

the FINE newsletter

A NEWSLETTER OF THE UNIVERSITAS 21¹
FORUM FOR INTERNATIONAL NETWORKING IN EDUCATION (FINE)

From the Editors

Welcome to the November issue of the FINE newsletter. Thank you to those who sent us their valuable feedback - we received rave reviews about the first issue. It is always difficult to know what to expect when doing something for the first time. In this issue, you will find all the latest FINE news:

Reports on the FINE social breakfasts held at two European conferences in August and September;

Advice on how to make the transition after graduating from your doctoral degree;

Upcoming education research conferences, job opportunities, and more...

Happy reading!

Esther and Jonghwi

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✕ FINE updates ✕

Keeping up with the enthusiasm from the meeting at the American Educational Research Association (AERA) conference in April, FINE continues its mission to provide networking opportunities for U21 education doctoral students. With support from the U21 Board and Deans of Education, social breakfasts were organised in conjunction with two major education research conferences in Europe.

Recruitment activities are underway, and there are plans to set up research interest groups so that FINE members can contact others with similar research interests². The official U21 FINE website (www.universitas21.com/Education/FINE.html) also had a makeover to reflect the continuing growth of the group.

Special thanks to Professor David Clarke, Jenny Arnold, Radhika Gorur, Lay Hoon Seah (Melbourne University), and Elizabeth O’Gorman (University College Dublin) for organising and

supporting the recent FINE social events, and Clare Noakes (U21 Secretariat) for maintaining the FINE website.

Next year, FINE will continue its tradition to meet

before and during the AERA conference. We strongly encourage you to make plans to attend the events. And don’t forget there is an European Conference on Educational Research (ECER) next year as well. Hope to see you in 2010!

Yours,

FINE Leadership Team



FINE display board at the University of Virginia Student Orientation
Photo courtesy of Paula Bernecking

¹ See page 11 for a list of the U21 member universities.

² See page 11 about the FINE database and FINE at Ning.com.

FINE in Europe

FINE at EARLI

Post-graduate students in education from around the globe attending the JURE³ and EARLI conference in Amsterdam (24-29 August 2009) were invited to meet each other over a relaxed breakfast, funded by U21 to support the aims of FINE. Eleven people attended, including students from Auckland, Nottingham, McGill and Melbourne Universities and a supportive academic from Melbourne University.

The venue chosen was the Victoria Hotel dining room, a short tram ride to the conference venue. The comfortable setting and delicious buffet breakfast led to friendly and productive conversation, so much so that contact continued throughout the conference including the conference dinner on the last evening, where many of these post-graduate students shared a table together.

It was wonderful to find friendly faces at an overseas conference, to be able to share student experiences and learn of each other's research interests. The group wishes to thank David Clarke for his role in the organizing the breakfast meeting and FINE for making it possible.

Jenny Arnold and Seah Lay Hoon, Melbourne University

³ JURE is the network of JUnior REsearchers of EARLI.



FINE at ECER

The European Conference on Educational Research (ECER) was held in Vienna on 28-30 September 2009. Elizabeth O'Gorman (University College Dublin) convened the FINE social breakfast on the second day of the conference at the Landtmann Café, a close distance to the conference venue. Attendees included FINE members Linda Ahlgren (Edinburgh University), Radhika Gorur (Melbourne University), and Anne Moloney (University College Dublin), and academics Professors Sheelagh Drudy (University College Dublin), and Ian Menter (University of Glasgow).

Conferences

FINE AT AERA 2010

The next American Educational Research Association (AERA) annual meeting will be from 30 April to 4 May next year in Denver, Colorado. The meeting theme is “Understanding Complex Ecologies in a Changing World”. Like previous years, FINE plans to host a forum at pre-conference on 29 April and social events during the conference. Start planning your trip so we can meet at the FINE events next year! Visit www.aera.net for more information.



SELECTED UPCOMING CONFERENCES

16 TO 18 NOVEMBER	International Conference of Education, Research and Innovation (ICERI) in Madrid, Spain
19 TO 20 NOVEMBER	Educational Research Association of Singapore (ERAS) Conference in Singapore
29 NOVEMBER TO 3 DECEMBER	Australian Association for Research in Education (AARE) in Canberra, Australia
7 TO 9 DECEMBER	IASK Teaching and Learning Conference in Portal, Portugal
7 TO 10 JANUARY 2010	Annual Hawaii International Conference on Education in Hawaii, United States
30 APRIL TO 4 MAY 2010	American Education Research Association (AERA) Annual Meeting in Denver, Colorado, United States

Missed out on EARLI 2009? There are EARLI special interest group meetings throughout 2010. Check out www.earli.org/conferences/Sig_Conferences_in_2010 for dates and locations. There is also a JURE meeting in July 2010 in Frankfurt am Main, Germany. See www.earli-jure2010.org for more details.

Career Corner

This section is to provide up-to-date job openings (or links) around the world that might interest you. It includes academic (e.g., tenure-track professor and postdoc posts) as well non-academic jobs (e.g., international organizations). Good luck with your job hunting!

Academic Positions

Australia

Associate Lecturer/Lecturer in Early Childhood (Charles Sturt University)

The Associate Lecturer/Lecturer in Early Childhood will be responsible for teaching in undergraduate programs in the Early Childhood and Primary settings. They will participate in the administration and ongoing curriculum development and review of courses offered at CSU Dubbo. There will be an expectation that they will contribute to research and scholarship in the area of Early Childhood education. Closing date 23 November 2009. See <http://www.linkme.com.au/jobs/Job.aspx?jobAdId=749a7bc974454321ac649fec4758fcee#at>

Four academic positions (Murdoch University)

The School of Education is seeking to appoint four staff, with two positions likely to be at Associate Professor/Professor level and two positions at Lecturer/Senior Lecturer level starting in 2010, within or across the following areas:

- Contexts of Schooling with a Sociology and/or Policy and/or Philosophy of Education orientation
 - Adult Learning with an Educational Psychology orientation
 - Educational Leadership
 - Curriculum Leadership and/or Professional Learning
 - Quantitative Research Methods
 - Health and Physical Education
 - Early Childhood Education
- Closing date: 2 November 2009. See <http://jobs.murdoch.edu.au>

Lecturer Positions (RMIT)

We have several full time continuing academic roles available in a number of disciplines within the School. These include a senior lecturer position in early childhood teacher education program, and 4 lecturer positions in primary literacy and professional studies, educational leadership, early childhood teacher education programs,

and GradDip Primary. All positions will start in 2010. Closing date 25 October 2009. See <http://yourcareer.rmit.edu.au/jobDetails.asp?sJobIDs=544031&lCategoryID=2306&lWorkTypeID=&lLocationID=&stp=AW&slanguage=en>

Belgium

Three academic positions (Katholieke Universiteit Leuven)

The Faculty Psychology and Educational Sciences of the Katholieke Universiteit Leuven, Belgium invites applications for three academic positions in the domains of educational neurosciences, school development and educational innovation, and educational effectiveness. To obtain more information about these position, candidates can contact the head of the department, Prof. Dr. Bea Maes (bea.maes@ped.kuleuven.be)

Canada

Four tenure stream faculty positions (Ontario Institute of Studies in Education, U of Toronto)

Four tenure stream faculty positions in the Department of Adult Education and Counselling Psychology, Department of Curriculum, Teaching and Learning, Department of Sociology and Equity Studies in Education, and Department of Theory and Policy Studies in Education. See www.oise.utoronto.ca/oise/Faculty_Staff/tenure.html

Germany

Professorship for 'Research in Learning and Instruction (Ludwig Maximilian University of Munich)

The successful candidate will represent the field of empirical research in learning and instruction in both teaching and research. Please send your applications including curriculum vitae, copies of degree certificates, list of

publications and teaching activities to the following address: Dean of Faculty 11, University of Munich, Leopoldstraße 13, D-80802 Munich, Germany, Fax +49-89-2180-5290, E-Mail: dekanat11@lmu.de Closing date 29 October 2009.

USA

Assistant or Associate Professor of Instructional Systems (Florida State U)

The Instructional Systems Program in the Department of Educational Psychology & Learning Systems seeks an Assistant or Associate Professor to teach graduate courses in instructional design and technology. This tenure earning position is scheduled to begin on 10 August 2010. See <http://chronicle.com/jobs/0000612748-01>

Assistant or Associate Professor in Higher Education (Florida State U)

The Department of Educational Leadership and Policy Studies' Program in Higher Education seeks a colleague who can contribute to our shared vision to maintain our status as one of the premier programs in the nation, invigorated by scholarly inquiry and guided by ethical integrity, preparing leaders and scholars who facilitate progressive educational innovation and serve the public good. See <http://chronicle.com/jobs/0000612740-01>

Assistant Professor or Lecturer of Education (Indiana U)

Indiana University East, one of the eight autonomous campuses of Indiana University, invites applications for faculty positions commencing August 1, 2010. Academic year, tenure-track or long-term, convertible (upon completing appropriate doctorate) lecturer position with a specialty in Reading; additional experience with Early Childhood and/or Special Education preferred; earned doctorate in Education (Ph.D., Ed. D.) required for tenure-track position. See www.iue.edu/hr/apply/jobview.php?id=65

Assistant or Associate-level Psychologist in Developmental Psychology (Michigan State U)

The Department of Psychology at Michigan State University is seeking an outstanding assistant or associate-level psychologist for a tenure-track position in developmental psychology. Successful applicants will have established, or the potential to establish, an externally funded research program in any area of developmental science including, but not limited to, social-emotional development, cognitive development, neurobiology, and/or developmental psychopathology. The focus of study can be any age across the lifespan. Applications must be received by 11 January 2010. See <http://careers.texaspsyc.org/jobdetail.cfm?job=3215535>

Assistant Professor in Secondary Education (New Mexico State U)

A 9-month position is available at the Department of Curriculum & Instruction. The successful applicant will teach undergraduate and graduate courses in secondary education with emphasis mid-school and high school; advise graduate students; work with local and state schools; conduct research, grant writing, and service. Commitment to teaching for diversity and social justice. See www.nmsu.edu/~personel/postings/faculty/155239.html

Elementary Math. Education Faculty Position (North Carolina State U)

The Department of Elementary Education at NC State is looking to recruit faculty who are interested in developing leaders in elementary mathematics education for the state and our nation. This is a newly created elementary education department with a strong STEM focus. See http://ced.ncsu.edu/about/jobs/elm_math.php

Assistant Professor - Early Childhood Education (SUNY College at Oneonta)

The Division of Education at the SUNY College at Oneonta invites applications for a tenure track Assistant Professor position starting August 2010. Duties include teaching undergraduate classes in Early Childhood Education; coordination of Early Childhood program; early field supervision and clinical supervision of student teachers. See www.higheredjobs.com/details.cfm?JobCode=175391989

Assistant Professor of Educational Leadership (3 positions) (Texas A&M University at Kingsville)

Teach doctoral and masters-level courses in Educational Leadership, Educational Administration, and/or Educational Research/ Statistics. Earned doctoral degree (Ph.D./Ed.D.) from accredited institution of higher

education in Educational Leadership or Educational Administration. Successful candidate must have complete a minimum of 18 graduate hours in the teaching field. Review of applications will begin 1 September 2009 and continue until the position is filled. See <http://jobs.phds.org/job/15408/the-university-of-tennessee/assistant-professor-in-educational-leadership>

Assistant Professor, Urban Teacher Education (U of Colorado at Denver)

The School of Education & Human Development (SEHD) at the University of Colorado Denver announces a tenure-track faculty position in Urban Teacher Education at the level of assistant professor beginning in Fall 2010. The faculty member filling this position will become a vital member of the school's innovative urban teacher education program, conduct research in teacher education, contribute significantly to ongoing curriculum renewal and redesign efforts of the program, and contribute to the teaching and service missions of the SEHD. See <http://chronicle.com/jobs/0000612493-01>

Assistant Professor in Natural Science and the Learning Sciences (U of Illinois at Chicago)

The University of Illinois at Chicago invites applicants for a joint faculty position at the rank of assistant professor in Natural Sciences and the Learning Sciences beginning 16 August 2010. We seek applicants with a record of research and publication focusing at the nexus of an area of Natural Science and the Learning Sciences. See www.lsri.uic.edu/about/join.asp

Associate/Assistant Professor, Physical Education (U of Texas at Arlington)

The Department of Kinesiology at The University of Texas at Arlington is seeking a full-time tenured or tenure-track faculty member with a background in physical education pedagogy. This position is a nine-month appointment to begin August 2010. The successful candidate will be competent to teach courses in elementary and/or secondary teaching methods for physical education. Other responsibilities will include supervising student teachers in their residency, conducting original research in an area related to physical education pedagogy, establishing a sustained record of scholarship through publications in peer-reviewed journals, and serving on department and college committees. Review of applications will begin 1 December 2009 and continue until the position is filled. See www.insidehighered.com/layout/set/dialog/career/seekers/search?post_id=95999

Assistant/Associate Higher Education Professors (U of Utah)

The Department of Educational Leadership and Policy at the University of Utah seeks to fill two tenure track positions in its Higher Education programs at the Assistant and/or Associate levels. Application deadline 15 November 2009. Screening of candidate applications will begin 1 November 2009, with the intention of completing the search in early 2010, although the positions will remain open until filled. Anticipated start date is 1 July 2010. See http://education.academickeys.com/seeker_job_display.php?dothis=display&job%5BIDX%5D=21951

Assistant Professor Science Education (U of Wisconsin-Madison)

The Department of Curriculum and Instruction in the School of Education at the University of Wisconsin-Madison is seeking a tenure-track Assistant Professor in the area of Science Education. Application deadline 8 January 2010. Queries should be directed to Professor Jim Stewart (jhstewar@wisc.edu/608-263-4638). See www.ohr.wisc.edu/pvl/pv_062800.html

Postdoc Opportunities

Post-Doctoral Fellow (Illinois Education Research Council)

The appointee will hold a non tenure-track (full time, 12 month) research faculty position with benefits. The position is funded through 30 June 2011, with the possibility of renewal if additional funding is received. The salary range for this position is \$40,000 to \$60,000, depending on experience and qualifications. See <http://ierc.siue.edu>

Post-Doctoral Research Associate, Behavioral Research and Teaching, College of Education (U of Oregon)

This is a non-tenure track position funded by grants and renewable annually, subject to continued funding and satisfactory performance. Behavioral Research and Teaching (BRT) is committed to improving the educational environment for all students by developing trustworthy assessment and information systems to support meaningful learning opportunities for students in K-12 classrooms. BRT works with government agencies and academic institutions in designing, validating, and implementing assessment systems. To be assured of full consideration, applications should be received by 4 December 2009; open until filled. See www.jobtarget.com/c/job.cfm?site_id=557&jb=6090924

Post-Doctoral Research Scholar (U of California, San Diego)

The Education Studies program at the University of California, San Diego (UCSD) has an opening for a Post-Doctoral Research Scholar with a preferred start date of 1 February 2010. Appointment length: One year, with possibility of a one-year extension depending on program needs and funding. See <http://eds.ucsd.edu/faculty/eds-recruitment.shtml>

Postdoc in neuroscience with focus on learning and memory (U of Umea, Sweden)

The University of Umea, department of Integrative Medical Biology, section for Physiology in Sweden is searching for a post-doc to a project on learning and memory. The project involves research on the importance of neuroscientific factors for various learning processes. The position is for two years. The earliest starting day is 1 January 2010. Application deadline 31 October 2009. See www8.umu.se/umu/aktuellt/arkiv/lediga_tjanster/315-927-09.html

Postdoctoral and Visiting Scholars (National Institute of Education, Singapore)

Recent PhDs may apply for two-year positions, and senior scholars may apply for variable or short-term collaborations at the Centre for Research in Pedagogy and Practice, National Institute of Education, Singapore. Review of applicants will commence immediately and will continue until suitable candidates are found. We are hoping to have the staff in place early 2010. More information about projects and staff in CRPP is available at www.crpp.nie.edu.sg

LINKS FOR NON-ACADEMIC JOBS

Starting your career as a Young Professional at UNESCO

The Young Professionals Programme established by the United Nations Educational, Scientific and Cultural Organization (UNESCO) provides ten young people under 30 years old with the opportunity to start a career in an international organization.

Link: http://portal.unesco.org/en/ev.php-URL_ID=11714&URL_DO=DO_TOPIC&URL_SECTION=201.html

Job vacancy at UNESCO

There is a job vacancy list in UNESCO that is being updated on a regular basis. An international professional career at UNESCO is open to you depending on your level of expertise in the field of education, culture, science or communication or in management and administration.

Link: http://recrutweb.unesco.org/postes/postes_visualisation.asp?AffLangue=gb&CATPOSTE=1

Job vacancy at the OECD

The Organisation for Economic Co-operation and Development (OECD) has a Directorate of Education which helps answer the following questions: How best to balance spending across people's lives—from preschool to adult learning? How can the role of education in fuelling economic growth be reconciled with other education goals? And what are the best ways of achieving those goals? You can subscribe to the OECD email alert service for new job vacancy announcements.

Link: http://erecruit1.oecd.org/psc/ERECRUIT/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_CE.GBL?Page=HRS_CE_HM_PRE&Action=A&SiteId=1&languageCd=ENG

CV Doctor by ChroniclesCareers

ChroniclesCareers annually choose three or four CVs that readers have sent them and put the selected CVs online for comments. You can take a look at last year's comments on three academic CVs at:

<http://chronicle.com/article/CV-Doctor>Returns-English/48629/>

In addition, the CV doctor this year will return with advice on preparing both strong academic CVs and résumés for nonacademic jobs as soon as they are advertised. So, keep an eye on it!

Making the transition to post-doctoral life

Lynn McAlpine is the Professor of Higher Education Development at the University of Oxford and is former Director of the Centre for University Teaching and Learning at McGill University, Canada. Her research is directed at better understanding the factors influencing learning in higher education. At the FINE forum in April this year, Professor McAlpine shared some advice on how doctoral students can make the transition to postdoc life.

IMPORTANT IDEAS

- Becoming an academic is no longer a default; it is not a failure to choose a non-academic career
- Choosing an academic career should be done with an awareness of the job market and clear consideration of alternative non-academic positions
- The capacities required of academics and non-academics have considerable overlap



WHAT IS THE REALITY?

1. Becoming an academic is no longer a default
 - a) in the US after 5 years,
 - 1/5 in non-academic positions
 - 2/3's in traditional academic
 - remainder in academic-related positions
 - getting an academic position not straightforward, it may take a number of years of contingent work and changes in institution
 - b) in the UK, first destination post-PhD
 - 36% in research roles (all sectors)
 - 30% in finance, business and IT, and public administration
 - 22% postdoctoral researchers
 - 14% higher education lecturers (more from the social sciences, arts and humanities than the sciences)
 - many fixed-term and casual rather than permanent, tenured posts

continued...

2. Choosing an academic career should be done in full awareness of reality

a) in the US,

- from beginning to end of degree, more than 10% of PhD's shifted their desired option post degree from professor to business and government because research-intensive universities are not seen as family friendly; people don't want lifestyle of a supervisor
- after 5 years, those in academic posts report being less satisfied than those in non-academic posts re work/life balance and work/family balance

b) in the UK, first destination post-PhD

- over 80% of social sciences PhD graduates in non-academic positions reported they:
 - i) had exactly the type of job they wanted;
 - ii) perceived positive features such as, attractive salary level and other employment conditions; and
 - iii) reported satisfaction ratings for promotion and job security very much higher than for academic positions.
- dis-incentives of academic positions reported:
 - i) uncertainty and insecurity due to unclear career pathways;
 - ii) low salaries in comparison with other sectors; and
 - iii) competitive, pressured environments which impact quality of life

4. Your PhD training is still good preparation, but be sure to develop as broad a range of experiences as possible

- Graduates in non-academic positions report degrees were good preparation but important to develop a broad range of capacities, e.g., how to manage projects, collaborate, communicate well, etc.

SO, WHAT CAN YOU DO?

1. Think forward: chose an academic career with eyes wide open

- What are the possibilities? What type of position do you hope to hold immediately after completing your degree?
 - Lecturer at a research intensive university
 - Lecturer at a non research-intensive university
 - Postdoc fellowship
 - Researcher in a university
 - Researcher in the private sector
 - Researcher in government
 - Administrator in a college or university
 - Teacher/ administrator at elementary or secondary level
 - Administrator or manager in the private sector
 - Administrator or manager in government
 - Returning to, or continuing, in the same employment/position as prior to the PhD
 - Professional (self-employed or in an agency)
 - Other

continued...

2. Develop three strands of your journey/ trajectory particularly important for academic work:
 - Intellectual: the contribution one has made and will make to one's field; represented in artifacts, for example, papers, publications, citations, and also, course, curriculum designs
 - Networking: the range of local, national and international networks one is connected with, for example,
 - a) academic colleagues wherever located;
 - b) practicing professionals, especially for those in schools and faculties;
 - c) membership on journal boards, and manuscript reviewer;
 - d) research collaborations and co-publications with others
 - Institutional: one's responsibilities and resources wherever physically located; responsibilities include teaching and supervision, committee work, and administrative roles such as program director; resources can support or constrain one's networking and intellectual strands, for example, small or large classes, access or not to research funding, good or poor library support; high or low expectations of committee work.
 3. Draw on range of useful electronic resources for job seeking, etc.
 - Job offerings
 - a) www.jobs.ac.uk – can sort by type and location; mostly outside of North America;
 - b) www.higheredjobs.com – can sort by type and location; largely North American
 - Vitae - www.vitae.ac.uk – look for section on careers, but other useful information here
 - Conference information – www.conferencealerts.com
 - The graduate junction – www.graduatejunction.com – discussion forums, conference and job information
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DOC-WORK

Doc-Work is a group of researchers at McGill University and Simon Fraser University who have gathered together to explore various facets of the doctoral experience. The Doc-Work team consists of higher-education research experts, led by Professor Lynn McAlpine. On the Doc-Work website (<http://doc-work.mcgill.ca>), you will find articles and book chapters on doctoral education, presentations on doctoral education given at national and international conferences, and resources for doctoral students and supervisors.

FINE Contacts

FINE DATABASE

There is no fee to join the FINE group. Any U21 education doctoral students and recent graduates are automatically members of the group. A password-protected database has been set up for FINE members to share contact details and research interests with other group members. Members who are on the database can receive updates about FINE activities, new issues of the FINE newsletter, and upcoming academic conferences or events. Remember to update your details on the FINE database if they have changed (www.universitas21.com/Education/FINE.html).

FINE @ NING

To view more photos from the FINE events, find out more conference and job listings, or look up other resources, visit <http://u21-fine.ning.com>. When you sign up, you will be asked to fill out details about your research interests and dissertation topic. Other members can then search for you based on your research topic. You can also share photos, post discussions or blogs, get to know other FINE members, and even chat with some of them online.



THE FINE LEADERSHIP TEAM

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Want to get involved?

FINE is looking for students who are interested in promoting FINE at individual universities and coordinating FINE events. If you would like to volunteer, please contact Paula.

U21 includes universities from Australia (University of Melbourne; University of New South Wales, UNSW; University of Queensland, UQ), Canada (McGill University; University of British Columbia, UBC), China (Fudan University; Shanghai Jiao Tong University, SJTU), Hong Kong SAR (University of Hong Kong, HKU), India (Delhi University, DU), Ireland (University College Dublin, UCD), Japan (Waseda University), Mexico (Tecnológico de Monterrey), New Zealand (University of Auckland), Singapore (National University of Singapore, NUS), South Korea (Korea University, KU), Sweden (Lund University), United Kingdom (University of Birmingham; University of Edinburgh; University of Glasgow; University of Nottingham), and the United States of America (University of Virginia, UVA).

LIKE WHAT YOU'VE READ? SPREAD THE WORD!

Please forward the newsletter to your fellow doctoral students, or even your supervisor, so that they can find out more about FINE. If you are printing out a copy of the newsletter, why not help save the environment by giving your copy of the newsletter to someone else, or pin it on the faculty notice board after you've finished reading it?

CONTRIBUTE TO THE NEWSLETTER

The next issue of the newsletter is scheduled for February. Contributions to the newsletter are most welcome and can be sent to Esther at m.chan9@pgrad.unimelb.edu.au before **Friday 22 January 2010**. Ideas for contributions include, but are not limited to:

- Thoughts and/or photos from the any of the 2009 FINE events or any other previous events.
- Tips on how to manage life as a graduate student (e.g. making the most of conferences, time management, dissertation writing, publishing, and job hunting (academic or non-academic)).
- Thoughts, inspirations, jokes, or interesting stories as a graduate student, recent graduate, or post-doc.
- Website links or resources that you might know to search for upcoming conferences, call for papers, or jobs.
- Plans to travel to any of the U21 cities/countries in the next couple of months and would like to let others know.

Basically, send us anything that you would like to share with other education doctoral students. The newsletter will not be complete without your voice. Comments and feedback are also welcome.

FINE NEWSLETTER EDITORS

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