research and/or data but to a lesser extent if the graduate assistant assists with more clerical tasks such as typing, proofreading, data entry or literature searching.

Providing training for graduate assistants is listed as one of the best relationship-building strategies for faculty to employ with their graduate assistants. The authors stress that initial orientation programs are crucial to relationship-building and student success and that orientations need to address skills and individual faculty member's expectations. Mentoring is also touted as quite important to graduate assistant success but with the proviso the mentor should have a full understanding of mentoring, including its "reciprocal benefits."

[NFI](#) plans to work with [Indiana State University](#) and its [School of Graduate Studies and individual departments](#) at the university to assure NFI and Indiana State provide orientation and training for NFI graduate fellows, a program of increasing responsibility and skill building — particularly in the area of research — and opportunities for mentorship.

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Hoosiers should Inspire beyond Google when searching

BY MARTHA HENN McCORMICK

Now that you know about the strengths and limitations of open Internet searching, take advantage of what the Indiana state legislature and your tax dollars help to support — [Inspire](#), or the INdiana SPectrum of Information Resources.

Many people already use Inspire databases through their public library, university library or school and are not even aware of it.

[Inspire](#) is Indiana's online resource library. Managed by the Indiana Cooperative Library Services Administration, the genesis of Inspire took place in 1998 when it was estimated more than 3 million searches were conducted. In 2004, statistics show there were more than 4 million log-ins to the [Inspire](#) system for a total of 13,653,287 searches.

The [Inspire](#) mission includes the following goals:

- To provide Indiana residents with equitable access to online electronic information resources that enhance the quality of their everyday lives, the depth of their educational experience and the economic prosperity of their communities; and

- To provide high-quality information resources that have been evaluated based on criteria that included richness and authority of content, reliability of source, ease of use and suitability for Indiana residents.

So how does one go about unlocking the resources of [Inspire](#)?

The [Inspire Web site](#) provides a wealth of information, including direct links into the databases available through Inspire. [Indiana Cooperative Library Services Authority](#) verifies the Internet Protocol of your computer or the source of your Internet service provider. Those accessing Inspire via IPs or Internet service providers known to operate wholly within Indiana can be passed directly into the databases. If an IP address cannot be verified as within Indiana, or your Internet service provider operates nationally, you can request a password. A temporary password will allow you immediate access for 72 hours and an assigned annual password will be mailed to your Indiana address quickly.

Once in the system, Inspire users will find 27 databases at their disposal. Any of the 27 can be accessed individually or users may select categories that will search across several related databases simultaneously. The categories include:

- Academic
- Biographies
- Business
- Education
- Encyclopedias
- General Interest
- Health/Medicine
- Literature
- Military
- Newspapers
- Spanish-Language Materials
- Tree Identification



Also, there are special categories for children and teenagers, a great boon to harried parents whose school-age children are facing tough essay assignments. Many teachers, like members of the general public, don't necessarily know how to help their students know where to find reliable, verifiable, quantifiable, accurate information so parents can be the hero and help their children go where the experts go. More and more students make it to college believing the Internet is the source of all information

and so the vast resources of print knowledge are rapidly declining in use. Teaching children how to use searchable databases of citations and full-text articles, encyclopedias, newspapers, books and image files online provides them the instant access the Internet generation demands along with the credible information they truly need.

Users don't even need to know how to be an effective searcher because the [Inspire Clearinghouse Web site](#) includes system demos and tutorials, most of which take three minutes or less of a user's time. [A tutorial for the Inspire kids interface](#) is included. The [Inspire Clearinghouse Web site](#) will also teach users how to cite sources and the links site provides a series of vetted, authoritative general access Web site links for the state of [Indiana](#), for [general information](#), for [children](#) and for [Hoosier Heritage](#).

Especially significant for the work of [NFI](#) is the Inspire Business collection that features Business Source Premier; Regional Business News; Corporate ResourceNet; Health Business FullTEXT; Knight Ridder Collection; and Newspaper Source. From this interface, users can access the content of hundreds of newspapers, thousands of journals and magazines and company profiles on more than 10,000 businesses nationwide.

So users: stretch yourself beyond [Google](#) and see what you find.

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MISSION

Networks Financial Institute is an initiative of Indiana State University and was founded in 2003 through a grant from Lilly Endowment Inc. NFI strives to facilitate broad, collaborative thinking, dialogue and progress in the evolving financial services marketplace, focusing on the areas of education, outreach and research. NFI will be a leader in preparing students for careers in the financial services industry. NFI will connect Indiana State University's financial, business and educational expertise and resources with needs in the marketplace. NFI will be a primary source for objective and applied research within the financial services industry.