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8-2006

### Graduate Connections- August 2006

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# Graduate Connections

Welcome to *Graduate Connections*, an electronic newsletter for graduate students at the University of Nebraska–Lincoln (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 you with timely information about deadlines and funding, and connects you with other graduate students at UNL.

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## Professional Development Network

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

### CAMPUS-WIDE WORKSHOPS FOR TEACHING ASSISTANTS AUGUST 15

There's still time to register for the Fall Campus-wide TA Workshops for Graduate Teaching Assistants, scheduled for Tuesday, Aug. 15 from 8:15 a.m. to 4:45 p.m. Find more information, including a registration form, at the [Graduate Studies website](#).

### NEW GRADUATE STUDENT ORIENTATION AUGUST 18

The Office of Graduate Studies welcomes new graduate students to UNL at the annual New Graduate Student Orientation, set for Friday, Aug. 18 at Kimball Hall from 11 a.m. to 1 p.m.

The event begins at 11 a.m. with a brief introduction to various aspects of graduate student life. At noon, you're invited to browse the Resource Fair for information and giveaways from a variety of campus and community services and organizations. If you pre-register for this free event at [The Graduate Studies website](#), you can pick up a free box lunch to enjoy during the Resource Fair.

### NEW INTERNATIONAL STUDENT ORIENTATION AUG. 17 & 18

Fall 2006 Orientation for new and transfer international students will take place Thursday and Friday, Aug. 17 and 18. All new and transfer international students are required to attend activities on Aug. 17, beginning at 1 p.m. in the City Campus Union. The day concludes with a welcome dinner at 5:30, followed by evening activities with cultural ambassadors.

Friday events are optional, beginning at noon with a pizza party at the Union, followed by tours of various campus facilities. A bus tour of the city of Lincoln begins at 4:30 p.m. More information is available from [International Affairs](#).

## Teaching Tip

### Learning Students Names

Knowing students' names helps improve the classroom climate, but for many, learning a large number of names can be difficult and frustrating. But take heart! There are ways to achieve what seems impossible.

When it comes to new students, several tools can help jog your memory. Some methods work better for smaller groups, while others may be used with large classes. You may need to experiment to find the one that works best for you. Go to The Office of Graduate Studies' [teaching tips page](#) for even more suggestions.

- Ask students to sit in the same seats for the first few weeks until you can match names with faces.
- Ask students to give their names each time they speak in class.
- Repeat students' names as often as possible.
- Ask students to make tent name cards, writing their names on the bottom half of 5 by 8 cards, then folding the cards in half and displaying them on their desks. Students can keep the cards with them and use them during subsequent class periods.
- On the first day, take digital photos of your students and add them to your class roster.
- Try to memorize just one row of students per day.
- Put students in pairs and ask them to introduce themselves to each other, then, after a fair amount of time, to introduce each other to the class.
- Divide a large class into smaller "working groups." Visualize which faces sit in which seats. Then work on memorizing names one group at a time.

Do you have some name-learning strategies that work well for you and that you're willing to share? [Let us know](#) and we'll pass them on to your colleagues.

### MENTORING WORKSHOPS SEPT. 26 & 27

UNL will host two outstanding faculty members from The Graduate School at Michigan State University to present two sessions on advising and mentoring: Tony Nunez, Ph.D., Associate Dean and Professor of Psychology, and Julie L. Brockman, Assistant Professor, School of Labor and Industrial Relations and coordinator of the Conflict Resolution Program. Registration information will be distributed through departments and provided on the [Graduate Studies web page](#).

#### **For graduate students: Working Effectively with Your Graduate Advisor**

*Tuesday, Sept. 26, 2:30-5 p.m., City Campus Union*

Almost every graduate student has faced a difference of opinion, conflicting expectations or needs, and potential conflict with an advisor. Do you have the communication skills to resolve such problems? This workshop offers a new model for communicating with faculty advisors and describes creative options and proven strategies from the theory and practice of negotiation to help you manage your graduate experience more effectively.

#### **For graduate advisors: Practical Mentoring: Working Effectively With Graduate Students**

*Wednesday, Sept. 27, 9-11 a.m., City Campus Union*

It is estimated that nationwide only 50% of entering doctoral students actually obtain their degrees after 10 years and that proactive mentoring is a significant factor in student persistence. The format of the workshop is interactive: participants will view video vignettes depicting potential difficult situations within graduate education, then discuss strategies for setting clear, reasonable expectations for students to avoid miscommunication and conflicts.

### WORK FOR US (A.K.A. WRK4US)

WRK4US is the premiere international e-mail discussion list on nonacademic careers for people with graduate education in humanities, education, and social science disciplines.

Most of the time, WRK4US is a regular unmoderated e-mail discussion list, open for freeform discussion. However, several times a year, list founder Paula Foster Chambers organizes guest speaker discussions, during which outside speakers join the list for a week to share their experiences with a particular career or issue and to answer questions from subscribers. All guest speakers have graduate degrees in humanities, education or social science disciplines and all have forged successful careers outside of the traditional realm of faculty work.

The list is hosted in the Research Triangle by Duke University's Franklin Humanities Institute in partnership with Duke's Graduate School and Career Center and the Graduate School at the University of North Carolina at Chapel Hill. Go to <https://lists.duke.edu/sympa/info/wrk4us> to subscribe.

## UNLGRAD "JUST IN TIME" LISTSERV

The Office of Graduate Studies is launching a convenient "just-in-time" e-mail service that delivers notices about upcoming professional development workshops, events, employment and internship opportunities and other career news for UNL graduate students and postdocs.

To subscribe, send an e-mail message to: [listserv@unl.edu](mailto:listserv@unl.edu). In the Message Field (NOT the Subject line): type SUBSCRIBE UNLGRAD.

## Calendar

Keep connected with the Grad Studies Calendar – important deadlines, dates and dealings you need to know about. Click on the links for more information.

### WORKSHOPS & EVENTS

- August 15 [Campuswide TA Workshops](#)
- August 17 [New International Student Orientation](#)
- August 18 [New Graduate Student Orientation](#)
- September 26 Working Effectively with Your Graduate Advisor
- September 27 Practical Mentoring: Working Effectively with Graduate Students
- October 16 [Grant Writing Seminar](#)

### DEGREE DEADLINES

[Doctoral Degrees](#) to be conferred December 2006

- Sept 22 Application for Advanced Degree
- Nov 8 Application for Final Oral Exam (or Waiver);  
Preliminary Copy of Dissertation/Abstract;  
Incomplete Grades Removed
- Nov 30 Oral Examination
- Dec 1 Dissertation Deposit; Dissertation Grades;  
Final Fees; Final Forms
- Dec 15 Doctoral Hooding Ceremony
- Dec 16 Commencement

[Masters Degrees](#) to be conferred December 2006

- Sept 22 Application for Advanced Degree
- Nov 9 Final Examination Report Form
- Nov 10 Incomplete Grades Removed
- Nov 16 Preliminary Copy of Thesis
- Nov 22 Results of Written Comprehensive Exam  
and/or Option II Paper
- Nov 30 Oral Examination
- Dec 1 Thesis Deposit; Final Examination Report Form;  
Payment of Binding Fee
- Dec 16 Commencement

## 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 email 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 email to [gsapd2@unl.edu](mailto:gsapd2@unl.edu).

**Graduate Connections**  
is published quarterly by

The Office of Graduate Studies  
University of Nebraska–Lincoln  
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Lincoln, NE 68588  
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# Announcements

News of note for graduate students

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## REMINDERS FROM THE OFFICE OF GRADUATE STUDIES

### *Transcripts*

If you haven't completed your prior enrollment at the time you are admitted to UNL, your admission is "contingent upon submission of final (degree) transcripts from xxxx University." This is written on your certificate of admission, and it also appears on your WAM page. Once you submit the final transcripts, this contingency is removed.

### *Registration*

Here are some tips that may be helpful as you register for classes at the University of Nebraska–Lincoln:

- Be sure to pre-register. Early registration closes Aug. 20. After that, a late registration fee is charged.
- You can adjust your schedule within the first six days of class without having to pay tuition for the

We'll send you a reminder letter during your first semester, but if we don't hear from you, we'll put a hold on future registration. If you were still finishing a degree at the time of your admission, we'll expect to receive a final transcript showing conferral of a degree. Call the Graduate Studies Office (472-2878) with questions.

classes dropped. After the sixth day, only partial refunds are available and are adjusted for every day you delay. You can find the refund schedule on the [tuition and fees page](#) of the Student Accounts web site, in the section marked "refunds."

If you have any questions about registration, please contact the Office of Graduate Studies at 472-2875.

### *Graduate Assistantships*

Graduate assistants are valuable members of the campus community, and we welcome you to another year of learning and teaching. Just a couple of reminders about your assistantship. Be sure that you:

- are registered during the tenure of your assistantship
- remain in this position 120 days per semester

- work at least 13 hours a week to receive the tuition and health insurance premium benefits

No one can require you to work more than 20 hours a week in this or all of your UNL positions combined. If you have questions, contact Eva Bachman, Doctoral Programs and Assistantship Specialist, at 472-8669 or [ebachman1@unl.edu](mailto:ebachman1@unl.edu). Have a great year!

## TEACHING DOCUMENTATION PROGRAM

The Office of Graduate Studies provides a number of services for graduate teaching assistants to help you assess and improve teaching practices. Any TA is welcome to participate in the Teaching Documentation Program at any level. Consultants are available to: meet with you to discuss questions related to teaching; visit your classroom and observe you as you teach; record a class session on videotape for you to review; hold discussion sessions with students to identify your teaching strengths and areas that could be improved; or

administer a mid-semester student assessment called TABS (Teaching Analysis By Students) to help you capitalize on strategies that are working and change things that aren't. In addition, consultants can help you plan and develop a teaching portfolio and will help you craft your teaching philosophy statement for academic job applications.

If you want to know more about the ways the Office of Graduate Studies can support your teaching, contact Dr. Laurie Bellows at [lbellows1@unl.edu](mailto:lbellows1@unl.edu) or 472-9764.

## 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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### GRADUATE STUDENT AWARDS: CALL FOR NOMINATIONS AVAILABLE AUGUST 30

*The Outstanding Graduate Teaching Assistant Award* honors a UNL graduate teaching assistant who has demonstrated special effectiveness in teaching undergraduates. *The Graduate Research Assistant Award* recognizes the excellent quality of research carried out by a UNL graduate student. Recipients of each award receive a plaque and \$500 cash, and are honored at a special awards luncheon in January.

The Graduate Studies Office will accept online nominations beginning Aug. 30. If you're interested in being considered for either award, your first step is to talk to a faculty member qualified to assess your teaching or research and creative activity and willing to submit your name in nomination. Because nominations for both awards must be submitted online, you should begin developing your nomination materials now, making sure they are easily converted to electronic

format, and delivering them to your faculty nominator in time to meet the Oct. 30 deadline.

For both awards, you must provide a brief CV. Graduate teaching assistants also must submit a statement of teaching philosophy and a summary of teaching evaluations (both qualitative and quantitative) from at least two courses or labs. Graduate research assistants also must submit a brief summary of the research project or activity, written by the nominee in non-specialized language, emphasizing the project's timeliness, significance and uniqueness.

Professional development staff members in the Office of Graduate Studies are available to advise you about submitting a nomination. The call for nominations will appear Aug. 30 on the Graduate Studies website ([www.unl.edu/gradstudies/](http://www.unl.edu/gradstudies/)).

### EXCELLENCE IN GRADUATE EDUCATION AWARD

The Excellence in Graduate Education Award honors two faculty members whose dedication to graduate students and commitment to excellence in graduate mentoring have made a significant contribution to graduate education at the University of Nebraska. One award will go to an assistant or associate professor and the other to a full professor. The recipients will be honored at an awards luncheon and will receive a plaque and a cash award of \$1,000.00.

The call for nominations will go out Aug. 30, with an Oct. 30 due date. Online nominations will be accepted from students, faculty, administrators, and alumni, and should include:

- A letter of nomination
- Three letters of support written by current graduate students or graduate alumni
- One letter from a peer graduate faculty member (if the nomination is prepared by a faculty peer, this item can be omitted)
- The nominee's curriculum vitae

The call for nominations and the online nomination form will be available on the Graduate Studies website ([www.unl.edu/gradstudies/](http://www.unl.edu/gradstudies/)) on Aug. 30.

### CHRONICLE OF HIGHER EDUCATION SEEKS GRAD STUDENTS TO KEEP JOB SEARCH DIARIES

*The Chronicle of Higher Education* is looking for graduate students, postdocs, faculty members, and administrators who will be on the job market in the 2006-07 academic year and would be interested in

keeping a diary of their job search to be published in *The Chronicle's* Careers Section.

Since 1998, *The Chronicle* has featured regular, first-person accounts throughout the year of the attempts of academics in a variety of disciplines to find faculty or

administrative jobs in academe (and in a few cases, nonacademic jobs). (See them in [The Chronicle Archives](#)). If you have a flair for writing, here's an opportunity to use it and get paid. *The Chronicle* selects 8 to 12 diarists a year; each writes three to five columns over the course of the year about his or her job search.

Besides doctoral students and Ph.D.s who are looking for their first tenure-track jobs, other academics who plan to spend this year hunting for a new position also may submit columns. Dual-career academic couples are welcome to write a diary together.

Sample column submissions are due by August 18, and should be between 1,000 and 1,500 words, written in a conversational, journalistic style. The sample column should set the scene for your upcoming job search and tell about your background, career goals, constraints, and job situation in the broader context of the job

market and academic culture. Humor is a plus. Be creative, but not with the facts; *The Chronicle* is interested in true stories, not fictionalized ones.

Selected columns will be published on *The Chronicle's* website in the fall as the first entry in the job-search diary. *The Chronicle* pays diarists \$500 per column published. Some diarists write under their own names, while others choose to use pseudonyms. Either way, you must provide your name, institution, and discipline. Please make that information clear when you e-mail your submission. Diary entries will be edited for grammar, style, taste, and length.

E-mail submissions and questions by Aug. 18 to [jobdiary@chronicle.com](mailto:jobdiary@chronicle.com). You may paste your column submission directly into an e-mail message or send it as an attachment in Microsoft Word.

## Navigating Graduate School

*Advice and strategies to help you succeed in your journey through Graduate School at UNL*

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### SAY IT IN YOUR OWN WORDS: WHY ACADEMIC INTEGRITY IS IMPORTANT

Among the most basic academic values are the honest creation of new knowledge, the discovery of new facts, new ways of looking at the known world, and the original analysis of old ideas. The simple repetition of the words and thoughts of someone else does not lead to the level of understanding an educated person is expected to have (Standler, 2000). Those who embrace the intent of the educational experience earn not only the satisfaction of generating new knowledge, but the respect and esteem of their professors, colleagues, and professional peers.

Those who do not may pay a heavy price. The penalties for plagiarism can be severe, and UNL is not averse to imposing them, the most stringent being expulsion from the university. (See UNL's Student Code of Conduct, [section 4.2](#).) The master's thesis and the doctoral dissertation are critical documents that reflect the essence and the effort of your years of study. To purloin the ideas of someone else means you risk all you have worked for, compromise your integrity, and lose

the future you had hoped to create for yourself in Graduate School.

The prohibition of plagiarism is not unique to educational institutions. The minute the expression of an idea is recorded in some way or fixed in some medium – such as a piece of writing, drawing, photograph, painting, or web page – it is considered intellectual property and is protected by U.S. Copyright Law. To plagiarize is to steal the property of someone else, a blatant infringement of the law (Turnitin, 2005).

Students at all levels – from grade school to graduate school – may be tempted to plagiarize. With the ready availability of information on the internet, the “borrowing” of another's ideas is only a cut-and-paste away. And students experience many pressures that lead them to the “easy way out.” We suggest, however, that a variety of strategies can lead to a more honest path, as described in the table on the next page. If you find yourself thinking ideas like those in the first column, try to replace them with the ideas in the second.

Myths that Make Plagiarism Seem the “Easy Way Out” (Love, 1998; Maaninen, 2005)	How to Debunk the Myths and Take the Path Less Traveled
<b>Time pressures.</b> Students with poor time management skills may not understand the demands of the research process, and put off starting the project. Or a number of things may begin to accumulate as the semester draws to a close, and the time to accomplish multiple tasks grows shorter and shorter.	<b>Allow sufficient time</b> for the process of researching and writing. Start the project as soon as the professor makes the assignment. Don't give in to procrastination and desperation. If you're reaching the end of the semester and are certain you can't finish a project by the established deadline, talk to your professor about taking a grade of Incomplete in the course and finishing the project later.
<b>Grade pressures.</b> Students who lack confidence in their own skills may see copying the assignment as a way to boost the grade.	If you are concerned about your mastery of material or your interpretation of ideas in your sources, <b>talk to your professor</b> . A grade of C+ may not be the result you want, but it's a whole lot better than the F you're sure to get if you're caught cheating.
<b>Lack of knowledge.</b> Students may (mistakenly) think that all material on Internet is “fair game” and belongs to public domain.	Guess what? The Internet is not a repository of free information (and just because you find it on the Internet doesn't mean it's entirely credible, either). <b>Anything published on a web page merits the same copyright protections as anything published in a book</b> . Remember, too, that if you use any graphics, photos, or charts found on the internet, you must provide complete source citations.
<b>Lack of awareness</b> of some types of plagiarism. Some students may plead ignorance, but this is a pretty lame excuse for cheating. Almost everyone knows what plagiarism is -- but they may not always know how to avoid it.	If your instructor doesn't provide a clear explanation of what constitutes plagiarism and how to avoid it, <b>ASK</b> . Or do a Google search on the word <i>plagiarism</i> and you'll find plenty of information to get you over your lack of awareness.
<b>Lack of interest</b> in the topic. If students aren't interested in the assigned topic, they give it low priority and find it more tempting to copy the work from another source than to expend the energy to create original work.	<b>Work with your professor</b> to select a project topic that has meaning for you – try to find an approach to a topic that gets you excited about analyzing old information to produce a new way of looking at something.
<b>Cultural differences.</b> Students fresh out of high school may have been taught to use on-line resources, dictionaries, etc., more indiscriminately than they should. Also, international students may have different expectations as to what is acceptable behavior.	Become familiar with the university's student code of conduct and the rules governing plagiarism. Be sure you <b>understand the consequences of academic dishonesty</b> . If you don't understand a rule, ask someone – your professor, an advisor, or someone in the Student Judicial Affairs Office.
The mistaken belief <b>the professor won't notice</b> . Students may believe that professors are too busy to read assignments carefully enough to spot plagiarized passages or even entire stolen documents.	<b>Professors really are smarter than you think</b> . Any in-class writing you do at the beginning of the semester gives the professor a good idea of what your writing style is like. If you turn in something that departs radically from your typical writing style, you've raised a red flag. Also beware of turning in something on a topic that is completely different from the assigned project or something that departs considerably from project drafts. Once plagiarism is suspected, five minutes of Google searching on a key phrase from your paper is all it will take to prove or disprove your professor's suspicions.

**References:**

Love, Patrick G. (1998). Factors influencing cheating and plagiarism among graduate students in a college of education. *College Student Journal*/December: 539-50. *Academic Search Elite*. EBSCO. 3 Mar. 2000 <www.epnet.com>. As cited in Plagiarism Prevention, <http://www.uwplatt.edu/library/reference/plagiarism.html>, Elton Karmann Library: University of Wisconsin, Platteville.

Standler, Ronald B. (2000) Plagiarism in colleges in USA, <http://www.rbs2.com/plag.htm>

Turnitin Research Resources (2005). How to paraphrase properly, [http://www.turnitin.com/research\\_site/e\\_home.html](http://www.turnitin.com/research_site/e_home.html)

Manninen, Tuomas (2005). Plagiarism resources and links. Center for Teaching: University of Iowa, <http://www.uiowa.edu/~centeach/plagiarism/faq.html>,

**MENTORING GUIDEBOOKS AVAILABLE FROM THE OFFICE OF GRADUATE STUDIES**

An important part of the mission of the Office of Graduate Studies at UNL is to improve the overall quality of the graduate student experience, and one component of that experience is effective mentoring. To help graduate students make the most of mentoring

opportunities, the Graduate Studies Office has produced a guidebook entitled “How to Get the Mentoring You Need: A Guide for Graduate Students at the University of Nebraska–Lincoln.” The book will be distributed to graduate students at the New Graduate Student

Orientation on August 18; it also will be available in the Office of Graduate Studies, 1100 Seaton Hall. We believe this guidebook is an excellent tool to help you

reflect on and plan for the mentoring you need, no matter in which stage of your graduate career you presently find yourself.

## Funding Opportunities

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

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### **ACTR/ACCELS SUPPORT FOR RESEARCH AND LANGUAGE STUDY**

American Councils for International Education: ACTR/ACCELS works to advance education, research, and mutual understanding across the United States, Canada and the nations of Southeastern Europe, Eurasia, and South Asia. American Councils designs, implements, and supports innovative programs in education, professional development, and scholarly research.

A number of competition and award opportunities are available for graduate scholars in the humanities and social sciences, providing support for research and language study in countries in Europe, Russia and Eurasia. The deadline to apply for summer 2007 programs is October 1. For more information, go to <http://www.americancouncils.org/level1.asp?PageID=95>.

### **AMERICAN ASSOCIATION OF UNIVERSITY WOMEN**

One of the world's largest sources of funding exclusively for graduate women, the AAUW Educational Foundation supports aspiring scholars around the globe, teachers and activists in local communities, women at critical stages of their careers, and those pur-

suing professions where women are underrepresented. Applications for grants to be awarded for the 2007-2008 academic year will be available August 1, 2006. For more information visit the [AAUW](#) online.

### **NATIONAL SCIENCE FOUNDATION (NSF) FELLOWSHIP**

These multi-year national fellowships offer tuition plus \$30,000 stipend to doctoral students pursuing a degree in the social sciences, hard sciences, engineering, or some humanities fields. Applicants must be U.S. citizens, nationals, or permanent residents who are in the 4th year of undergraduate or 1st or 2nd year of gradu-

ate studies at the time of application (early November 2006). For more information, visit the NSF's webpage on the [Graduate Research Fellowship Program](#). (Information here relates to last year's grant. New guidelines are expected soon, but the old ones will give you an idea of what is required.)

### **JACOB K. JAVITS FELLOWSHIP**

This multi-year national fellowship provides tuition and a need-based stipend of up to \$30,000 to students pursuing an MFA or Ph.D. in selected fields in the arts, humanities, social sciences, and religious studies. Applicants must be U.S. citizens, nationals, or permanent

residents who are in the fourth year of undergraduate or first year of graduate studies at the time of application (early October 2006). For more information on the Javits Fellowship Program visit the Department of Education at [Ed.gov](#).

### **SPENCER FOUNDATION DISSERTATION FELLOWSHIP PROGRAM**

The Spencer Foundation Dissertation Fellowship Program encourages a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. These fellowships support individuals whose dissertations show potential for bringing fresh and con-

structive perspectives to the history, theory, or practice of formal or informal education anywhere in the world. Although the dissertation topic must concern education, recipients may be in any academic discipline or professional field. Candidates should be interested in pursuing further research in education once the doctorate is attained. For more information, go to

<http://www.spencer.org/programs/index.htm>. Applications are due November 1, 2006, for fellowships that can begin as early as June 2007.

### **NATIONAL PHYSICAL SCIENCE CONSORTIUM FELLOWSHIPS AND DISSERTATION SUPPORT**

The National Physical Science Consortium offers traditional fellowships and a dissertation support program for students in Astronomy, Chemistry, Computer Science, Geology, Materials Science, Mathematical Sciences, Physics, and their sub-disciplines and related

engineering fields (Chemical, Computer, Electrical, Environmental, and Mechanical).

The application period is August 25-November 5. Go to <http://www.npsc.org/students/info.html> for more information.

### **FROM THE NATIONAL INSTITUTES OF HEALTH: THE RUTH L. KIRSCHSTEIN NATIONAL RESEARCH SERVICE AWARDS FOR INDIVIDUAL PREDOCTORAL FELLOWSHIPS TO PROMOTE DIVERSITY IN HEALTH-RELATED RESEARCH**

The primary objective of the Ruth L. Kirchstein National Research Service Award is to help ensure that diverse pools of highly trained scientists will be available in appropriate research areas to carry out the nation's biomedical, behavioral, health services, or clinical research agenda. This initiative seeks to improve the diversity of the health-related research workforce by supporting the training of predoctoral students from groups that have been shown to be

underrepresented. Such candidates include individuals from underrepresented racial and ethnic groups, individuals with disabilities, and individuals from disadvantaged backgrounds.

There are two deadlines annually – Nov. 15 and May 1 for awards that begin in September and May of each following year. For complete information, see the [Funding Announcement](#) on the NIH's web site.

## **Research News**

*Research tips and other information for graduate researchers*

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### **NATIONAL INSTITUTES OF HEALTH GRADUATE PARTNERSHIPS PROGRAM**

The Graduate Partnerships Program (GPP) links the [National Institutes of Health](#) (NIH) with universities in the graduate level training of students. The mission of the GPP is to establish and foster graduate education partnerships with national and international universities and institutions dedicated to quality education in

biomedical basic and clinical research while providing the infrastructure and community support needed by the students in these programs. Programs are offered for both current and prospective Ph.D. students. [Click here](#) to find information about other NIH student programs.

### **GRANT WRITING SEMINAR OFFERED BY UNL OFFICE OF RESEARCH**

The Office of Research & Graduate Studies is pleased to host "Write Winning Grants," a research grant writing seminar for university faculty and staff, post-doctoral research fellows, and graduate students to be held Oct. 17 in the East Campus Union from 8 a.m. to 5 p.m.

This seminar comprehensively addresses both practical and conceptual aspects important to the proposal writing process. Emphasis is given to such things as:

- idea development
- identification of the most appropriate granting agency
- how to write for reviewers
- tips and strategies that are of proven value in presenting an applicant's case to reviewers

[Register online](#) to participate in this no-cost seminar.

## Interactions

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

### Point of View

This column presents editorial viewpoints from graduate students and graduate faculty. If you have a point of view you'd like to express, contact Liz Banset at [ebanset1@unl.edu](mailto:ebanset1@unl.edu).

*"The Man of Science appears to be the only man who has something to say just now and the only man who does not know how to say it."* - Sir James Barrie

Research, research, research. From the moment I began graduate studies in chemistry at UNL, I have spent countless hours honing research skills. But when faced with my first chance to communicate research results, I wished some of those countless hours had been spent improving my writing skills!

With a few years of graduate school behind me, I have come to believe communication and research skills are of equal importance, as the brilliance of any research (or research idea) can be quickly dimmed by poor communication.

Consider reallocating some of those countless research hours to improving your communication skills. UNL offers a number of "how to" seminars (poster design, grant writing, etc.), courses (e.g. Science Writing, JOUR 444/844), and research symposiums. For more information regarding these opportunities, contact the Office of Graduate Studies.

Raychelle M. Burks  
Doctoral Candidate  
Department of Chemistry

### GRADUATE STUDENTS HONORED AT APRIL 2006 RESEARCH FAIR

Kudos to these graduate students recognized for excellence in their research presentations at the April 2006 Research Fair sponsored by the Office of Research and Graduate Studies:

Jonathan Allen, Geosciences  
J. D. Burton, Physics and Astronomy  
Tonia Compton, History  
Vicki Geiser, School of Biological Sciences  
Zhenhua Guo, Mechanical Engineering  
Patricia Hill, Sociology  
Toni Hill-Menson, Family and Consumer Sciences  
Timothy Husen, Entomology  
Jeremy Karr, Chemistry  
Marianna Khachatryan, Agricultural Economics  
Kelly Mercier, Chemistry  
Jeremy Penn, Educational Psychology  
Holly Prendeville, School of Biological Sciences  
Xiangxin Rui, Mechanical Engineering  
Jing Shi, Electrical Engineering  
Xiaohui Wei, Physics and Astronomy  
Jamie Wilkinson, Psychology  
Linna Zhang, Civil Engineering

### ADVANCED DOCTORAL STUDENTS NEEDED TO MENTOR UNDERGRADUATES

As a current graduate student, you are in a unique position to work with an undergraduate interested in pursuing a graduate degree, by providing invaluable information and insight based on your own experience.

The McNair Graduate Student Mentor Program matches graduate students with McNair Scholars in a one-to-one mentor relationship. You'll spend approximately 2-3 hours a month coaching your protégée in appropriate academic and research skills.

The McNair Scholars Program prepares selected UNL undergraduates for graduate study at the doctoral level. Twelve to fifteen new McNair

Scholars come into the program each year to participate in both academic year and summer activities. The program's goal is to increase numbers of underrepresented students in doctoral programs.

This mentoring program offers a great opportunity to interact with—and make a real difference in the life of—a McNair Scholar, a highly motivated student with strong potential for graduate studies. Your guidance and support can help prepare him or her for a successful graduate experience.

If you're interested in serving as a McNair Graduate Student Mentor, contact Dr. Laurie Bellows at 472-9764 or by email at [lbellows1@unl.edu](mailto:lbellows1@unl.edu). Find more information on the web at [McNair Scholars Program](#).

## Readers' Corner

*Interesting reading for graduate students*

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Princeton Review's *Graduate School Companion* will be available in January 2007 from Random House. Pursuing a master's degree or a Ph.D. is a major life decision and a process that is intellectually demanding, financially challenging, and sometimes emotionally taxing. The *Graduate School Companion* is a source of practical advice and support for current and future graduate students.

*Graduate School Companion* tells students how to find the best programs for their interests and needs, how to pay for their education, what to expect as a degree can-

didate, how to prepare for the job market, and how to find a job. It also includes:

- Q & A with recent Ph.D. recipients and current Ph.D. candidates
- Ten writing tips for graduate-level work
- An extensive list of postdoctoral award opportunities
- Instructions on how to build academic and non-academic job portfolio

Find more information from [Random House](#).