

# Graduate Connections



University of Nebraska–Lincoln

A Newsletter for UNL Graduate Students published by the Office of Graduate Studies

November 2007

Welcome to *Graduate Connections*, an electronic newsletter for graduate students at UNL (and for faculty and staff interested in issues important to graduate students). This quarterly publication provides information to help you make your way through your graduate school career, links you with news about events planned and organized just for you, provides timely information about deadlines and funding, and connects you with other graduate students at UNL.

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## Navigating Graduate School

Events, advice and strategies to help you succeed in Graduate School at UNL

### STAYING ON TRACK TOWARD YOUR GRADUATE DEGREE

WHETHER YOU'RE IN YOUR FIRST YEAR OR YOUR FOURTH, in a master's or a doctoral program, it's always useful to stop and reflect on where you are and what you need to do to stay on track. We sat down with our resident experts, Terri Eastin, Master's Specialist, and Eva Bachman, Doctoral Specialist, and asked them for their advice on successfully completing a graduate degree.

#### Terri, what advice do you have for first-year master's students as they look forward to the spring semester?

*Terri:* At this point in the semester, you should have met with your adviser to outline your program and begin filling out the Memorandum of Courses. You'll want to submit this to me prior to completing one-half of your coursework (15-18 hours). Also, check the [Graduate Studies Web site](#) and look ahead to make sure you're meeting deadlines required to achieve your goal. Another piece of advice: If you're taking qualifying exams, plan to study a significant amount of time over the holiday break to prepare. Some departments post sample exams online, so check with your adviser or departmental office to see if those helps are available for you.

#### Eva, given that most doctoral programs take 3 to 6 years to complete, what are the most important things for a first-year doc student to be thinking about?

*Eva:* I believe the most important question a first-year doctoral graduate student must answer is "who will be my mentor?" Ultimately, the chair of the departmental graduate committee makes the final decision about who your adviser and committee members will be, but students do have important input in the decision. If you were not assigned an adviser by the time you arrived on campus, then within the first two semesters, you should be investigating the faculty within your program area to determine

how their research interests best fit with your educational/career goals. Once you have an adviser, it becomes easier to ask additional faculty to compose the supervisory committee, and then determine, with your mentor, adviser and committee, what courses and research experiences you will need to make pursuit of your degree a rewarding, effective experience.

To get started, the Office of Graduate Studies has a great online [mentoring handbook](#) for graduate students and their mentors, and I strongly encourage graduate students to bookmark it and refer to it often.

### **As master's students enter November of their second year, what things should they have in mind for completing the degree by May?**

*Terri:* There are three major questions master's students should ask themselves:

1. Have I filed my Memorandum of Courses and received the approved copy from Graduate Studies?
2. Have I consulted the calendar of deadlines posted on the [Graduate Studies Web site](#) so that I know when all of the paperwork is due for graduation?
3. Have I checked with my adviser to make sure that I am on track for graduation?
4. Finally, if I chose the thesis option, is my committee available during the spring semester?

The [Memorandum of Courses](#), also known as a program or plan of study, must be filed before you have finished half of your courses – the best plan is to file your Memorandum during your first year of study. That way you and your adviser will have a clear plan of what you are going to accomplish in order to finish your degree.

### **What are the most important things for graduate students to keep in mind throughout their programs?**

*Terri:* First, I recommend that a student establish regular progress update meetings with his/her adviser

so you are very clear about your requirements and your academic progress. If you are writing a thesis, this is even more important – many of the surprises that can arise during defense preparation can be eliminated through regular contact with the adviser. And, a student should always follow-up each meeting with a brief e-mail to the adviser, summarizing the key issues, decisions, etc., that emerged during the meeting. Again, you want to make sure that you both have the same plan and expectations.

*Eva:* It's very important that students stay on top of the deadlines required by their program and the Office of Graduate Studies. We've made this very easy by posting key deadline dates for both [master's](#) and [doctoral](#) students on our web site. Students shouldn't expect their advisers to have committed the procedures and deadlines for the thesis to memory. We have a "Forms and Deadlines" site for both master's and doctoral students, where they can find a PDF copy of the [Guidebook for Preparing a Thesis or Dissertation](#).

*Terri:* Also – and I can't emphasize this enough – establishing a timeline for conducting your thesis project and completing your degree is just good practice. Typically, the thesis is completed during your second year, but you'll find it extremely useful if you start planning for it now. Break the project into small manageable parts and then develop a "backwards" calendar. Start with the end in sight. First determine a date for your master's oral examination (I recommend at least a month before the deadline), then work backwards. Of course, it's a good idea to work with your adviser in developing this plan.

*Eva:* There's one more piece of advice I have for all graduate students, and that is to become familiar with the [Graduate Studies Web site](#) and the Graduate Bulletin. Both have all of the information you'll need to ensure that you're doing the things you need to graduate in a timely manner.

## WE DOCTORAL FORMS

**A**S A DOCTORAL STUDENT, you'll need to file only five essential forms, each corresponding to a critical stage in your doctoral program. Why do they matter? Each form is designed to assure that you are

clear about the expectations and requirements you will fulfill to complete your degree.

**Appointment of Supervisory Committee.** This first form identifies at least four graduate faculty members who will serve as your supervisory committee. The

chair of your supervisory committee is your adviser. You should file this form as soon as possible, but no later than halfway through your program of study (typically before you have completed 45 credit hours). This form lets the graduate dean know you are working under the advice of a mentor and committee.

Sometimes changes in committee make-up are necessary as you progress through your program of study. You can make such changes by filing a “Change of Committee” form.

**Program of Studies.** Your supervisory committee will meet to create a complete program of studies for you. At this point, you will know which courses, if any, will be accepted for transfer and which courses you have to complete in order to finish the degree. The sooner you know what is expected, the more focused your effort to complete the degree. The Program of Studies Form “starts the clock” on your program. You must finish your degree within eight years of filing the program with the Office of Graduate Studies.

Again, the Graduate Studies Office recognizes that your focus may change and, therefore, desired courses may change. Your advisor can submit any change to the program of studies via e-mail or memo to the Doctoral Programs Specialist.

#### **Application for Admission to Candidacy.**

Candidacy is the stage during which you are primarily focusing on your dissertation research and writing. In order to reach this stage, you will have completed a substantial portion (usually all) of your courses and have passed your comprehensive exam. You are required to file the Application for Admission to Candidacy at least seven months prior to defending your dissertation, but it is advantageous to file it immediately after you pass the comprehensive exams. Why? Because it allows you to know exactly where you stand in your progress toward the degree – how many dissertation credits are left, what incomplete grades are still showing, and what courses still remain

to be taken, if any – giving you time to make changes or complete courses. Waiting until just before you want to graduate could cause delays if any problems show up. Think of this form as your “senior check.”

Another advantage to filing your Application for Admission to Candidacy is that once you advance to candidacy, even though you are required to be registered every academic semester until you graduate, you don’t have to be registered fulltime (for nine or more hours) unless you need to do so to finish in a desired time frame. An online “Certification of Full-time Status” form can come in handy in when applying for student loans and paying employment taxes, and it complements the forms used to document immigration status – not to mention saving you money on tuition!

**Application for Final Oral Examination.** You file this application form with signatures from your adviser and two designated readers from your committee when you are ready to defend your dissertation. This form indicates to Graduate Studies that the readers and adviser believe the dissertation is complete enough to allow you to defend it. When you file this form, the Graduate Studies Office will give you the materials needed at your dissertation defense.

#### **Report on Completion of the Doctoral Degree.**

This is THE most important form of all, as it records in all University offices that you have completed your degree requirements. It must be completely signed off by your supervisory committee, the Dean of Libraries, the President’s Office and the Dean of Graduate Studies. It is final proof that all requirements have been met, your diploma can be issued and congratulations are in order!

Bookmark the Graduate Studies Web site ([www.unl.edu/gradstudies](http://www.unl.edu/gradstudies)) for easy access to forms and answers to your questions. Contact Eva Bachman, Doctoral Programs Specialist ([ebachman1@unl.edu](mailto:ebachman1@unl.edu); 402-472-8669) for more information.

## **Essential Connections**

*Critical information about the fundamentals of graduate study at UNL*

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### **ACADEMIC INTEGRITY QUIZ: TRUE OR FALSE?**

**T**HE TRUE TEST OF ACADEMIC INTEGRITY comes on the job. Take this brief quiz to help you think

through some typical ethical questions that academic professionals face every day.

### Questions- True or False?

1. Including additional citations in your reference list is okay, even though you didn't actually review them in your literature search.
2. You may include a colleague's name on a research paper you submitted for publication, even though she didn't do any work on the project or help write the paper. However, because she has an established publication record, including her name as an author may help you get this paper published. She agreed to let you use her name, and because you are the primary author, you can make such a decision.
3. It is okay to submit a research paper you wrote for a course last semester for a course you're taking this semester—without the consent of the professor— because it is your own work.
4. You have worked on the same lab experiment for the last four months and you're not getting the results you expect. However, you are certain that it's just a matter of time before you get the "right" results. It is all right to write up the experiment substituting the results you expect for the results you've achieved to date.
5. Asking your instructor for an extended deadline to turn in a take home test because your child was ill all weekend, even though he wasn't, is not considered academic dishonesty.

### Answers

1. *False.* Including additional references implies that you've read them and are familiar with the content. You are being dishonest about your research efforts. Never include reference citations in a bibliography for sources you did not use or refer to in your paper.
2. *False.* You authored this paper, not your colleague. To include her name as an author would be misrepresenting your work (and abusing your professional relationship with your colleague).
3. *False.* Failure to gain permission from the instructors (for both courses) to submit the same work is considered academically dishonest. Here's why: Unless otherwise stated by the professor, it is expected that you will do new and original work to fulfill the course requirements. Submitting previously completed work a second time is dishonest because it gives you the unfair advantage of having received feedback on the paper from one instructor and resubmitting it again for additional feedback from another. Also, you aren't doing the same amount of work as others in your course. If you want to write a paper on the same topic as before, speak to your professor. Take your original paper and discuss what you might do to satisfy the course requirements.
4. *False.* It's never okay to falsify lab results. The honest thing to do in this situation is to state the results you did get and offer some reasons why your experiment did not work out.
5. *False.* It is against the UNL student code of honor to misrepresent "by fabricating an otherwise justifiable excuse such as illness, injury, accident, etc., in order to avoid or delay timely submission of academic work or to avoid or delay the taking of a test or examination" ([http://stuafs.unl.edu/ja/code/three\\_print.shtml](http://stuafs.unl.edu/ja/code/three_print.shtml)).

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**New on the Graduate Studies Web page:** a downloadable [brochure on how to avoid plagiarism](#) – essential advice for graduate students to apply in their own studies, and a useful guide for teaching assistants to share with undergraduates.

### GRADUATE STUDIES WEB SITE

**A**LL GRADUATE STUDENTS SHOULD INCLUDE THIS BOOKMARK in their Internet favorites: <http://www.unl.edu/gradstudies/>. The Web site provides an excellent guide to the requirements of UNL graduate programs, as well as a plethora of resources for graduate students.

From the home page, click on "Current Students" to find a directory of information most relevant to currently enrolled graduate students.

## Teaching Tip

### How to tell if a new teaching strategy is working

THE CONCEPT OF “GETTING BETTER” implies doing something different, and that the “something different” is “better” in some way. Teaching improvement should involve trying new and different things, but also calls for assessment of the new way of teaching.

If you're planning to incorporate a new element in your teaching next semester (a new assignment; a different textbook; use of small groups, etc.), also plan how you will assess its effectiveness.

You'll need feedback on two central questions: Does it improve student learning and does it improve student reactions to my teaching?

To answer these questions, you should consider using both mid-term and end-of-term questionnaires.

Mid-term questionnaires offer you a chance to obtain early feedback on how students are reacting to what you are doing, and give you time to make any changes that are called for.

End-of-term questionnaires seek feedback on both the goals for the course and each of the teaching/learning activities used in the course.

For each major course goal, ask students the degree to which that goal was realized for them and why. For each distinct teaching/learning activity, ask students to indicate the degree to which that activity was successful in fulfilling that purpose and why.

Don't abandon an innovation if it does not work well the first time. You may need to learn what to do to make the innovation work right, before you see the desired advantages. If it doesn't work after three honest tries, then it may be fair to conclude that it doesn't work for you. But give it at least three tries before you reach that conclusion.

*Thanks to the University of Oklahoma Program for Instructional Innovation, <http://www.ou.edu/pii/tips/ideas/quick22.html>*

**Forms and Deadlines:** calendars and online forms that will help you manage the administrative side of an academic career.

**Funding:** resources to help fund your academic program through fellowships, assistantships, scholarships and grants.

**Academic Integrity:** information on UNL's commitment to academic integrity at all levels. Current information includes a brochure on strategies for avoiding plagiarism and a frank look at the consequences for students who resort to plagiarism.

**Graduate Student Development:** a remarkable array of resources to help you as you move along the path of your professional development – from tools for teaching assistants and resources for graduate students interested in faculty careers, to career development services and guidelines for working with faculty mentors.

**Other Useful Links:** lists of graduate student award winners, newsletter archives, student groups and information about other university resources for graduate students.

## Professional Development Network

*Events, workshops, tips and strategies to give graduate students a leg up in launching a professional career*

### SO YOU'D LIKE A RECOMMENDATION?

Dawn Braithwaite, Ph.D., Communication Studies

A RECOMMENDATION IS NEEDED when a university, employer, or another entity requests one. Some organizations will require a letter, some require the recommender fill out a form, and some require both. Some will not require a letter but rather will contact a recommender to talk about a candidate.

Most recommenders are asked to provide many recommendations during the year. Your thoughtfulness and careful preparation will help your recommender be able to write the best letter possible to help you. Remember, that *the person requesting the recommendation must take responsibility and initiative* in the recommendation process. This document will talk about recommendation letters and of course many of the points below pertain to verbal recommendations as well. Although recommenders will vary in their preferences, here are some general guidelines:

#### Asking the recommender

- *Ask the recommender in person when possible.* No recommender owes you a recommendation. You are requesting help from that person; make your statement in the form of a request. Be willing to take "no" for an answer. Do not put the request under an office door, leave in a mailbox or grab recommenders in the hallway. Ask recommenders when they will have time to discuss this with you, preferably during their

posted office hours. Obviously sometimes we need to do this by phone or e-mail and recommenders understand that. In person is best when you can do it.

- *Ask if the recommender would be able to provide a favorable recommendation.* If a recommender cannot honestly provide a favorable recommendation, you will want to find another person who will.
- *Ask if the recommender would be able to provide a specific recommendation.* If the recommender does not know you well enough to make specific comments, the recommendation will not do you much good anyway. Ask someone else.

### Your responsibility: What you should do

- *Allow ample time for the recommender to write the letter.* At least two *weeks* or more should be allowed.
- *Provide the recommender with all the relevant forms and instructions at one time.* Find out how your recommender wants to receive the materials. Some may ask you to send all materials electronically. Others may want materials in hard copy; if so, put them in a large labeled envelope (your name and phone number) so the materials will not get lost. Whatever you do, send this all at one time in as few documents/attachments as possible.

If the organization provides a form for the letter, get the form to the recommender. If the organization provides general instructions for preparing letters, send the instructions to the recommender. Highlight the instructions. Send along the information about the letter that is needed – the specific job announcement, call for papers, award call, etc.

Make sure the recommender has the *correct and full name, title and address for the person/organization to whom the letter is addressed* (make sure all this is spelled correctly) and the *deadline* for submitting the letter. Some will want this information electronically. Check with your recommender.

- *Type in all information you are responsible for providing.* Type your name and other information on all forms, where needed (handwriting is unprofessional).
- *Provide the recommender with your vita/resume and statement of your goals.* In addition to sending your resume, remind the recommender of your major(s) and minor(s), which classes you took from the recommender, term when you took the classes and grade received in those classes.

Provide the recommender with any information about your participation in the class, projects completed, etc. Help the recommender recall your class performance in as much detail as possible if he or she does not know you well or if time has elapsed since he or she worked with you.

## How's Your Connection?

You can read **Graduate Connections** on the Office of Graduate Studies web page, receive notification of the latest issue from your department, or have issues delivered directly to you via e-mail. To subscribe, send a message to [gsapd2@unl.edu](mailto:gsapd2@unl.edu) with [subscribe GC] in the subject line and your name and e-mail address in the body of the message.

We invite your feedback and comments about **Graduate Connections**. Can you use the kinds of information you find in this issue? What else can we include to help you make the right connections in the course of your graduate career? Are you engaged in research or other scholarly activity that you want to share with readers of **Graduate Connections**?

Please share your thoughts with us so we can bring you a relevant, lively and useful quarterly publication. Send e-mail to [gsapd2@unl.edu](mailto:gsapd2@unl.edu).

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Remind the recommender about relevant experiences, internships, research projects, grants, etc. to highlight. Stress especially leadership positions you held and awards you won.

Provide the recommender with information on some of your relevant activities and a statement of your goals and/or reasons for choosing the university/job/ conference/ award/ fellowship for which you are applying.

- *Provide explicit instructions on sending the recommendation.* Give the recommender specific instructions whether the recommendation is to be mailed, e-mailed, given to you to mail, etc. If the recommendation is to be mailed, offer to provide the recommender with an addressed envelope for each recommendation. Type the correct address on each envelope (ask for university envelopes if they are needed; some recommenders will not need envelopes—ask).
- *Make sure the recommender has sent the letter of recommendation.* Politely check with the

recommender a few days before the deadline to make sure the letter has been completed and sent. Don't be shy about this—we do forget! It is your job to make sure the recommendation has been sent.

- *Follow up the recommendation with a thank-you letter to the recommender.* Recommendations take time, thought and effort. Let the recommender know you appreciate the effort made on your behalf.

### **Do students receive copies of the letters of recommendation?**

- *Each recommender will have a policy on giving students copies of the recommendations.* Ask the recommender what his or her practice is, if you desire a copy.
- *Some recommenders will be willing to discuss their recommendations with you after they are written.* If you wish, you may ask the recommender if s/he would be willing to discuss the recommendations with you.

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## **CV FORMATTING TIPS**

*JULIE MILLER VICK AND JENNIFER S. FURLONG from the Office of Career Services at the University of Pennsylvania offer advice on how to construct an effective curriculum vitae in their Chronicle of Higher Education column, "The CV Doctor." Here are five brief tips. For more advice, see their column at <http://chronicle.com/jobs/tools/cvdoctor/2007/>*

**Format your CV by putting the dates on the right.** Why? People read from left to right, and you want the most important information, like your field of study, to be on the left.

**Use subheadings within a list of publications** or presentations that contains different types of entries, rather than using a new heading for each type of entry. For example, under the heading "Presentations," use subheadings like *Invited Presentations, Conference Presentations, or Posters.*

**On a CV, use periods in phrases that include verbs** and are basically sentences with understood subjects; omit them from factual entries that list positions, titles, degrees, locations, etc.

**Put education in reverse chronological order.** Rather than describing the Ph.D. as "in progress" and making readers search for a completion date, give degree as "Expected, May 2008," or whatever the actual date will be. Include the degree and field in the same line, e.g. "M.A., Anthropology."

**In your teaching experience, list course titles,** as numbers won't be meaningful to readers. If you are very interested in teaching, you could give a little more detail about courses for which you were responsible. For example, how many students were in your course? Did you teach one section of a multi-section course or two-three sections? Was the course an undergraduate course for majors or non-majors? Was the course an

upper-level (juniors and seniors) or entry-level course (freshman and sophomores)?

### Here are a few additional do's and don'ts...

- Omit zip codes (except in your own contact information and that of your references) and birthdates.
- If you share an e-mail account with your spouse or partner, don't use it in your career correspondence. It's easy enough to open up a separate account for your professional interactions and looks much more professional than johnandsuzie@provider.com.
- Avoid weird graphics.
- A 20-page CV is too long – no matter how accomplished you are.
- Don't list every award you have ever received. A section called “Selected Awards and Honors” is more effective.
- Avoid using justified margins on both sides of the page because you can end up with some odd spacing.
- Don't boldface information in a random way. It only confuses the reader and looks messy. Be consistent.
- If you've changed your name, briefly explain why.
- Spell *curriculum vitae* correctly.
- Don't use acronyms until after you've written out the title in full on first reference.

Source: **The CV Doctor Returns**, By Julie Miller Vick and Jennifer S. Furlong, *The Chronicle of Higher Education*, Friday, September 21, 2007. <http://chronicle.com/jobs/tools/cvdoctor/2007/01.htm>

## APPLICATIONS BEING ACCEPTED FOR NEXT CLASS OF FELLOWS IN UNL'S PREPARING FUTURE FACULTY PROGRAM

APPLICATIONS ARE NOW BEING ACCEPTED for the next class of Preparing Future Faculty fellows. To participate in the PFF program, you must be an advanced doctoral student at UNL selected by your department. Contact your department or graduate chair to express your interest in the PFF program and ask to be nominated. Once you've been selected as a fellow, you will be enrolled in the summer seminar (GRDC 900A, 900B and 900D) and be matched with a PFF mentor.

The PFF program is part of the effort of the Office of Graduate Studies to enrich graduate education at UNL, providing doctoral students with opportunities to observe and experience faculty responsibilities at a variety of academic institutions with varying missions, diverse student bodies and different expectations for faculty.

The first part of the program is a five-week, on-campus summer seminar. The second part takes place over the

fall semester, as students make two to four visits to a partner campus in the Lincoln-Omaha area and participate in various mentoring activities. Fellows may opt for a spring mentoring activity at a second campus.

Faculty mentors who participate in the PFF program are paired with participating fellows. After an initial consultation in the fall, fellows and their mentors construct an individual program of activities designed to develop teaching competence, knowledge of the academic profession and an understanding of the partner institution's academic culture. Many PFF students find the mentorship experience to be the most helpful and rewarding aspect of the program, and they often maintain lasting professional relationships with their PFF mentors.

For more information on any aspect of PFF, contact Dr. Laurie Bellows in the Office of Graduate Studies, [lbellows1@unl.edu](mailto:lbellows1@unl.edu) or 402-472-9764 or visit the [PFF Web site](#).

| 2007-2008 Preparing Future Faculty Fellows                              | Mentors                                    |
|---|--|
| Neal Bryan, <i>Agronomy</i>   | Brad Elder, Doane                          |
| Elizabeth Jeske, <i>Agronomy &amp; Horticulture</i>                     | Carla Deluchi, Dana                        |
| Melvin Johnson, <i>Anthropology &amp; Geography</i>                     | Charles Gildersleeve, UNO                  |
| Michelle Vigeant, <i>Architectural Engineering</i>                      | Bill Wehrbein, Nebraska Wesleyan           |
| Pushpita Sarkar, <i>Biological Sciences</i>                             | Gary Duncan, Nebraska Wesleyan             |
| Toni Hill-Menson, <i>Child, Youth &amp; Family Studies</i>              | Peter Szto, UNO                            |
| Kane Click, <i>Communication Studies</i>                                | Donna Pawlowski, Creighton                 |
| Michelle Maresh, <i>Communication Studies</i>                           | Karla Jensen, Nebraska Wesleyan            |
| Tehia Starker, <i>Educational Psychology</i>                            | William Austin, UNO                        |
| Luis Rivas, <i>English</i>  | Rick Cypert, Nebraska Wesleyan             |
| Tonia Compton, <i>History</i>   | Patrick Hayden-Roy, Nebraska Wesleyan      |
| Ronda Smith, <i>Management</i>  | Rich Patrick, Nebraska Wesleyan            |
| Amy Parrott, <i>Math</i>  | Mark Sand, Doane                           |
| Mu-wan Huang, <i>Math</i>   | Ed Reinke, Concordia                       |
| Pari Ford, <i>Math</i>  | Kristin Pfabe, Nebraska Wesleyan           |
| Christopher Barrick, <i>Music</i>                                       | Debra McKim, Hastings                      |
| Jennifer Donelson, <i>Music</i>   | Valerie Cisler, UNK                        |
| Heather Rasmussen, <i>Nutrition &amp; Health Sciences</i>               | Peggy Wheelock, UNMC                       |
| Elliot D. Jesch, <i>Nutrition &amp; Health Sciences</i>                 | Jennifer White, UNO                        |
| Charles Gilkey, <i>Philosophy</i>                                       | Amy Wendling, Creighton                    |
| Evelyn Maeder, <i>Psychology</i>  | Heather Lambert & Brian Pauwels, Doane     |
| Cindy Laub, <i>Psychology</i>   | Marilyn Petro, Nebraska Wesleyan           |
| Bethany Johnson, <i>Psychology</i>                                      | Barbara Zimmerman, Dana                    |
| Yolanda Johnson, <i>Sociology</i>                                       | Marilyn Johnson-Farr, Doane                |
| Angela Wheeler, <i>Sociology</i>  | Joan Gilbreth, Nebraska Wesleyan           |
| Valentin Ekiaka Nzai, <i>Teaching, Learning &amp; Teacher Education</i> | Merryllen Towey Schulz, College of St Mary |
| Jabari Cain, <i>Teaching, Learning &amp; Teacher Education</i>          | Michael McDonald, Nebraska Wesleyan        |

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### Other Professional Development Services Available from the Office of Graduate Studies

Fall campus-wide workshops for TAs  
 Institute for International Teaching  
 Assistants  
 Preparing Future Faculty Program

Professional development workshops  
 Professional development courses  
 Teaching Documentation Program  
 Individual consultation on teaching,  
 careers, job searches

Assistance gathering student feedback  
 Advice on creating an academic career  
 portfolio  
 Teaching resource library

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## Interactions

*Personal achievements of graduate students, research reports, teaching successes, calls for collaboration, and student-to-student interaction*

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### KUDOS TO GRADUATE STUDENTS HONORED WITH FELLOWSHIP AWARDS

**U**NL FELLOWSHIP RECIPIENTS were recognized on Oct. 17 at a reception at the Lied Center held in their honor. Recipients of the three highest awards include:

**Presidential** fellowship recipients John Burton, Tonia Compton, Jehanne Dubrow and Amber Epp.

**Fling** fellowship recipients Nicholas Aliano, Brian Armenta, Vyacheslav Labunskyy, Clinton Lanier, Fernando Salvagiotti and Anton Turanov.

**Othmer** fellowship recipients Lynne Clure, Katherine Field, Megan Gannon, Yaowei Hao, Jay Ling, Yuanming Liu, Dorothee Maurer, Ryan McCreery, Sam Nelson, Emily Newman Kelley, Emily Parker, Enrico Sartori, Derrick Stolee, Renu Thomas, Justin Van Wart, Mackenzie Waltke and Haitao Zhu.

### GRADUATE STUDENT ASSOCIATION NEWS

**T**HE GRADUATE STUDENT ASSOCIATION'S legislative assembly is working on topics ranging from academic integrity to travel grants to social events. We are still looking for legislative assembly members from certain departments (refer to <http://www.unl.edu/gsa/dept.shtml> for vacant positions).

If your department already has a representative, you can still participate by joining a committee: Academic Affairs, Constitution, Diversity, Elections, Finance, Graduate Student Appreciation Week (GSAW), Joint ASUN Committee on Committees, Quality of Life, and Social Events. Committees meet once a month; any graduate student can be a committee member and help with these issues. E-mail [gsa@unl.edu](mailto:gsa@unl.edu) if you are interested in serving on a committee.

#### GSA Listserv

Join the GSA listserv so you can receive notifications of GSA events. To subscribe, send a plain text e-mail to [listserv@unl.edu](mailto:listserv@unl.edu). The body of the e-mail should be (all on one line): Subscribe UNL-GSA yourfirstname yourlastname. (Just replace 'yourfirstname' and 'yourlastname' with your own name!)

#### Logo Contest

The logo contest ended Oct. 12. We have received several entries and will start the process of selecting the new GSA logo. The winner will receive a \$300 prize.

#### National Conference

We're preparing for the National Association of Graduate and Professional Students conference in Austin. Four UNL students will be attending to learn about important graduate student issues around the country and activities that make GSAs successful.

#### Social Events

We've had some successful social events, such as salsa lessons at Sur Tango and a volleyball night with Pepsi and subs at the Rec center. We're going to have a country swing night at the Pla Mor on Sunday, November 11. For more information, visit our Web site: <http://www.unl.edu/gsa/>

#### Speak Up

GSA wants to hear from you! What would make being a graduate student at UNL better? Interdisciplinary research? Mixers? Speakers? Workshops? E-mail us with comments, suggestions, concerns & questions: [gsa@unl.edu](mailto:gsa@unl.edu).

# Funding Opportunities

*A sampling of information on fellowships, scholarships, competitions, and other funding prospects*

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## GRAD STUDIES WEB SITE NOW INCLUDES LINKS TO EXTERNAL FELLOWSHIPS

THE GRADUATE STUDIES WEB SITE now includes a page with information about more than 600 different external fellowships. The files are organized in table format with fellowship titles, descriptions, deadline dates and Web addresses. You can search subject areas or view the entire collection in one file. The site can be accessed at [www.unl.edu/gradstudies/current/funding-](http://www.unl.edu/gradstudies/current/funding-external.shtml)

[external.shtml](http://www.unl.edu/gradstudies/current/funding-external.shtml). For additional fellowship assistance, contact Jane Schneider at [jschneid@unlnotes.unl.edu](mailto:jschneid@unlnotes.unl.edu).

To view UNL funding announcements for research grants and other external fellowships, go to <http://www.unl.edu/research/sp1/oldfa.shtml>, then click on current or previous funding announcements. Updated announcements are posted each week; many include fellowships of interest to graduate students.

## SYMANTEC CORPORATION GRADUATE FELLOWSHIP PROGRAM

SYMANTEC RESEARCH LABS will award graduate fellowships to outstanding Ph.D. and M.S. students focused on technology research. A key goal of the program is to fund innovative research that has real-world value, in areas of Symantec's business interests in information security, availability and integrity. The

fellowship award will cover 100% of tuition and fees for the recipient's graduate school. A stipend is provided to cover living expenses while in school (\$20,000 for 2008-2009). Application deadline is Nov. 30, 2007. For more information, go to <http://www.symantec.com/about/careers/college/>.

## NATIONAL SUMMER DATA POLICY INSTITUTE FELLOWSHIPS

THE NATIONAL DATA POLICY INSTITUTE will be held June 8 to 15, 2008. Fellowships are available to cover round-trip transportation from the fellow's home to Washington, DC, hotel accommodations, a fixed per diem reimbursement for meals and incidental expenses for the duration of the institute,

and a one-year AIR membership. The National Data Policy Institute is open to institutional researchers, faculty, graduate students, and educators affiliated with a U.S. postsecondary institution or governance agency. Proposal deadline is January 16, 2008. For more information, go to <http://www.airweb.org/?page=1084>.

## AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

THE AAUW EDUCATIONAL FOUNDATION, one of the world's largest sources of funding exclusively for graduate women, supports aspiring scholars around the globe, teachers and activists in local communities, women at critical stages of their careers, and those

pursuing professions where women are underrepresented. Applications for grants to be awarded for the 2008-2009 academic year are now available and due Nov. 15. For more information visit the [AAUW](http://www.aauw.org) online.

## AMERICAN PSYCHOLOGICAL ASSOCIATION MINORITY FELLOWSHIP PROGRAM

THE OBJECTIVE OF THE APA'S MINORITY FELLOWSHIP PROGRAM is to increase the knowledge of issues related to ethnic minority mental health and to improve the quality of mental health treatment delivered to ethnic minority populations.

The program provides financial support and professional guidance to individuals pursuing doctoral degrees in psychology and neuroscience. The application deadline is Jan. 15, 2008. For more information, go to <http://apa.org/mfp/>

## FORD FOUNDATION DIVERSITY FELLOWSHIPS

**T**HE FORD FOUNDATION DIVERSITY FELLOWSHIPS seek to increase the ethnic and racial diversity of the nation's college and university faculties, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students. Fellowship awards are granted at the predoctoral, dissertation and postdoctoral levels to

students who demonstrate excellence, a commitment to diversity and a desire to enter the professoriate.

Deadline for the 2008 fellowship competition is November 15. Go to the [Ford Foundation Diversity Fellowships](#) Web page for further information.

## MORRIS K. UDALL FOUNDATION ENVIRONMENTAL PUBLIC POLICY & CONFLICT RESOLUTION Ph.D. FELLOWSHIP

**T**HE UDALL FOUNDATION awards two one-year fellowships of up to \$24,000 to doctoral candidates whose research concerns U.S. environmental public policy and/or environmental conflict resolution and who are entering their final year of writing the dissertation. Dissertation

fellowships are intended to cover both academic and living expenses from July 1, 2008 through June 30, 2009.

Application deadline is Feb. 21, 2008. Go to <http://www.udall.gov/udall.asp?link=400> for more information.

## THE 2008-09 WHITAKER INTERNATIONAL FELLOWS AND SCHOLARS PROGRAM COMPETITION FOR BIOMEDICAL ENGINEERS

**B**IOMEDICAL ENGINEERS can use the Whitaker International Fellows and Scholars Program to go overseas to help further their careers and the field of BME. Potential overseas activities could include: conducting research at an academic institution; interning at a policy institute; establishing ties between

home and host institutions; or pursuing post-doctoral research.

The deadline for the 2008-09 competition is February 11, 2008. For more information, go to <http://whitakerawards.org/home.html>.

## THE GETTY FOUNDATION

**G**RADUATE INTERNSHIPS AT THE GETTY support full-time positions for students who intend to pursue careers in fields related to the visual arts. Programs and departments throughout the Getty provide training and work experience in areas such as curatorial, education, conservation, research, information management, public programs and grantmaking.

Internships are full-time beginning September 15, 2008. Most internships are for eight months, ending

May 22, 2009. Conservation internships are full-time for twelve months, ending September 11, 2009. Grant amounts are \$17,400 for eight months and \$26,000 for twelve months. The grant includes health benefits, but housing is not provided.

Application deadline is Dec. 15, 2007. For more information, go to [www.getty.edu/grants/education/grad\\_interns.html](http://www.getty.edu/grants/education/grad_interns.html)

## 2008 SOCIAL INNOVATION COMPETITION

**T**HE RGK CENTER FOR PHILANTHROPY AND COMMUNITY SERVICE at the LBJ School of Public Affairs would like to invite you to participate in the 2008 Social Innovation Competition. The competition is open to both undergraduate and graduate students in

any field of study. Entering teams, which can be comprised of individuals or groups of students, are invited to submit plans that use creativity and innovation to tackle a pressing social issue.

The competition develops in three rounds: submitting an executive summary, developing a detailed venture plan, and presenting in front of a panel judges in Austin. The winning team will be awarded \$50,000 to put their plan into action.

The final deadline for the submission of executive summaries is February 1, 2008. To learn more, please go to <http://www.utexas.edu/lbj/rgk/competition>.

## Announcements

*News of note for graduate students*

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### 2007-2008 UNL GRADUATE STUDIES BULLETIN

A DYNAMIC VERSION OF THE 2007-2008 UNL GRADUATE STUDIES BULLETIN is now available online at <http://bulletin.unl.edu>, replacing the hard copy bulletin, which is no longer being printed. The main page includes policy, college, departmental and course information. It also provides links to the current static version in PDF format and previously archived versions of the bulletin for those who need to refer to course work or requirements that were in effect during specific academic years.

The dynamic version will be updated quarterly as new curriculum is approved and policies change.

The 2007-2008 bulletin reflects changes in curriculum made prior to July 1, 2007. Approved changes made after July 1 will be included in the first quarterly update.

For further information, contact Jane Schneider at [jschneid@unlnotes.unl.edu](mailto:jschneid@unlnotes.unl.edu) or 472-8670.

### APPLY FOR UNL GRADUATE FELLOWSHIPS IN DECEMBER

EACH YEAR, THE OFFICE OF GRADUATE STUDIES holds a competition in which current graduate students may apply for fellowship assistance. Awards range from the Presidential and Fling Fellowships (full funding, tuition remission and health insurance for one year) to smaller \$1000 fellowships.

This is a highly competitive process in which each student application is ranked by faculty members on the UNL Fellowship Committee, and we award

fellowships to 40-50 students each year. See page 10 of this newsletter for names of the 07-08 Presidential, Fling and Othmer Fellowship recipients.

The current student fellowship application will be available Dec. 15 on the Graduate Studies Web site ([www.unl.edu/gradstudies](http://www.unl.edu/gradstudies)). Students must submit an application form, academic goal statement and vita, as well as two letters of reference from faculty members.

### INTERNATIONAL AFFAIRS OFFICE SEEKS PARTICIPANTS FOR THE CONVERSATION PARTNERS PROGRAM

THE CONVERSATION PARTNERS PROGRAM matches U.S. and international students possessing a common interest in gaining a greater understanding of each other's culture and language. Once matched, CPP participants independently arrange for weekly meetings of an hour or more to participate in activities or conversation. Tutoring may be basic to

the CPP relationship but the format used is relaxed conversation rather than formal instruction.

Interested? Contact International Affairs, 420 University Terrace, 472-5358, or read more online at <http://www.unl.edu/iaffairs/internationalstudents/englishpartner.shtml>.

# Calendar

Keep connected with the Grad Studies Calendar – important deadlines, dates and dealings you need to know about. For other deadlines related to graduation and degree completion, go to [www.unl.edu/gradstudies/current](http://www.unl.edu/gradstudies/current).

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## DEGREE DEADLINES

### Doctoral Degrees to be conferred December 2007

|        |   |
|--------|---|
| Nov 15 | Application for final oral exam (or waiver); preliminary copy of dissertation/abstract; incomplete grades removed |
| Dec 6  | Oral examination  |
| Dec 7  | Dissertation deposit; dissertation grades; final fees; final forms  |
| Dec 21 | Doctoral hooding ceremony   |
| Dec 22 | Commencement  |

### Master's Degrees to be conferred December 2007

|        |   |
|--------|---|
| Nov 8  | Final examination report form   |
| Nov 15 | Incomplete grades removed   |
| Nov 21 | Preliminary copy of thesis  |
| Nov 29 | Results of written comprehensive exam and/or option II paper          |
| Dec 6  | Oral examination  |
| Dec 7  | Thesis deposit; final examination report form; payment of binding fee |
| Dec 22 | Commencement  |

# Readers' Corner

*Interesting reading for graduate students*

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## HOW TO WRITE A LOT: A PRACTICAL GUIDE TO PRODUCTIVE ACADEMIC WRITING

by Paul J. Silvia, American Psychological Association (2007)

**S**TRUGGLING WITH WRITING your thesis, dissertation, or that next journal article? Here's a little book (149 pages) that provides concise, practical tips to help anyone write, write often and write more. After describing strategies for writing productively, Silvia gives detailed advice on how to write, submit, revise, and resubmit articles; how to improve writing quality; and how to write and publish academic work.

All students and professors need to write, and for many, writing is hard work and can be difficult to

wedge into a frenetic academic schedule. But writing productively doesn't require innate skills or special traits – only specific tactics and actions.

Drawing examples from his own field of psychology, Silvia shows how you can overcome motivational roadblocks and become prolific without sacrificing evenings, weekends and vacations.

For more information, go to [Amazon.com](http://Amazon.com).

