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New Events & Announcements

Fall 2022 GradResearchLive! Preliminary Submission Deadline (10/26)
UK GradResearch Live! offers you the opportunity as a current graduate student, professional student, or postdoctoral scholar/fellow to showcase your research and presentation skills to the university community. Communicating research succinctly and engagingly, especially to general audiences, is a critical but rare skill that can give you a boost in the competitive job market inside and outside academia. Participants will have 3 minutes and 1 slide to tell an appealing story about their research to a non-specialist audience. If you were unable to attend the introductory session, you can watch a recording of the session here.

**Preliminary Submission Deadline:**
Wednesday, October 26, 2022, by 11:59 p.m. via [Qualtrics](#)

**Coming up next...**

**Finals:** Thursday, November 10, 2022, at 5:00 p.m. EST (Esports Theater)

**MLK Center A Week of Mental Health, Outreach, Resources and Education (M.O.R.E.)**
(10/26 - 10/28)
The Martin Luther King Center in partnership with the Counseling Center, The Neighborhood Healers Project and the Center On Drug & Alcohol Research are collaborating to sponsor A Week of M.O.R.E which stands for Mental Health, Outreach, Resources and Education during Oct 26-28. The goal and purpose of this week is to amplify opportunities for members of the UK community to discuss mental health broadly, share proactive self-care strategies and promote awareness around substance abuse among college student as it aligns with mental health. The week will include five major events listed below:

**Wednesday, October 26 at Noon in MLK Center - Let’s Talk: Narrative Therapy sponsored by the University Counseling Center**

Narrative therapy is a form of therapy that aims to separate the individual from the problem (substance abuse, family history of substance of abuse, mental health, etc) allowing the individual to externalize their issues rather than internalize them using artistic expression. This event will focus on helping participates engage in self-reflective practices.

**Wednesday, October 26th at 7:00pm - Trap Yoga with Larry Jackson from Synergy Coach in the Alumni Gym Studio A.**

Yoga is increasingly being used in substance abuse treatment programs and throughout recovery to help prevent relapse, reduce withdrawal symptoms, and drug cravings, and provide a healthy outlet to cope with potential triggered and daily life stressors. Synergy Coach Larry Jackson will lead participants through an interactive and upbeat session.

**Thursday, October 27th at 1:00pm - The Great Escape with University Disability**
Center at 1:00pm in the MLK Center

This event will be an interactive workshop where participants will be able to create affirmation jars and discuss self-care strategies to incorporate daily.

Thursday, October 27th at 4:00pm - Outside the Margins: The Intersection of Mental Health and Substance Panel Discussion in the MLK Center

This will be a panel discussion about substance abuse and the effects that it can have on college students mental health. Panelist will discuss experiences, expertise and research on the topic.

Friday, October 28th at 2pm - Helping the Helper moderated by Dr. Candice Hargons in the MLK Center

The goal of this session is to discuss how to support individuals who engage in providing mental health support to others.

Outside the Margins: The Intersection of Mental Health and Substance Panel Discussion in the MLK Center (10/27)

OUTSIDE THE MARGINS

"Every day, an estimated 130 Americans die from an opioid overdose, devastating families and communities across the nation."

The Intersection of Mental Health and Substance Abuse

Thursday, Oct. 27, 2022 • 4 - 5 p.m.

Join our panel of substance abuse researchers, mental health professionals, and community organizers as we look beyond the stereotypes of substance abuse.

How can substance abuse show up? What is the relationship between mental health and substance use disorders? And what resources exist in the community and across the Commonwealth for individuals dealing with both?

Panelists

Natalie Malone - Neighborhood Healers Project
John Toomer – Senior Agricultural Economics Major
Dr. Tomeriel Brooks - Mental Health Clinician, UK Counseling Center
Jovonna Atkinson – REFOCUS Research Coordinator

CGPDI Writing Accountability Groups (WAGs) (10/28)
The Center for Graduate and Professional Diversity Initiatives (CGPDI) is excited to launch a 4-week Writing Accountability Group for all graduate and professional students working on Thesis and dissertations, research proposals, and research papers in general. This multi-disciplinary group gives graduates a space to write and find accountability among others from different programs and backgrounds.

First-Gen Graduate Student Coffee Break (11/03) 🌿
FIRST-GEN GRAD STUDENT COFFEE BREAK

September 8th
October 6th
November 3rd
1pm in Gillis Building Conference Room 104

Presentation U Personal Statement Workshop
(11/04)
ATTENTION GRADUATE SCHOOL APPLICANTS!
PRESENTATION U'S
PERSONAL STATEMENT WORKSHOP
IS COMING UP!

FRIDAY, NOVEMBER 4TH | 1 PM - 3 PM
@PRESENTATION U
LOCATED IN THE BASEMENT OF WILLY T YOUNG LIBRARY

Drop in for individualized feedback from trained peer tutors on your personal statements for graduate school applications!

In collaboration with:
Stuckert Career Center & the Graduate School

Lyman T. Johnson Awards Recognize More Than 60 Alumni, Students
More than 60 alumni and students were honored during the 31st annual Lyman T. Johnson Awards program Friday, Oct. 14 at the Gatton Student Center.

The University of Kentucky Alumni Association Lyman T. Johnson African American Alumni Constituency Group and the UK Office for Institutional Diversity hosted the awards luncheon as part of the 2022 Lyman T. Johnson Homecoming Celebration. The 2021 ceremony was postponed due to COVID-19 concerns, leading to a combined ceremony this year.

Click Here to Read More

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**Interstride Connects UK Students to a Global Workforce**

All currently enrolled students have access to Interstride and can sign up to create a unique profile by using their myUK login credentials.

The University of Kentucky is partnering with Interstride, a market leader in technology that supports student navigation of industry-related visa processes and options and expands global career opportunities for international students, offering them the resources to have successful careers and providing domestic students the opportunity to discover resources for living and working abroad.

Click Here to Read More

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**GS Professional Development Courses for**
The following GS courses may be taken as standalone courses or as part of a set leading to a Graduate Certificate in College Teaching during Spring 2023. You can read more about each of these courses here. If you are interested in taking one of these courses or if you have any questions, please contact Dr. Morris Grubbs, Assistant Dean and Director of the Office of Graduate Student Professional Enhancement (GSPE) in the Graduate School.

- GS 600: Special Topics: CAREERS BEYOND ACADEMIA (2 credit hours)
- GS 610: SEMINAR IN COLLEGE TEACHING (1 credit hour)
- GS 630: INSTRUCTIONAL TECHNOLOGY (1 credit hour)
- GS 650: PREPARING FUTURE FACULTY (1 credit hour)

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**ESL Courses for Spring 2023**

The following ESL courses will be offered in-person during Spring 2023. You can read more about each of these courses here. If you are interested in taking one of these courses or if you have any questions, please contact Angela Garner, Lecturer in the Center for English as a Second Language and Coordinator of International Graduate Student Initiatives in the Graduate School.

**ESL 095: Academic Writing for International Graduate Students**  
*Tuesdays and Thursdays, 9:30-10:45am*

This class is designed to assist international students prepare for academic writing at the graduate level. Particular attention is given to writing conventions in the United States, and there is an emphasis on learning and applying the process of writing (drafting, revision, editing, and proofreading). Students will also learn about the importance of academic honesty at the American University, including how to avoid plagiarism as well as how to evaluate and cite sources in their specific disciplines. Assignments in the class will allow students to investigate writing in their disciplines and then apply what they learn to their own field-specific writing. Sample assignments include an annotated bibliography and a proposal/problem-solution paper.

**ESL 093: Academic Speaking/Listening for International Graduate Students**  
*Tuesdays and Thursdays, 11:00am-12:15pm*

This class is designed to help international students develop their oral and aural English skills in a practical environment. Students’ pronunciation patterns are analyzed at the beginning of the semester and time is spent developing a sense of American English sounds, rhythms, and intonation patterns. Course time will also be devoted to helping students develop communication strategies, prepare for and present short presentations, and lead small group as well as roundtable discussions.

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**Call for Participants: UK Research Sleep Study**
Researchers led by Dr. Lauren Whitehurst in the Dept. of Psychology at the University of Kentucky are conducting a study to examine how sleep impacts cognition.

In this study, you will:

- Complete surveys and computer-based learning tasks
- Visit the UK Sleep Research Lab
  - Address: 1509 Bull Lea Rd, Lexington, KY 40511
- Be involved in the study for 2 weeks total
  - This will include spending 2 nights in the sleep lab.
- Be compensated for your time and effort

If interested, please contact: uksleepstudy@gmail.com
CGPDI Start-to-Finish Mentoring Program
The Center for Graduate and Professional Diversity Initiatives (CGPDI) is excited to launch the Start-to-Finish mentoring program for the 2022 – 2023 academic year! STF is a mentorship initiative for historically underrepresented populations in undergraduate, graduate, and professional programs. Start-to-Finish is a joint effort between the Center for Graduate and Professional Diversity Initiatives, Graduate Student Congress, and the Graduate School to provide support for all levels of mentoring. The program has two tiers of engagement: faculty and staff will be able to mentor graduate and professional level students in tier one; graduate and professional students will be able to mentor undergraduates in tier two. This multi-tiered, intergenerational mentoring program seeks to provide participants with tools and resources for navigating higher education, developing professional mindsets, and achieving academic success. If you would like to be a mentor, or a mentee, you can fill out this form or email David Robinson for more information!
The University of New Hampshire invites your application to Postdoctoral Diversity and Innovation Scholars. This 2 year appointment provides opportunities to hone your scholarship in preparation for the professoriate through mentoring, professional development, development funds, salary, and benefits. Learn more about professional development offerings and the opportunity to apply for a future tenure track faculty opening. We are recruiting for 13 postdoctoral positions.

The University of New Hampshire is a Carnegie R1 institution with land-, space-, and sea-grant designations. The university actively promotes a dynamic learning environment in which qualified individuals of differing perspectives, life experiences, and cultural backgrounds pursue academic goals with mutual respect and shared inquiry. We encourage applications from underrepresented groups. We are situated in the beautiful seacoast region of New Hampshire, with a train station on our main campus, an hour from Boston and 1.5 hour plane flight to Washington DC. The fall beauty of our location cannot be surpassed. Applications close November 16, 2022.

Contact patricia.walsh@unh.edu to set up an appointment.

Feeding Kentucky: The Emergency Food Assistance Program (TEFAP) Research Fellow (10/30)
**Position Title:** The Emergency Food Assistance Program (TEFAP) Research Fellow

**Research stipend:** $3,000-5,000 (based on duration of project)

**Location:** Frankfort, KY

**Duration:** 8-12 weeks, approx. 20hr/week. Flexible schedule

**Start date:** November 2022

**Reports to:** Advocacy Coordinator

**Job Opening:** The Emergency Food Assistance Program (TEFAP) Research Fellow

Alongside the Advocacy Coordinator, the TEFAP Research Fellow will be responsible for designing and conducting a project focused on evaluating TEFAP’s implementation and functionality in addressing food insecurity in Kentucky. This is a hybrid position, and some work must be done in person at food banks/pantries across the state and Feeding Kentucky’s Frankfort office. Duration of project and hours worked are flexible and will be arranged with the Advocacy Coordinator.

**About TEFAP:** The Emergency Food Assistance Program (TEFAP) is a federal program that helps supplement the diets of low-income Americans by providing them with emergency food assistance at no cost. USDA provides 100% American-grown USDA Foods and administrative funds to states to operate TEFAP. [https://www.fns.usda.gov/tefap/tefap-fact-sheet](https://www.fns.usda.gov/tefap/tefap-fact-sheet)

**Project Goal:** Through this project, Feeding Kentucky aims to disseminate information on TEFAP federal regulations and policies; ensure partner organizations have the information needed to effectively implement the program, including accepting all TEFAP foods offered; learn about challenges and concerns across the network; and develop a way for network members to share innovative TEFAP practices. This project seeks to understand the intricacies of how TEFAP functions in Kentucky, with a specific interest in how TEFAP relates to Kentucky’s food insecurity rate for adults aged 50-59.

**To Apply:** Submit (as a PDF) a brief cover letter, resume, and contact information for 1-2 professional references by October 30, 2022 to cassidy@feedingky.org. Address cover letter to Cassidy Wheeler, Advocacy Coordinator. Applications will be reviewed as they are received. Start date is expected to be Nov. 2022.
Primary Responsibilities:

- Gather input, stories, and other data from partner food banks and pantries on TEFAP
- Meet with partner food banks and pantries, as well as community members served, to
  - compile TEFAP-related priorities, concerns, and experiences, including
    recipients’ narratives
  - conduct interviews, surveys, and other forms of data collection around the
    implementation of TEFAP at individual organizations
  - improve connections with partner food banks and pantries, specifically those
    working on TEFAP
- Compile a final report on findings of the project
- Assist in creating and distributing TEFAP literature to relevant partners
- Identify who is missing out on TEFAP and why
- Consult on strategy design to advertise the availability of TEFAP, specifically to
  underserved groups
- Troubleshoot barriers to TEFAP implementation and reception and brainstorm possible
  solutions, either systemically or individually
- Use data collected to create a final conclusion about the functionality of TEFAP in
  Kentucky and next steps for improving its implementation and reach

Preferred skills, education, and background:

- Bachelor’s in a related field and/or current graduate student in a related field
- Experience designing and implementing research projects
- Excellent written, oral, and interpersonal communication skills
- Knowledge of and experience with issues related to hunger and poverty (professionally,
  academically, or personally)
- Self-motivated and able to work independently
- MUST have a valid driver’s license and access to a vehicle
- Applicants with lived experience are encouraged to apply

*Please note this is a short-term temporary contractual position and in no way constitutes an
offer for current or future employment with Feeding Kentucky; nor does it convey any express
or implied benefits of employment therein.*
The grants have the following eligibility requirements:

For PODS I: at the time the award commences, and PODS II: at the time of application, the applicant must:
- possess a license to practice physical therapy in the U.S. or in a U.S. jurisdiction, or
- have met all the requirements for physical therapy licensure in the U.S. or in a U.S. jurisdiction, including having received a passing score on the licensure exam, or
- possess a physical therapist assistant license in the U.S. or in a U.S. jurisdiction, or
- have met all the requirements for licensure as a physical therapist assistant in the U.S. or in a U.S. jurisdiction, including having received a passing score on the licensure exam.
- Be enrolled as a full or part-time student in a regionally, fully accredited post-professional doctoral program whose content has a demonstrated relationship to physical therapy.
- Students enrolled in transitional Doctor of Physical Therapy (tDPT) programs are not eligible for Foundation scholarship support.
- Must demonstrate commitment to further the physical therapy profession through research and teaching in the United States and its territories.
- Be a U.S. citizen or permanent resident.

PODS I
- The applicant must have been accepted into a PhD program relevant to physical therapy prior to the start of the scholarship year, September 1, for which the proceeds will be used.
- The applicant will be ineligible for a PODS I scholarship if candidacy status (as defined by his/her institution) is achieved prior to the start of the scholarship year, September 1.
- An application submitted as a PODS I will NOT, under any circumstances, be reviewed as a PODS II in the event it is determined that the applicant will achieve candidacy status (as defined by her/her institution) prior to the start of the scholarship year, September 1.

PODS II
- The applicant must have achieved candidacy status (as defined by his/her institution) prior to the start of the scholarship year, September 1.
- An application submitted as a PODS II will NOT, under any circumstances, be reviewed as a PODS I in the event that the SRC determines that the criteria for a PODS II are not met.
- Confirmation of candidacy status must be confirmed in the online application by the mentor/advisor. If candidacy will be achieved after the due date of the online application and before the start of the scholarship year, September 1, written confirmation from the institution must be provided to the Foundation by August 1. If candidacy is not achieved by the start of the scholarship year, funding for the applicant will be withdrawn.

PODS II/NIFTI Combined
- PhD candidacy status (as defined by his/her institution) must have been achieved. In addition, the applicant must complete all PhD requirements within one year and prior to the commencement of the NIFTI training.

Closing Date: January 4, 2023

Link to Full Announcement: https://foundation4pt.org/funding-opportunities/scholarships/promotion-of-doctoral-studies-pods-i-ii-scholarships/

Contact Information: info@Foundation4PT.org

Library Company of Philadelphia - Program in African American History Research Fellowships (01/15)

Description: The Library Company of Philadelphia invites applications for its Mellon Scholars program in African American history. This supports students, scholars and independent researchers from underrepresented backgrounds in doing research on African American history of the 17th, 18th, and 19th centuries in the library's archive. Three types of scholarships are available:
Postdoctoral research fellowships worth USD 50,000 for the academic year (September 1 through May 31). Applicants may be citizens of any country, and they must hold a PhD by September 1 of the year of residency.

Dissertation research fellowship for students in the later stages of research or writing. The term of the fellowship is September 1 to May 31 with a stipend of USD 25,000. The award may be divided between two applicants, each of whom would receive USD 12,500 for the period September 1 to January 15 or January 15 to May 31.

Four short-term Mellon Scholars Research Fellowships worth USD 2,500 tenable for any one-month period between June 1 and May 31 for doctoral candidates, PhD holders, or independent scholars.

**Closing Date:** January 15, 2023

**Link to Full Announcement:** [https://librarycompany.org/academic-programs/paah/fellowships/](https://librarycompany.org/academic-programs/paah/fellowships/)

**Contact Information:**
Christine Nelson, Fellowships Manager
fellowships@librarycompany.org

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**Florida Atlantic University - Dorothy F. Schmidt College of Arts and Letters Weiner Fellowships (11/15)**

**Description:** The Florida Atlantic University Libraries and the Huntington Library are jointly offering three short-term research fellowships for advanced graduate students. Fellows will spend the month of October 2023 in residence using Florida Atlantic University Libraries’ Marvin and Sybil Weiner Spirit of America Collection in Boca Raton, Florida. They may take the second month of the fellowship at the Huntington Library at any time between July 1, 2023 and June 30, 2024.

Open to doctoral candidates in fields related to the collections (including but not limited to History, English, Political Philosophy, American Studies, etc.) who have completed their qualifying exams and received approval for their dissertation proposal from their department.

**Closing Date:** November 15, 2022

**Link to Full Announcement:** [http://www.fau.edu/artsandletters/history/weiner-fellowship/](http://www.fau.edu/artsandletters/history/weiner-fellowship/)

**Contact Information:** afinucane@fau.edu

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**Advanced Training in Artificial Intelligence for Precision Nutrition Science Research (AIPrN) Institutional Research Training Programs (T32) (RFA-OD-22-027) (11/08)**

**Description:** This Funding Opportunity Announcement (FOA) invites applications for new institutional training programs (predoctoral, postdoctoral or both) in Artificial Intelligence (AI) for Precision Nutrition (AIPrN) focused on the integration of precision nutrition, AI, machine learning (ML), systems biology, systems science, Big Data, and computational analytics. The goal is to build a future workforce that will be able to use growing data resources to tackle complex biomedical challenges in nutrition science that are beyond human intuition. It is expected that such research will lead to the development of
innovative solutions to combat diet-related chronic diseases and nutrition disparities within the mission areas of the participating NIH Institutes and Offices. The vision for the AIPrN training program is to support the development of a diverse research workforce with advanced competencies in AI, ML, and data science analytics to apply to an increasingly complex landscape of Big Data including molecular, organismal, community and societal-levels related to nutrition and diet-related conditions.

**Announcement Number:** RFA-OD-22-027

**Closing Date:** Letter of Intent due November 8, 2022

**Link to Full Announcement:** [https://www.grants.gov/web/grants/view-opportunity.html?oppId=343897](https://www.grants.gov/web/grants/view-opportunity.html?oppId=343897)

**Contact Information:** grantsinfo@nih.gov

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**NSF - Office of Polar Programs Postdoctoral Research Fellowships (22-635) (02/06)**

**Description:** The Office of Polar Programs (OPP) offers postdoctoral research fellowships (PRF) to provide opportunities for early career scientists, including social scientists, to accomplish one or more of the following goals: expand their work across traditional disciplinary lines, develop new partnerships connecting the polar regions and/or non-polar research communities, and provide entry to researchers who have traditionally had limited access to polar research resources, sites and facilities.

All proposals should demonstrate one or more of the three following characteristics: 1) evidence that the recipient with past polar research experience will integrate that into a broader scientific context, 2) evidence that the recipient will integrate innovative techniques and knowledge from previous work done largely outside the polar realm into the polar research community, and/or 3) evidence that the recipient will bring perspectives into the polar community that arise from their experience in institutions or with groups that have not traditionally participated in OPP-funded polar research.

**Announcement Number:** 22-635

**Closing Date:** February 6, 2023

**Link to Full Announcement:** [https://www.grants.gov/web/grants/view-opportunity.html?oppId=343872](https://www.grants.gov/web/grants/view-opportunity.html?oppId=343872)

**Contact Information:** grantsgovsupport@nsf.gov

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**NSF - SBE Postdoctoral Research Fellowships (SPRF) - 23-500 (01/10)**

**Description:** The Directorate for Social, Behavioral and Economic Sciences (SBE) offers Postdoctoral Research Fellowships to encourage independence early in the fellow's career by supporting his or her research and training goals. The research and training plan of each fellowship must address important scientific questions within the scope of the SBE directorate and the specific guidelines in this solicitation. The SPRF program offers two tracks: (I) Fundamental Research in the SBE Sciences (SPRF-FR) and (II) Broadening Participation in the SBE Sciences (SPRF-BP). See the full text of the solicitation for a detailed description of these tracks.

**Announcement Number:** NSF 23-500

**Closing Date:** January 10, 2023; November 01, 2023
CDC - Grants to Support New Investigators in Conducting Research Related to Preventing Interpersonal Violence Impacting Children and Youth (RFA-CE-23-003) (01/04)

Description: The purpose of this NCIPC Mentored Research Scientist Development Award (K01) is to provide support for an intensive, supervised (mentored) career development experience in violence prevention research leading to research independence. NCIPC supports K01 grants to help ensure the availability of an adequate number and trained scientists to address critical public health research questions to prevent violence and injury.

Applicants must propose a research project that addresses at least one of the research priorities in the interpersonal violence prevention section of the NCIPC Research Priorities as they relate to violence impacting children or youth (from birth through age 17). These research priorities include:

- Cross-cutting violence prevention
- Adverse Childhood Experiences
- Child abuse and neglect
- Youth violence
- Intimate partner violence (teen dating violence)
- Sexual violence

Announcement Number: RFA-CE-23-003

Closing Date: January 4, 2023

Link to Full Announcement: https://www.grants.gov/web/grants/view-opportunity.html?oppId=343049

Contact Information
Maria Susana Panero, MD
MPanero@cdc.gov

NSF - Mathematical and Physical Sciences Ascending Postdoctoral Research Fellowships (MPS-Ascend) (01/25)

Description: The purpose of the Mathematical and Physical Sciences Ascending Postdoctoral Research Fellowship (MPS-Ascend) program is to support postdoctoral Fellows who will broaden the participation of members of groups that are historically excluded and currently underrepresented in MPS fields in the U.S., defined in this solicitation as Blacks or African Americans, Hispanics, Latinos, Indigenous and Native Americans, Alaska Natives, Native Hawaiians and other Native Pacific Islanders, as future leaders in MPS fields. The program is intended to recognize beginning investigators of significant potential and provide them with experience in research that will broaden perspectives, facilitate interdisciplinary interactions, and help broaden participation within
MPS fields. The program funds postdoctoral Fellows in research environments that will have maximal impact on their future scientific development and facilitates their transition into a faculty appointment. Awards will support research in any scientific area within the purview of the five MPS Divisions: the Divisions of Astronomical Sciences (AST), Chemistry (CHE), Materials Research (DMR), Mathematical Sciences (DMS), and Physics (PHY). Fellowships are awards to individuals, not institutions, and are administered by the Fellows.

**Announcement Number:** NSF 23-501

**Closing Date:** January 25, 2023


**Contact Information**
Andrea Prestwich, AST
(703) 292-2210
aprestwi@nsf.gov

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**Pembroke Center for Teaching & Research on Women - Postdoctoral Fellowship (11/21)**

**Description:** For the 2023-24 academic year, the Pembroke Center is awarding one-year residential postdoctoral research fellow positions to scholars from any field whose research relates to the theme of the seminar, "De-Colonial Retro-Speculation." This seminar starts with a simple desire: to look back and forward to the liberationist movements, practices, art works, and theories of the recent past (1960 to 2000) by queer, feminist, and/or global majority scholars, artists, political figures, and practitioners so as to offer new modes of understanding, and intervening into, our tumultuous present. While not imposing a progressive timeline, this seminar hopes to think through how such retro-speculation may help us understand our lives under the last half century of global Neoliberal domination, including U.S. interventions in Latin America, Africa, and Asia, Post-Cold War labor regulation, predatory global trade policies, and the valorization of human capital, developmentalism, and entrepreneurialism.

Candidates are selected on the basis of their scholarly potential and the relevance of their work to the research theme. Recipients must have a Ph.D. and may not hold a tenured position. Fellowships are awarded to postdoctoral scholars who have received their degrees from institutions other than Brown within the last five (5) years. Brown University is an EEO/AA employer. The Center strongly encourages underrepresented minority and international scholars to apply.

**Closing Date:** November 21, 2022

**Link to Full Announcement:** [https://pembroke.brown.edu/about/people/postdoctoral-fellows](https://pembroke.brown.edu/about/people/postdoctoral-fellows)

**Contact Information:**
Donna Goodnow
donna_goodnow@brown.edu

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**American Psychological Association - Psychological Science Research Grant (01/13)**

**Description:** The intent of this grant is to fund innovative psychological science research projects. Graduate students in all fields of psychology and neuroscience, and who are APAGS members, are eligible to apply. Funds for this $1,000 grant must be used to
Beyond the $9,000 we have allocated for this program, up to three additional grants for $1,000 will be awarded for innovative psychological science research projects specifically related to diversity. APAGS defines diversity according to APA’s Multicultural Guidelines (2017):

Diversity is “most often associated with a recognition of a range of identities and personal attributes, across the population of individuals inhabiting a particular setting or environment... To be diverse is to be made up of a broad range of individuals representing the multitude of races, creeds, religious or social identifiers, or genders that comprise humanity (or the array of potential identifiers associated with an attribute of nature). It is strongly associated with the concepts of difference, tolerance, and multicultural engagement.”

For the purposes of this grant, proposing a diverse participant sample is not sufficient criteria alone for making an innovative and significant contribution to psychological research. The candidate should discuss/justify in their proposal how this project promotes diversity (See “How to Apply” for how to submit the Diversity Supplement).

Closing Date: January 13, 2023

Link to Full Announcement: [https://www.apa.org/about/awards/apags-science](https://www.apa.org/about/awards/apags-science)

Contact Information: foundation@apa.org

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**National Psoriasis Foundation - Early Career Research Grants (01/15)**

**Description:** The National Psoriasis Foundation is accepting applications for Early Career Research Grants. The goal of this award is to support scientists at this challenging early career stage and to welcome them into the collaborative community of scientists, clinicians, and patients involved with NPF research, with particular interest in fostering an increased representation of underrepresented individuals within the research community. Recipients of this award are expected to be able to compete for future funding through NPF Discovery or Translational Research Grants and go on to establish successful long-term careers conducting psoriatic disease research.

Applicants may include graduate students dedicating at least 50% of their time to research, postdoctoral researchers, fellows, graduate students, and other trainee level positions, and must be personally and actively responsible for the conduct of the proposed research.

Closing Date: January 15, 2023

Link to Full Announcement: [https://www.psoriasis.org/early-career-research-grants/](https://www.psoriasis.org/early-career-research-grants/)

Contact Information: research@psoriasis.org

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**John Carter Brown Library - Long-Term Fellowship (01/09)**

**Description:** The John Carter Brown Library offers long-term fellowships, several of which are funded by the National Endowment for the Humanities (NEH), an independent agency of the U.S. Federal government. Additional long-term fellowships have been made possible by Donald L. Saunders; R. David Parsons; and The Reed Foundation, which has endowed the InterAmericas Fellowship (for research on the history of the West Indies and...
Applicants of all nationalities will be considered for long-term fellowships; fellowships funded by the NEH are only available to citizens of the United States or to those applicants residing in the U.S. for the three years preceding application. PhD candidates are welcome to apply for long-term fellowships if all degree requirements, including the successful defense of their dissertation, have been met by the application deadline.

**Closing Date:** January 9, 2023

**Link to Full Announcement:** [http://www.brown.edu/academics/libraries/john-carter-brown/fellowships/description-fellowship-program](http://www.brown.edu/academics/libraries/john-carter-brown/fellowships/description-fellowship-program)

**Contact Information:** [https://jcblibrary.org/contact](https://jcblibrary.org/contact)

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**American Society of Hematology - ASH Medical Student Physician-Scientist Award (02/01)**

**Description:** The ASH Medical Student Physician-Scientist Award provides an opportunity for first-, second-, and third-year medical students to gain experience in hematology research under the mentorship of an ASH member and to learn more about the specialty. Awardees must agree to spend more than 80 percent of their time during the immersive, year-long project conducting laboratory, translational, or clinical hematology research.

Applicants must:
- Be an ASH member in good standing or have a membership application pending.
- Be a first-, second-, or third-year medical student actively enrolled in an MD or DO medical program in an LCME or AOA COCA (or its equivalent) accredited medical school in the United States or Canada and be in good standing relative to his/her course work.

**Closing Date:** February 1, 2023

**Link to Full Announcement:** [https://www.hematology.org/awards/medical-student/physician-scientist-award](https://www.hematology.org/awards/medical-student/physician-scientist-award)

**Contact Information:** awards@hematology.org

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**Encore News**

"Why You Should Join Your Graduate Student Organization" by Dr. Tithi Basu-Mallik

"You will miss out on a great opportunity if you pass up the chance to be involved with such a group..."

[Click Here to Read More](#)

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**For December 2022 Graduates**

To be eligible to receive a degree, master's/specialist/doctoral students must submit an
ETD Submitters Tip

We recommend that each day you work on your thesis or dissertation, you save your document under a brief name that ends with the current date. For example, "Ch One 24-Mar-2012", then tomorrow, "Ch One 25-Mar-2012." You will have a chronological archive of your work in case you make an inadvertent change or even lose the file on which you are currently working. It’s well worth the expense of buying removable media such as a flash drives, or saving your work to the cloud. It’s also a good idea to have copies in multiple places. It takes a bit more time, but sensible backup procedures can save you from a lot of heartbreak and many hours of lost time down the road.

Pass-Fail Policy for Graduate Classes

Graduate students are not allowed to take classes P/F per Graduate School Policy, which states: “Graduate courses (400G-799) may not be taken Pass/ Fail.”

For Doctoral Candidates: Final Exam NOTIF

Tuesday, September 20 is the last day for December 2022 degree doctoral candidates to submit a Notification of Intent to schedule a final examination in the Graduate School. Doctoral candidates can place information in the Comments section of the NOTIF to identify a faculty member to serve as the Outside Examiner (OE). Provide possible date(s) for the final examination, or any other information or special circumstance that might assist the Graduate School with the appointment of the OE. It serves the candidate and the Graduate School well when NOTIFs are submitted before the deadline.

For Graduating Master (Plan A & Plan B) and Specialist Students: Degree Audit

Conducting a degree audit is critically important during the semester you intend to graduate. Checking at the start of the semester gives you a view of the requirements you have satisfied and those that are remaining. If you discover a course that was wrongly assigned to a requirement, or not credited, you should bring this to the attention of your DGS (Director of Graduate Studies) or your program advisor. The program should contact the student affairs officer for the area/discipline well in advance of the final examination to resolve. If there are requirements that have not been met, then you and your program will need to decide if there are substitutions that will fulfill that requirement.

Request for Degree Certification Letter

There are 3 requirements that must be fulfilled to receive a degree certification letter:

1) Current Degree Application

2) The Final Examination card returned to GS and the exam is noted on the transcript

3) A final approved copy of the thesis or dissertation (where applicable)
Notification of Intent to Schedule a Final Doctoral Examination (NOTIF)

There are times candidates change the possible defense date, which impacts the advisory committee, especially, the Outside Examiner (OE). If this occurs, the candidate should communicate with the Outside Examiner to insure the ‘new’ final examination date is viable. If the Outside Examiner can’t participate due to the new exam date, then the candidate should re-submit the NOTIF which informs the Graduate School to begin the search for another faculty to serve as OE.

Doctoral Advisory Committee

When faculty members retire or leave the University, they may continue their service on previously established doctoral Advisory Committees but cannot be appointed to new committees. Requests to continue service should be made by the DGS to the Graduate School Dean (gsdean@uky.edu), and include the names of all students affected.

COVID-19 Testing & Vaccines

For the latest information about COVID-19, UK protocols and resources for support, visit the official coronavirus website. Some highlights of UK’s response and places for support include:

- Anyone who is eligible to receive a COVID-19 vaccine is strongly encouraged to do so and can request one here.

- Wearing masks — while optional on our campus (except for required UK HealthCare spaces as identified by signage) — is encouraged as an added layer of protection.

- Masks and hand sanitizer will be available in classrooms and other facilities, such as the W.T. Young Library, to start the academic year. We also will be delivering supplies of masks to our residence halls.

- UK Health Corps continues to support our students and employees through contact tracing, providing crucial resources and helping them navigate current public health and safety guidelines from the CDC.

- To provide documentation of COVID-19 vaccines or test results to UK Health Corps, please use the self-report tool.

Launching a Baseline Help Service at 859-218-YouK

Building on the great work of 859-218-SAFE for all questions regarding COVID, we are
Launching a new general service line for all students, faculty and staff, who have questions about our student services. Anyone can call 859-218-YouK (859-218-9685) or fill out a form via an online general questions form. This service is staffed by Health Corps employees, who have been trained to answer questions or direct inquiries appropriately. Depending on the question, the team can connect individuals to a student service or resource or refer them to another campus partner. They are equipped to answer or assess any general question: from where to go for a specific tutoring service to how to apply for a university parking pass.

This is a baseline-level hotline. If you, your colleague, or your student knows which service to access or where to find the answer to a question, then there is no need to call this number or fill out the form. However, if someone is unsure of how best to help a student or if a student does not know where to go to seek help or pose a question, then this is a new service people can access to help them find what they need. All inquiries will be logged and a feedback system will be in place so that faculty and staff who make referrals without talking to a live staff member will know the student they put forward has been helped. Eventually, we will integrate with academic alerts, behavioral alerts and other systems for a seamless system.

We will be interested in hearing your feedback as we “soft launch” this service this semester. The idea to do this came from multiple people saying there was not one place people could go when they were not sure of where to access help, whether it was a student seeking help or a faculty or staff member wanting to refer a student who needed help.

Launching a One-Stop, First-Stop Mental Health and Crisis Support Hub Called TRACS

TRACS (Triage, Referral, Assistance, and Crisis Support) is a new unit in Student Success that is a physical and virtual one-stop shop where students can come for a quick referral to mental health and well-being support services or receive direct clinical support for a range of mental health and crisis needs, including access to our longstanding Basic Needs supports. TRACS will be the entry point for all students who are seeking mental health support within Student Success. It is staffed by licensed clinical social workers who can be reached in person on the third floor of the Gatton Student Center’s East Wing (the newest addition to the building closest to the UK Art Museum), via phone at 859-218-7227, or through this online intake form.

The purpose of this unit is to better connect students with the resources they need, reducing the time it takes for them to connect with a support person and also reduce pressure on other key units—like the Counseling Center—that can focus more time on seeing the students who need their intensive services. TRACS will help augment the work of many units by helping provide additional capacity and support to students within this new unit or refer them directly for support to units that include Transformative Learning, Financial Wellness, the Counseling Center, or many more.

TRACS is modeled off a similar unit at Georgia Tech, wherein they were able to assess student needs, directing students who needed counseling to the Counseling Center and directing students who needed other university services to those respective offices. Faculty and staff should point students to TRACS as a first stop toward mental health needs. It is being “soft launched” this semester to ensure we have all the appropriate processes and procedures in place. Similar to 859-218-YouK, we are interested in any “user experiences” you have to improve our services over the next several months.

Difference Between 859-218-YouK and TRACS

These two new initiatives are both “one-stop” service entry points. It might be confusing in
terms of how they are different. 859-218-YouK is a catchall, baseline inquiry/alert “portal” that anyone can access if they need help being linked to the multitude of services and offices the university offers students. It is designed to be a “connector” – linking the student, faculty or staff member to the service provider. It does not provide services itself – it documents the question/issue, helps triage the inquiry, and links the person(s) to our providers.

On the other hand, TRACS is a service provider – specializing in mental health and crisis needs. Thus, as a staff member, if I have a student that I believe needs to see a mental health clinician, I should refer that student directly to TRACS so that the student can be seen by a clinician in short order. These TRACS clinicians will also serve as front door triage experts for more significant mental health needs that the TRACS team member will refer to the Counseling Center.

However, if I have a student who I am not exactly sure where I should refer them to, I just know something does not seem right – the student’s behavior might have changed or perhaps the student has not been showing up to meetings, I can call 859-218-YouK and they can help triage and reach out to the appropriate service provider(s) to connect the student to our collective services. Similarly, if a student asks me a question that I do not know the answer to, I can refer them to 859-218-YouK and they can help. It could be a question, such as “How do I start a new student organization?” or it could be a question such as “I have a lot of anxiety about college and I do not know what to do.”

SGA Headspace Initiative
Mindfulness has been shown to help people stress less, increase focus, and sleep more soundly. Meditation helps you to be more mindful - and Headspace is your personal guide with hundreds of meditations and exercises for sleep, focus, and movement.

UK's Student Government Association and Student Success have collaborated and are excited to launch a new partnership with Headspace. You'll have free access to the entire Headspace library. Click here to get started!

High Performance Brain Training Sessions
Welcome to a program that provides students with state of the art information about high performance brain functioning. We have assembled faculty from the Colleges of Medicine, Nursing, and Law as well as experts from the Center for the Enhancement of Learning and Teaching. This program is designed to provide graduate and professional students with the biology behind high performance brain functioning and specific things you can do to enhance your brain functioning. The program will consist of four sessions during the fall semester. You will get to meet other graduate and professional students and learn techniques you can use every day.

4 Virtual Sessions 12-12:50pm

Session #1 (10/14): The Science behind High Performance Brain Functioning (Dr. Connie Jennings, Director Integrative Medicine)

Session #2 (10/21): More on Brain Science & Neuroplasticity (Dr. Mike Wallace, Faculty Instructional Consultant, CELT)

Session #3 (10/28): The Science behind Gratitude (Dr. Lee Anne WaImsley, Associate Professor, College of Nursing)

Session #4 (11/4): The Science behind Ecotherapy (Dr. Dan Stone, Professor, Gatton College of Business)

If you are interested in participating or have any questions, please email Jane Grisé, Professor at the College of Law: jane.grise@uky.edu. We will send out the zoom link in early September.

Talkspace Open to Graduate and Professional Students

Click Here for More Information

The University of Kentucky is partnering with Talkspace to bring you convenient, personal, and professional online messaging therapy. With Talkspace, you can regularly send text, audio, and video messages to a dedicated licensed therapist anytime, anywhere. Talkspace is confidential and secure.

Sign Up for Mid-Semester Student Feedback
Every semester CELT facilitates a confidential midterm student feedback process that focuses on learning and actionable insights for the instructor. We can visit a class meeting in-person or virtually for 20-25 minutes or administer a survey for asynchronous classes and other situations where class time is not available. Over the past 2 academic years, CELT has facilitated mid-semester feedback for 302 course sections. Read more about the process and sign up here.

Submit a Proposal to the 2022 Curiosity Fair

Hosted by UK Libraries with partners across UK (including CELT!), the Curiosity Fair highlights the role of curiosity in education by inviting participants to engage in interactive demos from a variety of disciplines, from science to art to humanities. The fair is currently seeking proposals for interactive demo stations that will invite guests to explore and experience something interesting, compelling, and curious about your research, teaching, discipline, or other areas of work. Submit a proposal here and read more about the fair here.

My Brother's Keeper: Fall Meeting Dates

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<thead>
<tr>
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<tbody>
<tr>
<td>8/29</td>
<td>Kickoff Event</td>
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<tr>
<td>9/1</td>
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<td>4th Meeting</td>
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<td>11/8</td>
<td>Joint Meeting</td>
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<td>Brunch</td>
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All meetings (except for the brunch) will occur from 4:30–6pm in the MLK Center.

Sister Circle: Fall Meeting Dates
Graduate-Level Fellowship & Funding Opportunities Webpage

To streamline the length of the GS Newsletter, only NEW fellowships and funding opportunities will be included each issue. All fellowship and funding opportunities from previous issues will now be listed on a dedicated webpage.

Recurring Reminders

Responsible Conduct of Research

Required for ALL Faculty and Graduate Students

An introductory video about the courses, why they are required and how the system works can be found here.

The RCR Page to get started with your training is here.

Thomas D. Clark Graduate Study

EXCLUSIVELY for Graduate Students and Postdocs
Visit the Clark Study on the fifth floor of William T. Young Library, in the west wing.

The Clark Study is accessible via UK ID card tap.

If your ID does not work or you have any trouble accessing the study, please contact Melissa Barlow with UK Libraries for assistance.

Click Here for More Information

Graduate Student Success Pathways

Chart Your Path to Success!

This initiative is designed for students in all stages of graduate study to optimize their educational experience by taking full advantage of the spectrum of professional enhancement and wellness assistance available to them. To help you along your path, we have created an online portal with resources, initiatives, and actionable steps you can take in each of these four dimensions, at any stage of study, to optimize your graduate experience.

Click here to get started!

Key Dates for Fall 2022

October

- **10/10 - 10/24** - Midterm Grading Window
- **10/10 - 11/22** - Spring 2023 registration opens for new students in the following categories: online certificate, non-degree, certificate non-degree, visiting, and online degree seeking.
- **Sa 10/22** - Monthly payment deadline. If the total amount due is not paid, a late payment fee of 1.5% of the amount past due will be assessed.

Essential Campus Resources

Below are links to some essential campus resources for graduate and professional students and postdocs:

- Academic Ombud
- Admissions Officers
- Big Blue Pantry
- Center for Graduate and Professional Diversity Initiatives (CGPDI)
- Center for Support and Intervention
- Center for the Enhancement of
November

- T 11/01 - Last day to apply for a December 2022 graduate degree in myUK.
- W 11/02 - Last day to fully withdraw or reduce course load from full-term classes. After this date students are only permitted to withdraw for urgent non-academic reasons.
- R 11/17 - Last day candidates for a December 2022 graduate degree can schedule a final examination in the Graduate School.
- T 11/22 - Monthly payment deadline. If the total amount due is not paid, a late payment fee of 1.5% of the amount past due will be assessed.
- W 11/23 - Sa 11/26 - Academic Holiday - Thanksgiving Break (NO CLASSES)

Find more key dates for the rest of the semester on the Registrar’s website.