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Graduate Studies

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Graduate Connections- April 2007

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Graduate Connections

A newsletter for UNL graduate students published by the Office of Graduate Studies April 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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Professional Development Network

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

WORKSHOP FOR GRADUATE STUDENTS ON PREPARING NSF FELLOWSHIP APPLICATIONS

On Wed., April 11, the Graduate Studies Office will sponsor a workshop for faculty and eligible graduate and undergraduate students on preparing NSF graduate research fellowship applications. (Only students who've completed no more than twelve months of full-time graduate study at the time of their application are eligible.) The workshop will be offered twice – from 9:30 to 11:30 a.m. and again from 1:30 to 3:30 p.m. – in the City Union.

The workshop presenter will be Tim Turner of the National Science Foundation's Graduate Research Fellowship Operations Center. NSF supports the following fields: chemistry, computer science, engineering, geosciences, life sciences, mathematical sciences, physics and astronomy, psychology and social sciences.

17TH ANNUAL FALL CAMPUS-WIDE WORKSHOPS FOR TEACHING ASSISTANTS TO BE OFFERED AUGUST 21

The Fall Campus-wide TA Workshops for Graduate Teaching Assistants, sponsored by the Office of Graduate Studies, are scheduled for Tues., Aug. 21. This year we're pleased to have as our guest speaker Dr. Delaney Kirk, Professor of Management at Drake University and author of *Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher*. (See a more complete review in this issue's "Reader's Corner.") The workshop day features a free lunch, too, so be sure to pre-register!

Concurrent sessions are designed for new and experienced graduate teaching assistants, TAs with special teaching assignments and previous workshop participants. The preliminary schedule, session descriptions and online pre-registration form will be available soon on the Graduate Studies website.

Teaching Tip

What's in YOUR Syllabus?

A course syllabus introduces both you and the subject to your students; communicates your goals and expectations; serves as official notice to students about course policies and requirements; and functions as a good learning tool. A gold mine of resources on how to develop a good syllabus is available to TAs – on the UNL Graduate Studies webpage, or simply by googling "writing a course syllabus" and getting instant access to similar tools from universities across the country. Also get a copy of The Course Syllabus: A Learning-Centered Approach *by Judith Grunert (Bolton, MA: Anker Press, 1997).*

Most educators agree that a complete syllabus should include these elements (but not all will be relevant to every course):

- Title page & table of contents
- Your name, title, office location, phone, e-mail, office hours
- Course by name, number, section, title, meeting days and times, room and building
- Pre-requisite(s) for the course
- Course purpose & description
- Course goals or objectives
- Required purchases (texts, etc.)
- Resources available to students
- Reading list
- Course calendar including topics to be covered, due dates for major assignments, (including readings); place, date, time of final exam
- Course requirements – types of assignments including papers, quizzes, projects, exams, etc.
- Grading/evaluation standards and criteria
- Policy regarding P/NP, I, W grades
- Policy regarding academic integrity (see related article)
- Policy regarding attendance
- Policy regarding late assignments

STRATEGIES FOR TEACHING ASSISTANTS: FOSTERING ACADEMIC HONESTY IN UNDERGRADUATE CLASSROOMS

Section 4.2 of the UNL Student Code of Conduct is specific about the importance of maintaining academic honesty and integrity in our classrooms. While integrity is expected of all members of the university community, teaching assistants are uniquely positioned to teach, model, and assure integrity in students' academic assignments.

Persons with academic integrity work honestly, ethically and accurately, taking full credit for their own work, and giving full credit to others who have helped, or whose work has been incorporated into their own.

Your primary responsibility as a teaching assistant is not merely to react to incidents of academic dishonesty, but to prevent them from happening at all, and to instill in your students a healthy sense of integrity and pride in themselves, their work and their profession.

Before the semester begins:

When you meet with your supervising professor to make plans for the semester, discuss strategies you can employ to let students know the value of academic integrity. Also clarify the procedures your department uses in responding to academic dishonesty (the UNL Student Code of Conduct describes several possible responses). Some faculty may delegate full responsibility for such matters to TAs, while others would prefer that you consult with them to determine how to proceed.

Be sure your syllabus fully explains your policy on academic integrity and identifies the sanctions you will impose on any student who violates it.

On the first day of class:

During the first class meeting in which you discuss expectations and structure for the course, include a discussion of the ethical standards for the course – and the consequences of non-compliance.

During the semester:

As you present each assignment, reinforce how important it is for students to approach their academic tasks honestly. Make sure students know the criteria you'll use for evaluating their performance. Describe acceptable and unacceptable behavior and give examples of plagiarism or improper collaboration.

Make sure students feel they can succeed in your class without having to resort to dishonesty. Encourage students to come talk with you if they are having difficulties. Ensure equal access to study materials (assignments, exams, old homework assignments).

Strategies for promoting honesty in written assignments:

- Tell students how to successfully research and write a paper or prepare a lab report.
- Teach students proper methods of attribution. Describe and give examples of plagiarism, paraphrasing and direct citation.
- Assign specific topics or give students a limited choice of topics. Become familiar with the literature in those areas, both in print and online. Require students to discuss paper topics with you before getting started.

- Be reluctant to allow students to change topics or hand in something that is off the assignment.
- Have students submit an essay outline or first draft for feedback.
- Discuss areas of difficulty in assignments. Meet with students to monitor their progress and offer feedback and support.
- Provide specific guidelines for the format of written assignments and adhere to them when evaluating student work.
- Prepare new assignments each semester.
- To lessen the possibility of papers or assignments being lost or stolen, require students to submit assignments in class or directly to you.

Strategies for promoting honesty in tests/exams:

- Prepare new exam questions each time you teach the course. If a pool of multiple-choice questions is available, rotate their use.
- When proctoring, circulate throughout the room, especially at the back.
- Prepare a seating plan or have students sit in every other seat.
- Ask students to leave their bags and backpacks at the end of an aisle or at the front of the room before sitting down to write an exam or test.
- Collect examination papers individually.
- To discourage any additions after exams or tests are returned to students, place a mark or dash at the end of each answer and/or a line through any unused sections of their examination papers or booklets.

If you suspect students of cheating or plagiarizing material, confront them directly. Deal with the problem immediately. Talk with the student about your suspicions and listen carefully to the student's response. If you still are convinced the student behaved unethically or dishonestly, pursue the matter according to your established policy.

You always have two excellent resources at UNL to help you address problems related to academic integrity. The first is your supervising professor: talk to him or her if you suspect a student has cheated. The second is the Office of Student Judicial Affairs. Staff members there are available to answer your questions as well.

For a more comprehensive discussion of this topic, go to the University of California-Berkeley's Tools for Teaching web page and read a chapter from the book *Tools for Teaching* by Barbara Gross Davis; Jossey-Bass Publishers: San Francisco, 1993.

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A little academic humor

An eccentric philosophy professor gave a one-question final exam after a semester dealing with a broad array of topics. The class was already seated and ready to go when the professor picked up his chair, plopped it on his desk and wrote on the board: "Using everything we have learned this semester, prove that this chair does not exist."

Fingers flew, erasers erased, notebooks were filled in furious fashion. Some students wrote over 30 pages in one hour attempting to refute the existence of the chair. One member of the class, however, was up and finished in less than a minute. Weeks later when the grades were posted, the student who finished in less than a minute got an A. The rest of the group wondered how she could have gotten the best grade in the class when she apparently gave the exam such little effort. This is what she wrote: "What chair?"

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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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

April 2-6	Graduate Student Appreciation Week
April 10-12	Research Fair
April 11	Fellowship Application Workshop
April 11	Graduate Student Poster Competition

DEGREE DEADLINES

Doctoral Degrees *to be conferred May 2007*

Apr 19	Final Day for Oral Examination
Apr 20	Deposit Dissertation; Report Dissertation Grades; Pay Final Fees; Return Final Forms
May 4	Doctoral Hooding Ceremony
May 5	Commencement

Doctoral Degrees *to be conferred August 2007*

June 22	Deadline to Apply for Advanced Degree
July 12	Apply for Final Oral Exam (or Waiver); Submit Preliminary Copy of Dissertation/Abstract; Incomplete Grades Must Be Removed
Aug 2	Final Day for Oral Examination
Aug 3	Deposit Dissertation; Report Dissertation Grades; Pay Final Fees; Return Final Forms
Aug 17	Doctoral Hooding Ceremony
Aug 18	Commencement

Masters Degrees *to be conferred May 2007*

Apr 19	Final Day for Oral Examination
Apr 20	Incomplete Grades Must Be Removed; File Results of Written Comprehensive Exam and/or Option II Paper
Apr 20	Deposit Thesis and Final Examination Report Form; Pay Binding Fee
May 5	Commencement

Masters Degrees *to be conferred August 2007*

June 22	Deadline to Apply for Advanced Degree
July 12	Submit Final Exam Report
July 20	Incomplete Grades Must Be Removed; File Results of Written Comprehensive Exam and/or Option II Paper
July 26	Submit Preliminary Copy of Thesis
Aug 2	Final Day for Oral Examination
Aug 3	Deposit Thesis and Final Examination Report Form; Pay Binding Fee
Aug 18	Commencement

Announcements

News of note for graduate students

SUMMER INSTITUTE FOR INTERNATIONAL TEACHING ASSISTANTS, JULY 30-AUG. 16

The Summer 2007 ITA Institute runs from July 30 through August 16, 2007. The application deadline is Friday, July 6, 2007. Applications for the Institute must be completed online by a department representative.

Department chairs/heads, graduate chairs or TA supervisors should email Dr. Laurie Bellows (lbellows1@unl.edu) for the department's password and instructions on how to submit the application.

International graduate students at UNL who expect to receive instructional assignments and whose native language is not English must successfully complete the Institute for International Teaching Assistants (ITAs). The Institute, established in the summer of 1988, is a multi-purpose program designed to prepare international graduate students from various university departments to teach American undergraduates. Objectives of the program are to help ITAs develop an understanding of the teaching role in American university classrooms, provide intensive training in English pronunciation and intonation, create opportunities to practice classroom communication skills and instructional strategies, and help ITAs during their first semester teaching with follow-up observations.

For more information about the ITA Institute, go to the Graduate Studies website.

All international graduate students who wish to participate in the ITA Institute and go on to become a graduate teaching assistant must demonstrate their oral English language proficiency by taking the SPEAK (Speaking Proficiency English Assessment Kit) Test. The SPEAK Test, the institutional form of the Test of Spoken English (TSE), is a taped and timed test developed by the Educational Testing Service (ETS).

The SPEAK Test requires students to demonstrate their spoken English proficiency by responding orally to a variety of printed stimuli designed to elicit both controlled and spontaneous reactions. English proficiency is scored on the basis of comprehensibility, pronunciation, grammar, and fluency.

The SPEAK Test will be offered Thursday, April 12, at 5:15 p.m.; Thursday, June 7, at 3:30 p.m.; and Thursday, July 5, at 3:30 p.m.

To register for the SPEAK Test, go to Nebraska Hall, room E513. The registration fee is $40.00. A sample test is available once students have registered.

SOCIAL SECURITY NUMBER USAGE POLICY

New instructors need to be aware that UNL policy now prohibits the use of Social Security Numbers to identify students. Here is the text of the policy:

"The University has a responsibility to protect the identity of its faculty, staff and students, as well as all individuals with whom it has an association including alumni, donors, research subjects, patrons of UNL entertainment, athletic facilities and libraries, potential students, and affiliates. Since an individual's Social Security Number (SSN) is one of the most critical data items used to establish an identity, the University needs to take extra precautions to safeguard SSNs from unauthorized use.

"The University of Nebraska-Lincoln shall not use Social Security Numbers to identify students, employees, or other information providers, outside of those identification uses specifically required by law, such as financial aid, payroll and benefit functions.

"Effective January 1, 2007, Social Security Numbers (SSNs) - including any portion of the full nine digits- shall not be electronically collected, transmitted, or stored via University-sponsored services or using University-owned computing equipment, information systems or networks unless specifically authorized in writing by officials designated by the Chancellor. Individuals or departments that collect, transmit or store SSNs will take steps necessary to secure this data using best practices identified by the Associate Vice-Chancellor for Information Services.

"Failure to comply with this policy after January 1, 2007 may result in disciplinary actions taken by the University."

SYLLABUS POLICY

All classroom instructors should be aware of the Regents' Bylaw 4.1, which requires faculty to "inform students concerning the requirements, standards, objectives, and evaluation procedures at the beginning of each course." UNL requires that this information be conveyed to students via a written syllabus at the beginning of each course. Any syllabus should also clearly communicate the instructor's name, office location, contact information, and office hours.

YOU'RE REACHING THE END OF YOUR FIRST YEAR OF GRADUATE SCHOOL – WHAT'S NEXT?

Unless you simply stopped going to class, you probably have survived your first year of graduate school. You may be exhausted and a little overwhelmed, but you should be feeling a good bit of satisfaction, too, at having reached the end of the first year and preparing to get on with the next.

During your first year, like most graduate students, you have focused on building a body of knowledge in your subject area and are beginning to develop a tool kit of important methodological skills in your discipline. You may have any number of goals for the next phase of your program, but most students use the second year to complete the "basic training" they need to carry out research work on their own and to broaden their exposure to new and current ideas in the field.

Here are some bits of advice from a variety of sources, including graduate faculty and other graduate students at UNL, that may help you plan for your second year of graduate study.

Think hard about choosing an adviser/subject area and forming your supervisory committee.
Dr. Kimberly Tyler, Associate Professor of Sociology and Graduate Chair, offers this advice for finding a good match with a faculty adviser:

"I highly recommend finding an adviser prior to the end of your first year so that you can begin discussing research ideas with that person and begin work on your thesis over the summer. If you wait too long to find a faculty adviser, this may put you behind schedule for graduation.

"In addition to guiding your thesis work, the faculty adviser will also be responsible for advising you on professional development issues such as joining professional organizations, submitting abstracts for conference presentations, and becoming involved in faculty research projects. . . . it is important to find an adviser who will be a good match for you, and doing so prior to the end of your first year will allow you to get a head start on your professional development."

Christine DeVries, a graduate student in chemistry and former PFF fellow at UNL, echoes Dr. Tyler's advice: "Choose your adviser carefully. Find a 5th-year (or 7th-year) grad student and ask them what they wish they had asked before joining their group. Make sure you get these questions answered before you choose an adviser. And don't forget that you can always switch groups later. It's not the easiest route, but it has worked out very well for others before you."

Once you have forged a relationship with your adviser, try to follow his or her guidance. Meet regularly and don't be shy about seeking advice or help.

Dr. David Pitts, Professor and Graduate Chair in the Department of Mathematics, notes that students tend to focus mostly on exams and coursework during their first year, then find they need to start thinking about establishing a supervisory committee during their second year. He offers a couple of tips for doing so:

To get to know faculty in a research environment, and to help you to start identifying potential members of your supervisory committee, "start attending one or more seminars in areas of interest. If possible, give a lecture." In addition, Dr. Pitts suggests that students "talk to faculty about their research interests. . . . Such conversations give a basis for finding faculty you're comfortable speaking with, and you may find that the conversation leads to research. The best committees are those whose members are engaged with the student, and are most likely to become good mentors."

Prepare for your qualifying exams.
Work with your adviser to decide when to take your qualifying exams – but don't panic about this step or make it your sole objective for your second year.

According to a UNL master's student in modern languages, "the time goes by quickly and the comprehensive exams seem to appear out of nowhere (at least [they did] for me)." She cautions against becoming obsessed with thinking about the exams, and says instead to "just try and enjoy the whole experience. The summer between the first and second year would be a good time to begin organizing notes, etc."

Plan for your professional development.
Find out about upcoming colloquia and seminars offered at the department, college and university level. Also ask your adviser to recommend conferences and

professional meetings from which you might benefit and allow you to begin to establish connections with others in the field.

Participate in scholarly discourse.
Amanda L. Garrett, EDPS-QQPM graduate student at UNL, suggests that the second year is the time to "try to attend and present at local and national conferences in your content area. Besides the benefits of professional development and public speaking experience, you will likely have the chance to refine and rework a publishable manuscript."

And when you and your adviser agree that your work is ready for publication, submit a paper to a journal in your field. This also may be the time to begin to think about writing a book, or at least about how to organize what you are learning into a coherent whole. Save the actual book writing for later.

On the local front, during your second year, start or join a student seminar and seek opportunities to give several talks, to help you share the substance of your research with others and hone your presentation skills.

Get involved in your graduate student organization.
Dr. Tyler observes "Our [Sociology]graduate student organization is highly involved in all aspects of our department and has one representative on each of our departmental committees (e.g., resource and planning committee, graduate committee). Your involvement will give you a solid understanding of how things operate and allow you to make an important contribution to your department.

Dr. Tyler identifies other benefits of belonging to your graduate student organization: "writing groups, getting to know the other students in your department, social events, and learning from more experienced students who can assist you with questions pertaining to research, teaching, and numerous other important issues. Overall, becoming involved is a good way to learn the workings of your department and a good way to gain invaluable experience about the graduate process."

In addition to involvement at your departmental level, also think about becoming active in UNL's Graduate Student Association, to become a voice for other graduate students at the university level and to participate firsthand in decisions that affect all graduate students at UNL.

Set personal goals and seek out resources.
Chemistry graduate student Christine DeVries (who plans to defend in May and just received an offer to teach at her "dream" school – Wartburg College in Waverly, IA) offers a range of sound bits of advice to keep you moving forward in your second year.

"Work harder, get more done. Figure out what you want to do with your life. Set big goals and the smaller steps that will lead you to these goals. Look for institutional help for meeting your goals. . . . Make sure those around you know your goals. This is how networking gets things done. Make good friends in other departments. They'll help you keep your sanity."

Dr. Pitts also recognizes that the second year can be tough, "since it is a time of transition to less structured and more self-directed work, and some students find themselves spending too much time on distractions. Be sure to spend at least some serious time working on your research or research preparations every day."

Cassandra LeClair-Underberg, advanced doctoral student in communication studies and former PFF fellow, tempers that advice, however, with the belief that "making time for yourself is a great priority. As you get closer to dissertation/thesis stage it is really easy to spend every moment thinking about it. It is so much less stressful if you devote part of a day or a whole day to doing something else. Then you can start fresh again."

Cassandra and Christine also suggest taking advantage of the range of services and activities offered by the Graduate Studies Office. Cassandra says, "In addition to the dissertation support group, PFF, training sessions and speakers, it is a wonderful place to talk with others who are experiencing the same things you are. It is also nice to get a broader sense of what the University is like, as it is easy to get stuck in your own department and that can lead to burnout."

And Christine adds: "[get to know] all the programs/ workshops that Grad Studies has for you. If there's one you want that they don't have, let them know and they can make it happen!"

The Office of Graduate Studies can offer additional advice, both in one-on-one consulting or through a variety of workshops and programs offered throughout the year. For more information, contact Laurie Bellows at lbellows1@unl.edu or 472-9764.

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

Research News

Research tips and other information for graduate researchers

2007 RESEARCH FAIR, APRIL 10-12

The Office of Research and Graduate Studies invites you to attend the 2007 UNL Research Fair, a three-day event featuring collaboration, creativity, innovation and celebration of achievements. Whether you are a member of the faculty, an undergraduate or a graduate student, you will find opportunities to network with officers from federal agencies and engage colleagues in your current research work and ideas for the future.

The 2007 Research Fair is free and open to the public. Fair dates are April 10, 11, and 12 at the City Campus Union. More information is available at http://researchfair.unl.edu/.

The Research Fair features a number of activities specifically for graduate students, including a workshop on preparing fellowship applications and a research poster competition, both on Wednesday, April 11.

Tim Turner of the National Science Foundation's Graduate Research Fellowship Operations Center will lead a workshop on preparing NSF graduate research fellowship applications. The workshop will be offered twice – 9:30 - 11:30 a.m. and 1:30 - 3:30 p.m.

Graduate students who have entered the research competition will display their posters in the Centennial Room from 3:30 to 5 p.m. An awards session follows.

Funding Opportunities

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, 402-472-8670 or jschneid@unlnotes.unl.edu. Graduate Studies consultants also are available to advise you on preparing fellowship applications. Contact Laurie Bellows, 402-472-9764 or lbellows1@unl.edu.

NATIONAL INVENTORS HALL OF FAME

For 15 years, the Collegiate Inventors Competition (sponsored by the Abbott Fund and the U.S. Patent and Trademark Office) has encouraged undergraduate and graduate students – either individuals or teams – on their quest to change the world around them. With over $75,000 in prizes awarded to top inventors and their academic advisors each year, the competition is one of the most prestigious honors available to college and university innovators.

Deadline: 6/1/07

Award amount: One undergraduate and one graduate winner or team will each receive $15,000. One grand prize winner or team will receive $25,000. Academic advisers of the graduate and undergraduate winners will each receive $5,000 and the adviser to the grand prize student will receive $15,000.

http://www.invent.org/collegiate/

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION DISSERTATION GRANTS

AERA invites education policy- and practice-related dissertation proposals using NCES, NSF, and other national data bases. Dissertation grants are available for advanced doctoral students and are intended to support students while they write the doctoral dissertation. Applications are encouraged from a variety of disciplines, such as (but not limited to) education, sociology, economics, psychology, demography, statistics and psychometrics.

Deadline: 09/05/07 to be reviewed in October

Award amounts: up to $15,000 for one-year projects.

http://www.aera.net/grantsprogram/res_training/diss_grants/DGFly.html

AMERICAN ASSOCIATION OF HISPANICS IN HIGHER EDUCATION OUTSTANDING DISSERTATIONS COMPETITION

The competition is open to anyone who has completed a dissertation that focuses on Hispanics in higher education **or** to any Hispanic who has completed a dissertation in the social sciences between June 1, 2004 and August 1, 2007. Dissertations are eligible if they are in domains related to the Educational Testing Services (ETS) corporate mission, including education, linguistics, psychology, statistics, testing, and so forth. Dissertations in the humanities, sciences, technology, engineering and mathematics are **not** eligible.

Deadline: 09/10/07

Award amounts: $5,000, $2,000, and $1,000

http://www.aahhe.org/OutstandingDissertationsCompetition2008.aspx

U.S. NATIONAL PARK SERVICE: CANON NATIONAL PARKS SCIENCE SCHOLARS PROGRAM

Doctoral dissertation scholarships for Ph.D. students throughout the Americas to support research critical to conserving the national parks of the region. Research projects in the biological, physical, social and cultural sciences are eligible, as are projects in technology innovation in support of conservation science.

Deadline: 05/03/07

Award amount: $80,000

http://www.nature.nps.gov/canonscholarships/

WOMEN'S RESEARCH AND EDUCATION INSTITUTE

The WREI awards annual fellowships to a select number of graduate students with a proven commitment to equity for women. WREI Fellows gain practical policymaking experience and graduate credit as they work from January to August as Congressional legislative aides in Washington, D.C. Fellows receive stipends for tuition and living expenses.

Fellows are selected on the basis of academic competence as well as their demonstrated interest in the public policy process. They are expected to be articulate, adaptable and to have strong writing skills. Only students who are currently in, or have recently completed, a graduate or professional-degree program at an accredited institution in the United States are eligible.

Fellows are responsible for transportation to and from Washington and for finding their own living arrangements.

Deadline: 05/18/07

Award amount: stipend of $1300 per month (plus $500 for purchase of health insurance); maximum of $1500 for tuition reimbursement (up to 3 credit hours per semester)

http://www.wrei.org/

ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION / LUMINA FOUNDATION FOR EDUCATION FELLOWSHIP PROGRAM

The key objective is to promote innovative scholarship by creating an intergenerational community of scholars who will examine social, institutional and policy barriers to opportunity and student success.

Deadline: 5/10/07

Award amount: $14,000 for three years

http://www.ashe.ws/fellowship/aboutfellowship.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

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NOTES FROM THE GRADUATE STUDENT ASSOCIATION

In recognition of UNL's outstanding graduate student body, the Graduate Student Association is sponsoring ***Graduate and Professional Student Appreciation Week***, April 2-6, with a variety of fun, informative – and **FREE** – events for graduate students. For more information send email to gsa@unl.edu or visit the GSA website.

Monday, April 2

10:30-11:30 a.m. (Campus Rec) – Grad Only Yoga for Beginners

Tuesday, April 3

11:30 a.m.-1p.m. (City Union) – Brown Bag Lunch: Putting Together a Winning Application for the Office of Graduate Studies TA & RA Awards, *Dr. Laurie Bellows, Office of Graduate Studies*

Presentation of 2006-2007 Graduate Student of the Year Award

2-7 p.m. (Campus Rec) – Grad Student R&R
2:00-3:30 Climbing Wall
3:00-7:00 Chair Massages
6:00-7:00 Guide to Good Nutrition

Wednesday, April 4

3:30-5:00 p.m. (City Union) – Workshop: Practical Talk about Mentoring, *UNL faculty panel*

Presentation of 2006-2007 Outstanding Service to Graduate Students Award

Thursday, April 5

2:00-3:30 p.m. (City Union) – Informal Discussion: Writing Winning Fellowship Applications, *Liz Banset and Jane Schneider, Office of Graduate Studies*

7:30-9 p.m. (Culture Center) – Grad Student Talent Show: Prizes & FREE food

Friday, April 6

4-7 p.m. (Buzzard Billy's, 8th & Q) – Social Hour

Readers' Corner

Interesting reading for graduate students

Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher (Delaney Kirk, 2005, Tiberius Publications) was developed from questions and issues raised at workshops on classroom management that the author has been teaching for a number of years. (Dr. Kirk will deliver the keynote address at the fall 2007 Campus wide Workshops for Teaching Assistants – see page 1.)

The Book Contains

- suggestions and "war stories" from faculty at a number of colleges and universities

- sample forms, rubrics, and contracts that you can adapt for use in your own classroom
- specific questions and answers on class management topics in the Questions from Faculty sections
- unique student perspectives on what makes good or bad teaching in the Comments from Students sections.

Topics Addressed

This book contains practical advice for all classroom instructors, from veteran professors to teaching assistants. You'll find suggestions, advice and tips on a variety of topics, including:

- choosing classroom policies and communicating these in the syllabus
- the importance of first impressions in order to create the desired class culture
- how to engage all your students – including students with physical or learning disabilities and international students – in the classroom.
- addressing a wide range of inappropriate classroom behaviors with the goal of fostering an ideal classroom environment
- creating and enforcing exam policies
- how to assign teams, build team skills, evaluate team participation, and handle complaints about team members
- how to handle issues of attendance, tardiness, participation, and getting feedback in large classes
- teaching online courses

What Others Say about *Taking Back the Classroom*:

"Dr. Kirk is a very accomplished expert in the area of classroom management who provides us with excellent, practical strategies for dealing with students."

"I enjoyed the information on establishing your credibility and what to do on the first day of class."

"Dr. Kirk's use of examples from her own experiences and how she dealt with them were very good and informative."

"She gives real life answers to real life problems."

For more information, go to http://www.cbpa.drake.edu/kirk/classmanagement/