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Graduate Connections



University of Nebraska-Lincoln

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

August 2012

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Navigating Graduate School

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

TIME MANAGEMENT: HOW TO PLAN FOR A SUCCESSFUL SEMESTER

AS A GRADUATE STUDENT, you have a number of responsibilities. Perhaps you're teaching this semester, working in a lab, meeting with your advisor, or taking a number of classes, and you have a personal life. Here are a few tips for managing your work load and balancing your professional and personal life, adapted from Carlton University's *Time Management Strategies for Busy TAs*.

Scheduling your time

Record all of your obligations for the semester. When are your papers due? Are there any exams? If you're teaching, record the due dates for papers and exams for any courses you are TAing. Putting all of these dates in one place will help you visualize when you'll need to work on your own papers, and also when you'll need to set aside blocks of time for grading.

Create a schedule early. At the beginning of each week, schedule each of your work days. Include when you'll sleep, take breaks for meals, and exercise.

Be aware of deadlines. As you make your weekly schedule, don't forget your long-term deadlines. Conference proposals and deadlines for submitting your thesis draft will creep up quickly. Dedicate time each week to make progress toward these long-term goals.

Make adjustments as needed. Take ten minutes a day to adjust your schedule for the next day and make your priority list. Look ahead on your calendar to make sure there aren't any upcoming deadlines you've forgotten about.

Make a strong start each day. Complete the most important task on your calendar or to-do list. Don't start with something easy and potentially time-consuming like email.

Create a schedule that best fits your rhythms. Schedule your most challenging and important tasks at the time of day when you believe you can do your best thinking.

Take time for yourself. To keep your ideas fresh, allot time every day to work on your own research, even if only for 30 minutes.

Schedule strategically. If your seminar ends at 3 p.m., schedule your office hours beginning at 3 p.m. Starting at 4 p.m. means that you have an hour of time you might waste rather than put to good use.

Be flexible. There will always be interruptions and distractions, no matter how well you plan. Start planning your schedule by allotting more time to any given task than you think you'll need.

Learn to say "no." Sometimes we take on too much. Whether it's taking an extra course or joining another club; consider whether you really have the time to complete any given task well.

Say yes, too. Sometimes you need to schedule time for the important people and activities in your life. Don't feel guilty for watching your favorite television show, going out for dinner, or spending time with friends. Think of these activities as a reward for your hard work and a way to recharge so that you can work more effectively.

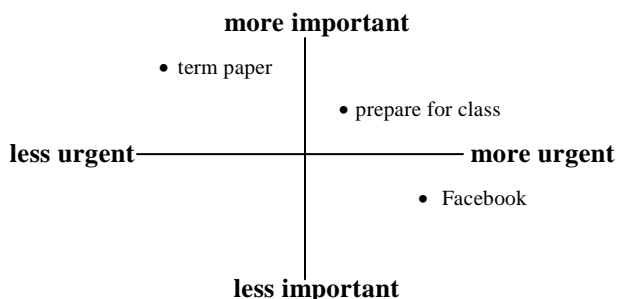
How to Prioritize your Schedule

First, make a list of all the things you need to get done on a daily basis. Include working out, meals, chores, attending class, and teaching.

Next, make a list of your mid- and long-term assignments and goals. This includes writing papers, applying to conferences, and preparing materials for the job market.

Finally, to help you visualize how important each item is, draw an Eisenhower Matrix. The Eisenhower Matrix helps you visualize how important an item is and how urgent it is. For example, a term paper may not be urgent, but it certainly is important. Preparing for the

class you are teaching the next day is urgent and fairly important. And checking Facebook, while urgent, is certainly not important. Here's what those three items would look like graphed on the matrix:



Now that you've graphed these items on the matrix, think about when in your day you'll tackle them. The term paper, because it's not urgent, could easily be put off. But make sure that you schedule time to work on it, like all important, less urgent things. If you don't, the term paper will become more urgent and, if you reach the end of the semester and you've not written it, you will find yourself in a bind. What about the times you are tempted to procrastinate by checking Facebook? Remind yourself that it certainly is less important than preparing for class or researching for that term paper, and make checking it a reward for completing your allotted tasks for the day.

Adapted

Carlton University. "Time Management Strategies for Busy TAs," accessed 13 July 2012.
http://edc.carleton.ca/files/Repo/file_98/Time%20Management%20Strategies%20for%20Busy%20TAs.pdf.

TREATING GRADUATE SCHOOL LIKE A CAREER

GRADUATE SCHOOL IS AN INVESTMENT. Not just an investment in your education but in your future career as well. Thinking about graduate school as the beginning of your career will help you prioritize your time and set professional goals as you move towards commencement. First, take time to decide what you want your graduate school trajectory to look like. Is your end goal to find a faculty position at an institution where you can focus on your teaching? Do you want to conduct research in the private sector post-graduation? Then determine the resources and activities that will help you accomplish your goals.

We put together advice for ways to move your graduate school career forward as you move through your program. This is not an exhaustive list, and we encourage you to meet with your advisor to discuss your long term and short term goals both for graduate school and your professional development.

At the Beginning of your Career

Your first year in graduate school will be spent, in part, orienting yourself to the program. You'll be learning about expectations, getting to know your department, fellow students, faculty and staff, the campus, and for some students, the city of Lincoln. Attending your department orientation and the New Graduate Student Welcome will give you a better idea of what is expected of you as a graduate student.

Look for opportunities to be involved on campus and in the Lincoln community. If your department has a graduate student organization, begin participating in meetings and events. Attend colloquia that are offered in your department and take advantage of opportunities to serve on committees in your department. [Student Involvement](#) provides information about organizations on campus if you're interested in getting involved outside your department. If you'd like to volunteer in the community, the [Center for Civic Engagement](#) helps connect students with local organizations, giving you

an opportunity to learn more about the public aspect of your discipline while serving the community.

While the [Memorandum of Courses](#) (masters) and [Program of Studies](#) (doctoral) aren't due before half of your program is complete, it's not too early to start thinking about which courses you'll take. Meet with your advisor to discuss which courses you should take during your first year and begin making a long term plan for completing your degree.

In the Middle

This is the time when you need to finalize your [Memorandum of Courses](#) or [Program of Studies](#). Meet with your advisor to discuss any changes you'd like to make to the plan created at the beginning of your program. This is also a good time to build your curriculum vitae. It's far easier to add presentations, published articles, and accolades to a document as they occur than it is to create a CV from scratch as you're starting your job search.

Submit proposals to present your research at a national and discipline-specific conference. This isn't just for the sake of your CV; conferences are a great place to network with professionals in your field and the other students attending the conference who will one day be your peers and colleagues.

If you're teaching, this is the stage of your academic career when you should be finalizing your teaching philosophy and creating your teaching portfolio. Participation in the [Teaching Documentation Program](#) will give you tools to improve your teaching.

Bring your research or teaching to the community by continuing with your volunteer activities. If you're looking for ways to expand your civic engagement, visit the [ServeNebraska site](#). Civic engagement will allow you to share your work in the local schools and community groups.

At the End

As commencement nears and you're approaching the end of your graduate school career, your job search is just beginning. Finalize your CV and application materials. Your advisor can provide helpful feedback as you polish your materials and begin submitting applications. Start using the connections you made at conferences for potential job leads. If you're pursuing a career in academia, be sure to check job postings on [The Chronicle of Higher Education site](#).

To receive the support you need while completing your dissertation or thesis, consider creating a thesis or dissertation support group. Your peers will be able to provide feedback on your writing and provide emotional support while you finish this last task before commencement.

The primary focus in graduate school will always be to continue your education through courses, teaching, and research. However, if you take time at each stage in your education to evaluate your short-term and long-term goals, as well as ways to achieve those goals, you'll find yourself better prepared to enter the job search and full-time employment.

CREATING A PROFESSIONAL ONLINE PRESENCE

SOCIAL NETWORKING HAS CHANGED the way we communicate, not just with friends and acquaintances, but with colleagues and potential employers. Researchers can track down and view documents in hours, a task that just a few years ago could have taken months. Faculty and graduate students are connected across the globe as if they were across campus. But with the exciting advantages brought by social networking come questions about privacy and how it can affect your future job prospects. In her article *Creating Your Web Presence: A Primer for Academics*, Miriam Posner provides some useful advice for maintaining a professional presence online.

Familiarity

Creating a professional online presence can be accomplished across multiple platforms. However, Posner recommends becoming familiar with each site you plan to use before signing up for an account. Find out how the site will use your personal data and if the settings allow you to maintain your preferred level of privacy. Good questions to ask when researching social media include: how does the community operate and

how does it allow you to connect with other academics and professionals?

Academia.edu, LinkedIn, and Google profiles are examples of sites that allow users to connect with professionals across a variety of disciplines and put an emphasis on the networking aspect of social networking. When considering a platform that caters to a single discipline, it's a good idea to find out if profiles are regularly maintained by users. Large numbers of profiles that aren't maintained regularly is a sign that the site isn't used frequently. Your faculty advisor may be able to help you determine if an account with a discipline specific site is worth your time.

Visibility

If you search your name in your favorite search engine, what are the top results? Is your name common so that links to your work are easily confused with the links of another academic? Or perhaps your personal Twitter feed dominates your search results. Posner has a few suggestions to clean up your search engine results.

Creating a Google profile is easy and will help set you apart from others who share your name. While LinkedIn is primarily used in the business community, it's still worth considering. If you decide to pursue a career outside academia, it will help to have an already established professional profile. Also, because it's a Google product, LinkedIn profiles tend to rank high in Google search results.

Academia.edu is a site developed for academics to share work and follow each other. Your profile can include your CV, teaching philosophy, and journal articles. Through Academia.edu you have the opportunity to connect with scholars around the world who share your research interests. Because this is a social networking site, Academia.edu also tends to rank high in search results.

Part of creating visibility for your online presence means consistency across the various platforms. Posner suggests using the same image and voice in all of your professional social networking.

Academia.edu, LinkedIn, and Google profiles are just three of the options available and you shouldn't limit yourself to these three platforms. When you're ready to create a professional online presence, do some research, talk to your fellow students, and choose the site or sites that best fit your needs.

References

Posner, M. (2011). Creating Your Web Presence: A Primer for Academics. *The Chronicle of Higher Education*. Retrieved July 1, 2012 from <http://chronicle.com/blogs/profhacker/creating-your-web-presence-a-primer-for-academics/30458>.

Good Practices in Graduate Education

Advice and strategies to strengthen ethics in graduate education

FINE LINES IN ACADEMIC INTEGRITY

PLAGIARISM IS OFTEN DISCUSSED in absolute terms; an author did or did not properly cite a source. But what happens when ideas aren't cited? Is it even necessary to cite an idea? These are two of the questions being asked by a group of scholars. In November 2011, Terence W. Deacon, professor of anthropology and department chair at the University of California at Berkeley published *Incomplete Nature: How Mind Emerged From Matter*. Now, some academics are arguing that the core ideas of his text are heavily borrowed from at least two other scholars.

On one hand, two philosophy professors, Evan Thompson from the University of Toronto and Alicia Juarrero from Prince George's Community College, each wrote texts on ideas that are core themes in Deacon's book. Both argue that the overlap between Deacon's work and their own is too great to be a coincidence. Supporters of Thompson and Juarrero claim that if Deacon was unaware of texts addressing his topic, an internet search would have drawn his attention to both Thompson and Juarrero's works.

On the other hand, Deacon claims all ideas were his own and he was unaware of Thompson and Juarrero's publications. He also initially argued that the similarities are superficial and don't warrant citation. As he learned more about Thompson and Juarrero's work, Deacon has acknowledged that while he hasn't read either book, his citations don't go deep enough.

This situation brings up several questions that don't have easy answers. Is it possible to claim an idea? Can more than one person take credit for the same idea? Are Juarrero and Thompson justified when they claim to deserve credit in Deacon's book? Or is Deacon, who says he was unaware of their work correct? Does your answer change when you learn that Deacon heard Juarrero speak about her work at a conference four years before his book was published? What would you do if you found yourself on either side of this situation and what would you do to resolve the issue?

Sometimes issues of academic integrity don't have simple solutions. To help students better understand some of these fine distinctions in academic integrity, the Senior Vice Chancellor for Academic Affairs, Vice Chancellor for Student Affairs, Office of Graduate Studies, Office of Research & Economic Development, and the Center for Teaching & Study of Applied Ethics are co-sponsoring Academic Integrity Week at UNL September 10-14. Sessions throughout the week will address why academic integrity matters, ethical dilemmas and understanding plagiarism. More information will be available [online](#) in the coming weeks.

References

Bartlett, T. (2012) Stolen Ideas? Or Great Minds Think Alike?. *The Chronicle of Higher Education*. Retrieved June 25, 2012 from <http://chronicle.com/blogs/percolator/stolen-ideas-or-great-minds-thinking-alike/29306>.

FIVE REASONS TO ATTEND ACADEMIC INTEGRITY WEEK EVENTS

AN IN-DEPTH UNDERSTANDING of academic integrity is vital for students and professionals in the academic community. Not just because a lapse in integrity can result in career-ending consequences, but because academia is built on trust. We trust colleagues to properly cite sources and give credit when credit is due. To encourage integrity and honesty across campus, the first annual Academic Integrity Week will be held September 10-14, 2012. Here are a few reasons we encourage you to attend:

5. Learn something new. As technology and access to information changes, so do the rules of what constitutes academic dishonesty. Sessions will be available to discuss the ever changing forms of accessing information and research.

4. Share your experience. Have you ever found yourself in a situation where you weren't sure how to

proceed? Brown bag discussion sessions provide a forum where facilitators and participants will be able to bring their own experiences to the discussion.

3. Gain valuable resources. Resources related to academic integrity are available across campus but you may not have realized that they exist. Learn more about these resources at our sessions.

2. Understand integrity and dishonesty. "I didn't know" is not a statement that will excuse academic dishonesty. Sessions will help you better understand how to maintain honesty and integrity in your writing, research, and teaching.

1. Learn from professionals. Faculty and professionals from across campus will lead sessions and Dr. Daniel Wueste from Clemson University will lead the keynote presentation on Wednesday, September 12.

Professional Development Network

Tips and strategies to give graduate students a leg up in launching a professional career

PREPARING TO INTERVIEW AT A CONFERENCE OR CONVENTION

FOR MANY, ATTENDING ACADEMIC conferences or conventions is an important part of your professional development. It's an opportunity to learn about recent research, present your own paper or poster, and meet peers. It also can be a place to interview for faculty and other scholarly jobs. Many associations include job placement or employment services as part of their convention, as discussed by Julie Miller Vick in *Preparing for Conventions*.

Miller Vick suggests finding out the date and how to participate in the association's interviews. Then you should ensure your CV, research summary, and teaching philosophy are written and up-to-date. It also is a good idea to research job announcements in order to understand other required materials.

In preparing to meet with institutions, it's critical to familiarize yourself with the school you've applied to. Miller Vick states, "Applicants must understand the differences between liberal-arts colleges, master's-level universities, research institutions, and community colleges, and then they must understand that every institution of higher education sees itself as unique." For example, the culture of a small, liberal arts institution is probably very different from a large research university. Understanding why you would be a good fit for a potential employer allows you to present the qualities you feel make you the best match for the job.

A mock interview with your department or others in the field will give you the opportunity to think about what you want to tell the hiring committee. This gives you experience discussing the qualities that make you a good candidate for the position and can help with your overall comfort level going into the conference interview. You should be prepared to talk about your research as well as the classes you would be interested in teaching.

With these tips in hand, you are now ready to head to the conference. Don't forget to print multiple copies of your CV, statement of research interest, statement of teaching philosophy, and dissertation abstract. Bring copies of your published and unpublished articles as well as syllabi for courses you have taught.

Miller Vick also provides tips and advice from previous job candidates who went through the same experience you are faced with that are [worth a look](#).

Overall, the best advice is to be prepared. If you've done your research on the institution, are comfortable discussing your skills and research ability, and enter the conference with confidence, your job hunt should end in success.

References

Miller Vick, J. (2004). Preparing for Conferences. *The Chronicle of Higher Education*. Retrieved June 10, 2012 from <http://chronicle.com/article/Preparing-for-the-Conventions/44663/>.

Teaching Tip

FORGET THE SYLLABUS AND LET LEARNING BEGIN

HERE'S THE BEST ADVICE you'll ever get about the first day of class: Forget about the traditional reading of the syllabus! Think of the mixed message you send with a dry syllabus review: "I want you to be active learners and critical thinkers, so let's start by me reading you the entire syllabus and issuing a lengthy list of rules and warnings." If you want to inspire active learning, here are some ways to get students actively learning from the first moments of class.

Discuss course objectives and policies – not only from your perspective, but also based on what students want to learn and the problems they'd like to tackle. Ask small groups of students to list three to five goals reflecting the skills, knowledge, appreciations, interests or attitudes they would like to get from the course. Also ask them to identify some course policies and strategies that will help them learn, and get them to agree on classroom behaviors that will enhance the learning process.

Do a group exercise. Select a key word from the course title and have groups of students generate word associations or related ideas written on the board or displayed on poster paper. Then use the lists to give a thematic overview of the course.

Work through a problem that illustrates the course content. Make a brief presentation that poses a typical problem, and ask students how they would go about solving it.

Make reading the syllabus a homework assignment, then, based on the first day's discussion of goals, policies and the course overview, encourage students to talk about the syllabus at the start of the second class. Let the first class be your chance to show students what learning is really like in your course.

TEACHING BLOGS YOU SHOULD BE READING

WITH THE INCREASE IN DIGITAL scholarship in your own research, it should come as no surprise that discussions about teaching and learning have become digital too. Now, in addition to reading books and articles about teaching, consider following a blog or two. Blogs are immediate—as soon as the entry is written, you can find out about what other teachers are thinking and doing. You might pick up a tip you can use in your own classroom, learn about a new activity an instructor just used in the classroom, or you might find out about a better way to assign writing assignments.

General blogs of interest

Two major websites serve the academy: [The Chronicle of Higher Education](#) and [Inside Higher Ed](#), and each site has a page dedicated to blogs. You'll find a variety of blogs, from a blog about language use ([Lingua Franca](#)) to a blog about motherhood and the academy ([Mama PhD](#)).

Specific blogs of interest

In addition to listing the general pages, here are a few helpful or interesting blogs of special interest to graduate students.

Technology and Teaching. Both the [Chronicle](#) and [Inside Higher Ed](#) have their own blogs about technology and the classroom. If you like being up-to-date on the latest trends in the classroom, or are looking for tips on technology and organizing your research, these two blogs are a great place to start.

Being a Grad Student. [GradHacker](#), hosted on Inside Higher Ed, shares tips about being a successful graduate student. Recent topics include little-known tips for using [Google Scholar](#), advice on how to network at a conference, and grading student participation.

Getting a Job. The Chronicle of Higher Education's blog [OnHiring](#) offers plenty of tips about the job market. Read about on-campus interviews, developing a teaching portfolio, and how to be a good mentee.

A number of excellent blogs exist beyond the Chronicle and Inside Higher Ed as well.

[Tomorrow's Professor Blog](#) collects the essays and articles distributed through [Tomorrow's Professor Mailing List](#) and posts them as easy to access blog entries. Topics range from critical thinking to insight about academic services and administration.

[Gardner Campbell](#), Director of Professional Development and Innovative Initiatives at Virginia Tech, blogs about teaching and technology. So does Derek Bruff, Director of the Center for Teaching at Vanderbilt University. His blog [Agile Learning](#) covers everything from faculty development and visual thinking to Educational Technology and Classroom Response Systems, commonly known as *clickers*. Nathan Palmer, lecturer at Georgia Southern University and UNL sociology grad, blogs about teaching sociology at [Sociology Source](#) and [SociologyInFocus](#).

Remember: All of these blogs are meant to be read, and also include comments sections. By reading and joining in in the comments, you'll be joining a larger community of academics and instructors who share their experiences and look forward to hearing about yours.

PROFESSIONAL DEVELOPMENT SERVICES AVAILABLE FROM THE OFFICE OF GRADUATE STUDIES

Fall Campuswide Workshop for Graduate
Teaching Assistants

Institute for International Teaching Assistants
Preparing Future Faculty Program

Professional Development Workshops
Professional Development Courses

Teaching Documentation Program
Assistance Gathering Student Feedback

Individual Consultation on Teaching,
Careers, Job Searches

Advice on Creating an Academic Career
Portfolio

The Graduate Student Writer

Tips to make the writing process work for you

TWITTER CITATIONS IN ACADEMIC WRITING

THE MODERN LANGUAGE ASSOCIATION recently recognized that a writer's best original source for information sometimes may come from Twitter updates. Acknowledging that news and events often break quickly or sometimes first on Twitter, the MLA devised a standard rule for properly citing a tweet in an academic paper.

Twitter, originally intended to let people instantly share what they were doing in 140 characters or less, has grown to become a communication channel for people to hear breaking news, companies to offer customer support, celebrities to connect with fans, and political activists living under oppressive regimes to reach a global audience.

While a tweet probably will not take the place of a journal or full research publication in terms of academic value, a tweet can offer value in a number of other ways. As a means of conducting academic research, Twitter can be a rich platform for both academics and businesses to explore public opinion on topics, gain news "from the ground," and check for updates on a situation more quickly than traditional media outlets can publish.

However, simply because you can now add tweets to your papers doesn't mean you should – the credentials of the "tweeter" and the relevance of the information to your topic should always determine the value of the tweet.

The MLA offers these guidelines for including a tweet in the works cited list:

Last name, first name (Username). "Full text of tweet." Date, time. Tweet.

- If only the username is known, give it alone.
- Reproduce the entire text of the tweet exactly, including capitalization, abbreviations, and misspellings. Use quotation marks.

- The date and time of a message should reflect your time zone. Using a consistent time zone will help future researchers precisely compare the timing of tweets as long as the tweets are all read in a single time zone.
- Conclude the entry with the single word Tweet.

Athar, Sohaib (ReallyVirtual). "Helicopter hovering above Abbottabad at 1AM (is a rare event)." 1 May 2011, 3:58 p.m. Tweet.

Office of Research (UNLresearch). "UNL physics team part of hunt for Higgs boson ow.ly/118hDL." 5 July 2012, 7:34 p.m. Tweet.

The American Psychological Association (APA)'s guidelines for citing a tweet differ slightly from the MLA style.

Twitter handle. (Year, Month Day). Full text of tweet. [Twitter post]. Retrieved from website URL.

Reproduce the author's name as written in the Twitter post. Alphabetize by the first letter in the username.

The date should include the year, month and day, but not the time.

Reproduce the entire text of the tweet exactly, including any URLs that might be contained in the post. Do not use quotation marks.

Identify the type of source as a Twitter post in brackets.

Include a URL that leads directly to the post rather than to the feed in general, in order to be as direct and specific as possible about what is being cited.

@BarackObama. (2009a, July 15). Launched American Graduation Initiative to help additional 5 mill. Americans graduate college by 2020: <http://bit.ly/gcTX7>. [Twitter post]. Retrieved from <http://twitter.com/BarackObama/status/2651151366>

@UNLresearch (2012, July 5). UNL physics team part of hunt for Higgs boson ow.ly/118hDI. [Twitter post]. Retrieved from <https://twitter.com/#!/UNLresearch>

@ABC7News (2012, July 6). President @BarackObama is expected to sign a bill that prevents college loan interest rates from doubling today. <http://wj.la/LSQEjO>. [Twitter post]. Retrieved from <https://twitter.com/#!/ABC7News>

Funding Opportunities

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

NOTE: UNL's Office of Research and Economic Development sends out weekly announcements of funding opportunities. You can subscribe to the listserv by sending an email to Tisha Gilreath Mullen at tgilreathmullen2@unl.edu. You also can search funding opportunities at <http://research.unl.edu/sp1/oldfa.shtml>.

AMERICAN ASSOCIATION OF HISPANICS IN HIGHER EDUCATION OUTSTANDING DISSERTATIONS COMPETITION

THIS 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 December 2010 and August 1, 2012. Dissertations are eligible if they are in domains related to the Educational Testing Services corporate mission, including education, linguistics, psychology, statistics, testing, and so forth.

Dissertations in the humanities, sciences, technology, engineering, and mathematics are **not** eligible.

Deadline: 8/24/12

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

<http://www.aahhe.org/OutstandingDissertationsCompetition.aspx>.

EWING MARION KAUFFMAN FOUNDATION DISSERTATION FELLOWSHIP PROGRAM

THE KAUFFMAN DISSERTATION FELLOWSHIP PROGRAM awards up to 15 dissertation fellowship grants of \$20,000 annually to Ph.D., D.B.A., or other doctoral students at accredited U.S. universities to support dissertations in the area of entrepreneurship.

Deadline: 9/19/12

Award amount: \$20,000

<http://www.kauffman.org/research-and-policy/kauffman-dissertation-fellowship-program.aspx>

AMERICAN WATER WORKS ASSOCIATION ACADEMIC ACHIEVEMENT AWARD

THE ACADEMIC ACHIEVEMENT AWARD encourages academic excellence by recognizing contributions to the field of public water supply. All master's theses and doctoral dissertations relevant to the water supply industry are eligible. The manuscript must reflect the work of a single author and be submitted during the competition year in which it was submitted for the degree.

Deadline: 10/1/12

Award amounts: *Doctoral dissertation:* First, \$3,000; Second, \$1,500; *Master's thesis:* First, \$3,000; Second, \$1,500

<http://www.awwa.org/Membership/Content.cfm?ItemNumber=3501&navItemNumber=13974#AAA>

HENRY LUCE FOUNDATION AND AMERICAN COUNCIL OF LEARNED SOCIETIES DISSERTATION FELLOWSHIPS IN AMERICAN ART

ACLS INVITES APPLICATIONS for the **Henry Luce Foundation/ACLS Dissertation Fellowships in American Art** designated for graduate students in any stage of Ph.D. dissertation research or writing. Updated program information will be available in August.

Deadline: 10/24/12

Award amount: \$25,000 plus \$2,000 travel allowance

<http://www.acls.org/programs/american-art/>

ANDREW W. MELLON FOUNDATION AND AMERICAN COUNCIL OF LEARNED SOCIETIES DISSERTATION COMPLETION FELLOWSHIPS

ACLS INVITES APPLICATIONS for the seventh annual competition for the Mellon/ACLS dissertation completion fellowships for graduate students in the humanities and related social sciences. Applicants must be prepared to complete their dissertations within the period of their fellowship tenure and no later than

August 31, 2014. Updated program information will be available in August.

Deadline: 10/24/12

Award amount: up to \$33,000

<http://www.acls.org/programs/acf/>

NATIONAL SCIENCE FOUNDATION GRADUATE RESEARCH FELLOWSHIP PROGRAM

THE NSF'S GRADUATE RESEARCH FELLOWSHIP PROGRAM (GRFP) recognizes and supports outstanding graduate students in NSF-supported science, technology, engineering, and mathematics disciplines who are pursuing research-based master's and doctoral degrees at accredited U.S. institutions. The 2013 NSF GRFP competition will open around August 2012. For general guidance, please view the [2012 Program](#)

[Solicitation](#), but be sure to see the 2013 Program Solicitation when it becomes available, for the most up-to-date information about the 2013 GRFP.

Deadline: mid-November 2012 (varies by discipline)

Award amount: \$30,000 annually for three years

<http://www.nsfgrfp.org/>

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION DISSERTATION GRANTS

THE AERA MINORITY DISSERTATION FELLOWSHIP in Education Research Program offers doctoral fellowships to enhance the competitiveness of outstanding minority scholars for academic appointments at major research universities. It supports fellows conducting education research and provides mentoring and guidance toward the completion of their doctoral studies.

Deadline: 11/30/12

Award amount: 1-year stipend of \$12,000 and up to \$1,000 in travel support to attend the AERA annual meeting

<http://www.aera.net/ProfessionalOpportunitiesFunding/FundingOpportunities/AERAGrantsProgram/DissertationGrants/tabid/12812/Default.aspx>

NATIONAL DEFENSE SCIENCE AND ENGINEERING GRADUATE (NDSEG) FELLOWSHIPS

NDSEG FELLOWSHIPS are awarded to applicants who will pursue a doctoral degree in, or closely related to, an area of DoD interest within one of 15 disciplines.

The online application for the 2013 fellowship will be available in September 2012. For general guidance, review the 2012 fellowship application information at the NDSEG website.

Deadline: December 2012

Award amount: Annual stipend for three years – *first year:* \$30,500; *second year:* \$31,000; *third year:* \$31,500; plus full tuition and required fees

<http://ndseg.asee.org/>

AAPG RODNEY A. BERNASEK MEMORIAL GRANT

THE RODNEY A. BERNASEK MEMORIAL GRANT is awarded annually by the American Association of Petroleum Geologists Foundation to a graduate student studying geology at The University of Nebraska-Lincoln. The AAPG also sponsors a number of other grants for which UNL geology graduate students may be eligible.

Deadline: 01/31/2013

Award Amount: \$2,000

<http://foundation.aapg.org/gia/names.cfm>

BOREN FELLOWSHIPS

BOREN FELLOWSHIPS provide U.S. graduate students the opportunity to add an important international and language component to their graduate education through specialization in area study, language study, or increased language proficiency. The program focuses on geographic areas, languages, and fields of study deemed critical to U.S. national security. Boren Fellowship awards are made for a minimum of 12 weeks and maximum of 24 months. Overseas programs can be no longer than one year. The online application for the 2013 fellowship will be available in September

2012. For general guidance, review the 2012 fellowship application information at the Boren website.

Deadline: 1/31/13

Award amount: up to \$24,000 for overseas study, plus limited funding for domestic language study to supplement the overseas component, for a maximum award of \$30,000.

http://www.borenawards.org/boren_fellowship/basics.html

AAUW FELLOWSHIPS

THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN awards Selected Professions Fellowships to women who intend to pursue a full-time course of study at accredited U.S. institutions during the fellowship year in one of the designated degree programs where women's participation traditionally has been low: Architecture, Computer/Information Sciences, Engineering, and Mathematics/Statistics). The AAUW's American Fellowships support women

doctoral candidates completing dissertations or scholars seeking funds for postdoctoral research leave from accredited institutions. Online application information for both programs will be available August 1, 2012.

http://www.aauw.org/learn/fellowships_grants/selected.cfm

http://www.aauw.org/learn/fellowships_grants/american.cfm

RESEARCH NEBRASKA EXPERTISE DIRECTORY

RESEARCH NEBRASKA IS a web-based directory of University of Nebraska faculty, as well as scientific experts across the nation. Faculty at the University of Nebraska-Lincoln, University of Nebraska Medical Center, and University of Nebraska at Omaha can use

this tool to find potential research collaborators within and beyond the University of Nebraska system. Access the directory at

<http://research.unl.edu/facultyresources/researchNebraska.shtml>.

Events

Campus activities and other events of interest to graduate students

22ND ANNUAL FALL CAMPUSWIDE WORKSHOP FOR TEACHING ASSISTANTS, AUGUST 14

THE 22ND ANNUAL FALL Campuswide Workshop for Graduate Teaching Assistants is scheduled for August 14. This year we're pleased to have as our keynote speaker Dr. James Lang, Associate Professor of English at Assumption College and author of *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*.

Both new and experienced graduate teaching assistants will find skills sessions planned especially for their instructional and professional development, with disciplinary breakout sessions designed to

encourage small group discussions around specific teaching tasks.

Participants who pre-register will receive a copy of Dr. Lang's book, t-shirt, and more!

The day-long workshop features a free lunch, so be sure to pre-register. The schedule, session descriptions and online pre-registration are available on the [Graduate Studies Web site](#).

NEW GRADUATE STUDENT WELCOME, FRIDAY, AUGUST 17

MEET FELLOW STUDENTS and learn more about the resources available at UNL and in the community to help ease your transition into graduate school. New Graduate Student Welcome will take place Friday, August 17 from 11:00 a.m. – 1:00 p.m. in the

Nebraska Union and will feature a campus and community resource fair and complimentary lunch. More information is available at:
<http://www.unl.edu/gradstudies/welcome/events>.

FALL 2012 GRADUATE ORIENTATION FOR NEW AND TRANSFER INTERNATIONAL STUDENTS, FRIDAY, AUGUST 17

FALL 2012 ORIENTATION for new and transfer international students will take place Friday, August 17, at the City Campus Union. Check-in is from 9:00 – 9:45 a.m., followed by various presentations and orientation activities, including New Graduate Student Welcome sponsored by the Office of Graduate Studies.

The event includes information sessions, followed by lunch, an optional campus tour, and other evening social activities.

More information is available at:
<http://www.unl.edu/gradstudies/welcome/events>.

FALL 2012 NUGRANT TRAINING SESSIONS

The Office of Research and Economic Development is offering fall training sessions beginning in August. The NUgrant Proposal Routing Module is a hands-on workshop explaining the basics of routing proposals through NUgrant. The NUgrant IRB module is for faculty, students, and researchers and explains the basics of filing IRB protocols through NUgrant.

For more information and to register, please visit:
<http://research.unl.edu/nuramp/nugrant.shtml>.

NUgrant Proposal Routing Module

Dates: August 22, September 26, October 31, and November 28

Time: 1:00 p.m. – 2:30 p.m.

Location: 201 Alexander West

NUgrant IRB Module

Dates: August 22, September 26, October 31, and November 28

Time: 2:30 p.m. – 3:30 p.m.

Location: 201 Alexander West

ACADEMIC INTEGRITY WEEK

THE OFFICE OF GRADUATE Studies is excited to announce Academic Integrity Week, an event that promotes conducting research, writing, and teaching with integrity and honesty. Events continuing throughout the week include panel discussions and brown bag sessions on topics such as what to do when academic dishonesty is suspected, the ethics of conducting research on humans, and avoiding

plagiarism in writing. Co-sponsors include the Senior Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Affairs, the Office of Graduate Studies, the Office of Research & Economic Development, and the Center for the Teaching & Study of Applied Ethics.

More information will be available [online](#) in the coming weeks.

DOCTORAL GRADUATION INFORMATION SESSIONS

IF YOU'RE PLANNING TO GRADUATE in December or May, be sure to attend one of these information sessions. You'll learn about the necessary forms, where to find them, and when to submit them in order to graduate on time. We'll walk you backwards from your graduation date, explaining the process and identifying the tasks you'll need to complete to graduate.

You'll have an opportunity to ask questions regarding the process for applying to graduation, the graduation ceremony, and other graduation-related topics.

[Pre-register online](#) for one of the following sessions:

- Wednesday, September 5, noon – 1:00 p.m., Nebraska East Union
- Thursday, September 13, 5:30 – 6:30 p.m., Nebraska Union
- Tuesday, September 18, 5:30 – 6:30 p.m., Nebraska Union

If you're unable to make one of the sessions, contact Eva Bachman at ebachman1@unl.edu for more information on a video presentation.

Announcements

News of note for graduate students

2012-2013 UNL GRADUATE STUDIES BULLETIN

THE 2012-2013 UNL GRADUATE BULLETIN will be available online at the end of August:

<http://bulletin.unl.edu>.

If you need help navigating the bulletin, please contact Jane Schneider at jane.schneider@unl.edu or 402-472-8670.

REGISTRATION AND FINANCIAL AID

IF YOU ARE USING FINANCIAL AID, there may be implications for not being registered appropriately. If you need to withdraw from any courses, that change may cause you to repay financial aid earlier than anticipated. Please be aware of drop and add deadlines.

All enrollment instructions and drop/add deadlines with the refund schedule are found on the [Registration and Records website](#).

To view more information about financial aid, visit the [Office of Scholarship and Financial Aid website](#).

THE UNL HEALTHY OPTION STUDENT INSURANCE PLAN

UNL'S GRADUATE STUDENT INSURANCE plan provides excellent coverage at an affordable price. You can find more information in the health insurance FAQ at the [Graduate Studies Website](#).

Coverage highlights include:

- Medical expenses for accidents or illnesses up to a total of \$250,000 from August 14, 2012, to August 13, 2013
- A Well Baby benefit of \$250 per policy year is available when a child is covered by this policy
- Dental care is a covered service
- Prescriptions are covered by the UHC Prescription Program

The total premium cost for the first semester (August 14, 2012 - December 31, 2012) is \$642; of that amount, the graduate assistant cost is \$135 and the university-paid portion is \$507. The total premium cost for the second semester and summer (January 1, 2013 - August 13, 2013) is \$992; of that amount, the graduate assistant cost is \$208 and the University-paid portion is \$784.

Enroll by going to the [University Health Center website](#). However, if you are a graduate assistant or international graduate student (F1 or J1 visa holder), you will be automatically enrolled for basic coverage. You don't need to fill out the enrollment form or sign up through MyRED. Dependents of all students will need to complete an enrollment form available at the University Health Center.

If you have your own insurance and choose to opt out of the plan, complete a Waiver Request Form by 09/07/12 for fall AND/OR 01/25/13 for spring/summer. Note: if you don't submit the waiver request form by the deadline, you will be automatically enrolled in the plan and your student account will be charged unless you complete a Waiver Request Form. The waiver form must be filled out EACH fall and spring semester [online](#) and submitted to the University Health Center by the published deadline.

For more information:

- [Health insurance brochure](#)
- [Dental insurance brochure](#)
- For in-depth questions about insurance coverage and enrollment forms, contact Bev Heiserman at 402-472-7507 or bheiserman1@unl.edu.
- For questions about graduate assistant eligibility, contact Jane Schneider at jane.schneider@unl.edu or 402-472-8670.

Health Insurance 101

If you have questions about the UNL Healthy Option Student Plan or health insurance in general, the University Health Center (UHC) will be offering two sessions of Health Insurance 101 to answer your questions. Health Insurance 101 will be held on Wednesday, September 5, 2012, at both noon and 6 p.m. at the UHC in conference room ABC and food will be provided. Plan to attend because information will be given about health care reform and how it will affect your plan. There will be door prizes.

MAKING A SUCCESSFUL TRANSITION: STRATEGIES FOR FIRST-YEAR GRADUATE STUDENTS

THE OFFICE OF GRADUATE STUDIES will offer a four series webinar designed to help first-year graduate students make a successful transition to graduate school. The webinars, offered on four consecutive Fridays beginning September 21, will focus on the ins and outs of graduate school—from how to get off to a good start

with your advisor to planning your long-term development as an academic and a professional. Graduate Studies staff will be on hand to take your questions live.

Watch for more information on the [Office of Graduate Studies website](#).

INTERNATIONAL STUDENTS AND SCHOLARS OFFICE (ISSO) MOVES TO SEATON HALL!

THE INTERNATIONAL STUDENT and Scholar Office (ISSO) is now located on the 2nd floor of Seaton Hall. ISSO helps international students and scholars maintain their immigration status and comply with U.S. employment regulations; assists UNL departments and colleges in their efforts to hire and retain international researchers and faculty; and serves as a liaison with the

U.S. Citizenship and Immigration Services (USCIS) in matters related to international visitors studying and working at UNL.

Contact the ISSO by phone 472-0324 or by email isso@unl.edu. The ISSO web site is <http://isso.unl.edu>.

CALL FOR AWARD NOMINATIONS

THE OFFICE OF GRADUATE STUDIES requests nominations for two annual award programs.

Graduate Recognition Awards

The Dean's Award for Excellence in Graduate Education Award honors faculty members whose dedication to graduate students and commitment to excellence in graduate mentoring have made a significant contribution to graduate education at UNL.

The Outstanding Graduate Research Assistant Award recognizes excellence in graduate student research at UNL.

The Outstanding Graduate Teaching Assistant Award recognizes graduate teaching assistants who have demonstrated special effectiveness in teaching undergraduates at UNL.

[Graduate Award nomination forms](#) will be available online during the first week of the fall semester.

Deadlines:

- Submission of the nomination form is due at 1:00 p.m., Wednesday, October 3, 2012.
- Submission of the supporting materials from nominees and peer faculty are due at 1:00 p.m., Wednesday, October 24, 2012.

Folsom Distinguished Thesis and Dissertation Awards

The annual Folsom Distinguished Master's Thesis and Doctoral Dissertation Awards recognize the outstanding research and creative accomplishments of UNL graduate students. These awards are made possible through a generous gift from the family of Lowe R. and Mavis M. Folsom to the University of Nebraska Foundation. We are grateful to the Folsom family and the University of Nebraska Foundation for providing this opportunity to showcase the important scholarly contributions made by our graduate students.

The recipient of the Distinguished Master's Thesis Award will receive a \$500 honorarium. The recipient of the Distinguished Doctoral Dissertation Award will receive a \$1,000 honorarium.

[Folsom Award nomination forms](#) are due by 1:00 p.m., Wednesday, October 24, 2012.

More Information

Award recipients will be honored at a reception in the spring semester. See a [list of past recipients](#) on the Office of Graduate Studies Web site. For more information about award nominations, contact Jane Schneider at 402-472-8670 or jane.schneider@unl.edu.

Calendar

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

EVENT DATES

August 10	Graduate College Commencement
August 14	Campuswide Workshops for Graduate Teaching Assistants
August 17	New Graduate Student Welcome & New International Student Orientation
August 22	NUgrant Proposal Routing Module & IRB Module
September 5	Doctoral Graduation Information Session
September 5	Health Insurance 101
September 10-14	Academic Integrity Week
September 13	Doctoral Graduation Information Session
September 18	Doctoral Graduation Information Session
September 26	NUgrant Proposal Routing Module & IRB Module
October 31	NUgrant Proposal Routing Module & IRB Module
November 28	NUgrant Proposal Routing Module & IRB Module

DEADLINES FOR DEGREES TO BE CONFERRED DECEMBER 2012

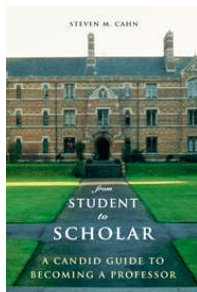
Date	Master's Degrees	Doctoral Degrees
September 28	Application for advanced degree	Application for advanced degree
November 1	Submit final exam report (or four weeks prior to oral); incomplete grades must be removed	
November 8		Application for final exam report; incomplete grades must be removed
November 15	Submit preliminary copy of thesis (or two weeks prior to oral); File results of written comprehensive exam and/or option II paper	
November 29	Final day for oral examination	Final day for oral examination
November 30	Deposit thesis and final examination report form	Deposit dissertation. Dissertation grades submitted. Final fees and final forms due
December 14	Graduate College Commencement	Doctoral Hooding and Commencement

Readers' Corner

Interesting reading for graduate students

FROM STUDENT TO SCHOLAR: A CANDID GUIDE TO BECOMING A PROFESSOR

Steven M. Cahn



GRADUATE STUDENTS WHO want an overview of the academic career trajectory and tips for succeeding along the way will want to read *From Student to Scholar: A Candid Guide to Becoming a Professor*. A concise work written with a straightforward approach, *From Student to Scholar* is accessible to even the busiest graduate students.

From the first two chapters about graduate school to the final chapters about the three pillars for achieving tenure, “Teaching,” “Service,” and “Research,” *From Student to Scholar* offers clear explanations of the expectations an academic will encounter during his or her career, as well as helpful advice about how to meet these expectations.

While it would be especially beneficial for any graduate student contemplating joining the professorate to read *From Student to Scholar* early on in the graduate

career, the first five chapters are of interest to any graduate student. Chapters 1 and 2, “Graduate School” and “The Dissertation,” offer pragmatic advice about completing graduate school, such as focusing on your area of specialization, because a CV full of outside activities is not vital for an academic looking for a job later. The chapter on the dissertation advises graduate students about looking for an advisor, working independently, and preparing for and holding the dissertation defense.

From Student to Scholar: A Candid Guide to Becoming a Professor will provide a map for those graduate students in the first or second year of their studies as well as graduate students nearing the end of their graduate careers and preparing for the job market. Although the first job and the tenure-track may seem far away, *From Student to Scholar* helps outline the course future faculty will run. This knowledge will help the candidate know the way, and avoid as many obstacles and pitfalls as possible.

