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UNI Grad Student News, v12n2, February 2015

University of Northern Iowa. Graduate College.

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Message from the Dean



We have decided to start building some of the content in our monthly newsletters around topics that we believe would be useful for graduate

students and faculty, as students are working their way through their graduate programs at the University of Northern Iowa. Each month, we hope to provide at least one workshop on the topic of the month, as well as at least one feature article on that topic in the newsletter.

This month the topic is academic writing. For your graduate work, by this time in the semester or in your graduate career, you are probably in the middle of writing something – perhaps a proposal for a project, a class-based research project, or your thesis. Your professors are also most likely in the middle of writing projects, as part of their research agenda and other professional responsibilities.

When considering academic writing, there are many great resources out there, some of which we have

highlighted in this issue. But I wanted to take the time to encourage you with some practical tips I have found useful in my own academic writing.

1. Pick a topic to write about that you are interested in. This will keep you going when you get tired of writing, and you can remind yourself of why you were interested in the topic in the first place.
2. Choose a writing strategy that works for you – some people like to start with an outline of their major points, and others like to write until they figure out their main points. Both strategies can work, but both may not work for you so select one that works.
3. Work on pieces of the project at a time, rather than trying to tackle the whole thing at once. If you have trouble figuring out how to break up a writing project into manageable tasks, use the Rod Library Assignment Calculator, which you can find at <https://www.library.uni.edu/gateway/calculator/>.
4. If you get stuck, ask for help. Don't spin your wheels hoping you'll figure it out. Make an appointment with your professor, a mentor, a colleague, a representative of the Academic Learning Center, or schedule a research consultation with a Librarian at the

Rod Library. Go to the appointment with specific questions you have about your writing, such as, "what do you see as my main points," "is there enough support for this particular main point," and "do my ideas flow adequately"?

5. If you have trouble getting motivated to write, try starting a writing group with some of your colleagues. Also, try setting aside time to write a little every day. It doesn't have to be perfect to be helpful. Remember that writing is a process, and drafting your ideas is an important part of that process.
6. Turn off your self-editing mode in your early drafts, as that can lead you to having to have every paragraph perfect before moving onto the next paragraph. Self-editing too early in the process can be paralyzing, and many people are actually more productive by just writing without worrying about grammatical issues until the last stages of their drafting process. Getting something on paper is more important than getting it right the first time. Good writers go through many drafts.

Everyone in an academic environment has to write, so remember that you are not alone in what you are doing. There are many great resources out there to draw upon. Have fun writing!

SPEECH-LANGUAGE PATHOLOGY STUDENTS WELCOME BACK

The Speech-Language Pathology Program is unique to many graduate programs because each semester a new class is welcomed on campus. This program allows students to start their Master of Arts degree in the fall but also in the spring. In order to make the transition easier for the new students, a "New Student Orientation" is conducted during the first week of each new semester. During the orientation students are introduced to the professors, given information on graduate

course requirements and clinic rules, and receive a clinic tour. To conclude the orientation, the department invites all graduate students to join the new graduate students for a lunch. During the lunch, new students are introduced to their upperclassmen mentors and become acquainted with other students in the program. The Graduate College welcomes all the new students in the Speech-Language Pathology Program!

CURRENT STUDENT PROFILE

MONICA CHAVEZ

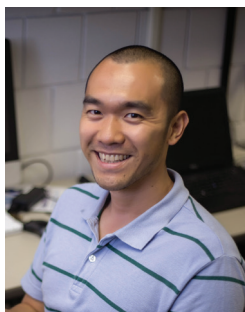


Monica Chavez is an international student pursuing her Master of Arts degree in Health Education with a Community Health Emphasis. She is currently in her second semester and holds a graduate assistantship in the Food Resource and Education Demonstration project (FRED). The program is a product of the Division of Health Promotion and Education within the School of Health, Physical Education, and Leisure Services (HPELS). FRED aims to create motivation for healthy eating among low resource/high need areas in Black Hawk County. Monica has enjoyed providing nutrition education to the community through FRED while also developing new skills and gaining knowledge from her professors and supervisors. Monica graduated from the Instituto Nacional de Computacion Avanzada with an Associate's degree in Computer Programming in 2002. She then studied Dietics for three semesters at Iowa State University and obtained a Bachelor of Arts degree in Human Nutrition from the University of Guadalajara in Jalisco, Mexico in 2008. Post-graduation, Chavez completed an internship in Nutrition Food Services with Nuevo Hospital Civil de Guadalajara in 2009. She chose to

attend UNI because the Health Education Program with the Community Health Emphasis perfectly matched her desire to help others. She also liked that Cedar Falls was a safe town for her son and that she would be able to become more fluent in English. Two of Monica's siblings had already attended UNI and encouraged her to come by telling her about the advantages of a small school such as UNI's low student to faculty ratio. Monica is currently completing a policy proposal related to the provision of clear and safe tap water to the residents of her hometown, Tizapan el Alto, Jalisco, Mexico. She says, "Currently, people in Tizapan el Alto get tap water that is not safe for drinking. It causes people to rely on bottled water for human consumption or for those who can't afford bottled water, to ingest the unsafe tap liquid and represents a serious threat to their health." After graduation, Monica wants to improve the health of the Mexican population. To accomplish that goal she will share the knowledge she has learned at UNI with CONACYT, Consejo Nacional de Ciencia y Tecnologia, a Mexican National Research Agency. She is planning to take classes to become a Registered Dietitian and proceed to a doctoral program in Public Health. In her free time, Monica enjoys playing with her son, traveling with her husband, and having coffee with her sisters. She is also interested in learning about different cultures and exploring historic places.

CURRENT STUDENT PROFILE:

KONG CHEN



Kong Chen is currently enrolled in his third year of the Leisure, Youth, and Human Services (HPELS) Ed.D. Program and in his first year of UNI's Master of Business Administration program. Kong Chen came to UNI after graduating from Sun Yat-sen University in Guangzhou, China in July of 2000 with a Computer Science degree. He chose UNI because of the plethora of research and service opportunities offered through HPELS. He has found the faculty

at UNI to be stellar scholars in the field and supportive of students' work. Kong Chen holds a T2 PAL graduate assistantship (Teachers

and Technology: Promoting Accessible Learning) within the College of Education. He also served as the Vice President of the Chinese Scholars and Student Association during the 2013-2014 school year and volunteered at the Cedar Falls Historical Society. Kong Chen enjoys living in the Cedar Valley's small town environment, which he has found to have friendly people and fewer distractions. Along with work, research, and volunteering, he finds time to travel, run the trails, watch movies, collect coins, and spend time with his wife and daughter. Kong Chen is currently working on his dissertation that is tentatively about how assistive technology can meet the needs of youth with disabilities. In the future, he would like to find a career in education or research that helps people in all walks of life enjoy their leisure and recreation time.

ALUMNI PROFILE

ANDREW JEDLICKA



Andrew (Andy) Jedlicka graduated from UNI with his Bachelor of Arts degree in Athletic Training in May 2010. He finished his undergrad work early, and in March 2010 began an internship doing strength and conditioning and assisting with athletic training duties with minor league baseball in the Philadelphia Phillies organization at their spring training location in Clearwater, Fla. After the season he was hired to a full-time staff position and worked there for the entire next year through 2011. He split his

time between Clearwater, Fla. and Williamsport, Pa. Jedlicka decided to pursue his Master of Arts degree in Athletic Training following that season. In January 2012, he began his graduate work at UNI where he completed a thesis entitled "The Effect of Perturbation on Interface and Intramuscular Tissue Temperatures during Ice Water Immersion" and an assistantship with the UNI football team. His advice to current graduate students is

"never underestimate the importance of networking and never stop trying to learn more. Each day is an opportunity to learn something new or better yourself in some way, take advantage and do just that."

Jedlicka said all the faculty and staff in the athletic training department were great colleagues and mentors but Travis Stueve, Don Bishop, Dr. Jody Brucker, and Dr. Peter Neibert had the most positive influences on his education. He is particularly grateful to the Athletic Training Department at UNI for helping him with his job search and getting his foot in the door at a lot of different places. Fortunately for Jedlicka, he was lucky enough to find a position here at UNI with the women's basketball team. As the athletic trainer of the UNI women's basketball team he is responsible for all sports medicine aspects related to the women's basketball team and he is also the student athlete health insurance coordinator. Since Jedlicka's work heavily involves sports, it's not surprising that during his free time he also enjoys being around a competitive environment. He is an avid sports fan who likes cheering on the St. Louis Cardinals, weight lifting, slow pitch softball, and attending other sporting events.



Dr. Anthony Williams, Assistant Professor of Trombone, has had the opportunity to experience UNI both as a graduate student and now as a faculty member. Dr. Williams completed his Bachelor of Music (Performance) at the University of Central Arkansas in 2003. He then proceeded to work toward a Master of Music (Performance) at UNI, which he earned in 2006. As a graduate student at UNI, Dr. Williams served as a graduate assistant with the School of Music.

He stated, "The faculty played a huge role in my decision to study at UNI. My graduate education enhanced my marketability as both a performer and educator. Most importantly, it prepared me for the next step. I am grateful for the incredible educational and performing experiences with the UNI Wind Symphony, Northern Iowa Symphony Orchestra and UNI Jazz Band One. They have helped mold me into a confident musician and educator." That next step for Dr. Williams involved the pursuit of a doctoral degree. He then went on to earn his Doctor of Musical Arts (performance) at the University of Memphis in 2010. As a doctoral candidate, he worked as

a teaching assistant and later accepted the position of Interim Director of Jazz Studies at Lemoyne-Owen College in Memphis, Tenn. His career then led him to Bismarck, N.D., where he held the position of Director of Jazz Studies and Low Brass at the University of Mary from 2010-2013. During the 2013-2014 academic year, Dr. Williams returned to his alma mater in the role of Instructor of Trombone at UNI. Dr. Williams chose to return to UNI for many reasons including excellent teaching faculty, a diverse music department, and hard-working students. Dr. Williams also has found his skill set to match well with the School of Music and believes the Cedar Valley is a great place to raise a family and the decision to return to the area "felt like coming home." When considering aspirations for the future, Dr. Williams desires his students to be successful in all career avenues after completing their education at UNI. He is also motivated to become the best teacher he can be and utilize his interests in Jazz-Influenced Solo Trombone Literature. Currently he is at work on a collection of new jazz-influenced solo trombone compositions, to be recorded on his first compact disc album. Dr. Williams met his wife Leslie, while completing his Master of Music degree at UNI. He spends much of his free time with her and their two children, Dominic and Brayden.

Graduate Faculty Member Named Fulbright Recipient



Dr. Adrienne Stanley, associate professor of mathematics, was recently named a Fulbright recipient. Dr. Stanley will undertake advanced research and teach abroad at the Hungarian Academy of Sciences in Budapest, Hungary. Her lecturing award will be January-June 2015 and her project is entitled, "D-spaces, Elementary Submodels and Zero-sum Problems."

Founded in 1946, the Fulbright Program is a prestigious award and is sponsored by the United States Department of State and Bureau of Educational and Cultural Affairs. The program provides merit-based grants for international educational exchange and to date has sent more than 120,000 U.S. citizen faculty members, students, professionals, and artists overseas to more than 150 countries. More than 200,000 foreign faculty members, students, professionals, and artists have also traveled to the U.S. via the Fulbright Program.

Dr. Stanley received her Ph.D. in Mathematics from the University of Kansas in 1997. Upon completing her doctoral studies, she worked as a research assistant professor at Purdue University in Indiana for two years. The desire to work alongside and build relationships with students led Dr. Stanley to UNI. In fact, Dr. Stanley's top choice for a teaching career was with UNI. The Midwest lifestyle and the opportunity to research while working with undergraduate and graduate students only solidified her decision to join UNI in 1999.

Both undergraduate and graduate students in the mathematics and mathematics education programs have the unique opportunity to learn from Dr. Stanley and take advantage of her inquiry based teaching methods. Dr. Stanley does not lecture during her courses. Instead, she encourages students to discover mathematics as a community and solve problems together. In many other courses, students learn by asking questions but instead Dr. Stanley inquires alongside her students. Her personal philosophy focuses on the idea that one "cannot learn to ride a bike by attending a lecture." She believes students cannot learn mathematical concepts and teach them to students in high school settings unless they engage with the content. Dr. Stanley focuses her energy on assisting students in immersing themselves in the content and truly learning how to take part in mathematical concepts and ideas.

Dr. Stanley's aspirations for her future include continuing to develop her inquiry based teaching and learning methods. While in Hungary, she plans to devote her time to her ongoing research on the deformations of the mathematical universe. Dr. Stanley and fellow UNI professor Dr. Douglas Shaw plan to develop a textbook on inquiry based teaching in the near future.

Dr. Stanley and both her son and daughter will be traveling to Hungary in 2015. In her free time, Dr. Stanley enjoys playing the cello and occasionally plays with the Waterloo-Cedar Falls Symphony. She also appreciates crocheting and collecting mathematical puzzles.

Congratulations to Dr. Adrienne Stanley and her accomplishments as a Fulbright recipient!

FEBRUARY 2015 TIPS: MAKING "CENTS" OF BILLS

The third week in February is National Pay Your Bills Week and graduate students have their hands full juggling rent payments, tuition statements, and utilities bills. Paying your bills on time helps avoid the stress of late payment fees and protects your credit score. The Graduate College has consolidated a list of tips to help you simplify paying your bills and ultimately save you money. (Sources: <http://money.usnews.com/>, <http://abcnews.go.com/>)

- **Take advantage of auto-pay.** Many of your bills occur on a regular basis (car loan, water bill, electricity, etc.) and provide you with the option of automatically withdrawing your payments each month. Automatically paying your bills ensures you will never forget a payment and suffer a late fee. Simply check your paper bill statements to see if you can pay a bill automatically via your bank account. If you cannot locate this information on your bill, call your service provider and inquire about all your options.
- **Budget for bills you do not pay each month and establish an emergency savings account.** Some bills are paid once or twice each year and if forgotten, can pose an unfortunate surprise in your mailbox. Calculate how much an expense such as car insurance is per month, even if you only pay this bill every six months. Set this money aside in order to pay the bill easily when the time comes. Many students will find it easier to set aside a small amount of money each month rather than scramble to pay a large bill at the last minute. An emergency savings account can also be established in case of disaster. Whether you have a few dollars left each month or can cut back on one small luxury, deposit this money into an account just for emergencies.
- **Boost and track your budget.** Make use of the latest apps on your Smartphone like www.mint.com. Mint.com collects all of your financial information in one place and makes it easy for you to track your spending, set a budget, and receive bill reminders. You can also pay down and track your debt via www.readyforzero.com, which allows you to synchronize your accounts and make a personalized payoff plan while visualizing your progress. Both apps are free and can get you on track to make smarter financial decisions.
- **Evaluate your utilities and services.** Cable television bills are on the rise according to ABC News and jumped nearly six percent in 2013. Consider dropping a more expensive cable service and signing up for options like Netflix or Hulu, which stream TV shows and movies for as little as \$7.99/month.
- **Develop a bill-paying schedule.** Check your inbox on a regular basis and open all envelopes. Record the amount due and the date on the outside of the envelope. Buy a 12-month calendar and plot out your bills each month. Consider using a whiteboard on your refrigerator or another highly visible area reminding you of the payments you need to make each month. Write the amount, company name and the date you plan to send your payment and give yourself plenty of advance time. When you have completed your payments, you can either highlight them in your planner, check them off, or erase them from your whiteboard. Remember, whichever method you prefer, update your list regularly. If you utilize electronic calendars instead, consider the Google Calendar tool. Create a "financial calendar," plot out your bills in advance, and receive payment reminders to your email address. Always give your handwritten checks and payments time to arrive and if in doubt, check with your providers to see how much time in advance they recommend mailing a bill.
- **Create a bill-paying location.** It can be easy to stuff bills into a purse or book bag or stack them in a large pile of mail and then lose track of them. If you receive electronic bills, print them out and organize all of your bills in a location that works best for you. You can also file your bills in an electronic folder in your inbox. Your paper bills can be placed in a specific area designated for paying bills. This could be a drawer in your desk where you keep stamps, envelopes, pens, etc. Select a location that will serve only to organize your bills and not store other information or forms. Once you pay bills, file them by category or scan them onto your computer and save them in a folder.
- **Set an appointment with yourself.** Schedule a time twice each month to sit down for a short time to review your bills and pay the ones with deadlines approaching. Keep up with organizing your bills according to category (ones that are due mid-month and those due at the beginning or end of each month).
- **Pay your incoming bills as soon as possible.** Sources suggest paying your bills for next month during the current month. As a graduate student, paying bills in advance can be challenging. Whenever possible, pay your bills as soon as you are able to avoid procrastinating. If you can pay a small bill now, even far in advance, it will go a long way in helping you achieve your budgeting goals at the end of the month.

REGISTER FOR THE SYMPOSIUM TODAY!

There is no better time than now to register for the 8th Annual Graduate Student Symposium. There are many reasons why presenting at the Symposium is a great opportunity for graduate students, but don't take our word for it! See what UNI graduate faculty have to say about the Symposium below.

"This is a nice, supportive atmosphere for a young professional to display his or her own ideas."

– Dr. John Johnson, History

"Participating in the 2015 Symposium allows students to put something on their resume and also gives them something when they interview to help them stand out from others."

– Dr. Angela Burda, Communication Sciences and Disorders

"It allows them the chance to practice their ability to communicate with others... They can learn these skills that will be useful to them as they go forward to job interviews and as they participate in their chosen discipline."

– Dr. David Saunders, Biology

Visit the Symposium website at <http://grad.uni.edu/graduate-student-symposium> to hear more from faculty and previous Symposium participants about why you should register for the 8th Annual Symposium today!

For further questions or clarifications, email Susie Schwieger, Director of Graduate Student Life, at susan.schwieger@uni.edu or contact the Graduate College at gradlife@uni.edu.

Frequently Asked Questions:

The 8th Annual Graduate Student Symposium is fast approaching and all graduate students are encouraged to participate. If you haven't already signed up, here are just a few "frequently asked questions" that may get you on the right path to registering for the event on April 1st.

Why would I want to participate?

- To build your résumé, vitae, and/or portfolio with presentation experience.
- To showcase your academic work.
- To extend your network with graduate students and faculty from across disciplines.
- To prepare you for future presentations, conferences, & performances.

I want to participate, but I don't know where to start! What should I do?

- Check out the 2015 Graduate College online workshop by going to this link http://www.grad.uni.edu/sites/default/files/8th_annual_symposium_workshop.pdf

Where can I find the Registration Form?

- For the 2015 Symposium, participants can now register via an online form. The form will be located on the main Symposium webpage: <http://www.grad.uni.edu/graduate-student-symposium> if you experience technical difficulties when submitting your registration, please contact gradlife@uni.edu
- All registrants will be sent a confirmation email, which will also be copied to your faculty project mentor. Please contact the Graduate College if you have not received a confirmation email within one week of registering.

What is the registration fee?

- Free. There is no registration fee.

Is the symposium open to the public?

- Yes. Anyone is welcome and encouraged to attend.

I'm not writing a dissertation or thesis . . . can I participate?

- Yes. Research or creative work at any level is welcome.

Does my research have to be completed to participate?

- No. You can present on research that is in progress.

Can I present more than one presentation/performance?

- Yes. But it needs to be in a different area of focus.

I've started working on my presentation, but I still have questions. What should I do?

- E-mail gradlife@uni.edu with your particular question(s) or to set up a meeting with one of the Graduate Assistants.

SCHOOL COUNSELING STUDENT CREATES KNITTING GROUP FOR REFUGEES FROM BURMA

Kelly Donlon, a graduate student in the School Counseling program, recently discovered a way to merge her interest in knitting while aiding her community in a special way. The following article is a firsthand account of Kelly's experience in a knitting group with refugees from Burma.

"Influxes of refugees from Burma have been settling in Iowa during the past five years. An estimated 2,000 refugees currently live in Waterloo. The Ethnic Minority of Burma Advocacy and Resource Center (EMBARC) is a non-profit group based in Waterloo and Des Moines and works to help refugees from Burma through advocacy, education, and community development. During the fall of 2014, I became involved with EMBARC initially through tutoring and then by establishing a knitting group for the refugees. Together with the Northeast Iowa Weavers and Spinners guild, we have created a branch of EMBARC called Waterloo Community Fabric. So far we have been covering weaving, spinning, and knitting. Waterloo Community Fabric Knitting started with the general purpose of increasing wellness through a weekly social gathering where refugees could meet new people, connect with other members from the community and practice English language learning, all while knitting together. So far, interest in the group has been high. The group consists of four knitting volunteers, EMBARC's Volunteer Coordinator, Alicia Soppe, a few of EMBARC's Community Navigators, and 10-14 refugees from Burma. It has since evolved into an open group, and each week we have returning knitters as well as several newcomers. We meet Sunday nights for about two hours to learn new knitting skills. Some projects we create are headbands, scarves, adult and baby hats, and mittens. Eventually we plan to complete a group project in the form of a blanket.

I have learned so much through my involvement in this community. The refugees from Burma are polite, kind, grateful, and genuine. Not only am I learning techniques in teaching and leading a knitting group, but I am also gaining insight into their culture and their lives of anguish in the refugee camps in Thailand and Malaysia. All of these conversations are helping me to become a more multicultural competent counselor. Although I was initially concerned about language being an obstacle, it has yet to be problematic. In fact, I have found knitting to encompass its own language, through hand movements, body language, and facial expressions. Some of my favorite moments are at the beginning of our meetings when members pass around their completed projects. I love seeing their progress and enthusiasm for what they have accomplished.

I am a school counseling student at UNI and just completed my practicum assignment. I was fortunate to land a 22-week, long-term substitute counseling position at Parkersburg Elementary School. I have been working with kindergarten through fourth grade students since September 2014. Over the past few months, I have been teaching several third and fourth grade students how to knit. This endeavor started as a small girls' group, but spiraled into a community of kid knitters. I had nearly fifty students sign up to learn the skill and I am slowly working through the seven groups who indicated interest in the topic. We were meeting nearly every day in my counseling office until we outgrew the space. Now we knit together in the art room or in teachers' classrooms. We have not only been practicing knitting with needles but also learning to do finger knitting, loom knitting, and soon will be learning arm knitting. The kids have been making headbands, potholders, wristbands, and scarves.

Knitting is something I love and have been doing for about six years. I find it relaxing and rewarding with every project I complete. Needlework serves as a great technique for stress relief and produces great gifts for loved ones. For kids, it offers a great lesson in perseverance and patience. Knitting is a tricky skill to learn at first, but its repetitive nature makes it simple to master with practice.

My goal is to transform Waterloo Community Fabric Knitting into a sustainable group where members can assume leadership roles to teach new members and eventually sell and donate their projects. I hope to collect data to determine what sorts of benefits this knitting group provides for refugees. In addition to my ongoing work with EMBARC's Waterloo Community Fabric group, I hope to incorporate more knitting groups into my school counseling program.

Other students at UNI can help make a difference in the lives of Burma refugees by contributing to the Community Fabric Knitting group one needle at a time. Knitting needles, yarn, or monetary donations are welcome and very much appreciated. To donate, please email me at donlonk@uni.edu.

I also encourage anyone interested to join us on Sunday evenings. Please email me for more information about our group. UNI RISE also provides English tutoring, mentoring, and childcare to area refugees and immigrants. Tutoring takes place on Saturdays from 10 AM-noon at St. Paul's Methodist Church and First United Methodist Church in Waterloo. Contact Katy Benway (katy.benway@gmail.com) or Alicia Soppe (Alicia.soppe@gmail.com) if you would like to become a tutor."



Graduate Student Completes Principalship Program from Abroad



Katie Koenig chose UNI to complete her Master of Arts in Education: Principalship degree largely in part to its prominent reputation in the international school world. Today, Koenig is making a name for herself as a leader in international education as she serves as the lead teacher of a preschool in Saudi Arabia. Soon Koenig will be assuming the role of Assistant Principal at the American Community School in Abu Dhabi for the 2015-2016 school year.

Obtaining an administrative position has been a long-term goal for Koenig and she is very enthusiastic about her future as she continues to evolve as an educator.

Prior to beginning her program at UNI, Koenig completed her undergraduate work at the University of Iowa and later earned her first advanced degree, the Master of Education in International Teaching, from Framingham State University in Massachusetts. Koenig chose to pursue a second graduate degree at UNI for the quality learning experiences and ability to gain licensure in Iowa if she chooses to return to the United States to be an administrator in the future. Finally, the International Cohort allowed her to obtain her degree at a distance. The International Principalship Cohort was created by Dr. Tim Gilson and Dr. Leigh Martin and provides students like Koenig, the opportunity to pursue a graduate degree while teaching abroad. Koenig stated that international teaching may not appeal to all educators but she believes it has allowed her to pursue incredible opportunities and overcome many challenges. Some of these opportunities included a student teaching experience in Australia, a position teaching kindergarteners in Venezuela, and now serving as a lead teacher in Saudi Aramco Expatriate Schools in Saudi Arabia.

Koenig has advice for individuals interested in teaching internationally. UNI Career Services holds an Overseas Recruiting Fair for educators at the end of January each year. Annually, approximately 200 recruiters, representing more than 120 schools worldwide, attend the event. Licensed

school counselors, PK-12 teachers, and administrators attend the experience and complete several interviews over the course of the fair. Many individuals receive contracts at the event and Koenig herself took advantage of this opportunity on two occasions. In addition to the UNI fair, there are also international fairs in Canada, London, Boston, and Bangkok among others. Koenig used TIEonline to help jump start the recruitment process, which led to her position for the 2015-2016 academic year. According to Koenig, once educators secure a position, many jobs can be acquired by word-of-mouth.

As she looks toward beginning her new role this fall, Koenig is motivated to advocate for positive school climate and student learning. She pushes herself to be responsive and reflective throughout her work, while having fun. While Koenig has not yet taught in the United States, she can speak to the challenges of teaching abroad. In her experiences, it is very common for international schools to have staff members coming and going each year. The ebb and flow of students and staff can be a tremendous challenge and Koenig emphasizes the importance of remaining flexible as an educator. She encourages other students to learn from both the positive and negative experiences accompanying teaching as they certainly have contributed to the development of her leadership skills and strategies.

Beyond teaching, Koenig has experienced challenges as a graduate student as well. She notes the intense time commitment the Principalship Program involves, which is especially challenging after working each day with young children from nearly forty countries. However emotionally and physically taxing the demands of being a graduate student and teacher may be, Koenig is happy she has chosen to pursue the degree and feels prepared for her leadership position and believes she has already put much of her knowledge to use.

She encourages all students to keep in mind why they have chosen to pursue each opportunity and to see the silver lining that is there, even if it is hidden at the time.

Koenig expects to graduate in December 2015. The Graduate College would like to congratulate her on all of her accomplishments and wishes her the best of luck in her future endeavors!

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.

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