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

Graduate Studies

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Graduate Connections- November 2006

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Graduate Connections

University of Nebraska Lincoln

A Newsletter for UNL Graduate Students published by the Office of Graduate Studies November 2006

*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

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 or 402-472-9764 or visit the PFF website.

Here's what current PFF fellows have to say about the program:

"PFF has enabled me to become more focused on what type of academic career I want. Throughout the program I have had the opportunity to talk with individuals from many different areas of specialization and from different types of institutions. Working with my mentor has given me a new appreciation for what life will be like

Teaching Tip

Setting Goals and Expectations to Motivate Students

Students, especially those in non-elective courses, must be motivated to invest the time and effort necessary to succeed. To help you meet this challenge, consider these two simple rules for setting goals and expectations to keep students focused and motivated.

Set high, but realistic expectations. Your expectations have a powerful effect on a student's performance. If you act as though you expect your students to be motivated, hardworking, and interested in the course, they are more likely to be so. Set realistic expectations for students when you make assignments, give presentations, conduct discussions, and grade examinations. Your standards should be high enough to motivate students to do their best work but not so high that students will inevitably be frustrated in trying to meet them. To develop the drive to achieve, students need to believe achievement is possible, which means you need to provide early opportunities for success.

Help students set achievable goals for themselves. Failure to attain unrealistic goals can disappoint and frustrate students. Encourage students to focus on their continued improvement, not just on a single grade on any one test or assignment. Help students evaluate their progress by encouraging them to critique their own work, analyze their strengths, and work on their weaknesses. For example, consider asking students to submit self-evaluation forms with one or two assignments.

Source: Barbara Gross Davis, University of California, Berkeley, in *Tools for Teaching* (Jossey Bass)

as a faculty member. As friends apply for jobs, I have become aware of how far ahead of the game I am. I was able to receive guidance and instruction from multiple individuals and this helped to strengthen my portfolio, teaching and research."

– Cassandra LeClair-Underberg, Communication Studies

"Through [the PFF] program I have been able to work with a mentor at a Christian liberal arts university who has helped me with my portfolio preparation. Additionally, I have been given the opportunity to prepare and give a classroom lecture at the upper division level. This program helps me avoid some of the common errors I would have made in the application process."

– Randal Fulkerson, History

"As I wade through the last year of my dissertation program, some days my progress toward a finished product feels more like a dog paddle; other days I am astonished at the clean, efficient strokes. No matter the progress, I keep my eyes firmly fixed on the finish line, which, for now, is a degree. However, I take comfort in knowing that PFF has provided me with the motivation, know-how and foundation I will need to make a smooth transition into my next academic career when I do finally reach that finish line. More than anything, PFF has provided me with the foresight to anticipate and plan for the next step at a time when the nature of the incredible task before me – the dissertation – can be consuming."

– Lauren Birgenheier, Geosciences

PFF Fellows and Departments	Mentors
Katherine Nashleanas, Anthropology & Geography	Charles Gildersleeve, UNO
Carmen Gherasim, Biochemistry	Carla Delucchi, Dana College
Terry Havercost, Biological Sciences	Scott Snyder, UNO
Allison Thorson, Communication Studies	Jeremy Harris Lipshultz, UNO
Cassandra LeClair-Underberg, Communication Studies	Donna Palowski, Creighton
Josh Hammonds, Communication Studies	Karla Jensen, Nebraska Wesleyan
Alejandro Morales, Educational Psychology	Jeffrey Smith, Creighton
Nathan Walters, English	Jim Schaffer, Nebraska Wesleyan
Lauren Birgenheier, GeoSciences	Jack Shroder, UNO
David Nesheim, History	Jim Van Arsdall, Metropolitan Community College
Randal Fulkerson, History	Jerry Pfabe, Concordia University
Shannon Meyer, History	Elaine Kruse, Nebraska Wesleyan
Brett Barwick, Physics	William Wehrbein, Nebraska Wesleyan
Carolina Ilie, Physics	Nathanael Fackler, Nebraska Wesleyan
Kristin Kraemer, Physics	Mark Werth, Nebraska Wesleyan
Carolyn Brown Kramer, Psychology	Rebeccca Hoss, College of St. Mary
Carmen McLean, Psychology	Bill McNeil, Nebraska Wesleyan
April L. Seifert, Psychology	Barb Zimmerman, Dana College
Todd Greene, Sociology	Joan Gilbreth, Nebraska Wesleyan
Katherine Johnson, Sociology	Charlie Harper, Creighton

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.

DEGREE DEADLINES

Doctoral Degrees *to be conferred December 2006*

Nov 9	Application for Final Oral Exam; 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*

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

Announcements

News of note for graduate students

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. Last year, 375 students submitted applications, and 47 students received fellowships. Out of those 47, four students were awarded Presidential Fellowships and eight were awarded Fling Fellowships. We anticipate that about the same number of fellowships will be awarded for the 07-08 academic year. See page 9 of this newsletter for names of the most recent Presidential, Fling and Othmer Fellowship recipients.

The current student fellowship application will be available Dec. 15 on the Graduate Studies website (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.

Visit the Graduate Studies website for more information.

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 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.

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TEACHING DOCUMENTATION PROGRAM

Reminder: the Teaching Documentation Program (TDP) is now underway for graduate teaching assistants at UNL, to help them teach better, now and in the future, and prepare them for the job search process by helping them document their teaching development efforts.

If you want to find out more about the Teaching Documentation Program, or to schedule a consultation for the spring semester, contact Dr. Richard Lombardo at rlombardo2@unl.edu.

Navigating Graduate School

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

UNL'S UNWAVERING COMMITMENT TO ACADEMIC INTEGRITY

These remarks were delivered by Dr. Ellen Weissinger, Associate Vice Chancellor for Research and Executive Associate Dean of Graduate Studies, at UNL's New Graduate Student Orientation on August 18, 2006.

Recent headlines about the prevalence of academic dishonesty among graduate students nationwide caught everyone's attention. I'm convinced that the graduate student body at UNL is unusually ethical and that our students are not typical of those represented in recent studies. Nonetheless, I want to take this opportunity to clarify the expectations for academic integrity that we hold for graduate students at UNL.

Remarks like these are often preceded by the phrase, "It goes with out saying…" As in, "It goes without saying that rigorous honesty is important." "It goes without saying that you are persons of integrity." But the graduate community at UNL has decided that discussions of academic integrity should not "go without saying" and that we ought to talk more often and more openly about our academic values. So here goes.

Academic integrity is a universal principle in the scholarly community. A shared commitment to the highest standards of academic integrity is held across every discipline, across every theoretical orientation, across every methodological and epistemological tradition. A shared commitment to the highest standards of academic integrity is held across every learned society, every journal, every conference, every juried performance and exhibit – and every kind of higher education institution.

Scholars agree, as a necessary condition of our membership in the academic community, to identify the source of the ideas or words or images that we borrow. We agree to accurately and fully describe the methods and results of our research. We agree to protect the rights of the participants in our studies. We agree to deal honestly with the content of our courses and fairly with the students in our care. We agree – all of us – to conduct the whole of our academic careers with unwavering integrity.

Why is there such ubiquitous agreement about the importance of academic integrity? The answer is not simply moralistic. The more profound explanation is practical: We value integrity because the entire scholarly enterprise is balanced on the assumption that we can trust one another.

Imagine what it would be like to open a scholarly journal and have even a fleeting concern about whether the compiled works represent stolen ideas, or misrepresented methods, or deliberately obfuscated data. Our trust in the advancing edge of our disciplines is dependent upon our complete trust in one another's honor.

The importance of integrity has produced a great many externally imposed rules and procedures designed to discourage dishonesty. Certainly these ethical codes play an important role in our scholarly lives. But my consistent experience is that opportunities to be academically dishonest almost always occur when I am alone, when the perceived reward for dishonest behavior is significant, and when it is very unlikely that I'll be found out. In moments like that, external rules or codes of conduct have only a limited effect.

And so each of us must develop an unusual degree of self-regulation and self-control that compels us to make the honest decision – even when we are alone and the reward for misconduct is great and we are unlikely to be caught. Academic integrity is unavoidably self-disciplined, and we need it most when the pressure of our work is at its peak. I encourage you to be especially careful during those times.

Because you have chosen to learn the habits of scholars, universities must place an extremely high value on academic integrity for graduate students. This means we expect you to conduct yourselves with complete integrity in all phases of your academic life. It also means that

violations of academic integrity must carry very harsh consequences.

I had the unhappy task of expelling an advanced Ph.D. student for plagiarism this spring. That expulsion ended the student's academic career. No university will ever allow this student to complete a graduate degree, and no university will ever hire this person in an academic position. I can assure you that no expediency, no temptation, no perceived reward is worth risking this sanction.

I know that each of you has already developed a habit of academic integrity. Your challenge now is to continue to enhance and solidify your self-imposed code of conduct. How can you do this? Read and take to heart the ethical standards of your discipline. Model yourself after students and faculty members whose integrity you admire. Always – every time – seek the advice of a trusted faculty mentor if you have any doubt about your actions. And reward yourself when you do the right thing, even if you're the only one who knows you did it.

I promise you that when you reach the end of your career, the satisfaction of conducting yourself with integrity will far outweigh any other accomplishment on your vita.

TIPS FOR BECOMING CV SAVVY

You've been putting off working on your curriculum vitae for too long – now you're ready to make inquiries about jobs and it's time for the rubber to meet the road. You need to get your CV up to speed. But if you're like most people, you're a little uneasy about tooting your own horn. You'd rather let your work speak for itself. For you, those sections of the CV that call for "bragging" may be the hardest to write.

You know you've done good things and are capable of more. Unfortunately, however, what you know about all the great things you're capable of is likely to escape the notice of others unless you draw attention to it. In any competitive job market, you'll come up a day late and a dollar short if you wait for others to recognize, reward, promote, or employ you.

While it is difficult and uncomfortable to talk about yourself and your accomplishments, you must make the effort to distinguish yourself from all the other competitive job seekers who have their eyes on the same jobs you do.

Do Tell. . .

Certain elements of a typical CV aren't hard to write: ***identifying/contact information*** (your name, address, phone numbers, email addresses); ***your academic preparation*** (conferral dates and degree titles of all degrees, including anticipated conferral date if you haven't yet received a degree and the institutions that awarded them); and ***professional experience,*** including teaching and/or research, and any assistantships you received.

It's critical to include a section for ***publications, presentations and papers.*** List everything you have published (either by yourself as sole author or as co-author with a faculty mentor) and those papers you have submitted for consideration. If you are in a fine and performing arts field, you also should include ***performances, exhibitions and compositions***.

Create a section to describe ***current research interests*** and include any ***grants*** you have been awarded, worked on, or revised.

Honors and awards deserve a place in your CV. Did you get through your undergraduate program on a merit-based scholarship? Did you win a prize for your writing or come out on top in an undergraduate or graduate engineering competition? Did your name ever appear on the Dean's list? Did you earn a fellowship to finance your graduate study?

List all ***professional memberships*** on your CV. As a graduate student, not only can you join professional associations for a remarkably low fee, you should. Even if you can't attend the annual conferences, you can make a name for yourself by publishing in the association's journal, serving on committees or contributing to online discussions for members.

Don't forget the value of ***leadership experience*** you may have gained in local or campus-based organizations. Do you belong to the university's or department's graduate student association? Do you participate in student government? And if you're a member of such a group, what committees do you serve on or what offices have you held? Have you served on departmental committees or other university-wide committees?

Students in some fields (the sciences, for example) should think about ***specific skills*** you have developed over time – lab techniques and use of specialized equipment, computer programs and languages, technology and other technical skills. If it comes down to a matter of two candidates, one of whom has indicated that she knows how to use the Project STAR Spectrophotometer and one who

hasn't listed any particular skills, who do you think will get the nod?

Finally, you should highlight ***language proficiencies*** or mention ***international work experience.*** If you have lived and worked elsewhere in the world, you can build your marketability, especially with academic institutions that encourage study abroad or that attract a large international student body. The same holds true for private sector businesses that have or aspire to have a global presence. List this information at the end of a CV – unless the international travel relates to a Fulbright or study abroad. (However, if you traveled to Spain on vacation, it's not relevant.)

Don't Tell. . .

An otherwise well-constructed CV can quickly become a liability for you if it includes irrelevant information. Don't mention your age, ethnic identity, sexual orientation, marital status, political affiliation or religious preference.

Employers are not interested in your hobbies, place of birth, or the state of your general health. Don't include photographs. (There are possible exceptions to these exclusions. For instance, if you are applying to a sectarian institution, then your religious preference may be relevant. Even in such a situation, however, it is probably better to omit the information and wait to be asked about it in a personal interview.)

Before You Mail It . . .

Once you've gathered all the content for your CV, it's an excellent idea to seek feedback from an advisor about disciplinary expectations that determine how a CV is structured and formatted. Also, be sure you tailor your CV to the mission of the institution or department to which you are applying. For instance, if you are applying for a job at Nebraska Wesleyan, teaching experience is going to be more important than research experience and listing specific research skills may not be necessary.

Demonstrating your performance accomplishments and capabilities is not a one-time event. It should be a life-long activity. You don't have to stand on a soap box and preach to the world, but if you keep adding your achievements to your CV as they happen, you'll build a professional and dynamic picture of your capabilities – and gain the recognition you deserve.

Consultants in the Office of Graduate Studies are available to help you construct and/or review your curriculum vitae. Send e-mail to Dr. Laurie Bellows at lbellows1@unl.edu or call her at 402-472-9764.

MENTORING GUIDEBOOKS AVAILABLE FROM THE OFFICE OF GRADUATE STUDIES

Reminder: 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." Mentoring Guides are available at the Graduate Studies front desk in Seaton Hall. Stop by and pick one up, or send email to abergeron1@unl.edu and ask us to send one to you.

OTHER 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

Education is what survives when what has been learned has been forgotten. – B.F. Skinner

Education costs money, but then so does ignorance. – Sir Moser Claus

Education is the best provision for old age. – Aristotle

Personally I am always ready to learn, although I do not always like being taught. – Sir Winston Churchill

Funding Opportunities

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

Listed here are several fellowship opportunities, but this is by no means a comprehensive listing. If you need help locating other funding sources, please contact Jane Schneider at 402-472-8670 or jschneid@unlnotes.unl.edu. Graduate Studies consultants also are available to advise you on preparing fellowship applications. Contact Laurie Bellows at 402-472-9764 or send email to lbellows1@unl.edu.

ROCKY MOUNTAIN NATURE ASSOCIATION: FELLOWSHIP IN THE ROCKIES

This annual fellowship offers a graduate student the opportunity to spend three months in Rocky Mountain National Park to learn about wildlife programs, vegetation and riparian studies, fire/ecology, cultural sciences, archeology and historic structures management or other fields of interest to the park.

Students must be currently enrolled in or recently graduated from a graduate program in one of these fields: botany, zoology, geology, history, ecology, ornithology, wildlife sciences and park management.

Amount: free housing, $5,000 stipend and $3,000 for research expenses

Deadline: 02/01/2007

Apply to: www.rmna.org/

AMERICAN SOCIOLOGICAL ASSOCIATION (ASA): MINORITY FELLOWSHIP PROGRAM

This annual award, funded by a grant from the National Institute of Mental Health, supports the development and training of minority sociologists in mental health. The program seeks to attract talented minority students interested in mental health issues and to facilitate their placement, work and success in doctoral degree programs in the U.S.

Doctoral students in the early stages of their program and individuals who have been accepted into a Ph.D. degree program in sociology are eligible. An applicant must be a member of one of the following racial/ethnic groups: Black/African American, Latino/a, American Indian, Alaskan Native, Asian, or Pacific Islander.

Amount: $22,772 stipend and payment of tuition at the fellow's educational institution. May be renewed for two additional years, assuming satisfactory academic progress by the fellow.

Deadline: 12/31/2006

Apply to: www.asanet.org/student/mfp.html

SMITHSONIAN INSTITUTION FELLOWSHIP PROGRAMS

Apply: http://www.si.edu/ofg/fell.htm

Predoctoral Fellowships are offered to doctoral candidates who have completed preliminary course work and examinations. Candidates must have the approval of their universities to conduct doctoral research at the Smithsonian Institution.

Term: 3 to 12 months

Amount: $25,000 stipend per year plus allowances

Deadline: 1/16/2007

The Smithsonian Minority Internship Program seeks to increase participation of U.S. minority groups who are underrepresented in Smithsonian scholarly programs, in the disciplines of research conducted at the Institution and in the museum field. Internships are full-time (40 hours per week), ten-week appointments during the summer, fall or spring.

Amount: $400 per week, with additional travel allowances offered in some cases

Deadlines: 2/01/2007 (for summer and fall 2007) and 10/01/2007 (for spring 2008)

Graduate Student Fellowships are offered to students formally enrolled in a graduate program of study, who have completed at least one semester, but have not yet advanced to candidacy in a Ph.D. Program.

Term: 10 weeks

Amount: $5500 stipend

Deadline: 1/16/2007

WINTERTHUR RESEARCH FELLOWSHIP PROGRAM

Winterthur invites academic, independent and museum scholars and advanced graduate students to apply for residential research fellowships in such areas as architecture, decorative arts, design, consumer culture, garden and landscape studies, travel and tourism and other areas of social and cultural history.

McNeil Dissertation Fellowships for doctoral candidates conducting dissertation research

Term: one or two semesters

Amount: stipend of $7000 per semester

Winterthur Research Fellowships for academic, museum and independent scholars, including graduate students

Term: one to three months

Amount: stipend of $1500 per month

Deadline for both: 1/15/2007

Apply: http://www.winterthur.org/research/fellowship.asp

THE CENTER FOR CRAFT, CREATIVITY & DESIGN – CRAFT RESEARCH FUND

The Craft Research Fund seeks to advance, expand and support scholarship in U.S. Studio Craft by supporting innovative research on artistic and critical issues in craft theory, practice and history. Proposals are welcome from academic researchers, independent scholars, doctoral students and museum curators to receive grants to support research relating to the goals of the Craft Research Fund.

Amount: up to $15,000

Deadline: 1/08/2007

Apply: http://www.craftcreativitydesign.org/

THE DIRKSEN CENTER CONGRESSIONAL RESEARCH AWARDS

The Dirksen Congressional Center invites applications for grants to fund research on congressional leadership and the U.S. Congress. The competition is open to individuals with a serious interest in studying Congress. Political scientists, historians, biographers, scholars of public administration or American studies and journalists are among those eligible. The Center encourages graduate students who have successfully defended their dissertation prospectus to apply and awards a significant portion of the funds for dissertation research.

Amount: up to $30,000

Deadline: 2/01/2007

Apply: www.dirksencenter.org/print_grants_CRAs.htm

PAGE LEGACY SCHOLAR AND ROBERT WOOD JOHNSON LEGACY SCHOLAR GRANTS

The Arthur W. Page Center at Penn State University supports scholars and professionals making important contributions to knowledge, practice or public understanding of ethics and responsibility in public communication. Some awards will go to doctoral candidates who are at the dissertation-writing stage during the year of the award.

Amount: $5,000 to $25,000

Deadline: 2/16/2007

Apply: www.comm.psu.edu/pagecenter/grants.htm

HARRY FRANK GUGGENHEIM FOUNDATION

The Harry Frank Guggenheim Foundation (HFG) awards ten or more dissertation fellowships each year to doctoral students who will finish writing the dissertation within the award year.

Proposals are invited from any of the natural and social sciences and the humanities that promise to increase understanding of the causes, manifestations and control of violence, aggression and dominance. Highest priority is given to research that can increase understanding and amelioration of urgent problems of violence, aggression and dominance in the modern world.

Amount: $15,000 each

Deadline: 2/01/2007

Apply: http://www.hfg.org/df/guidelines.htm

NOTE: UNL's Office of Research sends out weekly announcements of funding opportunities, several of which relate to fellowships in a wide variety of fields of study. If you are interested in receiving these announcements, you can subscribe to the listserv by sending an email to Nathan Meier at nmeier2@unl.edu. Funding announcements archives also are available at: http://www.unl.edu/research/sp1/oldfa.shtml.

Interactions

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

KUDOS TO 2006 FELLOWSHIP RECIPIENTS

UNL fellowship recipients were recognized on Nov. 1 at a reception at the Lied Center held in their honor. Of the 375 students who submitted applications, 47 were awarded fellowships. Listed here are recipients of the three highest awards (note that some students received more than one fellowship). Congratulations to all!

Students receiving the ***Presidential Fellowship*** were: Brandy Clark, Sarah Hayes, and Christine Stewart-Nunez.

Fling Fellowships were awarded to: Jennifer Calcaterra, Jehanne Dubrow, Danqin Feng, Amy Gant, Peter Hameti, Tyrone Jaeger, Alejandro Morales, Michael Page, Genelle Sawyer, Eric Turley, and Melissa Walls.

Recipients of ***Othmer Fellowships*** were: Kimberly Applequist, Rebecca Buller, Jennifer Calcaterra, Matthew Dee, Jehanne Dubrow, Brenda Eschenbrenner, Seth Green, Rabecca Harris, Chad Isenberg, Laura Jacobson, Brian Johnson, Megan Liedtke, Pamela Miller, Alejandro Morales, Debasis Panda, Nathan Powers, Genelle Sawyer, Craig Schiller, Lisa Schuelke, Christine Stewart-Nunez, Miao Wang, Melanie Willis, and Kally Worm.

Fling recipient Peter Hameti was unable to be present at the Nov. 1 reception. In sending his regrets, Pete summed up the value of a fellowship: "I'm actually using the time the grant afforded me to do field research (Virginia, LA and Australia). . . . The fellowship has given me an incredible opportunity this year and I have already submitted two articles for publication with more to come, as well as set up research grant opportunities with several institutions in conjunction with UNL."

A NOTE FROM THE GRADUATE STUDENT ASSOCIATION

Hello from your new Graduate Student Association (GSA), a voice for graduate students on the UNL campus.

We are committed to serving you and UNL. With the support of the Office of Graduate Studies, the GSA executive committee already has provided graduate students with a campus-wide representative legislative assembly, a good working relationship with ASUN, representation on campus committees, two faculty advisors, a faculty liaison, three socials, campus speakers, an up-to-date website for GSA and a wonderful beginning.

Special thanks to all who have helped make GSA a reality, especially our new legislative assembly, currently made up of 35 graduate students nominated or elected by their departments. Find out who your representative is at http://www.unl.edu/gradstudies/gsa/dept.shtml.

We still need representatives from 17 departments: actuarial science, agriculture, biochemistry, biological sciences, chemical & biomolecular engineering, computer sciences, entomology, engineering, food science & technology, leadership education, mathematics, mechanical engineering, nutrition & health sciences, philosophy, physics & astronomy, survey research & methodology and vet & biomedical sciences.

If you are in one of these departments and are interested in being a GSA legislative assembly representative, please e-mail us or contact your graduate chair.

The assembly already has created committees currently working to enhance graduate student quality of life, offer family-friendly social events, increase graduate diversity, ensure academic integrity and much more.

The social events committee has come up with several great ideas on a tight budget: graduate camping trip, graduate climb at the student rec center, ice skating, movie nights and visiting observatories. Do these interest you? What would make being a graduate student at UNL better? E-mail us with comments, suggestions, concerns and questions at gsa@unl.edu.

A NOTE FROM THE PEACE CORPS

Graduate Teaching Assistants: Do you need multicultural education materials for your classroom?

Consider inviting Gretchen Mills from Career Services (472-8058 or peacecorps@unlnotes.unl.edu) to visit your class to talk about the fabulous opportunities for your students available within the Peace Corps post graduation and/or the wonderful (and free) materials available from World Wise Schools.

For more information, visit www.peacecorps.gov.

THE CHICAGO GUIDE TO YOUR ACADEMIC CAREER

John A. Goldsmith, John Komlos, and Penny Schine Gold
University of Chicago Press: Chicago (2001)

This compendium of advice for graduate students and potential scholars on the real workings of an academic career takes you from that first ambitious decision, all the way through the process of achieving promotion and tenure.

According to the University of Chicago Press's online catalog, here are some of the questions this book addresses:

- Is a career as a professor the right choice for you?
- If you are a graduate student, how can you clear the hurdles successfully and position yourself for academic employment?
- What's the best way to prepare for a job interview, and how can you maximize your chances of landing a job that suits you? What happens if you don't receive an offer?
- How does the tenure process work, and how do faculty members cope with the multiple and conflicting day-to-day demands?

With a perpetually tight job market in the traditional academic fields, the road to an academic career for many aspiring scholars will often be a rocky and frustrating one. Where can they turn for good, frank answers to their questions? Here, three distinguished scholars – with more than 75 years of combined experience – talk openly about what's good and what's not so good about academia, as a place to work and a way of life.

Written as an informal conversation among colleagues, the book is packed with inside information – about finding a mentor, avoiding pitfalls when writing a dissertation, negotiating the job listings, and much more. The three authors' distinctive opinions and strategies offer the reader multiple perspectives on typical problems. With rare candor and insight, they talk about such tough issues as departmental politics, dual-career marriages, and sexual harassment. Rounding out the discussion are short essays that offer the "inside track" on financing graduate education, publishing the first book, and leaving academia for the corporate world.