Welcome back to UNI! I hope you had a great holiday break and a chance to relax and take some time for yourselves. The start of the new year is a time to reflect. It is a time for making resolutions that can lead to improvements in our professional and personal lives as well as a chance to look back on what we have achieved. As this year begins, think about how your graduate experience can be enhanced by attending one or more of the professional development opportunities offered by both the Graduate College and the Center for Academic Ethics and consider participating in the 10th Annual Graduate Student Symposium.

Use the many resources you have available for developing your professional skills. Check out the workshops that can help improve your academic and professional skills by reviewing the Events Calendar on the Graduate College website at www.grad.uni.edu. Coming up is a workshop on a very important topic, plagiarism. Learn what it is and how to avoid it. The Graduate College and the Center for Academic Ethics are co-sponsoring the “Avoiding Plagiarism” workshop presented by Dr. Ellen Neuhaus and Dr. Deanne Gute on February 8th from 3-5pm as well as on March 28th from 3-5 pm in Rod Library 301.

For more information about this workshop and to register please visit http://www.uni.edu/ethics/events.

Registration is now open for the 10th Annual Graduate Student Symposium. This event, being held on April 4, 2017, is a great opportunity for students to present their research and creative works to the UNI community of students, faculty, and staff. Register at http://www.grad.uni.edu/graduate-student-symposium. Much more information regarding the event including FAQs is available on this site.

Included in this issue are student, faculty, and alumni profiles. As a graduate student find out why you should attend the UNI Job and Internship Fair on February 13th. Also, discover the Career Collection in Rod Library which includes information about specific careers, job hunting techniques, and more!

There are many opportunities for you to take the next step toward growing and learning about yourself and your abilities. Whatever choices you decide to make, have a productive and satisfying semester!

Sincerely,

Kavita Dhanwada
Q: Tell me about your experience as a Graduate Assistant?

I am currently the Graduate Assistant to Dr. Lamberti in Languages and Literatures and Dr. Riedle in Industrial Technology as the Technical Writing Specialist for Tech Industrial Projects, a senior capstone class. In the fall of 2016, I was a Graduate Teaching Assistant for College Writing and Research, an entry level English course for freshmen at UNI. Outside of my assistantship, I am a Book Reviewer for Alternating Current Press's literary magazine *The Coil* and a Fiction Editor for *3Elements Review*. I also served as an Editorial Intern at *North American Review* during the spring and summer of 2016, where I edited and proofread submissions and corresponded with authors.

Q: When did you first develop an interest in writing?

I fell in love with writing when I wrote a short story on Halloween in the third grade, and I continued writing ever since.

Q: What types of writing do you do?

I write flash fiction, which are extremely brief, typically only a few hundred words in its entirety. I also write short fiction stories of more traditional length, as well as creative nonfiction essays and book reviews. Some of my favorite subjects to write about are how men and women interact, power dynamics, and teenage boys who appear to be in power which I focus on their character.

Q: What are some of the recognitions your writing has received?

Some of my most recent pieces to receive recognition include: “Noctilionidae,” nominated for the 2017 Pushcart Prize by *Burnt Pine Magazine*; “Assessment” shortlisted in 2016 for the *Mash Stories* quarterly flash fiction contest; “Explorers and Scientists” named as an Honorable Mention in *Penumbra* in 2016; and I was a second-place winner in the Original Composition category at the University of Northern Iowa’s 9th Annual Graduate Student Symposium.

Q: Describe your creative process. Do you have a daily writing schedule?

I don’t have a daily writing schedule, but I should. In terms of process, I spend much more time revising and reworking a piece than I do actually writing it. Writing the first draft is the hardest part, but once it’s finally down on paper, I can set it aside for however long is necessary, and then pick it up again to start the revision and re-drafting process.

Q: What are some challenges you face as a writer?

I struggle with putting aside time and energy to actually sit down and write. It’s also difficult sometimes for me to know when a piece is “done” and is ready to be submitted for publication.

Q: Whom do you get feedback on your writing and why is that important in the process?

I discuss ideas and writing elements with a couple classmates, and we occasionally exchange work when our schedules allow. The best feedback I’ve received has come from writing classes that have involved a workshop component; in those classes, I’ve received feedback from fifteen to twenty or so of my peers as well as the professor, which is invaluable. It’s important to see from an objective, outside perspective what’s working in a piece and what needs to be rewritten or just scrapped altogether. The pieces that I’ve had workshopped in these sorts of classes have most often been my strongest.

Q: What advice would you offer aspiring writers?

Revise. Revise, revise, revise, and then when you think it’s perfect, revise it one last time.

Q: What are your plans following graduation in May?

I plan to further my education and earn a Master of Fine Arts. I have applied to several MFA programs, including the University of Iowa, University of Minnesota, and University of California-Irvine.
Q: Why did you choose to pursue an academic career in Geography?

I chose to pursue geography because of my love for traveling and with a degree in geography I could understand landscapes better.

Q: Briefly describe your professional background.

Topeka Kansas Public Library—children’s department; substitute teacher—long term assignments; owner of several retail businesses; Dillard’s department manager; University of Northern Colorado Geography Department; UNI Geography Department. Part of my career path was determined by the many years wait to adopt a child. At that time you could not be employed full time or under contract if you were trying to adopt.

Q: When did you begin your position at UNI? What attracted you to the campus?

I came to UNI in 1996 from Colorado. The job description was what appealed to me. By accepting this position, I was made the coordinator of the Geographic Alliance of Iowa. This was a large grant through National Geographic that allowed me to work with teachers from all 99 counties for many years.

Q: What classes are you currently teaching?

I usually teach multiple sections of World Regional Geography and either the Geography of Sport or Historical Geography of African Americans. This semester I am teaching 2 sections of World Regional Geography and one of Historical Geography: African Americans.

Q: Could you share your international experience as an educator?

I have traveled to well over 50 countries in my lifetime. I always look at the landscapes and try to pass on my gained knowledge to my students. I find it particularly interesting to travel to places that my students are unlikely to ever experience for themselves.

Q: You’ve written many books and articles. Could you share a few of your publications and journals?


This topic is my favorite to research and report on. I grew up 15 miles from the only remaining all-black town west of the Mississippi River. My grandparents were friends with most of the colonizers and/or their children. As I spent time with my Grandfather when he would be going to Nicodemus when he was sheriff I developed a color blind perspective about people. This research came out of my love of the citizens from my home county and our unique cultural heritage. I could write volumes about these people and their town. In fact, that is one of my goals in my retirement from UNI. My research has resulted in the identification of 19 all black Kansas towns and their subsequent demise into ghost towns.

Q: Besides your departmental responsibilities, do you have any other university responsibilities?

Responsibilities outside of the department are particularly near and dear to me. I have served on the Council for Teacher Education and what is now the Secondary Education Senate since my arrival, including serving as Chair. However, the assignment that I enjoy most is serving on the CSBS scholarship committee and the Alderman Scholarship Committee. After all, who would not enjoy giving out money to deserving students. The Alderman Scholarship is particularly fun because it is based on needy, worthy, and appreciative per Mr. Alderman. Since it does not rest on GPA or class standing it is so nice to be able to help a student who would not get to attend any university without this scholarship.

Q: As you retire at the end of this year, do you have any reflections to share on your experience in working with students? Plans after retirement?

One thing that I have learned in the years since coming to UNI, as well as at UNC, is that students are basically good people who just need a little guidance to find their way to success. It is so important that faculty really “listen” to what they are telling you. What I love the most is seeing students early in their academic careers in World Geography and then seeing them in another setting. One of our current male basketball players comes to mind immediately. He seemed like such a youngster when he was in my class and now when I see him on the basketball court he is man. He is the leader now, not the one being led. Every time I see that happen with a student I am delighted and want to pump my fist with a big “yes.” Just seeing their success is such a joy. I could give you a whole list of people that I have watched mature and begin to accept responsibilities and now are professionals. That is what I will miss the most in the next few years. Students in general simply make me happy.

I am hoping to be able to do some writing in my new found spare time and to continue my passion for church music. I would like to go back to being organist or pianist in a church. It is my stress relief.
Q: Why did you decide to pursue a career in Education?

Education is and has been the one thing that afforded individuals to move through the social classes. I wanted to assist with building models through developing, designing, implementing, evaluating and administering proactive policies and procedures to increase equal access for underrepresented populations in postsecondary institutions. I believe when you do for “the least of these” you assist the greater good of humankind. We have paid too high of a price for Higher Education Institutions’ past practices. The future of America and the world may rest on higher education institutions’ ability to provide equal access for all.

Q: How many years have you been employed by UNI and in what capacities?

This October will be twenty-nine years of employment at UNI. First I was a counselor, then an Assistant Director, and now the Director of the UNI Classic Upward Bound Program.

Q: What is your role as Director of Classic Upward Bound?

I am responsible for managing, developing, and facilitating the implementation and coordination of the administration of the Upward Bound Program's philosophy, policies, goals and objectives.

Q: How many students are currently participating in Classic Upward Bound? What are the benefits for students who participate in the program?

We are charged to serve 85 students during a project year. The targeted age of our program participants is from 13-19 years of age. The greatest benefits for students who participate in our program is that their lives are changed! Program participants are afforded opportunities to engage in the following activities: Free tutoring; personal, career, and academic counseling; assistance with course selection; college visits; age appropriate classification meetings; financial aid assistance; assistance with the college processes; robotics team; a safe and learning environment, parent engagement in Parent Organization learning initiative; six week summer residential program, Classroom on the Road; mentoring activities; and intentional extracurricular activities during both the academic year and summer programs. Some other benefits are that our students graduate from high school and enter postsecondary institutions at rates higher than the school district and state for like students.

Q: In reflecting on your experience over the past 20 years, what are some current challenges?

The past and current greatest challenge for TRIO access programs is funding! Every three years we are competing for funding and we are required to write a grant to ensure funding. Another challenge is creating time to conduct practice-based research to educate the key stakeholders on the success of TRIO programs.

Q: You have extensive experience in service to the University and the community. Could you share some examples of your current memberships?

Currently I am a member of a number of boards and committees including: Civic Action Planning Institute Board; John Deere & Upward Bound Collaboration; Educational Opportunity Association Institute for the Advancement of Leadership; Waterloo Community Foundation Board; Competitive Scholarship Mentoring Committee; Allen College Diversity Advisory Council; Waterloo Homecoming Committee; Koob Fund for Student Community Engagement; CultureFest Planning Committee; TRI County Head Start Board; and the Cedar Valley Lobby Washington D.C. Coalition Committee.

Q: Do you need volunteers for your program and/or have summer employment opportunities?

Yes, we can always use volunteers as math and science tutors. In addition, we have summer employment opportunities listed on our website.

To learn more about the Classic Upward Bound Program, please visit https://www.uni.edu/eop/classic-upward-bound
Career Services will hold the UNI Job & Internship Fair on Monday, February 13 from 11:00 a.m. - 3:00 p.m. in the McLeod Center. There will be 185+ employers in attendance. We asked Matthew Nuese, Associate Director of Career Services, why graduate students should attend this event.

- **As a graduate student, why should I attend this event?**

  The UNI Job & Internship Fair has a wide range of employment opportunities in business, healthcare, non-profit, and government career options. We encourage all students to go to meet and build a network. Even if the job you want is not open today, the people who make hiring decisions will be there and knowing who they are will always give a candidate an advantage.

- **Are employers even interested in graduate students? I heard this was just an undergraduate event.**

  To be completely honest, most employers are focused on undergrads because of the volume of students. At UNI, undergrads outnumber graduate students about 10:1. However, employers are at the fair to make connections. Do your research, if you see on an organization website for a mid-upper level position, initiate a conversation with the recruiter.

- **Should I just walk in and cruise around? How should I prepare?**

  You will want to cruise and meet people. However, the most successful attendees will have done their homework. This includes having a solid resume, a review of the list of participating employers, and then research on what the employer does and who they are looking to hire.

- **Should I bring a resume?**

  Yes, bring at least ten (many will bring up to 30) resumes.

For more information and a list of the participating employers, visit [http://www.uni.edu/careerservices/events](http://www.uni.edu/careerservices/events). Nuese also suggests checking the website often, as the list of organizations attending is constantly being updated.

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**CROW FORUM SCHEDULE OF EVENTS**

Current Research on Women and Gender

UNI Women's & Gender Studies presents CROW Forums the first Monday of the month at 12:00 p.m. in Rod Library, Room 287. Faculty, staff, students and members of the wider community are invited!

- **February 6**
  - **Stephanie Logan**
    - Assistant Professor, Department of Curriculum and Instruction
  - Teaching While Black -- Oh, and a Woman

- **March 6**
  - **Catherine Palczewski**
    - Professor, Department of Communication Studies
  - Parades, Pickets, and Prison: Embodied Arguments for Woman Suffrage, 1913-1919

- **April 3**
  - **Outstanding Graduate Award Winner**
  - UNI Outstanding Graduate Paper on Gender
Do you want to learn more about careers requiring graduate degrees such as faculty careers in higher education? Are you considering working outside of higher education? Do you want to learn how the post-graduate-degree job search may differ from the undergraduate job search? How a CV (curriculum vita) differs from a resume? The Rod Library Career Collection has information to help answer these and other career-related information needs.

The Career Collection contains information about specific careers, employment trends, job hunting techniques, and the world of work. Books (print and ebook) and periodicals are selected to provide current information. The Career Collection is located on the west side of the Rod Library’s main floor, near the study booths. A networked computer is nearby for convenient searching.

Approximately 600 books are shelved in the Career Collection and additional resources are available as ebooks. Information about these resources is entered in the library’s OneSearch! system. To identify print and electronic Career information resources available in or through Rod Library use OneSearch! and choose the Books/Media tab. Books on career decision-making, such as What’s Your Type of Career? (Career Collection HF 5381 D88 2010), are entered in the online system under “vocational guidance.” To locate books on specific careers or occupational areas, type in the occupational name followed by “vocational guidance.” You may increase the number of your relevant results by using the * as a wildcard to retrieve results with various endings of the word stem. For example, books on the career of college professor may be found by searching under “college teach* vocational guidance.” Books on both the career of college teachers and college teaching are retrieved. To focus on books in the Career Collection, look at the left-hand column of your result screen, find the option of “Location,” and select UNI Career Collection and UNI Career Collection Reference. To focus your search on the most recent books, sort your results by “Date-newest.” Some examples of books on careers as a professor include Becoming a Professor: A Guide to a Career in Higher Education (Career Collection LB 1775.2 I35 2015) and Case Studies for the New Professor: Surviving the Jungle of the Academy (Career Collection LB 1778 C34 2014). Available online through Books/Media is the ebook, Graduate Study for the 21st Century: How to Build an Academic Career in the Humanities.

A search that leads to books about careers beyond the professoriate is “graduate students employment.” So What are You Going to Do with That?: Finding Careers Outside Academia by Basalla and Debelius is located at Career Collection HF 5382.7 B374 2015.

The call numbers of Career Collection material begin with “Career Collection,” indicating the information is located in the Career Collection. Career Collection books in the Circulating section of the Collection may be checked out. “Career Collection Reference” books are shelved in the Reference section of the Career Collection and may be consulted in the Library. We offer some high-use titles in the Reference section of the Career Collection so that they will be available whenever the Library is open. For example, we have the 2016 edition of the often-cited The Academic Job Search Handbook in the Career Circulating section at Career Collection LB 2331.72 H45 2016. Because this book is popular we offer an earlier edition in the Career Reference section at Career Collection Reference LB 2331.72 H45 2008.

Job search and CV writing guidance is also available in Career Collection resources. To identify books on these topics some useful search phrases include “job hunting,” “faculty employment,” “faculty job hunting,” “curriculum vitae,” and “resumes.” For example:

Job Search in Academe: How to Get the Position You Deserve Career Collection LB 2331.72 F67 2011 & as an ebook, How to Prepare Your Curriculum Vitae Career Collection HF 5383 J24 2003, and,


A guide to the Career Collection is available at http://guides.lib.uni.edu/career-collection and includes links to employment projection sources, online career information and job banks, and internship resources.

If you have questions about the Career Collection ask at the Information Desk, use Rod Library's online chat, or call 273-2838.
### CENTER FOR ACADEMIC ETHICS SPRING 2017 EVENTS

All faculty, staff, and students are welcome to attend. Some events require advance registration. Most events qualify toward meeting the requirements for the Center’s Ethics in Scholarship and Research certification. Visit [www.uni.edu/ethics/events](http://www.uni.edu/ethics/events) for additional information. Contact Anita Gordon at anita.gordon@uni.edu or Emma Welch at welche@uni.edu with questions.

<table>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
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<tr>
<td>February 8</td>
<td>3:00-5:00 p.m.</td>
<td>Avoiding Plagiarism  -- Rod Library 301</td>
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<td>Ellen Neuhaus, Ph.D., Associate Professor, Rod Library and Deanne Gute, Ph.D., Writing Coordinator, Academic Learning Center</td>
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<td>February 13</td>
<td>3:00-4:00 p.m.</td>
<td>The Reproducibility Crisis in Science -- Maucker Union University Room</td>
<td>Helen Harton, Ph.D., Professor, Psychology and Associate Director, Center for Academic Ethics</td>
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<td>February 14</td>
<td>12:30-1:30 p.m.</td>
<td>Cheating at UNI: Faculty and Student Perspectives -- Rod Library 287</td>
<td>Helen Harton, Ph.D., Professor, Psychology and Associate Director, Center for Academic Ethics</td>
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<td>March 6</td>
<td>3:00-4:00 p.m.</td>
<td>Science 2.0: Transparency and Openness as the Keys to Solving the Reproducibility Crisis -- Rod Library 301</td>
<td>Alumni lecture by Katherine Corker, Ph.D., Assistant Professor, Psychology, Grand Valley State University</td>
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<td>March 7</td>
<td>2:00-3:30 p.m.</td>
<td>OSF 101: Introduction to the Open Science Framework -- Sabin 102</td>
<td>Katherine Corker, Ph.D., Assistant Professor, Psychology, Grand Valley State University</td>
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<td>In this hands-on workshop, Dr. Corker will introduce the OSF and demonstrate how to set up and manage your research activities in the system as well as use it for data sharing and communications across research teams.</td>
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<td>March 8</td>
<td>7:00-8:30 p.m.</td>
<td>What If.... School Districts Valued Good Food as an Essential Part of Education? -- Cedar Falls Public Library</td>
<td>Jodie Huegerich, RD, Local Food Program Manager, Center for Energy and Environmental Education</td>
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<td>March 27</td>
<td>3:00-5:00 p.m.</td>
<td>Ethical Considerations in Research with Children with Disabilities -- Schindler Education Center 409</td>
<td>Led by Susan Etscheidt, Ph.D., Professor and Head, Special Education</td>
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<td>March 28</td>
<td>3:00-5:00 p.m.</td>
<td>Avoiding Plagiarism -- Rod Library 301</td>
<td>Ellen Neuhaus, Ph.D., Associate Professor, Rod Library and Deanne Gute, Ph.D., Writing Coordinator, Academic Learning Center</td>
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<td>April 5</td>
<td>7:00-8:30 p.m.</td>
<td>What If.... We Really Focused on Families, Mothers, and Babies? -- Cedar Falls Public Library</td>
<td>Disa Cornish, Ph.D., Assistant Professor, and Susan Roberts-Dobie, Ph.D., Associate Professor, School of Kinesiology, Allied Health, &amp; Human Services</td>
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MCNAIR SCHOLARS PROGRAM WELCOMES NEW DIRECTOR, DR. NIEVITA BUENO WATTS

Dr. Nievita Bueno Watts joined the University community as the new Director of the McNair Scholars Program in November. The McNair Scholars Program is a federally funded program of the UNI Office of Educational Opportunity and Special Community Services. The program's mission is to prepare undergraduate students who plan to further their education through doctoral-level studies. The McNair staff focuses on providing supportive services to all project students, thus enhancing the successful completion of the student's college career. These services include assistance to students in the graduate school application process, matching students with faculty mentors to conduct research with, attendance at professional conferences to gain research experience, and summer research internship and stipend opportunities. McNair Scholars attend cultural activities on and off campus, professional development workshops, and college visits to explore graduate programs.

Dr. Bueno Watts is a geologist and science educator. She had first-hand experience as a McNair Scholar as an undergraduate at the University of Arizona where she earned her Bachelor of Science degree in Geoscience. She reflected that the impact of being a McNair Scholar, including the outstanding mentorship by the program’s director and the academic opportunities, enabled her to pursue her educational and career goals. Dr. Bueno Watts continued her education at Arizona State University, earning both her Master of Science degree in Geoscience and Ph.D. in Science Education. Her dissertation was entitled, “Broadening the Participation of Native Americans in Earth Science.” According to Dr. Bueno Watts, she was thrilled to accept the Director’s position as it seemed the perfect opportunity to mentor McNair Scholars as she had been mentored herself. As Director her goals include increasing the number of Scholars and faculty mentors.

Dr. Bueno Watts’ previous experience includes serving as the Director of Academic Programs for the Institute of Environmental Health, Center for Coastal Margin Observation & Prediction at Oregon Health & Sciences University and as a Postdoctoral Research Associate with the Gold Mine Exhibit with the Department of Earth, Atmospheric and Planetary Sciences at Purdue University. Her work has been published in numerous publications including Science Educator, The Journal of Marine Education, and the International Journal of Science Education.

Contact Information:
Nievita Bueno Watts, Ph.D.
Honors Cottage 110
nievita.watts@uni.edu
(319) 273-7234

To learn about the McNair Scholars Program, including faculty mentor opportunities, visit https://uni.edu/web/mcnair/

FALL 2016 COMMENCEMENT

Fall Commencement was held on December 17 at 11:00 a.m. in the McLeod Center for both graduate and undergraduate students. President Dr. James Wohlpart presided. The Student Address was given by Kaylan Brant, a Bachelor of Liberal Studies graduate and Dr. Katie Mulholland presented the Board of Regents Address.

James A. Leach was awarded the Honorary Degree of Doctor of Humane Letters by Dr. Wohlpart. Mr. Leach is a distinguished leader and public servant who has served in the U.S. Foreign Service, U. S. Congress, and the National Endowment for the Humanities and held various positions within institutions of higher education. MaKayla McDonald, a School of Music graduate student, sang UNI Alma Mater to conclude the event. A reception was held on the concourse level of the McLeod Center for graduates and their guests.

To learn about May 2017 Commencement visit https://uni.edu/registrar/node/5548
Information Literacy for Graduate Students:

Everything a Graduate Student Should Know Before Starting a Research Project

Tuesday, Feb. 7th
10:00 a.m. - 11:30 a.m. and
6:00pm - 7:30 p.m. Room 373,
Rod Library

Join Outreach Services Librarian and Associate Professor Dr. Leila Rod-Welch for an informational session about how the Rod Library’s staff and resources can help you research and develop your research project.

• Learn how to find books and scholarly articles using the library’s website and Interlibrary Loans.
• Utilize the library’s advanced search capabilities to access Catalog, One Search!, numerous subject databases, and Google Scholar through your UNI subscription.
• Learn about Liaison Librarian Services, Rod Library’s one-on-one consultation service.

Professional Development Workshop for Graduate Students
Graduate College
110 Lang Hall, 273-2748
www.grad.uni.edu
10th Annual Graduate Student Symposium

Building Graduate Community

April 4, 2017

Showcase your research and creative works in a conference environment

- Present your poster presentation, oral presentation, or creative performance
- Gain presentation and performance experience
- Receive feedback from graduate faculty judges
- Network with the university community
- Enhance your CV or resume' with relevant experience

Registration is now open!
Submission Deadline: March 6, 2017
Register at http://www.grad.uni.edu/graduate-student-symposium
Questions? Email gradlife@uni.edu

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GRADUATE COLLEGE STAFF AND CONTACT INFORMATION

To submit articles for consideration in the UNI Grad Student News contact gradlife@uni.edu.
With any questions or concerns feel free to contact the Graduate College staff listed below.

Kavita Dhanwada
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