

Teachers College graduate programs reviewed

By Kris Karnopp
Staff Reporter

A UNL Teachers College Coordinating Council will wipe the slate clean when it considers new graduate programs in the spring, an official said.

Terry Gutkin, coordinator of doctoral studies in education, said he hopes parts of the revised graduate program would be approved in the spring and would be operating by the fall of 1991.

The Teachers College currently offers doctorates in administration, curriculum and instruction; community and human resources; and psychological and cultural studies.

Gutkin said Teachers College Dean James O'Hanlon decided in 1987 that a comprehensive review of the graduate program was necessary.

"Many of the faculty sensed that the doctoral program could be bet-

ter," Gutkin said. "We needed to address the program's weaknesses and maintain its strengths."

Education specialists, UNL faculty and Teachers College doctorate students reviewed the current program and suggested improvements, Gutkin said.

In April 1990, the Teachers College graduate faculty approved the suggested philosophy and general direction of the new program, he said.

"We are now putting the operational nuts and bolts into the philosophy," Gutkin said.

The coordinating council will review proposals for new graduate programs in the spring. The proposals will be submitted by faculty backed by at least one department sponsor.

Students currently working toward their doctorate degrees will be given the option of finishing under the old program or meeting the requirements

of the new program, Gutkin said.

The revised program approved in April addresses enhanced faculty/student interaction, continued department coordination, and minority recruitment, he said.

A greater emphasis on interaction between faculty and doctoral students is one of several goals officials hope to accomplish in the revision of the Teachers College graduate program.

The mentorship of graduate students is the "most critical issue" in any graduate program, Gutkin said.

Education at the doctoral level goes beyond the classroom experiences of undergraduate courses so "a more intensive relationship needs to develop between students and faculty," Gutkin said.

"Faculty members must be more than advisers. They must serve as role models for the students," he said.

The revised program will include

doctoral seminars in which graduate faculty can mentor students by working with them on research projects and participating in small-group discussions. Gutkin said that all graduate students would be required to complete a minimum of four semesters of doctoral seminars in the new plan.

O'Hanlon said the new program's selection process also would help achieve a "good working match" between the interests of faculty members and students.

In the current program, an adviser is selected for students after they are admitted, O'Hanlon said. In the revised admissions process, an adviser would be found for each student before the student is admitted.

Gutkin said another problem with the graduate program is a lack of resources because the three current doctoral programs are not connected

with any department.

"Running a doctoral program requires a tremendous amount of resources and one of the main findings was that our doctoral programs are resource-poor," Gutkin said. "We have no budget and limited faculty."

Under the revised program, all doctoral programs would be sponsored by one or more departments. Departmental sponsorship will add to the amount of financing and faculty, as well as increase the number of graduate assistantships, Gutkin said.

The graduate program would also place emphasis on minority student recruitment and programs, he said.

Any new graduate programs will have to include an explanation about how minorities will be recruited before they are approved, Gutkin said.

O'Hanlon said that seven graduate assistantships and three instructorships also will be set aside for minorities in the revised program.

Recruit

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Merit semi-finalists. And, Schmidt said, her department works closely with high school guidance counselors and UNL alumni to persuade students to attend the university.

Recruiters stress several aspects about UNL, Schmidt said. The size and the people of Lincoln appeal to some prospective students, she said.

UNL is also nationally visible with quality programs, opportunities for involvement and low-cost out-of-state tuition, she said.

Schmidt said her department has received positive feedback since recruiting changes were made. Guidance counselors and alumni have remarked that the students are treated better, she said.

Schmidt credits other university departments in helping make student recruiting a success.

"Student recruiting is a univer-

sitywide effort," she said. "The successes we've enjoyed have been through the help and cooperation of hundreds of people on campus."

UNL also actively recruits students from abroad, said Peter Levitov, director of International Educational Services. About 1,100 foreign students attend UNL, he said.

Most of the time, prospective students write for information, Levitov said. And, two years ago, the university produced a videotape showing foreign students at UNL talking about school. This tape, along with printed materials, are sent to U.S. embassies and other offices where students who want to study in the United States go.

Contacts made overseas have led to more students coming to UNL, Levitov said, but because foreign recruiting is mostly indirect, it is not as effective as it could be. UNL enrollment reflects recruiting success

UNL trying to stay competitive in recruiting firstclass faculty

By Mindy Wilson
Staff Reporter

A growing shortage of qualified faculty members has made recruiting teachers a competitive process, said Robert Furgason, UNL vice chancellor for academic affairs.

The University of Nebraska-Lincoln has tried to stay competitive with peer institutions as far as salaries, facilities and teaching loads, Furgason said.

Recent salary increases approved by the Nebraska Legislature have enabled UNL to attract more faculty, Furgason said. Two years ago, teachers' salaries were increased by 11 percent. Last year and this year they were increased 11.5 per-

cent. A 10-percent increase in salaries for each of the next two years is planned.

Research initiatives provided by the government are an added draw for faculty to the university, Furgason said.

The Lied Center for Performing Arts and the Lee & Helene Sapp Recreation Facility provide faculty with recreation opportunities, he said.

The community of Lincoln also attracts faculty, Furgason said. With modest housing costs and a reasonable cost of living, Lincoln is a good place to raise a family, he said.

This contrasts to California,

which has more crime and pollution, he said.

Furgason said UNL does have problems filling faculty positions in computer science, business, accounting and foreign languages because of the competition in these fields. But this problem is not a new one, he said.

To improve recruiting, UNL has increased the graduate enrollment in hopes that the graduates will come back as faculty, Furgason said.

This year, 75 percent of the faculty hired were the university's first choices. This shows the success of UNL's faculty recruiting methods, Furgason said.

My Macintosh is more important to me than my car. I lent my car to my sister. But nobody's taking my Macintosh.

"I don't know how anybody gets through college today without a Macintosh. Sometimes I have so many assignments that I barely have time for sleep. Yet my Macintosh allows me to get my work done on time—without making sacrifices.

"Working on my dissertation and field studies means collecting an incredible amount of information. So jumping from one program to another with ease is imperative, as is quickly making charts and graphs. By enabling me to do these things, Macintosh probably saves me an hour and a half each day.

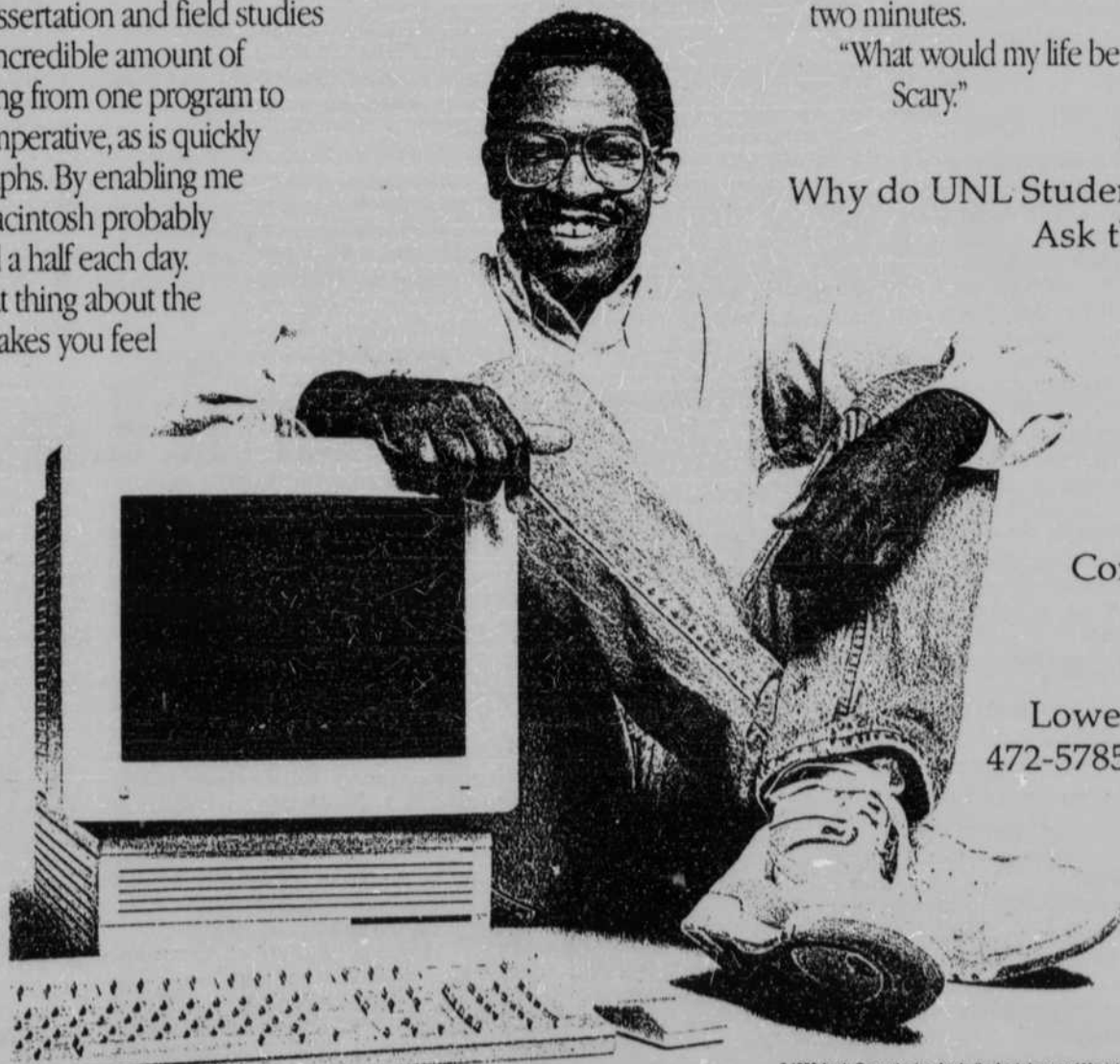
"Another really great thing about the Macintosh is that it makes you feel

technically confident. Remember putting toys together when you were a kid? Who reads the directions? Nobody. You look at the picture of the bike and you know exactly what to do. The Macintosh operates the same way. I actually taught a friend to use one in two minutes.

"What would my life be like without a Macintosh? Scary."



Why do UNL Students love Macintosh? Ask them.



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