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WELCOME to the inaugural edition of the Graduate College News, a newsletter for the graduate students of Florida Atlantic University. The newsletter will be published each semester and is designed to help you make the most of your graduate experience at FAU. You will find helpful information regarding upcoming news and events, university requirements and deadlines, and insider tips from other graduate students.

This first issue is timed to coincide with the start of the summer term. Subsequent issues will appear in the fall and spring semesters. We welcome your comments and suggestions; please email us at graduatenews@fau.edu.

The Graduate College would like to extend a special thank you to the following individuals for their contributions to this first edition of the newsletter: Katie Burke, Daniel Partouche, Dr. Barbara Ridener, Cathie Wallace and Janet Yuen.



The Student Support Services building on the Boca Raton campus. The Graduate College is located on the first floor in Room 101.

Name the Newsletter Contest

The Graduate College newsletter needs a name! How would you like to earn some prizes AND make a lasting impact on the Graduate College at FAU? Help us come up with an appropriate name for your newsletter by entering the newsletter naming contest. Submissions should capture the concept that the newsletter is for graduate students of FAU. We look forward to seeing your creative suggestions.

Eligibility: Open to all FAU faculty and staff and current graduate students

Deadline: July 31, 2009

How to enter: Please submit your suggestions by emailing graduatenews@fau.edu and list "Name the Newsletter Contest" in the subject line of your email.

Submissions: You may enter as often as you like. Please include your full name, Z number, and contact information with each submission.

What is the Graduate College?

The Graduate College is responsible for promoting quality graduate education at Florida Atlantic University. Working in conjunction with the University Graduate Council, Faculty Senate, and the individual college deans, the Graduate College works to develop university-wide graduate plans and policies to ensure that academic standards are maintained. In addition, the Graduate College is responsible for

coordinating graduate recruitment efforts, processing graduate student admissions, facilitating graduate programs and workshops, ensuring university policies are followed, distributing tuition benefits to students, awarding fellowships, certifying all degree requirements are met for graduation, and awarding graduate degrees.

Did you know that the first honorary doctorate at FAU was awarded to then-President Lyndon Baines Johnson?

Graduate Student Workshops

The Graduate College is pleased to announce the following workshops to be offered to all currently-enrolled graduate students at FAU. There is no fee to attend. Class sizes are limited; be sure to reserve your space early.

Introduction to Writing and Publishing in Academia: Eight Things You Should Be Doing Now as a Graduate Student to Jump-Start Your Career

Friday, June 26, 2009

8 a.m. – noon

Barry Kaye College of Business, Room 303

This workshop will introduce participants to the way that writing and publishing function in the career of an academic. Students will learn best practices for academic reading; tools for overcoming writer's block and managing writing time; systems for planning, composing, revising and editing; ways to begin preparing for the job market; and strategies for seeking publication. Workshop participants should bring drafts of any articles in progress and copies of five published journal articles in their field; results of the workshop include a graduate writing timeline and a draft of an article introduction.

Effective Presentations

Friday, June 26, 2009

1 p.m.–4 p.m.

Barry Kaye College of Business, Room 303

This workshop deconstructs the academic presentation or poster into its rhetorical ele-

ments: purpose, message, audience, medium, and setting. Participants will learn basic principles of visual communication, guidelines for coherent and memorable presentations, and criteria for selecting the best media for presentation. The pitfalls of PowerPoint will be addressed as well as strategies for handling nerves, broken LCDs, time-hogs, hostile questions, and other objective hazards of the academic conference setting. Participants are encouraged to bring 15-minute presentations or posters for friendly, constructive feedback during the second part of the workshop.

Thesis and Dissertation Writing Workshop

Saturday, June 27, 2009

8:30 a.m. – 4 p.m. (lunch break, noon – 1 p.m.)

Fleming Hall, Room 409

This workshop breaks the seemingly monumental task of writing a thesis or dissertation into manageable steps and teaches strategies for executing each one. The entire "lifespan" of the manuscript will be considered -- from developing a workable idea to submitting the final document -- with the primary focus being on the writing process. Participants should bring drafts of completed portions of the thesis/dissertation and should expect to write, discuss, and revise portions of their work during the workshop; results will include producing an abstract and an outline or revision of the manuscript introduction.

What's New in the Graduate College?

Watch for changes to how graduate students submit a Plan of Study. Etina Qirjo, the Computer Applications Coordinator for the Graduate College, is leading a project to develop an on-line submission process for the Plan of Study form. With the current manual process, 90% of the Plan of Study forms are delivered to the Graduate College with errors and incomplete information resulting in delayed processing and approval. The new process gives graduate students the opportunity to complete the form electronically and has numerous quality control checkpoints in place, allowing only complete Plan of Study forms to be submitted. Once the form has been completed by the graduate student, the Plan of Study will be automatically routed to the student's advisor, department head, and college dean for approvals. With the new process, students and FAU staff will be able to track the status of a particular Plan

of Study form and know it is being processed promptly and efficiently. Access to the system will be provided through a new Graduate College tab on myFAU.

Once the new Web-Based system is implemented, FAU will be one of the few universities across the country utilizing this technology for the Plan of Study process. The Graduate College is excited about offering this tool for graduate students and faculty and is planning additional enhancements to the myFAU Graduate College tab. Incidentally, Etina Qirjo earned her Master's degree in Computer Science from FAU in 2005 after completing her Bachelor's degree in the same field. The Graduate College is thrilled to have one of our own FAU graduates on staff overseeing the Web-Based Forms project.

**The
average
FAU
graduate
student
is 34
years
old.**

The Plan of Study

Many of our graduate students and faculty members continue to have questions about the Plan of Study process.

A Plan of Study is simply a list of all graduate courses a student intends to complete in order to meet the requirements of his/her graduate degree. It is essentially a contract between the student and FAU which clearly communicates the coursework needed to obtain the graduate degree. The Plan of Study is typically developed in consultation with a student's advisor and requires the approval of the advisor, department head, college dean, and the Graduate College dean. Any graduate student pursuing a Master's, Specialist or Doctoral degree at FAU is required to submit a Plan of Study to the

Graduate College for approval. Ideally, the Plan of Study should be filed with the Graduate College prior to the completion of one-half of a student's coursework.

The Plan of Study is not unique to FAU. Graduate schools across the country require students to complete a Plan (or program) of Study and a number of undergraduate programs are also beginning to utilize the same planning process.

There are numerous resources available for help preparing a Plan of Study on the FAU Graduate College website at: <http://www.fau.edu/graduate>.

Graduate Mentoring Award

The Graduate College would like to recognize Dr. David Bjorklund and Dr. Khaled Sobhan as the 2009 recipients of the Excellence in Graduate Mentoring Award.

Dr. Bjorklund is a Professor of Psychology and has been a faculty member at FAU for the past 33 years. He has been particularly successful in involving his students in scholarly research and publishing, and providing students with opportunities to obtain relevant teaching experience. Dr. Bjorklund's doctoral students have all secured tenure-track college/university positions within one year of graduating and his Master and Doctoral students have established successful professional careers.

Dr. Sobhan is an Associate Professor in the Department of Civil Engineering. In just six years at FAU, he has developed an impressive record of mentoring graduate students and promoting diversity in science and engineering. Dr. Sobhan devotes considerable time to identifying talented undergraduates, preparing them for success as graduate students, and ensuring timely completion of their graduate studies.

Please join the Graduate College in congratulating Dr. Bjorklund and Dr. Sobhan. The Graduate College will formally acknowledge their achievements at an awards reception during the fall semester.

Career Development Center

By Daniel Partouche

Assistant Director, Career Development Center

Did you know that the Career Development Center (CDC) offers Graduate Student Career Workshops? The CDC has developed workshops for students interested in pursuing employment in higher education institutions (an academic job search) as well as students focused on employment outside the spectrum of higher education (a non-academic job search). Come explore your options by attending the Career Development Center's introductory workshops: *Navigating the Academic Job Search* and *Navigating the Non-Academic Job Search: Marketing Yourself Outside of Academia*. Additionally, if you are interested in securing a research position at a higher education institution or another type of private/public organization, you will want to attend the *Marketing Your Expertise: Designing a CV (Curriculum Vitae)* workshop to learn how to create your central marketing document. Following are additional details about these workshops and a few others of interest to graduate students:

Academic Job Search Workshops:

Navigating the Academic Job Search

This workshop defines an academic career path and discusses the components of an academic career, the various types of higher education institutions, trends in faculty employment and salaries, and career requirements and expectations. It also distinguishes between tenure and non-tenure track positions and helps workshop participants identify areas of higher education they enjoy and those they may still want to explore.

Components of the Academic Application: An Overview of Cover Letters, Teaching Portfolios, Statements of Research Interests, and Dissertation Abstracts

If you're applying for full-time or part-time faculty positions, your application may require many of these documents. This presentation begins by discussing what is typically contained in an academic cover letter and how to address topics such as: an unfinished dissertation, teaching interests, research interests and intentions, and salary expectations. The teaching portfolio section provides key questions you should address and topics you should include (such as: pedagogy/training, methodology, courses taught, teaching philosophy, sample course syllabi, and teaching evaluations). In both the statement of research interests section and the dissertation abstract section, the workshop defines the typical content of each document and provides pointers.

Marketing Your Expertise: Designing a CV (Curriculum Vitae)

If you are planning to apply for a faculty, teaching, research, or post-doctoral position, most likely you will be asked to submit a CV (curriculum vitae). This presentation discusses the key aspects and correct usage of a CV, distinguishes when to use a CV versus a resume, and walks you through developing a CV from scratch or adapting an existing document. Additionally, this workshop provides pointers to help you tailor your CV to both the position and the type of institution to which you are applying.

Non-Academic Job Search Workshops:

Navigating the Non-Academic Job Search: Marketing Yourself Outside of Academia

Are you thinking about pursuing a non-academic career and how your specific graduate degree may translate into employment outside of higher education? This workshop provides an overview of possible non-academic career paths and tips on job searching and marketing your skill set..

Other workshops offered by the Career Development Center include Resume Writing, Interview Skills, and Salary Negotiation, and are open to both undergraduate and graduate students.

The CDC is housed on the second floor in the Student Support Services Building (SU-80, Room 220) on the Boca Raton Campus and is the location for all workshops offered by the CDC. For workshop dates and times, please visit the Calendar of Events at <http://www.fau.edu/cdc>. For questions about the workshops, please contact Daniel Partouche, Assistant Director, at dpartouc@fau.edu or (561) 297-3533.



Mark your calendar for FAU's Fall 2009 Career Day & Technical Fair, to be held Thursday, September 17, 2009 on the Boca Raton campus.

Money Matters

Money Matters will be a regular feature of the Graduate College newsletter and will contain money-saving tips specifically for graduate students. If you have ideas for future articles, please send your suggestions to graduateneews@fau.edu.

Alternatives to Paying For Graduate School
by Janet Yuen
MBA student, College of Business

Congratulations on your decision to go to graduate school! You have been accepted into your program, and I'm sure you're wondering what kind of options you have for paying for your degree. Graduate students usually take out government loans since we are not eligible for government grants like undergraduate students are, but there are options such as working as a graduate assistant or a graduate teaching assistant that are rewarding and fulfilling.

The stress of funding your education can also be compounded if you don't qualify for most scholarships or if you recently lost your job, like I did. I racked up tens of thousands of dollars in debt financing my master's degree before finding an on-campus job.

I found a graduate assistantship position on campus as the Associate

Director of the Graduate Student Association, which covers the cost of my tuition (excluding student fees) and provides a modest income.

Graduate assistantships and teaching assistantships are available all over campus in various departments and colleges. It takes a lot of footwork and perseverance to find these very competitive positions.

Start your on-campus job search at jobs.fau.edu under "Search Postings." Talk to professors and department heads to get the inside scoop on positions that may become available in the near future. Also, talk to other students who currently hold these positions because they are the first to know when a position is being vacated by a graduating student.

Periodically, graduate assistantships are posted under the Campus Announcements or Personal Announcements of myFAU so watch out for these postings as well. With due diligence, you can land a great on-campus job!



The GSA — Working Hard for You

What is the Graduate Student Association (GSA)? We are an active body of students providing representation for FAU's graduate student population. The GSA works daily as an advocate for the interests of graduate students University-wide and strives to enrich graduate students' experiences by providing academic support resources, social programming, and networking opportunities. Simply by being a graduate student, you are a member of the GSA.

May has been a busy and successful month so far; highlights include the GSA Graduation Celebration at the Marleen and Harold Forkas Alumni Center, New Student Orientation (summer) and the Networking Mixer for new and graduating students at Duffy's in Deerfield Beach.



The GSA leadership includes three campus-based councils (Boca Raton, Broward and Northern), two directors (Katie Burke and Janet Yuen), and an Advisory Board: the GSAAB (comprised of voting representatives from each of FAU's eight colleges),

We have recently filled openings in our Advisory Board created by graduating representatives and the board has nominated a new chair: George Morales from the College of Engineering and Computer Science. We are still lacking a student representative from the College of Business. Please contact us at gsa@fau.edu if you are interested in the position or would like additional information. Other student representatives are: Richard Tommer (College of Architecture, Urban and Public Affairs), Kathryn Morris (College of Arts and Letters), Ashley Pinette (College of Biomedical Science), Evana Tamayo (College of Education), Lisa Marie Wands (College of Nursing) and Latasha Hoskins Lee (College of Science).

The GSA office is located in the Boca Raton Student Union (Room 234) and is open Monday through Friday all summer long. Please come by with any ideas, feedback or concerns you'd like to discuss with your GSA representatives. We can also be reached by e-mail (gsa@fau.edu), by telephone (561-297-1170) or through our website (www.fau.edu/sga/gsa.php). Search us on facebook: Florida Atlantic University Graduate Student Association.

Graduate students at Casino Night, a GSA-sponsored event held this past spring semester.

Graduate Teaching Assistant Tips

Plan, Engage, and Communicate for Success

By Dr. Barbara Ridener, Associate Professor and Chair
Department of Teaching and Learning
College of Education

Whether you are a new Graduate Teaching Assistant (GTA) or one with a few classes under your belt, teaching can be a scary, exciting, and humbling experience. You might think, “What’s the big deal?” Of course you know how a class works. After all, by this time you have probably sat through more classes than you can count. You have had your share of good teachers and bad teachers, teachers who have made lessons and classes exciting, and those who have made them boring, painful experiences. Keep something in mind as you prepare to teach: the instructors who you remember without kindness (the “bad” ones) had also been students in many classes before they were teachers.

Fortunately, there are some strategies that you can practice, and by practicing them, you will be a successful teacher. The three key words to remember as you plan to teach and throughout your class are: Plan, Engage, and Communicate (PEC). You can remember this by thinking of flexing your PECS. By flexing them you are working them and ultimately making them stronger.

“P is for Plan.” Whether you are teaching a lab section and working for a faculty member or you are the instructor of record for a class of your own, planning is essential. If you have been given a master syllabus from the college, don’t think that the planning has been done for you. You have to plan for the semester. This involves making a lot of decisions. Begin with the big picture. You will need to decide how you will cover the course objectives. Ask yourself how the concepts will span the semester so students have the opportunities to learn all the knowledge and skills they need to have by the end of the class. Understand how the topics will connect and lead the student from beginning to end. Then, think about what the plan for the semester means for the daily lessons. You will need to decide how you will structure the assessments. If the assessments have been created for you, determine how you will plan your daily lessons so the material will be covered and students will be successful on the assessments. Decide where you will insert assessments into the course, and why. Determine if the assessments will be at natural, chapter breaks or at the midterm and final. Decide how the assessments fit into the big picture. They should be part of the learning process for both you and the students. Then decide how the lessons between the assessments will be connected. Determine how you will structure the content of each lesson. When you know the material that you will teach on a given day, plan the way in which you will deliver the material, possible activities to engage the students, and questions you can ask throughout the lesson. It seems like a lot of work, but some of the pieces will come naturally, or easily, once you have taught a course once. But you will always benefit by planning your class before walking through the door and being in front of students.

“E is for Engage.” Engage other faculty and other GTA’s with discussions about how they teach and what they find to be effective. Engage with the material. If you do not have a connection with the content you are teaching, the students will not feel one. If you are bored, the students will be bored! Engage the students! This doesn’t mean that you can’t lecture. But a lecture must be ...engaging. Use visuals, technology, hands-on experiments, group work...eye contact, voice inflection....practice your presentation. Know where you are going and how you will get there. This takes a lot of work when you first teach a course, but it gets easier the more experience you have. How you engage students will depend on the content and the style(s) that are most comfortable to you. You may watch a dynamic instructor present a lecture or teach a concept, memorize the steps and phrases, and when you try to duplicate the lesson, you find it meets with far less success than the presentation you remember. Individuals have strengths and weaknesses, interests and comfort levels; working with these you will engage your students with your lesson. In addition, you will find that not all classes have the same “personalities” and sometimes the strategies and techniques that work with some fall flat on others. Gauge your students for signs of engagement. Watch their eyes. Watch what they are doing. Ask them questions. If they are with you, you will know.

“C is for Communicate.” You cannot engage your students without communicating with them. This means a lot of things. It means you are making your expectations clear. Writing them on the syllabus is not enough. Explain them to students. Question students to make sure they understand the expectations and the material in the way they should, in the way you want them to. Ask questions so you know what the students understand. This will also help you to understand what material the students do not understand. Then, if it is one student who does not understand, you can help that student. If it is the majority of the class that does not understand, you can re-teach the material. In addition, you have learned something that will help you during the next class you teach. Maybe you need to be more thorough or maybe you need to present the material in a different way. Either way, make yourself accessible for the students to ask you questions. Be available before and after class, during office hours, and during class. Make sure students feel it is okay to ask you questions and that you care whether they understand the answers. Do not make their learning your problem, but communicate with them so they know you want to help them succeed. In addition, communicate early with the lead instructor, director, or chair on any questions or concerns you have about the course, expectations, or student’s performance. Communication can solve problems before they occur or as they occur. They can help to guide your actions and facilitate your success both now and in the future.

So, flex your PECs. Prepare to teach by planning. Engage yourself and your students. Communicate with everyone around you. You have participated in wonderful, engaging courses...you know the qualities of an exceptional teacher (or at least you can recognize it when you see it)...it just takes a little practice and work on your part to make you a success from the other side of the podium.

“Flex your PECs: Prepare, Engage and Communicate.”

Student Health Services

By Cathie L. Wallace, RN, MSN
Director, Student Health Services

Physical and mental health are important factors in a graduate student's success. Student Health Services helps FAU students succeed by providing quality health care, wellness education, and resources that are essential for the academic and personal success of our graduate students. On-campus clinics are available in Boca Raton, Jupiter, and Davie, while medical services are provided by a community health care partner in the Treasure Coast area. Students must be registered for at least one credit hour to have access to health services.

Health care services are provided at all sites. A general medical office visit at the Boca, Jupiter, or Davie locations will only cost a student \$5. Some of the services available are: medical care for illnesses and injuries; preventive health care, physical exams, and immunizations. Women's health care, men's health care, and lab tests are available at reduced fees. Students may access health care at any of our convenient locations listed below:

Boca Raton campus:

- Building SS-8W, Room 240, upstairs from Starbucks
- For appointments: (561) 297-2276; General information: (561) 297-3512

MacArthur campus:

- Building SR, Room 106
- For appointments and information: (561) 799-8690

Broward campuses:

- Building SD, (Davie Student Union), Room 206
- For appointments and information: (954) 236-1556

Treasure Coast campus:

- Linda Delo, D.O.
538 S.E. Port St. Lucie Blvd.
Port St. Lucie, FL 34984
- For appointments: (772) 871-5900. Please identify yourself as an FAU student.
- For additional information, contact Student Affairs: (772) 873-3305

Following are additional details about other services provided by Student Health Services:

Dental Clinic, Boca Raton campus (open to all FAU students):

- Dental exams/consultations for only \$20
- Cleanings, x-rays, fillings, bondings, and teeth whitening at reduced rates

FAU Pharmacy, Boca Raton campus (open to all FAU students, faculty and staff)

- Building SS-8, Room 223, above the Breezeway Food Court
- Phone: (561) 297-0072
- Prescription medications and over-the-counter items
- Discounts for cash paying students; many prescription plans are honored
- Transfer your prescriptions; we mail prescriptions for a fee

Immunization Office, Boca Raton campus

- Building SU, Room 114
- Phone: (561) 297-0049, Fax: (561) 297-2769
- Turn in your immunization records for approval for registration.

FOR ALL STUDENTS – Nurse Triage/Collegiate Assistance Program

- Dial toll-free: (866) 281-9725 for Nurse advice and health information 24 hours a day, 7 days a week.

Please give us a call at (561) 297-3512 if you ever need to communicate with us about any health or wellness need. You may also visit our website at www.shs.fau.edu for more information. Student Health Services looks forward to serving you!



Access to Student Health Services is available to FAU students on four different campuses.

Student Spotlight

When you think of the French language, what country besides France comes to mind? Did you think of Algeria? Hicham Mazouz, a native of Algeria, is slowly but surely educating the FAU community about French-speaking Algerians. Hicham is a third-semester graduate student working on his master's degree in Comparative Literature and a Graduate Teaching Assistant for French 1120 and French 1121. "I'm pretty sure I'm not what the students in my French course are expecting when they walk in" states Hicham with a grin; but maybe they should. Despite the designation of Arabic as the official language of Algeria, it has the second-largest French speaking population in the world. Hicham's students not only have the opportunity to learn French, but they also get educated about his native country from his personal experience.

Until 1962, Algeria was under French rule. Once the French colonization ended, Algeria had to decide what language to utilize to educate the public. The mother tongue of Algerians, called *Daridja*, is not a written language. Tamazight, another North African language familiar to a large number of the population, did not have government support. At that time the literacy rate was less than 10% with French being the common language. As a result, most intellectuals were educated in French schools. Later (in the 1960's) the educational system became segregated: one system utilized French (Francophone system) and the other classical Arabic (Arabophone system).

As time progressed, the French schools decreased in number and quality. With the designation of Arabic as the official language in 1980, the environment in Algeria became even more hostile towards the francophone population. During the period from 1992 to 2000, the violence between the government and religious parties had escalated resulting in over 100,000 deaths, making it increasingly dangerous for Hicham to stay in his native country.

Hicham has called South Florida home since 2000. He first visited Florida in 1998 on a business visa but did not have the resources and documents to stay and start his education at that time. Because of his visit to Florida and a family connection to the area (his brother is Dr. Kader Mazouz, a professor of Civil Engineering at FAU), Hicham concentrated on obtaining a student visa for the United States.

Getting to where he is now has not been easy. "As someone coming from a Muslim nation to America, everything was very scrutinized." Once he got through the "nightmare" of getting his papers, Hicham remembers landing at JFK Airport in New York and learning he had missed his connecting flight. With just \$30 in his pocket and extremely limited English speaking abilities, he somehow managed to find his way to Florida. His start at FAU as an undergraduate was another difficult learning experience. In

fact, Hicham describes it as "miserable". Everything about the educational process was confusing and overwhelming to him. During his first semester of enrollment, he ran short of funds and had to discontinue his studies. Since he was unaware that he needed to administratively withdraw from his courses to avoid receiving a failing grade,



Hicham simply abandoned his studies. "This was a result of not knowing the system," says Hicham. His first try at a graduate class as a non-degree student was equally challenging: "It was a disaster; I did not know what research was...I knew absolutely nothing." That is certainly not the case now -- Hicham has discovered research and finds it fascinating to deeply examine language, culture, and race. He is very interested in trying to maintain his connection with his original North African home and his new country. Additionally, Hicham credits research for changing his focus from French to Comparative Literature. Hicham smiles and states: "That's the way studies go...you say one thing but the research takes you elsewhere. When I started, it was just to get a Bachelor's degree in French". His research in comparative literature has also ignited a passion for American literature. "American literature in general fascinates me, especially African American literature. It makes me proud of these people who had the courage to survive hundreds of years of injustice and then write about it so beautifully", states Hicham. "French (and Francophone) literature is good and I like it but you don't always connect with it. American literature is much more real."

Hicham attributes much of his development and success to Dr. Sika Dagbovie, an Assistant Professor in the English department. He describes Professor Dagbovie as very challenging and encouraging and says finding her was a "lucky discovery". To Hicham, Dr. Dagbovie represents academic professionalism, intelligence and tolerance. "When you are in her classroom, you have no other choice but to be successful." Dr. Dagbovie is now one of his advisors for his Master's program and has this to say about Hicham: "In each class Hicham has taken with me, he thinks about the complexities of race and racial identity in America by making connections with the effects of colonialism in the African/ Arab world. In short, Hicham often uses his own experiences as an Algerian in classroom discussions, prompting his classmates to rethink or understand more profoundly race relations in the U.S."

(continued next page)

*"I've learned with time how to express my identity.
Before they tell me who I am, I tell them first who I am."*

Student Spotlight, cont'd.

The supportive environment at FAU continues from the English department to the French and Spanish departments: Hicham is quick to acknowledge all of his professors in both areas for their continued assistance and for providing opportunities to advance his education.

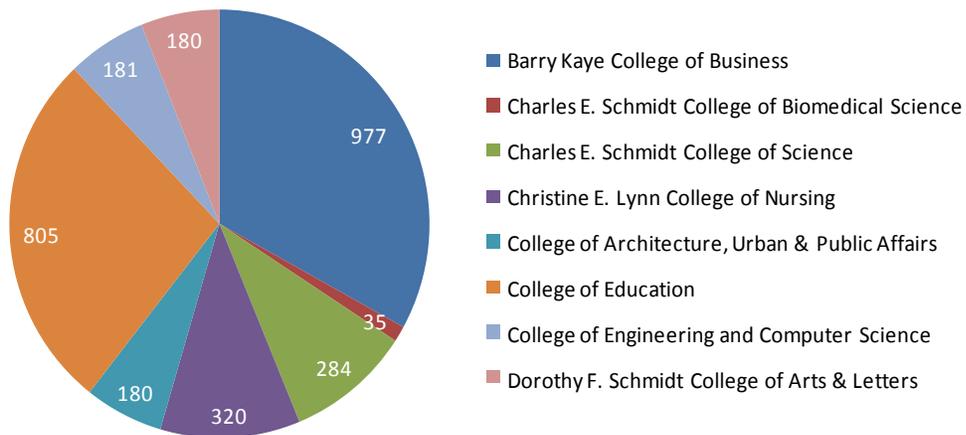
When asked what Hicham does for fun, he laughed and said, "Right now, I study!" After a bit more probing, he lit up when asked about soccer. He loves soccer and finds it a great way to connect with others. He has also embraced the culture of basketball but not American football yet – sorry, Owls! He has tried but just doesn't understand the sport. Perhaps with the continued growth and success of Owl football, he'll become a fan in time.

What adjustments to American life did Hicham have to make? The greatest challenge has been learning the language. Having learned very little English in Algeria, he took classes at church and with other community programs upon his arrival in Florida but found he progressed more rapidly by reading and watching television. Today he is quite fluent in English but still feels more confident writing English than speaking it. As for cultural adjustments, Hicham had a good idea of what to expect of American culture, as he had visited previously and learned from other family members' experiences. He also credits his Francophone background

with preparing him to interact with western culture. What he has been surprised by is how little the average person knows about diversity in Algeria. Most people assume he is Middle-Eastern. "At the beginning, I didn't pay much attention but later I realized I was not being given the opportunity to express my true identity since my culture has nothing in common with Middle-Eastern culture." Hicham thought most African Americans would be more familiar with African culture and Algeria's history. Hicham identifies mostly with Algeria in an African context. "I've learned with time how to express my identity. Before they tell me who I am, I tell them first who I am."

Hicham became an American citizen last September and describes the feeling as being "proud". The timing gave him the opportunity to exercise an important right of citizenship – voting in his first Presidential election. He is focused on his future and feels confident that the worst is behind him. When he thinks of what he endured in Algeria and is now teaching at FAU, he is amazed at his progress. His determination has seen him through: "I worked hard for it. And not only did I get accepted in French studies but also in Comparative Literature". Today Hicham is making plans to continue his studies in Comparative Literature, eventually earning his PhD and hopes to continue educating students at the university level, preferably in Florida. Perhaps one day FAU will have two faculty members with the title "Dr. Mazouz."

Graduate Enrollment at FAU - Summer 2009



Lunch with the Dean

Each semester, the Graduate Student Association sponsors the Graduate College's "Lunch with the Dean", an event for all graduating students earning advanced degrees at FAU. The spring luncheon was held April 29th and was attended by a total of 35 students across all disciplines. The purpose of the luncheon is to recognize students who are completing their advanced degrees and provide them with an opportunity to discuss the graduate experience at FAU.

Following lunch, students were asked to provide feedback on the services of the Graduate College through roundtable discussions. Their suggestions included improving the way information is disseminated from the Graduate College, providing additional workshops for students, and offering training for FAU faculty and staff who work with student Plans of Study. The next "Lunch with the Dean" will be offered at the end of the fall semester on Wednesday, December 9th, 2009.



**New graduates at Lunch with the Dean.
FAU conferred 508 graduate degrees at
the Spring 2009 Commencement.**



GRADUATE COLLEGE

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