Graduate Student Handbook\textsuperscript{1,2}

Odum School of Ecology
University of Georgia

\textsuperscript{1} Last revised 22 July 2021.
\textsuperscript{2} This Handbook will be updated periodically to add information or to clarify issues – this will be done as necessary by the Graduate Coordinator or Graduator Program Advisor – please submit any corrections or suggested changes directly to them. Any policy change reflected in this Handbook must be approved by a recommendation by the GPC and a vote by the governing faculty. Policy changes will be clarified with a footnote, which will include the date that change was made. If changes are made by the Odum School of Ecology, students have the choice to adopt the new policy or to retain the requirements in place when they matriculated into their degree program.
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Welcome

If you are a new student in one of our graduate programs, we want to welcome you to our community. You have been admitted to the Odum School of Ecology and the Graduate School of the University of Georgia because we value you, because your intellectual interests and curiosity align with our program, and because we think you will add greatly to the academic, professional, and social environment that we value in the Odum School. We want you to succeed as you continue your training in ecology and embark on a career that builds on this experience. Graduate school is many things – it should be fun and it will be challenging. It can also be stressful. We (faculty, staff and your fellow students) are all here to help you navigate your graduate program and help you succeed. This Handbook was written to help acquaint you with our programs, their requirements and milestones, and to offer a bit of advice as you move through the program. Welcome, good luck, and enjoy your time at the Odum School – you will forever be part of our community.

Of course, this Handbook is for anyone engaged in our graduate programs -- the faculty, staff and graduate students of the Odum School. However, we have chosen to write much of this handbook from the perspective of a graduate student -- as if we are speaking to the graduate student ("you").

Mission Vision & Values
(from the 2020-2025 Strategic Plan)

Mission
We study the fundamental ecological processes that shape the world, inspire and train future generations, and create science-based solutions to environmental problems. Building on our legacy of innovation, we create change by harnessing diverse tools and perspectives in a collaborative community.

Vision
To lead the world in ecological science

Core Values
- **Integrity.** We are honest and open in our interactions, professionally respectful, and pursue the truth in our scientific endeavors.
- **Inclusivity.** Diverse backgrounds and opinions lead to a vibrant exchange of ideas and advancement of science. We strive to foster a community in which all individuals are welcome and all feel valued and respected.
- **Intellectual curiosity.** We are motivated by a desire to understand the natural world.
- **Interdisciplinarity.** Because not all questions can be answered within disciplinary bounds, we seek collaborations with other fields of inquiry and respect pluralistic paths to discovery.
- **Innovation.** We seek creative, novel, and effective approaches that advance ecological science, education, and application.
Diversity, Equity, Inclusion, and Justice

The Odum School facilitates a number of initiatives aimed to build awareness, offer active engagement, and pursue strategic actions to foster a respectful, inclusive, and just environment within the Odum community. The school’s Diversity, Equity, and Inclusion Committee organizes and promotes these initiatives, and welcomes input at any time by emailing the committee at ecodiversity@listserv.uga.edu.

A Brief History

Professor Eugene P. Odum founded the Institute of Ecology in 1967, which became the Eugene P. Odum School of Ecology in 2007 (the School functions at the level of a college within the University of Georgia). The Institute was one of the first ecology research centers in the world, and the School was unique in being the first college to focus on ecology. In its early days, the Institute focused on ecosystem ecology. In more recent years, that focus of the School has expanded to include organismal, population, community, behavioral, evolutionary, conservation, and disease ecology.

The Ecology building (first built in 1974) is situated on the south side of the University’s campus. Two additions were added to the building in 1995, and there have been minor updates since then. At the center of the building is a landscaped courtyard used for receptions and social gatherings.

The community of the Odum School of Ecology (OSE) is comprised of a cross section of faculty, senior scientists, technicians, administrative and building staff, graduate students and undergraduates. Most of our personnel are located on campus, but some members are located off campus, including ecologists stationed at the Savannah River Ecology Laboratory (Aiken, South Carolina), the Marine Institute (Sapelo Island, Georgia), the Coweeta Hydrologic Laboratory (Franklin, North Carolina), the Skidaway Institute of Oceanography (Savannah, Georgia), and the Jones Center at Ichauway (Newton, Georgia). In addition to persons directly associated with the University, our members also include scientists working in state and federal agencies (e.g., the US Forest Service).

Two centers are housed within OSE: The River Basin Center and the Center for the Ecology of Infectious Diseases, both of which play a major role in our graduate program. The School also has strong ties to the Georgia Museum of Natural History, and oversees several other facilities used in education and research, including the HorseShoe Bend (HSB) Ecology Experimental Research Site.
Personnel, Committees, and Organizations

Faculty and Staff
During your graduate studies, you will interact with a wide range of students, staff and faculty. Below is a list of faculty and staff in the Odum School you are most likely to have contact with in matters related to your graduate program, including your employment and duties as a TA/RA. Below this list are the duties of the positions most central to the graduate program.

<table>
<thead>
<tr>
<th>Position</th>
<th>Person currently holding that position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Sonia Altizer(^3)</td>
</tr>
<tr>
<td>Associate Dean, Academic Affairs</td>
<td>John Drake(^f)</td>
</tr>
<tr>
<td>Associate Dean, Research and Operations</td>
<td>Jeb Byers(^s)</td>
</tr>
<tr>
<td>Assistant to the Deans</td>
<td>Leslie Sitz(^s)</td>
</tr>
<tr>
<td>Graduate Coordinator</td>
<td>Craig Osenberg(^f)</td>
</tr>
<tr>
<td>Graduate Program Advisor</td>
<td>Julie Gunby(^s)</td>
</tr>
<tr>
<td>Undergraduate Coordinator</td>
<td>Amanda Rugenski(^f)</td>
</tr>
<tr>
<td>Undergraduate Advisor</td>
<td>Misha Boyd(^s)</td>
</tr>
<tr>
<td>Academic Coordinator</td>
<td>Scott Connelly(^f)</td>
</tr>
<tr>
<td>Laboratory Coordinator</td>
<td>Kait Farrell(^f)</td>
</tr>
<tr>
<td>Director of Finance and Administration</td>
<td>Mica Turner(^s)</td>
</tr>
<tr>
<td>Administrative Manager and HR Liaison</td>
<td>Jennifer Mathews(^s)</td>
</tr>
<tr>
<td>Senior Accountant</td>
<td>Laura Leachman(^s)</td>
</tr>
<tr>
<td>Senior Accountant</td>
<td>Amberly Tankersley(^s)</td>
</tr>
<tr>
<td>Administrative Associate/Payroll Associate</td>
<td>Wendy Paulsen(^s)</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Joanne Greenway(^s)</td>
</tr>
<tr>
<td>Communications Coordinator</td>
<td>Beth Gavrilles(^s)</td>
</tr>
<tr>
<td>Development and Alumni Relations Coordinator</td>
<td>Allison Walters(^s)</td>
</tr>
<tr>
<td>IT Director</td>
<td>Brian Perkins(^s)</td>
</tr>
<tr>
<td>IT Professional Principal</td>
<td>Tyler Ingram(^s)</td>
</tr>
</tbody>
</table>

The Graduate Coordinator
The Graduate Coordinator is member of the Ecology faculty who is responsible for the overall administration of the graduate program by empowering the faculty, students, and staff in the Odum School to welcome new graduate students, support them through their academic program, implement curriculum and policy, and coordinate funding for their education. The Graduate Coordinator is elected by a faculty vote to a three-year term that can be renewed. As the official liaison between the Odum School and the Graduate School, the Graduate Coordinator is responsible for approving all documents and forms as students meet their degree requirements. The Graduate Coordinator chairs the Graduate Program Committee.

\(^3\) Sonia Altizer will became the Interim Dean on 1 July 2021. John Drake will be stepping down at ADAA on 31 Dec 2021, and it is likely that he will be replaced by Pej Rohani, although this appointment is not yet finalized.
\(^f\) faculty
\(^s\) staff
The Graduate Program Advisor

The Graduate Program Advisor is the staff member who helps administer and oversee the graduate program (and is a member of the Graduate Program Committee). The Graduate Program Advisor is the primary point of contact between students and the UGA administrative offices (e.g., Graduate School and Registrar). The Graduate Program Advisor is responsible for ensuring that all paperwork is completed so that students can progress through their programs with minimal administrative challenges. The Graduate Program Advisor administers the annual assessments and the exit interviews (upon completion of a student’s degree or withdrawal from the program), and is available to help students if they encounter problems for which they need confidential advice (e.g., about lab dynamics or advisor-student conflicts).

Graduate Program Committee (GPC)

The GPC is charged with overseeing the review of applications, the admission of students to the program, the funding of students, program-specific degree requirements, and other policy affecting the graduate program (including making recommendations for changes to policy to the faculty). The GPC also facilitates the annual recruitment event, which is often coordinated with the Graduate Student Symposium, and makes decisions regarding Odum School awards as well as nominations of students to the Graduate School and UGA. The GPC addresses and attempts to resolve concerns and requests that come from the graduate students. Membership on the GPC is defined by our by-laws to include the Graduate Coordinator (who chairs the committee), the Graduate Program Advisor, two graduate students, and five Ecology faculty. The faculty and graduate student representatives are elected by the faculty and GSO, respectively.

Graduate Program Faculty (GPF)

Not all faculty can supervise graduate students. OSE by-laws and Graduate School rules require that the students’ advisor(s) be a member of the Graduate Program Faculty within the Odum School, which are elected by a vote of the existing GPF in OSE. Based on OSE by-laws, some GPF can function as sole advisors or co-advisors, while others can only co-advise. For co-advised students, at least one co-advisor must be a tenure-track faculty member in the School who also is a member of the GPF. In general, tenure-track faculty at UGA and Research Scientists on hard-money who also have GPF status in Ecology can be sole advisors, while other faculty (e.g., adjuncts, lecturers, research scientists on soft-money) with GPF status in Ecology can be co-advisors. Exceptions to these rules can be requested by a faculty member; such requests are voted on by other members of our GPF. Please refer to our by-laws for more detail.

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4 The Graduate Program Advisor is often referred to as the “Graduate Advisor” (which can create confusion with the student’s faculty mentor/advisor) and the “Graduate Coordinator Assistant” (by the Graduate School). Throughout this handbook we use “Graduate Program Advisor”, which we prefer since this person assists with the administration of the entire graduate program and functions as another type of advisor to our students.

5 Prior to March 2019, Graduate Faculty status was awarded by the Graduate School and applied throughout the institution. This changed in March 2019, so that Graduate Faculty status was awarded by the Program and applied only to that program (with the term “Graduate Program Faculty”). The Odum School faculty adopted the policy that a vote for GPF status would apply to all graduate programs within the School. As a result, we distinguish between faculty with GPF status in Ecology vs. GPF in non-OSE programs at UGA. UGA does not track which program has awarded GPF – that is the responsibility of the program. The Assistant to the Deans is responsible for maintaining the list of Ecology GPF.

6 Hard-money refers to salary that comes from a dedicated line in the state budget, with an expectation of continuation, while soft-money refers to salary that is derived from grants (and thus has a fixed end date).
Faculty Advisor and Co-advisor

Each student in our program has a faculty advisor (or pair of faculty co-advisors) who is the primary person (other than the student) responsible for guiding the student’s professional development as they choose coursework, apply for funding, design and execute their research, and write their thesis/dissertation. The faculty advisor(s) will also oversee and advise the student as they progress through various milestones: comprehensive exams, the prospectus defense, and the final defense of their research. The faculty advisor(s) serves as the chair of the student’s committee. The committee offers the student a more diverse set of expertise and perspectives that is intended to complement that provided by the advisor. The student may be paid from an advisor’s grant, and therefore, the advisor may also be the student’s supervisor for work associated with the grant. In most cases, the advisor(s) also serves as a professional mentor, guiding the student’s professional development through the degree program and into its subsequent phases. The relationship between student and advisor(s) is multifaceted, professional, personal, and potentially long-lasting.

Graduate Student Organization (GSO)

The GSO serves as a representative and decision-making body for the Odum School of Ecology graduate student community and provides a unified voice to faculty and staff within the department and to the greater campus community. The GSO is an official student organization of the UGA Involvement Network. The GSO serves a diversity of specific functions – they maintain helpful resources for graduate students about funding opportunities, mental health issues, and mentoring; they organize and run the annual Graduate Student Symposium (see next item); they select the grad-invited seminar speaker each semester; they run a non-academic career panel; and they elect graduate student representatives to OSE committees. Almost all OSE committees (e.g., the GPC, faculty search committees, DEI Committee, the Strategic Planning Committee) have a representative selected by the GSO to provide a perspective from the graduate students. Details about the GSO, including the current officers, can be found at their webpage.

Graduate Student Symposium (GSS)

Each year (usually in January), the GSO organizes the Graduate Student Symposium. The GSS is usually held in conjunction with our annual recruitment event in which we invite prospective graduate students to visit our School. The GSS is usually a two-day event that features talks from our graduate students (from first year students to those finishing their PhDs), posters from our undergraduates, and an invited keynote address from an OSE alumnus. It’s an incredibly energetic event that celebrates our students and the innovative, interdisciplinary, and insightful research that they are planning or have completed.

EcoReach

EcoReach is an outreach organization led by graduate students in the Odum School that connects graduate, undergraduate, and professional ecologists at UGA with school-age (K-12) children to heighten awareness of the science of ecology and environmental issues. By interacting with young people, EcoReach aims to raise awareness and enthusiasm for science, while supplementing the schools’ curriculum to meet objectives in the state curriculum guidelines. EcoReach interacts with K-12 teachers and also serves our community through informal educational opportunities, such as presenting programs to local scout groups, providing

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7 Sometimes referred to as the “major advisor” or simply “advisor”. Because a student’s faculty advisor is the lead on most grants that support their lab, this person is sometimes also referred to as the PI (Principal Investigator).
8 If there are two co-advisors, they each function as voting members. This was not always the case – prior to 2019, co-advisors shared a single vote.
judges for science fairs, and presenting programs at local science days. Many of our graduate student also participate in STEMzone. If you want to get involved in EcoReach or STEMzone, please refer to their webpages for instructions.

Basic information

Office Space and Keys
Prior to your arrival in Athens, you will be assigned an office space and keys (to your office, the exterior doors, and your lab). You will get an email explaining how to pick up your keys (each key also requires a $10 deposit, refundable when you turn in your keys). You’ll also need to fill out a form to get your keys – the form is accessible from the OSE Business Office (Front Office section) webpage. Your office may be in space assigned to your advisor (e.g., in their lab or an adjacent office), another faculty member, CEID, RBC or OSE. Most of those spaces will be used jointly by 2 or more students. It’s therefore important that you be respectful of your shared work environment. This is especially true if you are a TA, in which case we encourage you to hold your office hours in an alternate space (e.g., in the courtyard or one of the lobby areas in the Ecology Building).

eLC
Many courses host materials in the online eLearning Commons, eLC. You may need to use eLC if you are taking a course, and you may also need to manage an eLC site if you are a TA. Documentation and help with eLC is available after you’ve logged into the system.

GradStatus and Required Forms
GradStatus is an interactive platform maintained by the Graduate School that facilitates communication among the Graduate School, academic departments/schools, students, and advisory committees. GradStatus contains forms that you will need to complete and have approved to move through your program. You will also submit your thesis or dissertation through GradStatus.

Motor Vehicles
If you drive a vehicle on official University business, you must adhere to UGA’s motor vehicle policy. Each year, travelers using state vehicles should submit a Driver Acknowledgment Form and complete the “UGA Motor Vehicle Use Policy Training” in the Professional Education Portal (PEP). Those who use state vehicles at least 3 times per week should also complete an updated Motor Vehicle Record Request form each year.

TA Training and Requirements
UGA’s Center for Teaching and Learning (CTL) is a valuable resource for TAs and faculty. If you will be a TA, or aspire to teach in your career, we encourage you to use CTL to enhance your instruction. CTL’s TA Handbook and Resources is a great place to start.

If you will be a Teaching Assistant, there are some requirements that you need to fulfill prior to, or during, the first semester you TA. These requirements are explained at the CTL website on TA policy:

- You must attend CTL’s TA Orientation prior to your first semester teaching.

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9 The OSE office space is in Rooms 22A&B, which were renovated in summer 2021.
• You must take the course GRSC 7770 (Intro to College Teaching; or a department equivalent) prior to, or concurrent with, the first semester you teach at UGA. If you have prior teaching experience (e.g., during your MS at another institution), we can petition for an exemption to this rule.
• If you teach the Intro Biology lab, then you also need to take WIPP 7001 (Pedagogy of Writing in the Disciplines), a 1 credit course. This can be taken prior to, or concurrent with your BIO TA assignment.
• International students must demonstrate proficiency in English.
• At least one TA in each section must be certified in CPR/1st-aid. The OSE Lab Coordinator arranges a CPR/1st-aid course prior to each Fall semester (at no cost to you). We encourage you to sign up for that if you are teaching in Fall, or anticipate teaching in Spring or Summer. You can also arrange to take a CPR/1st-aid class on your own, but you may have to pay for that out of pocket. CPR/1st-aid needs to be renewed every 2 years.
• If you are teaching a class that requires the use of a vehicle (even if it is not a university vehicle), you must adhere to UGA’s motor vehicle policy. In addition, if you must drive a 15-passenger van as part of your TA assignment, you will be contacted by the UGA Insurance Office and asked to complete a module on van safety (the Ecology Laboratory Coordinator is responsible for providing names of TAs to the UGA Insurance Office).

OneSource and Business Office
The OSE business office handles all financial matters in the School. They are the ones you will interact with to purchase research supplies, and to submit travel and food reimbursement for authorized expenses. Many of these activities require that you go through the OneSource financial portal. It’s confusing—the Business Office is best equipped to help you with your questions! The Business Office has created a webpage to address some of your questions: https://ugaecology.wixsite.com/osebusiness (the password is OSE0215). This site includes information on:
- Front Office – things like building maintenance, facility access (keys), room reservations, etc.
- Finance – how to process reimbursements, request travel, spending deadlines, help with proposals, etc.
- HR & Payroll – critical hire process, how to ‘X’, International Visitors, volunteers, etc.

PEP, IRB, IACUC, Chematix
UGA maintains a “Professional Education Portal” (PEP) for basic online training in a wide range of areas (e.g., lab safety, IACUC, cybersecurity, motor vehicles, etc.). You will likely have to complete several modules during your graduate program. If you conduct research using humans or vertebrates, you are required to get approvals from the Institutional Review Board (IRB; for human research; under the umbrella of the Human Research Protection Program) or the Institutional Animal Care and Use Committee (IACUC, for research using vertebrates). IACUC approval is required even for observational studies. IACUC protocols are typically submitted through the Artemis portal and IRB via the IRB portal; in all cases, you should work with your advisor to coordinate submission. If you work with chemicals, then you need to catalogue those chemicals in the Chematix system.

Athena
Athena is a UGA interface for a range of functions that you’ll use to access your Student Account, register for classes, view transcripts, and clear registration holds. There are several sections that are especially helpful:

10 The Business Office webpage is being modified and this link will likely change in the near future. It will be linked from the main OSE page.

[Return to start of document]
Personal information section
You’ll use this section to update your personal and emergency contact information

Student section
This section has lots of useful functions:

- **Registration**: check your registration status, see the class schedule, and add or drop classes.
- **Student Records**: view your grades, transcripts, and holds on your account.
- **Student Account**: view your student account, add optional fees and enroll in payment plans.
- **Apply to Graduate/View Graduation Application**: submit your application to graduate or view your application after you’ve submitted it.
- **Mandatory Fee Facts Sheets**: view detailed information about mandatory student fees.
- **Double Dawgs Pathways**: view, add, or make changes to your Double Dawgs Pathway programs

Financial aid section
In this section, you can review your financial aid information, view your financial aid awards, and access all other information about financial aid.

**Mail**
Mail is delivered to the room next to the main office. Students are assigned shared mail slots, so please take care in retrieving your mail. If you receive a package that won’t fit in your box, you will receive an email from the main office. If you need to send USPS mail that is professional, stamped mail can go in the outgoing mail basket under the mail slots. If postage is needed, you should contact your advisor and the Ecology front office to determine the best account to use for billing. If you need to send packages (e.g., FedEx, UPS), there are forms and packing materials in the mailroom. Please contact the Ecology front office if you have questions.

**Xerox**
There is a copier in the mailroom that will generate hardcopies as well as pdfs that can be emailed to you. If you don’t have access to the pdf option, you’ll need to have a person in the front office enter your name and email address into the copier to enable pdf scanning. To make hardcopies, you’ll need an access code (see the front office).

**IT issues**
WiFi, MyID issues and technology needs
Please consult with our IT staff to get help with any of your IT needs. You also can get help for non-OSE IT issues from the [UGA EITS helpdesk](mailto:email them).

{MORE INFO TO BE ADDED AT A FUTURE DATE}

**Poster printing.**
OSE has a wide format printer available. Please contact the OSE IT staff for details and cost.

**Listservs**
There are multiple listservs that you can use as a graduate student, most notably:

- Ecology graduate students
- ecograds-l@listserv.uga.edu
OdumAll (faculty, postdocs, grads, staff)\textsuperscript{11} \textsc{ODUMALL@LISTSERV.UGA.EDU}

Other listservs are maintained for faculty, graduate program faculty, emeritus faculty, post-docs, staff, undergraduates, etc., but in general, graduate students cannot send mail to those lists. If you need to send emails to those lists, we suggest you send the email to someone with authorization (e.g., your supervisor for the faculty listserv or the Undergraduate Program Advisor for the undergrad listserv). Please also bear in mind that the UGA email system suppresses all other recipients (e.g., if an email is sent to Ecofac and Ecograd listservs), a graduate student will receive an email that appears to have only been sent to Ecograd (and faculty will not see that it was sent to Ecograd). This can generate confusion, so we encourage everyone to indicate the recipients at the top of the body of the email.

Slack
OSE graduate students maintain a slack account to provide a communication to chat informally about OSE related events, other social events, or to discuss concerns. The Slack account is only for graduate students (past and present) and is not affiliated with UGA. To be added to the \textit{Odum School of Ecology Slack account}, you should contact the GSO Webmaster (officers are listed on the \textsc{GSO website}). The Slack account includes channels on various topics, including \#rhelp (help with coding in R) and \#general (for communicating about a variety of topics related to student life). Once you’ve logged into the Slack account, you can click the “+” next to “Channels” to browse other channels that might be of interest.

Software
As a UGA student, you have access to some software (e.g., Microsoft products, Zoom, Adobe, Matlab, etc.). Please refer to Enterprise Information Technology Services (EITS), \textsc{hardware and software webpage}.

OdumNet and Teams
We maintain important documents in \textit{OdumNet}\textsuperscript{12} and/or on the Microsoft Teams platform (Teams software is free to all UGA personnel). The link to the OSE Collaboration on Teams is \textsc{here}. The documents on OdumNet and Teams include materials related to committees, job searches, policy, etc.

Graduate Programs in Ecology

The Odum School of Ecology offers MS and PhD graduate degrees with several foci. The programs vary in their course requirements, and in all cases, we expect our graduate students to benefit from expertise and courses offered by Ecology as well as other units (including the Warnell School of Forestry and Natural Resources, College of Veterinary Medicine, and the Departments of Entomology, Genetics, Geography, Geology, Marine Science, Mathematics, Microbiology, Plant Biology, and Statistics). Coursework is determined through discussion between the student and their committee, tailored to satisfy the degree requirements and the student’s professional goals. All degrees require either a thesis (MS) or dissertation (PhD) – we do not offer a non-thesis option.

\textsuperscript{11} OdumAll does not go to undergraduates, nor does it go to all Graduate Program Faculty (i.e., it excludes Adjunct and Courtesy appointments).

\textsuperscript{12} OdumNet is being phased out. In the near future, most of this material will be moved to eLC or the main OSE webpage.
The M.S. in Ecology has no specific course requirements, so the program can be tailored by the committee and student to the student’s professional goals. In general, students will address research topics appropriate for a two-year program, learning research design, specialized skills, data analysis and interpretation, and methods to disseminate their results to the scientific community and broader public.

The M.S. in Integrative Conservation and Sustainability (ICAS)\(^{13}\) aims to train the next generation of conservation professionals. The program combines coursework for building practical skills and essential knowledge with a master’s thesis under the direction of faculty members with both academic expertise and real-world conservation experience. Many graduates of the program hold leadership positions in conservation organizations and state and federal management agencies, while others have gone on to earn PhDs and law degrees.

The Ph.D. in Ecology provides a scholarly setting within which a course of study can be designed to fit the professional goals of each student. The program requires several courses in ecology, but is otherwise deliberately designed to be flexible to complement the student’s background and facilitate their career objectives in ecology. Major emphasis is on the development of the student’s dissertation research, but students are expected to develop a broad background in ecology, evolutionary, and environmental science.

The Ph.D. in Integrative Conservation (ICON) with an Area of Emphasis in Ecology provides students with multi-disciplinary theoretical and methodological training to address complex environmental challenges in the context of human society. ICON students choose from one of four disciplinary emphases – the one associated with our School is Ecology. ICON students in Ecology gain a deep understanding of ecology alongside broad exposure to social science and other life science disciplines. They also gain practical experience in tackling real-world environmental problems alongside conservation practitioners.

In addition to the above degree programs, Ecology also is home to the Interdisciplinary Disease Ecology Across Scales (IDEAS)\(^{14}\) program, which is designed to address the complex challenges infectious diseases pose to ecosystems, human health, social stability, and economic welfare. Funded in 2015, by an NSF training grant, IDEAS takes a cross-disciplinary approach, bringing together faculty and students from Ecology and other departments. By working with academics and professionals within and beyond the UGA campus IDEAS provides a unique program to train PhD students in new ways to solve infectious disease problems occurring at the interface of different scales of biological organization. Ecology students who participate in the IDEAS program receive a PhD in Ecology.

The Double Dawgs program is not a degree program, but rather a pathway for UGA undergraduates to enter one of our MS programs. It is intended as a 4+1 program in which an undergraduate can spend a total of 5 years at UGA and receive two degrees (AB or BS, and an MS). During their fourth year, they are doing work that contributes to both their undergraduate and graduate degree.

### Graduate Certificates

Some programs at UGA offer “certificates”, which typically provide additional training that can be added to a student’s transcript upon graduation. These certificates can be useful in demonstrating expertise outside of the focal area of a degree program, although this can also be demonstrated via coursework or research.

\(^{13}\) This program was previously called Conservation Ecology and Sustainable Development (CESD). Its name change was approved in 2021 by OSE and the Graduate School, but is still pending at higher administrative levels. We expect the name change to be implemented in spring 2022.

\(^{14}\) NSF funding for IDEAS ended in July 2021. The format of the program moving forward is not yet determined.
publications, without formally enrolling in the certificate program. These certificates typically require 15-20 credit hours of training in an interdisciplinary area. Details about the graduate certificates offered at UGA are available from the Graduate School (listed here). Those of particular interest to our students, include Bioinformatics; Conservation Ecology and Sustainable Development; Environmental Ethics; Diversity, Equity and Inclusion; Geographic Information Science; Global Health; STEM Education; University Teaching; Water Resource; and Women’s Studies.

Degree Requirements

Much of your graduate program will be decided in consultation with your graduate committee, and much of this goes far beyond coursework. There are, however, specific curricular requirements that must be satisfied to complete your degree. These requirements differ among our degree programs, but in all cases, only courses with grades of C and above can count towards these requirements, and the GPA must be >=3.0.

Master of Science in Ecology

MS Ecology degree requires at least 30 hours of graduate credit:

- 21 hours (or more) of in-class graduate instruction
- 9 hours of research and writing
  - ECOL 7000 6 hours (a maximum of 6 hrs can count toward the 30 hr requirement)
  - ECOL 7300 3 hours (3 hrs, and no more, must be applied toward the 30 hr requirement)

Master of Science in Conservation Ecology and Sustainable Development (CESD)

MS CESD degree requires at least 30 hours of graduate credit:

- 21 hours of in-class instruction
  - 10 hours of the following courses specific to CESD
    - ECOL 6080 Principles of CESD I 4 hours (fall only)
    - ECOL 8710 Environmental Practicum 4 hours (spring only)
    - ECOL 8400 Perspectives on CESD 2 hours (fall only)
  - 11 hours of elective graduate courses
- 9 hours of thesis research and writing
  - ECOL 7000 6 hours (a maximum of 6 hrs can count toward the 30 hr requirement)
  - ECOL 7300 3 hours (3 hrs, and no more, must be applied toward the 30 hr requirement)

If you think you might be petitioning the GPC to move from a MS program to the PhD program, we encourage you to take the required PhD courses during your first year (see information about the PhD program), to facilitate that transition.

At least 12 of 30 hours must be graduate credit only. ECOL 7000 and 7300 do not count towards the 12 hours.

In 2021, OSE proposed changing the name from CESD to Integrative Conservation and Sustainability (ICAS). That name change is still pending, but we expect it to become official in 2022. If it is approved, then at that time all students in the CESD program will be converted by the registrar to the ICAS degree name. Students who matriculated prior to 31 August 2021 in CESD/ICAS have the option to satisfy either set of requirements (i.e., the ones listed under CESD or those listed under ICAS).

At least 12 of 30 hours must be graduate credit only. ECOL 7000 and 7300 do not count towards the 12 hours.
Master of Science in Integrative Conservation and Sustainability (ICAS)  

MS CESD degree requires at least 30 hours of graduate credit:

- 21 hours of in-class instruction
  - 6 hours of the following courses specific to CESD
    - ECOL 6080 Principles of CESD I 4 hours (fall only)
    - ECOL 8400 Perspectives on CESD 2 hours (fall only)
  - 4 hours of a practicum course, selected from the following:
    - ECOL 8710 Environmental Practicum 4 hours (spring only)
    - ECOL 8750 Endangered Species Practicum 4 hours
  - 11 hours of electives, which could include an additional practicum course
- 9 hours of thesis research and writing
  - ECOL 7000 6 hours (a maximum of 6 hrs can count toward the 30 hr requirement)
  - ECOL 7300 3 hours (3 hrs, and no more, must be applied toward the 30 hr requirement)

The ICAS degree also has a novel thesis component, involving “engaged research” that addresses an applied problem, and is designed in collaboration with a non-academic partner. The non-academic partner may be identified independently by the student, or with guidance/coordination from their major professor. At the time the student submits the Advisory Committee form, they will also identify their non-academic partner for approval by the GPC.

The student, advisor, and non-academic partner will agree on an appropriate deliverable product at the outset of the project. Depending on the partner’s needs, the deliverable product may be readily formatted as a traditional thesis chapter, such as a peer-reviewed paper or a technical report. If so, the thesis would not differ from a standard MS thesis. Some possible deliverable products will not be readily formatted as a thesis chapter, such as a research-informed action plan or guide, audience-specific informational media, an analytical tool or program, a website, etc. In that case, the thesis would contain a chapter (or chapters) providing all required components (such as the literature review, detailed analytical methods, etc.) not covered in the deliverable (in the form of a traditional thesis), and will include the deliverable product as an appendix.

The ICAS thesis will incorporate the following required elements:
- Student will conduct original research and fully document it within the thesis, including a scholarly literature review, methods, and findings.
- Thesis will include a deliverable product to non-academic partner, incorporated into the thesis document as a standard formatted chapter, or as an appendix if differently formatted.
- Thesis will include a reflection on the process of engagement.

In 2021, in addition to the name change (from CESD to ICAS), we also proposed a change in the degree requirements associated with the CESD/ICAS MS. Those changes were approved by the Graduate School on 15 July 2021 and are reflected here. Students who matriculated prior to 31 August 2021 in CESD/ICAS will have the option to satisfy either set of requirements (i.e., the ones listed under CESD or those listed under ICAS). Any student matriculating after this date must satisfy the ICAS requirements.

At least 12 of 30 hours must be graduate credit only (7000 and 7300 do not count towards the 12 hours).

An ICAS student can petition the GPC to substitute a different practicum course.
**Doctor of Philosophy in Ecology**

PhD Ecology requires at least 34 hours (30 if you matriculate with a MS) [these requirements include 3 hours of ECOL 9300] to be distributed in the following way:

- 21 hours of in-class instruction (face-to-face classes) *(16 hours must be 8000-level or above)*
  - 10 hours of Ecology PhD requirements
    - ECOL 8000  Topics in Modern Ecology  3 hours (fall only)
    - ECOL 8310  Population Ecology  3 hours (fall only)
    - ECOL 8322  Ecosystem Concepts  4 hours (spring only; odd years)
  - 11 hours of additional electives, at least 6 of which must be 8000/9000 in-class instruction (face-to-face classes), but do not have to be within Ecology

**Ecology recommendations/options**

- ECOL 8030  Cross-disciplinary Ecology  1 hour (repeatable to 8 hrs)
- ECOL 8060\(^\text{23}\)  Ecology Seminar Series  1 hour (repeatable to 12 hrs)
- ECOL 8990  Problems in Ecology  1-2 hours (repeatable to 3 hrs)

- 9 hours of dissertation research and writing (required)
  - ECOL 9000  Doctoral Research  6 hours (maximum 14 hours)
  - ECOL 9300  Doctoral Dissertation  3 hours (maximum 3 hours)

- If you don’t have a MS, then you will require 4 additional hours of graduate electives (these do not have to be face-to-face nor 8000-level or above, but they do need to be open only to graduate students)

**Doctor of Philosophy in Integrative Conservation with an emphasis in Ecology**

PhD ICON students must participate in integrative activities, fulfill the requirements of the PhD in Ecology, and take:

- 12 hours of ICON requirements (which can also fulfill the Ecology requirements)
  - ICON 8001  Integrative Conservation I  3 hours
  - ICON 8110  Field Planning and Preparation  1 hour
  - ICON 8002  Integrative Conservation II  3 hours
  - ICON 8400  Perspectives on CESD  2 hours
  - ICON 8111 or EICON Internship  3-8 hours (max 16)

- 6 hours of graduate-level ICON electives (minimum 2 courses; which can also fulfill the Ecology requirements)

**Exceptions**

In some cases, a student may not be able to take a required course (e.g., it may not be offered in a given year and the student may not be on campus during the year it is offered). In such cases, a student may petition the GPC and request that they be able to substitute a different course or experience for a specific course requirement (e.g., replacing the PhD requirement of ECOL 8322 or ECOL 8310 with another comparable course offered at UGA or another institution). Requests should be submitted via email to the Graduate Coordinator and Graduate Program Advisor with a detailed rationale and justification for the request. We expect such requests to most often be made during Yr 1 of a MS program or Yrs 1&2 of a PhD program. Requests made at the end of a program are likely to be declined. If such an exemption is granted, the student will still need to satisfy the overall credit hour requirements of the OSE and Graduate School.

\(^{22}\) PhD-Ecology students participating in additional non-degree programs (such as IDEAS) may have additional requirements in addition to these.

\(^{23}\) We ask our students to enroll in 8060 whenever possible to help us schedule the auditorium for our Ecology seminar series. The class has no formal requirements and is typically administered by the Graduate Coordinator.
Degree and Program Milestones

We have ordered this section chronologically. We also have put key steps in **bold**, many of which require submission of a specific form to the Graduate Program Advisor and/or the Graduate School (often via GradStatus). Many of these forms are initiated by you, so it’s important that you be aware of these requirements. Although you probably have already been admitted to our program, we start with the admission process so that you understand the process that brought you here, and because you will play a role in recruiting future students to the program.

The Application, Recruitment and Admissions Process
All of our graduate students, including students in the Double Dawgs pathway, must apply for admission to one of our degree programs (through the Graduate School’s admission portal24). No student will be admitted to the program without a faculty member who advocates for and supports the student’s admission. Thus, we recommend that all potential applicants research the interests of our faculty (e.g., check out their webpages and publications) and then reach out to the prospective advisors who best align with the professional interests and aspirations of the student. That dialogue is important not only to establish a conversation but also to determine if that person is potentially taking any students the coming year. Our application deadline is December 1 (for matriculation in Fall of the following year25), so we recommend that students initiate these discussions in October (if not earlier). As you will discover, the advisor-student relationship is extremely important, so a student will benefit from finding an advisor with common academic interests and whom the student can develop an effective working relationship.

Once a potential applicant has identified one or more potential advisors, they should apply for admission to one of the graduate programs. We encourage students to apply prior to the deadline to ensure that all of their material is available for review by Dec. 1 and that letter writers have sufficient time to submit their letters.

The faculty on the Graduate Program Committee review all applications during the first half of December. Each application is reviewed by at least 3 faculty. Based upon these reviews, the GPC selects a subset of applicants that they feel are sufficiently prepared to succeed in their chosen graduate program with the appropriate guidance and mentoring. The GPC also ensures that the interests of the student align with the program and expertise and resources of the School (e.g., “do we have someone who has expertise in this research field who can serve as an effective advisor?”). The GPC then releases this list of applicants to the Graduate Program Faculty in OSE and solicits their feedback regarding which of these applicants each GPF is potentially interested in admitting and which they would like invited to our Recruitment Event (typically held in January and immediately before our annual Graduate Student Symposium). The GPC issues invitations to the Recruitment Event (the number is typically limited to 20-25 depending on budgets and availability of housing and hosts). The Recruitment Event lets applicants get a better feel for our program, but it also serves as an interview. Applicants not invited to the Recruitment Event (or who were unable to attend) are welcome to visit campus at other times. Following the Recruitment Event, the GPC solicits new input from faculty and asks for a final set of applicants each faculty member would like admitted to our programs, a ranking of those applicants, and a funding plan for each student.

24 In 2020, the Graduate School introduced a new portal, called “Slate”. Details and links to the portal are available at: [https://grad.uga.edu/index.php/prospective-students/apply-now/](https://grad.uga.edu/index.php/prospective-students/apply-now/).

25 Although the default is matriculation in the subsequent Fall, some students may start earlier in the Summer (e.g., to initiate their research) and they may also request a deferral to the following Spring. Deferrals to the following Fall cannot be made; those applicants are encouraged to re-apply.
The GPC then makes admissions decisions based on a range of factors, including the strength of the applicant, what that student would bring to the program (including diversity of perspectives), the availability of funding (via RAs, TAs, and fellowships), the projected size of the lab (faculty who have just graduated students and have an empty lab have higher priority). The GPC also gives priority to students being recruited by newly hired faculty, especially at the Assistant Professor rank. We make offers to the top-ranked candidates and move through a waitlist depending on how many declines we receive. One of the biggest technical challenges in this process is determining the availability of funding, which is determined by existing grants and fellowships, and our projections about TA requirements for our existing students. We will not admit a student without an identified mechanism that will provide the student with a stipend and tuition waiver (see section on funding). We also will only admit a student whom we are excited to have in our program, who brings an interesting perspective to our community, and whom we think can succeed in our program. Every student admitted to our program has earned that opportunity.

Deferrals and early admissions
Students typically matriculate in Fall. However, if desired by the PI and student, matriculation can be moved up to summer (e.g., to facilitate fieldwork prior to starting coursework in the Fall), or deferred until spring (e.g., because of visa issues for international students). Requests for matriculating in a semester other than the Fall should be made to the Graduate Program Advisor as soon as possible. Longer deferrals or more rapid matriculations are not possible.

Consideration of admissions outside of the normal cycle
The GPC will consider applications that appear in Slate (the online system used now by UGA) up until the time we start to review applications, usually a few days after the deadline [there is a short time lag between a submission and the time the application appears in our workboxes, so this soft deadline ensures that we don’t penalize a student who applied on time but whose application was late in appearing in Slate]. We do not review applications that arrive after we start reviewing applications. However, some extenuating circumstances (new grants with critical work that must be initiated by a graduate student prior to the next matriculation cycle) may require special consideration. Thus, we will consider admission of students outside of this timeframe on a case-by-case basis if requested by a faculty member. To be considered, a faculty member must petition the GPC. The petition should include:

- a rationale;
- a guarantee of RA/Fellowship support for at least the first year;
- the standard materials required for admission (a CV and a research statement; plus a request that letters be sent to the Graduate Program Advisor);
- and should be submitted to the GPC between August 15–Nov 1 (for matriculation in Spring), or between Dec 1 and April 15 (for matriculation in Summer or Fall).

If approved, the student will then be asked to formally apply for admission to UGA (which must be done so that we can issue the formal offer of admission).

Changing from an MS program to the PhD-Ecology program
Some students admitted as MS-CESD or MS-Ecology students may decide that they would like to pursue a PhD-Ecology in OSE. Those students may choose one of two options.

**Option One:** Under this option, the student would complete their thesis, earn their MS, and apply to the PhD program (see above) by the standard deadline to be considered along with other applicants. If the student is admitted to the PhD program, they would start a new research project for their dissertation (possibly, but not
necessarily building on their MS research). Given the timelines, a student requesting Option One would apply to the PhD program during the final year in their MS program.

**Option Two:** Under this option, a MS student can petition the GPC to transition from the MS program into the PhD program without earning their MS. This scenario is intended for students who are making good progress and whose career aspirations have changed. The accomplishments during their MS program simply get transferred into their PhD program: e.g., the research plan they started with gets expanded in scope to satisfy the expectations of a dissertation. A student who wishes to change their degree objective from a MS program to a PhD program must have the support of their advisor and the approval of the Graduate Program Committee (GPC). The student and advisor must agree that such a path is beneficial for the student and the research project.

Under Option Two, the student should prepare a packet for the advisor to review, and the advisor should then submit the packet to the GPC (via an email to the Graduate Program Advisor). **The deadline of October 15 (in the student’s second year)** is intended to be late enough in the MS program to provide students with sufficient knowledge to know if such a path is warranted, and early enough to provide them with options if the request is denied (e.g., to complete their MS by the upcoming spring semester). Of course, earlier requests can be made; however, requests after this deadline will not be considered as Option Two is intended for students making timely progress and have demonstrated an ability to succeed in the PhD program.

1. To be considered for Option Two, the student should prepare a:
   a. letter to request a change from the MS to PhD. That letter should include:
      i. clear rationale to change degree programs,
      ii. review of work that has been done and a proposal for progressing through the PhD program—in terms of coursework, research, and timetable,
      iii. list of proposed PhD committee members,
   b. research statement (1-page) outlining PhD research, and
   c. CV.

2. The advisor should then add their own letter (appended before the student’s information) that includes:
   a. assessment of student’s progress to date,
   b. financial support the advisor plans to provide, and
   c. likely timeline for the student to complete the PhD program (which may or may not be the same as that provided by the student).

3. The Advisor should submit the materials as a single pdf to the Graduate Coordinator and Graduate Program Advisor by October 15 (11:59pm).

The Graduate Program Committee will make decisions no later than mid-November. Any approved transfer into the PhD program will take effect on 1 January (which will affect the full-time base salary rate for the student).

**Double Dawgs program**

Double Dawgs is a UGA program in which UGA undergraduates take graduate coursework in the senior year of their undergraduate program, and in this way their master’s degree will only take one year beyond their undergraduate training (it’s a 4+1 program). While Double Dawgs does not provide any direct financial support, it can reduce the overall cost of a MS degree. Admission to the B.S./M.S. Double Dawgs program is a two-step process. First, a UGA undergraduate must be admitted to the Double Dawgs Pathway; later, they...
must be admitted to one of the OSE MS programs. The latter requires all the same steps as outlined above. Here we briefly summarize the process:

**Admission to Pathway**

Ecology majors apply to the B.S./M.S. Double Dawgs pathway in the fall semester of their junior year. Being admitted to the B.S./M.S. Double Dawgs pathway allows students to take up to 12 credits of graduate level courses during their senior year and apply them to both their undergraduate degree and the M.S. degree (if admitted to the Graduate Program). To be eligible for the Ecology B.S./M.S. Double Dawgs pathway, students must:

- have completed at least 60 credit hours before the start of their junior year;
- be on track to complete a minimum of 15 hours of their 3000-level and above Ecology major coursework by the end of their junior year;
- have a minimum GPA of 3.2 at the time they apply to the Double Dawgs pathway;
- have selected an ecology graduate faculty advisor prior to admission to the Double Dawgs pathway.

**Curriculum**

Graduate-level courses may be used to satisfy undergraduate and graduate program requirements. Any 6000, 7000, or 8000-level ECOL course may be used towards the undergraduate Ecology degree (maximum 12 credit hours). Additionally, students may enroll in the 6000-level option when available for courses from other departments that are currently listed as Major Electives for the Ecology degree (see the UGA Bulletin for complete list).

**Admission to Graduate Program**

Students in the Double Dawgs pathway must apply and be admitted to the Odum School of Ecology graduate program during their senior year (see above: The Application, Recruitment, and Admissions Process). The application process for a Double Dawg student to the graduate program is identical to that required for all other applicants to the MS program, except that one of the three letters of recommendation must come from the prospective faculty advisor from the Odum School of Ecology.

**Mentor-Mentee Compacts (navigating the advisor-student relationship)**

The relationship you have with your advisor is a very important one; it can be extremely rewarding, and unfortunately, it can also be challenging. One key to a successful relationship with your advisor is clear and open communication. They are here to help you – they want to see you succeed – but they may not know your goals, your aspirations, your workstyle, your strengths and your weaknesses. Tell them! Likewise, you don’t know theirs. Ask them!

**Compacts and lab manuals**

Mentee-Mentor compacts, individual development plans, and lab handbooks are tools that can be very effective in helping you and your advisor (and your committee) communicate and function more effectively, especially with respect to your professional development. There are a diversity of compacts and you can find examples on-line (e.g., see our Graduate School’s examples). Discussion of and examples of lab handbooks can be found at (The Biologist article; crowd-sourced template; CLEAR lab book). Together, these documents typically clarify:

- the student’s professional aspirations
- the student’s goals during their degree program
- the student’s expectations
- the advisor’s expectations
o how the lab works (group dynamics, meetings, roles of personnel, equipment maintenance and checkouts, etc.)
o the means by which the student and advisor can work most effectively together (e.g., frequency of meetings, establishment of deadlines, means of contact, availability outside of normal work hours, boundaries between personal and professional lives, etc.)
o expected funding plan for the student
o expected timeline for the student’s progression through program
o how the student and their advisor will navigate conflicts that arise.

Lab manuals. We encourage all labs to create lab manuals.

Mentor-mentee compacts. Compacts are required for all incoming students. The compact is different from the more generic issues laid out in a lab manual. It should lay out specific goals and strategies that are unique to you and your advisor. You and your advisor(s) should work to complete a compact near the time you matriculate into your graduate program (before you arrive in Athens, or in the first half of your first semester). The format is flexible, but some helpful examples are available from the Graduate School (at this site or this site) or via the OSE_Teams site. Once created, a compact should serve as a working document that is revisited at least annually and modified as needed throughout your program. At a minimum, you and your advisor(s) should revisit your compact during your discussion at your annual evaluation. You and your advisor(s) are responsible for maintaining and updating your compact; however, a copy of the compact should be sent to the Graduate Program Advisor upon completion (and whenever modified).

Individual Development Plans. IDPs can be very useful in helping you plan your degree program, as informed by your career goals. IDPs are especially valuable in combination with the mentor-mentee compacts. Useful resources can be found at myIDP (https://myidp.sciencecareers.org/; ImaginePhD.com is a similar site, but designed for humanities) and at UGA’s Experiential Professional Development website (xPD).

Leading and managing up
You can take control of many aspects of your program and training. For example, most well-run meetings have an agenda – set the agendas for your committee meetings and distribute them ahead of time (along with any material that your committee may have to review). Take notes during those meetings and then distribute them to the committee afterwards. Don’t expect your advisor or committee to remember everything – remind them of the key details to facilitate more effective discussions. You should be the director of your program, managing your team of advisors, to get the most out of your program as you advance towards your professional goals. Lead, but also be attentive to, and respectful of, the advice from your committee. Expectations related to how you, your advisor, and your committee will function should be clarified in your compact or the lab’s handbook and during discussions with your committee. In some cases, you may find that material on “managing up” may be helpful as you direct your program and work as an RA or TA (e.g., see ‘managing your advisor’: UW handout).

Conflict resolution
We expect that conflicts and disagreement will sometimes arise between you and your advisor (and/or committee). We trust that you will be able to resolve most of these, but on occasion, these conflicts may be

26 On 2 November 2020, the faculty voted upon a motion made by the Graduate Program Committee to require mentor-mentee compacts for all new incoming students (effective 1 January 2021), but only recommended for existing students.
27 If you are co-advised, we encourage you to draft a single compact co-written by you and your two co-advisors (rather than two separate compacts).
more significant and you may need some help navigating the situation. There are several persons in OSE who can help. We encourage you to reach out to anyone you trust to gain advice and guidance. In particular, we hope that you will reach out to the Graduate Coordinator and/or Graduate Program Advisor, who can offer advice or serve as a mediator to help you and your advisor resolve the conflict. If they are not able to help, then we suggest you discuss the situation with one of the OSE Deans. In some cases involving more serious conflict, the Office of Legal Affairs, Human Resources, the Equal Opportunity Office (including the UGA Ombudspersons) may need to become involved: see section below on Bullying and Harassment.

Courses and Course Registration
During your graduate program, you will design, execute and write-up your research, interact with colleagues and collaborators, mentor undergraduates, teach, procure grants, and take classes. These courses will be decided in consultation with your advisor and your committee, and informed by your background and current knowledge, your degree and career objectives, and your degree requirements.

Students on a graduate assistantship must register for a minimum of 12 hours during fall and spring semester, and a minimum of 9 hours during the summer. During each term you are on an assistantship, we request that you actually register for 18 hours during fall and spring, and 12 hours in the summer because our School benefits financially from these hours while it will not cost you more. For example, once you’ve registered for formal classes (<18 hrs), you will fill in the rest of your schedule with the departmental seminar (ECOL 8060) and research hours (e.g., ECOL 7000 for MS or ECOL 9000 for PhD) to create a schedule with 18 hours. If you aren’t on an assistantship, you must register for a minimum of 3 hours in the semester you plan to graduate (do not register for more because you are responsible for paying tuition when you are not on an assistantship!); you may also need to register for 3 hrs to maintain continuous enrollment (see next paragraph). Otherwise, if you are not on an assistantship, you don’t have to register – this is primarily an option you might invoke in the summer if you don’t have summer support.

All enrolled students pursuing graduate degrees at the University of Georgia must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of three (3) credits in at least two semesters per academic year until the degree is attained or status as a degree-seeking graduate student is terminated. There are three semesters each year (Fall, Spring, and Summer). If you fail to enroll for two semesters in any given academic year (and do not have an approved leave of absence), you will need to reapply for admission to the Graduate School and degree program (and pay additional tuition) – readmission is not assured.

Before the start of each semester, the Graduate Program Advisor will clear your advisement flag, which is required for you to register for classes. There may be other holds on your account (e.g., Student Accounts Acknowledgement Hold, Contact Information Hold, and holds for unpaid fees), which you will need to clear before you’ll be allowed to register for classes (see next section).

Please also note that the Graduate School has several other requirements:

- you must maintain a GPA of 3.0 (else you’ll be placed on academic probation);
- only grades of C and above will count towards your Program of Study;
- any “incomplete” grade will convert to an F if it is not completed and regraded within three semesters.

Holds
The registrar may place a hold on your account, which will prevent you from registering for classes. There are lots of causes for these holds, which will be displayed to you on Athena. You will need to clear them in order
to register. The first three types of holds likely only apply to students the first semester they attempt to register.

**PODT=Proof of Degree/Transcript**

Although you provided unofficial transcripts as part of your application, once you accept our offer of admission, you need to provide official transcripts to the Graduate School. For more information, refer to: [https://grad.uga.edu/index.php/prospective-students/domestic-application-information/requirements/transcripts-and-academic-records/](https://grad.uga.edu/index.php/prospective-students/domestic-application-information/requirements/transcripts-and-academic-records/)

**Health Immunization**

All new students are required to submit verification of immunity: see [https://www.uhs.uga.edu/info/immunizations](https://www.uhs.uga.edu/info/immunizations)

**Verification of Lawful Presence**

All incoming students must show proof that they are in the US legally. Please refer to: [https://grad.uga.edu/index.php/prospective-students/university-system-of-georgia-residency-policy/](https://grad.uga.edu/index.php/prospective-students/university-system-of-georgia-residency-policy/)

**Academic Advisement**

This hold means the Graduate Program Advisor has not cleared you for registration. Please let the Graduate Program Advisor know, and they will clear that for you.

**Bursar’s Office/Student Accounts**

If you have an unpaid bill, you may have a hold from the Bursar’s Office. Please follow up with them; it may be a mistake. [https://busfin.uga.edu/bursar/bursar_quick_links/](https://busfin.uga.edu/bursar/bursar_quick_links/)

**Graduate School**

If you have not submitted a transcript or have other outstanding business with the Graduate School, you may have a hold on your account. Please follow up with the Graduate School.

**Health Center**

If you have missed an appointment at the University Health Center or have an outstanding bill, you may have a flag placed on your student account. See: [https://www.uhs.uga.edu/site](https://www.uhs.uga.edu/site)

**Parking Tickets**

Getting a parking ticket can generate a hold on your student account. If you see a parking hold, call Parking Services so that you can arrange to have it removed. Parking regulations are strictly enforced, especially during football season! See: [https://tps.uga.edu/parking/](https://tps.uga.edu/parking/)

**Forming an Advisory Committee**

Your committee’s expertise and perspective will help you through your program and help you produce the best thesis or dissertation possible. As you assemble your committee, think of them as a team – put together a group that works well together and will provide complementary strengths and expertise. Ask your advisor as well as other students about the strengths (and weaknesses) that faculty might bring to your committee. Consider faculty in other UGA colleges and departments as well.
In addition to meeting regularly to assist you with your research, your Advisory Committee is also responsible for other tasks. They must approve your Program of Study through GradStatus. Therefore, they must be familiar with your coursework and degree requirements. For PhD students, the Advisory Committee will oversee the development and defense of the Prospectus (an OSE requirement) and the Written and Oral Comprehensive Exams. Finally, the Advisory Committee will approve your written thesis or dissertation, including the oral defense.

While your committee plays an important role in your program, we encourage you to seek advice, mentorship and guidance from a wide range of people. Neither your advisor, nor even your entire committee, can provide you all of the guidance and insight you need to succeed. Seek diverse interactions within OSE, throughout UGA, and from the entire scientific community.

MS committee composition
A MS committee requires at least 3 faculty members who will guide your research, approve your program of study, and vote to approve your thesis.

- **Member 1—Committee Chair (aka your faculty advisor or major professor)**
  - Must hold Graduate Program Faculty (GPF) status in OSE
- **Member 2 (could be a co-advisor)**
  - Holds GPF status at UGA (if they are a co-advisor, they must be GPF in OSE)
  - Recommended to have an appointment in OSE
- **Member 3**
  - Can come from outside of OSE (i.e, another department) or outside of UGA entirely.
  - If they are come from outside of UGA, follow instructions for External Committee Members

You can have more than 3 committee members, but only 1 external member can be a voting member. A majority of your committee members must be GPF at UGA.

Once you have formed your committee, you should **file the Advisory Committee Form (G130) on GradStatus**.

PhD committee composition
A PhD committee requires at least 4 faculty members who will guide your research, approve your program of study, and vote to approve your comprehensive exams, prospectus, and dissertation.

- **Member 1—Committee Chair (aka your faculty advisor or major professor)**
  - Must be Graduate Program Faculty (GPF) in OSE
- **Member 2 (could be a co-advisor)**
  - Must be GPF at UGA
  - Must hold an appointment in OSE
- **Member 3**
  - Must be GPF at UGA

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28 Not all OSE GPF can serve as a sole advisors. Some GPF can only co-advise. This is something you should ascertain during your initial conversations with your prospective advisor (before you enter the program). Rules about GPF are not included in this handbook (some are in the OSE by-laws and others might be found in the Graduate School’s “Graduate Coordinators’ Handbook”). Please consult with the Graduate Coordinator or Graduate Program Advisor if you have questions or are uncertain if a particular faculty member is part of the OSE GPF (or is GPF elsewhere at UGA).
• Recommended to have an appointment in OSE
  • Member 4
    o Can come from outside of OSE (i.e, another department) or outside of UGA entirely.
    o If they are come from outside of UGA, follow instructions for External Committee Members (see next section)

You can have more than 4 committee members, but only 1 external member can be a voting member. A majority of your committee members must be GPF at UGA.

Once you have formed your committee, you should file the Advisory Committee Form (G130) on GradStatus.

External committee members
If you want to include an external member on your Advisory Committee (someone who is not a member of the GPF at UGA), there are a few extra steps to take:

1. Email the Graduate Coordinator the following information:
   a. Rationale. Explain how this person’s expertise facilitates your program and professional development and what they add to the existing expertise on your committee.
   b. The person’s CV.
   c. List of your other committee members.
2. The Graduate Coordinator will write a letter on your behalf (letter of justification) to the Dean of the Graduate School and the GC will send you that letter.
3. You will complete the Advisory Committee form (G130) on GradStatus and upload the CV and letter from the Graduate Coordinator.

Changing your advisor or a member of your advisory committee
Your research direction might change, or you may find that you don’t work well with your advisor or one of your committee members. That’s okay. This is especially true given that you will form your committee early in your program (often by the end of your first year) – for a PhD student many things are likely to change during your second year. It can be awkward changing advisors or letting a committee member know that you’ve decided to remove them from your committee, but that shouldn’t stop you if it’s the right decision. If you do find yourself in this situation, it’s important that you communicate honestly, openly, and effectively. We suggest you chat with the Graduate Coordinator or Graduate Program Advisor before you make a decision about changing your advisor (or a committee member) – they can help you strategize about the decision as well as your options. If you do change your advisor/committee, you will need to refie your Advisory Committee form on GradStatus. If you are changing advisors, we also ask that you have your previous and new advisor email the Graduate Coordinator and Graduate Program Advisor to convey that they are aware of this change (and that the new advisor supports the transition).

Committee meetings
You should form your committee during your first year, and must meet with your committee at least once a year. These meetings are very important. From a student’s point of view, the meeting provides an opportunity to receive advice on your coursework and research project. From the committee’s point of view, the meeting allows them to have input during the early stages of the research project, rather than being faced with problems in the completed project. We also encourage you to meet with your committee members individually as well. You are not limited to discussing your science with them only during committee meetings. It’s also helpful to appreciate that ideas (and concerns) raised by your committee may
be different when they meet as a group than the aggregate input you get when you meet with them individually – group dynamics are an interesting phenomenon.

As you schedule and run committee meetings, be sure to set an agenda or “goals for this meeting”. Take good notes, being mindful of action items for the next meeting. We encourage you to write up these minutes after each meeting and distribute them to your committee so that you are all on the same page, and took away the same messages from the meeting, especially if there were specific issues that your committee asked you to address or key decisions that you’ve made. You should keep a file of these minutes so that you can follow up as needed, set goals, evaluate progress, and manage challenges. Make the most of your time together in each meeting and take the ownership necessary to make good things happen.

**Annual Progress Report**

At the end of each academic year, you and your advisor(s) will be asked to complete an annual progress report[^29]. The purpose of the evaluation is several-fold. It’s an opportunity for you to reflect on your accomplishments, and to acknowledge the challenges you’ve faced. It also helps you set goals for the coming year. The report also offers an opportunity for formal feedback from your advisor and for you and your advisor to share your perspectives on how you can better work together to facilitate your progress through the program. The reports also are used by the OSE to compile data about our graduate programs. You and your advisor will fill out separate portions of the report – you will then both be provided with the entire report – and you’ll then have a face-to-face meeting to discuss the report and make any changes. At the end of that meeting, you’ll send a signed version of the final report to the Graduate Program Advisor.

**Program of Study**

The Program of Study refers to form G138 in GradStatus. It is the set of courses (and associated credit hours) that you will take (or have taken) during your degree program and that you and your committee have agreed upon. The Program of Study should satisfy the requirements of your degree program as laid out in the Degree Requirements section of this handbook and in the Graduate Bulletin. Completing form G138 is a graduation requirement.

Once you have determined your Program of Study with your committee, you will go to GradStatus, and complete the form by entering all of these classes and the term you plan to take them. Then the form is electronically forwarded to each committee member and the Graduate Coordinator who will be asked if they approve it. Once it is approved by your committee and the Graduate Coordinator, it goes on to the Graduate School for final approval.

**NOTE:** You must **fill out the Advisory Committee before the Program of Study form.** If you are a PhD student, you must **file both of these forms before you can take your comprehensive exams** (see next section).

**Prospectus, Comprehensive Exams, and Advancement to Candidacy[^30]**

[^29]: We ask co-advisors to each fill out their own evaluation rather than filling one out jointly.

[^30]: On 5 April 2021, the faculty approved a motion from the GPC to change the comprehensive exams. The previous policy required that the student do a written exam, followed by an oral exam. They also had to write and then defend (in another oral format) a prospectus. The new motion (reflected in the revised handbook) combines the oral exam and prospectus defense into a single meeting. Students who matriculated before April 1, 2021 and who

[Return to start of document]
Advancing to candidacy signifies that you have accumulated foundational knowledge in your discipline and are prepared to undertake independent research in ecology. You will demonstrate this through the comprehensive exams, which consist of a written and an oral exam and by writing and defending a Prospectus, which is a proposal for your dissertation research. This exam is administered by your Advisory Committee and led by your major advisor. The written exam is given prior to (and is separate from) the oral exam, which is an in-person meeting with the committee and will include comprehensive question/answer exchanges with the committee (the oral exam) and a defense of the prospectus.

**Prospectus**

The prospectus should be written by the end of your second year. The Prospectus is a framework that motivates and defines the research that you plan to do for your dissertation, and therefore it should be defended before you have conducted a significant portion of your research. There is no fixed format for the written Prospectus; rather you should discuss this expectation with your committee – do not expect your prospectus to look like another student’s. Most often, the prospectus resembles a grant proposal (ask your advisor or other students/postdocs for copies of their recent grant proposals so that you can see what goes into a grant proposal). An effective Prospectus reviews the literature, identifies gaps in our knowledge, motivates the research that you will propose, and specifies the research projects that will comprise your dissertation. A Prospectus is generally 8-15 pages in length, ignoring citations and addenda. Your committee might also request that you include a budget so that you are explicit about the resources that are required for your project to succeed.

As you write your Prospectus, you should obtain considerable feedback from your advisor, peers, committee, etc. Your Prospectus will be formally defended during your oral exam (see below), but there is nothing that prevents you from having the committee informally approve the written document before then – doing so will make the oral defense of the Prospectus less stressful. By the time your Prospectus is approved, you and your committee should have a clear sense of what research you will be doing and what your dissertation will look like (barring major changes or disasters). This proposal serves as a rough plan agreed upon by you and your committee – if well executed, it provides an appropriate framework for your dissertation. In many cases, those plans will change. You should discuss those proposed changes with your committee – it’s important to get their buy-in so that your committee is not surprised by the final thesis/dissertation, and you aren’t surprised by their response. Please see additional information under “Oral exam”.

**Comprehensive exams**

You should take your comprehensive exams during your second year or during the first semester of your third year. The purpose of the exams is, in part, to determine if you have sufficient knowledge in your discipline to progress to a phase of your program that is focused primarily on research (rather than coursework), and to demonstrate that you have a well-conceived research plan (via the Prospectus). The comprehensive exam has two parts: a written exam typically administered over a week, and an oral (in-person) exam that lasts approximately 3 hours. The exams have two purposes albeit in different formats: 1) they emphasize depth and breadth of knowledge in ecology (and other aspects of your program, such as evolutionary biology, conservation, etc.), as well as integrative and critical thinking and problem-solving, and 2) they evaluate your knowledge of a specific subdiscipline, your ability to motivate a research problem, and your ability to design a well-conceived research plan, as articulated in your Prospectus.

have not done their prospectus or oral exam, may choose to advance to candidacy under the new or previous policy. They should inform the Graduate Program Advisor of their intention.
Written exam

The written exam (aka “writtens”) is coordinated by your Advisor who will solicit questions from your entire committee that you will be asked to answer. Your advisor will review these questions to ensure balance and lack of redundancy before distributing them to you. Each question should include a set of expectations including time or page limits and whether you can consult with any outside resources (e.g., closed or open book). You will answer one set of questions (from one committee member) each day (no set of questions should require more than 8 hours of effort). At the end of each day, you should send the questions and your responses to your advisor and the committee member who provided the question(s). After the final day of your exam, the entire exam should be distributed (by your advisor) to your entire committee for their review. Each committee member should offer you feedback prior to your oral exam and within a week of receiving the completed exam.

Oral exam

The oral examination follows the written exam by at least 2 weeks (and often up to a couple of months), to allow time for feedback from your committee based upon the written exam. The orals have several purposes: 1) they might provide an opportunity for the committee to ask questions that follow up on issues raised in the writtens – this is especially appropriate if there were areas on the written in which you did not perform well; 2) they provide an opportunity to explore broader concepts that were not tackled in the writtens; and 3) they constitute a formal defense of your Prospectus. You must submit a final version of your Prospectus to your committee at least two weeks prior to your oral exam.

There is no fixed format to the oral exam. Instead, we suggest a flexible approach that reflects your professional goals as well as the philosophy of the committee members. In general, we anticipate that “1/3 of it be allocated to general knowledge and 2/3 allocated to the prospectus (and associated concepts), but recognize this will vary from committee to committee. It is the responsibility of the committee chair (Advisor) to moderate the length and format of the oral exam. To help you best prepare for your exam, please have clear discussions with your advisor and committee members. Every faculty member has a different approach and set of expectations for the oral exam (as well as the writtens and prospectus). Some members may ask that you read several books to prepare for your exams; others will suggest you read dozens of papers; others may not require anything special. This is a conversation you should initiate with your committee members well in advance of your exams.

Signature form

You must notify the Graduate Program Advisor at least two weeks prior to your oral exam. Please include the date, time, and place for the exam in the email you submit. The Graduate Program Advisor can help you find a room for your exam if this poses a challenge. The Graduate Program Advisor will take your information and submit form G118 via GradStatus, which will then generate the Report of the Written and Oral Comprehensive Examination Signature Form, which the Graduate Program Advisor will then email to you and your Advisor. At the same time, the Graduate Program Advisor will provide you and your Advisor with a copy of the Prospectus Signature Form. At the conclusion of your oral exam, your Advisor will gather votes and signatures from your committee.

Each member checks “pass” or “fail” for the written and oral sections (on the Comprehensive Exam Signature Form) and on the Prospectus Signature Form. You are allowed one fail in each section (written

31 In many departments (and previously in OSE), students sometimes provided snacks (beverages and food) during their committee meetings, exams and defenses. This put an inappropriate burden on students and, in 2019, the Ecology faculty voted to not allow students to provide snacks at these meetings. If faculty desire refreshments or snacks, then the advisor or committee members must provide them.
exam, oral exam, written prospectus), so long as it is not from your advisor (or one of your co-advisors). The Graduate Coordinator will also sign these forms. The **Comprehensive Exam Signature Form** is returned to the Graduate School by the Graduate Program Advisor within two weeks of the completion of the oral exam. The Graduate Program Advisor retains the **Prospectus Signature Form**.

If you do not pass one of the three elements (i.e. if your advisor or two or more members of your committee do not pass you on either the written or oral exam or approve your Prospectus), you may either withdraw from the program, request a change to an MS program in OSE, or retake the exam (or rewrite your Prospectus) within one year from the date of the original exam. Your committee will decide if you need to retake only the orals, only the written, only rewrite the prospectus, or some combination of all three. If you do not pass on the second attempt (or choose not to retake the exam), you will be dismissed from the program at the end of that semester, unless the GPC approves an extension.

**Candidacy (PhD)**

Once you have passed your comprehensive exams and had your Prospectus approved, you should **submit the Application for Admission to Candidacy for Doctoral Degrees (form G162)**. This application must be approved by the Graduate Coordinator and then by your Advisory Committee. Advancing to candidacy, demonstrates that your committee feels you have the background, the foresight, and the discipline to complete your dissertation. Your primary responsibility is now the completion of your research and the writing of your dissertation. Of course, you likely have many other duties and desires as well (teaching, participating in other collaborative projects, outreach, and outside life), so time management will remain a major consideration.

The Graduate School requires that your dissertation be completed within five years following your admission to candidacy. If >5 yrs have elapsed, then you will be required to retake your qualifying exams, unless you petition the Graduate School for a waiver.

**Timeline**

To help you plan for your comprehensive exams and prospectus defense, we offer the following timeline and suggestions as a general guide.

**Long-term planning**

4-6 months prior to the written exam (‘writtens’) and oral exam/prospectus defense (‘oral exam’):

1. Meet with your advisor and committee members to agree on a range of dates to hold exams and topics to be covered in the exams. You could do this individually or during a committee meeting, with more specific follow-up meetings with your committee members.
2. Your Advisor should communicate with your committee regarding guidelines for the written questions. These guidelines include those laid out in this document such as cap on time length of exam (1 day/committee member) and when feedback to the student should be provided (within a week of completing the writtens, unless other arrangements are agreed upon). Advisors are encouraged to ask all committee members to read relevant information in the OSE Graduate Handbook (which is available to all members of the Odum community and which the Graduate Program Advisor will distribute to non-OSE committee members).
3. You should communicate with committee members to schedule exams and set up individual meeting times to discuss the content and format of the written questions that you’ll receive from your committee member.
4. During these meetings, you might want to ask questions to help you anticipate the format of the exam:
• What is the duration of the written exam (how many days)? Answer – no more than the number of committee members (each committee member gets one day).
• Where can you take the written exam? Can you take it at home? In your office? Is this up to you or does your committee have a requirement?
• How many hours each day? Answer – no more than 8 hrs of work each day.
• Is the exam open or closed book, or a combination? [This will likely vary from committee member to committee member.]
• Do the writtens have to be completed in consecutive days? Answer – in general, no, but the exam should be completed with a minimal number of gaps. Most committees will be happy to accommodate, for example, your teaching schedule. Some students schedule their exams for semester breaks to minimize these conflicts.
• What is the duration of the oral exam? Answer – no more than 3 hours (although deliberations sometimes take additional time).
• What topics should you expect the committee member to cover on the exams?
• Is there any specific material you should read or review to prepare for the exams? If a reading list is provided, should you read the recommended material only, or is that just suggested as a starting point?
• You might also ask the committee member about their general philosophy about exams and/or the content and format of questions they typically ask. Some committee member will focus narrowly on your research topic while others will target broader ecological concepts and theory.
• You would likely benefit from talking to senior students who have already gone through the comprehensive exams.

Prior to the writtens
1. Your advisor should solicit questions from committee members at least two weeks prior to your writtens.
2. Committee members send exam questions (and instructions) to your advisor, at least one week prior to the written exam.
3. Your advisor should review these questions (e.g., for clarity).

During the writtens
1. Your advisor will send you the exam questions at the start of each day (you should communicate earlier about when each day starts).
2. At the end of each day, you should return your response to that day’s questions to the advisor and committee member.
3. At the conclusion of the exam, your advisor should distribute the entire exam (the questions and instructions and your responses) to the entire committee for their review.

After the writtens
1. Within a week of receiving the completed written exam, each committee member should have provided you with feedback regarding your performance on the exam. They may suggest that you do additional reading and that they may follow-up on a topic during your oral exam.
2. A committee member might indicate if you passed or failed your writtens, but they may also defer that decision until after your oral exam, where they might receive some clarification about your answers.


Prior to the orals

1. You should schedule a day and time for your exam. Be sure to leave enough time between the written exams and oral exam to receive feedback from committee members.

2. You should reserve a room for at least a 3 hr time slot. Given limited availability of rooms, you should do this ~3 months prior to your oral exam. If you have problems finding a room, the Graduate Program Advisor can help.

3. At least two weeks prior to the oral exam, you need to email the Graduate Program Advisor information about your oral exam (date, time, and location). The Graduate Program Advisor will relay this information to The Graduate School, who will return the Comprehensive Exam Signature Form to the Graduate Program Advisor.

4. You should prepare for your orals by addressing any deficiencies that your committee identified in your written exam.

5. Prior to your oral exam, the Graduate Program Advisor will send the Prospectus Signature Form and the Comprehensive Exam Signature Form to you and your advisor.

After the orals

1. Your advisor should distribute the Comprehensive Exam Signature Form to all committee members and then return the signed form to the Graduate Program Advisor (no later than 2 weeks after oral exam).

2. Your advisor should distribute the Prospectus Signature Form to all committee members and then return that form and the final, approved prospectus to the Graduate Program Advisor (who will get the signature of the Graduate Coordinator).

3. Upon passing written and oral exam, you should request to advance to candidacy by completing form G162 in GradStatus.

Thesis or Dissertation Defense

Your perseverance, patience, and hard work will be recognized on the (hopefully) satisfying and culminating day of your thesis or dissertation defense. This is the opportunity to present your research to a public audience (including OSE) and to defend your thesis/dissertation to your committee. Thus, there are two components to the “defense” – the public seminar (where you present your research) and the formal defense (in which you meet privately with your committee). Of course, prior to the defense, you will have worked very hard writing and revising your dissertation. As this is the pinnacle of your graduate program, you should be very well prepared for this event. It requires a lot of prep.

The Graduate School has specific guidelines on the style of your thesis or dissertation. You should consult these guidelines before you start writing your thesis or dissertation.

In general, a MS thesis consists of 1-2 chapters (executed over 1-2 years), while a PhD dissertation includes 3-5 chapters (executed over 3-5 years). We encourage you to write up your chapters as the research is completed and to submit each chapter for publication upon its completion – don’t wait for data from the final chapter before you start writing the first. It will be a great benefit to you if most of your chapters are already published (or in review) when you defend your thesis/dissertation. Of course, this is less likely for a

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32 In 2021, the Graduate School approved a change to GS rules – defenses should be in person, but can be held remotely (e.g., via zoom) if approved by the Graduate Coordinator and Dean (on a case-by-case basis).

33 You should be the first author (or expect to be first author) on each chapter, and each chapter should include a footnote that provides the full citation if the chapter is already published, or an expected authorship order if the chapter is not yet published (to clearly acknowledge any collaborators and to indicate that you are the expected lead author).
MS thesis, given the compressed time frame. We also encourage you to seek input from your committee prior to submitting a body of work for publication, rather than waiting until your defense. Lastly, we hope that you will already have presented most of the work in each of your chapters at conferences and at lab and committee meetings, and thus you will be well prepared to present the work at your defense seminar and to defend the work before your committee.

In addition to the time devoted to writing (and revising, and re-revising) your chapters, you also need to prepare for the seminar – it takes an immense amount of time to craft a compelling and lucid seminar.

**Deadlines for various steps are posted by the Graduate School** (see deadlines) – most of these dates change each year (and semester). Below is a quick summary.

**Apply for graduation.** You must apply for graduation by submitting an application to the Graduate School no later than Friday of the second full week (the first full week for summer) of classes in the semester of the anticipated graduation date. This is done through Athena (not GradStatus).

**PhD commencement.** If you are a PhD student, you also need to submit the Doctoral Commencement Information (form G120) so that your name and your dissertation title are printed in the commencement program. This is typically required about mid-semester and is a separate form from the application for graduation.

**At least six weeks prior to defense:** You should have finalized the title of your thesis/dissertation, the date of your defense with your committee, and made reservations for the room to be used for your seminar and your defense (speak with the Ecology front office about requesting rooms). Provide this information to the Graduate Program Advisor, along with an IRB project number (if your research required IRB approval).

**Format check.** Also around the mid-way point in the semester, you should also submit a draft of your thesis/dissertation to the graduate school for a Format Check (form G121). This format check is required and there is a fixed deadline each semester for the format check. Prior to writing your thesis or dissertation, you should consult the UGA formatting guide.

**Seminar.** You also should begin putting together and practicing your seminar. Plan ~45 minutes for your seminar (although a MS seminar can be shorter since it covers less material). Please check with your committee about their expectations, but we encourage you to put together a compelling “story” built around the body of work that you’ve conducted – if you did a dissertation, you can’t possibly cover everything you’ve done, so be selective and integrate the body of work into the most compelling seminar you can envision. We also encourage you to tell a story – personally, we prefer a well-connected story line that flows continuously, rather than a punctuated seminar that starts and stops by proceeding chapter by chapter.

**At least two weeks prior to defense:** For PhD candidates, an official announcement must be made through GradStatus by the Graduate Program Advisor (form G119), which is why you need to let the Graduate Program Advisor know about the date/time/location for your defense. The public portion for both PhD candidates and MS students will be announced to OSE by the Graduate Program Advisor. In general, you also should provide your complete thesis/dissertation to your committee at least three weeks before your defense, but you should confirm expectations with them well before this time.

**Day of defense:** You will present your seminar to the Odum community. Your family and friends outside of OSE also are welcome. This is a big day for our School as we celebrate your accomplishments. After the public seminar, you will meet with your committee for the defense, where they will review not only your presentation, but also your thesis or dissertation. The defense typically lasts 2-3 hrs. It is called a defense
because you will be challenged – be prepared to explain and justify the choices you’ve made, the studies you’ve designed, the analyses you’ve done, the conclusions you’ve drawn, and the overall contribution of this body of work to your discipline. If you’ve been in regular and effective communication with your committee, very little in your defense should be a surprise. The more you interact with your committee (and get feedback on drafts of your chapters), the more smoothly your defense is likely to go.

At the conclusion of your defense, your committee will likely ask you to leave the room so they can have a private discussion. When they call you back into the room they will discuss their overall evaluation. Each committee member will then need to sign off on the Approval Form for Doctoral Dissertation and Final Oral Examination (PhD) or the Approval Form for Master’s Thesis and Final Oral Examination (MS) – beginning in Fall 2020, this form was made available in GradStatus (prior to that time it was generated by the Graduate Program Advisor). The form has four parts: name of thesis or dissertation; the vote by each member on the thesis/dissertation (approval, approval with suggested changes, or disapproval of written work); a vote on the oral defense; and final approval by your advisor. You are allowed to have one committee member not approve your defense and one member not approve your thesis/dissertation. Even with that one ‘disapprove’, you will still graduate so long as that person was not your advisor (or co-advisor). In many cases, your committee will request some revisions. In that case, they will either ask to see a revision of the thesis/dissertation or they will give the advisor the authority to determine if you’ve made the required changes. Once those revisions have been accepted by the committee (or by your advisor on behalf of the committee), the advisor will sign the form under “final approval”. After that, the Graduate Coordinator will sign the form, and it will be transmitted to the Graduate School. The Graduate School must receive the Final Defense Approval Form at least two weeks prior to graduation.

The Final Steps
You’re almost done...

Thesis/dissertation submission.
Submission of the final thesis or dissertation is done via the ETD Submission Approval (form G129) via ProQuest. This official copy of the thesis will be electronically submitted by the Graduate School to the main library for archiving. The Graduate School must receive the final, corrected thesis/dissertation no later than two weeks prior to graduation.

Miscellaneous.
All requirements for the degree must be completed and reported to the Graduate School no later than one week prior to graduation (e.g., you will need to have addressed any incompletes or holds). Remember, that you also must have been enrolled for a minimum of three credit hours the semester in which you complete the degree requirements and plan to graduate.

Graduation ceremonies.
If you plan to participate in the graduate ceremony, please be sure that you have ordered the proper attire. Information about commencement is usually posted on the UGA webpage. The Odum School also has a small ceremony for our AB, BS, MS and PhD graduates. There is no summer commencement, so if you finish in the summer, you would need to return to campus in Fall if you want to participate in the commencement ceremonies. UGA does not allow graduates to “walk early” (e.g., in Spring if they plan to finish in summer).

Exit interview.
After graduation, you will be asked to complete an on-line exit interview (see Appendix). This exit interview is provided as a Qualtrics form – the link will be emailed to the graduate by the Graduate Program Advisor.

[Return to start of document]
The survey will ask about basic information (name, advisor, program), accomplishments (publications, awards, outreach activities), future plans and career objectives, as well as your assessment of the program’s strengths and weaknesses. The survey will take about 30-60 minutes to complete. We greatly value your time – this information will be invaluable as we strive to improve our program. A copy of the exit interview is provided in the Appendices, so that you can prepare the information ahead of time.

Summary of Milestones

The following pages list required forms and milestones for Double Dawg MS, MS, and PhD students. This is intended as a summary of the above information and a general guide to help students assess their timely progress toward target graduation dates. These should serve as a general guide – not a fixed schedule. Ecological research is unpredictable, and we all enter our graduate program with different backgrounds and experiences. As a result, time-to-degree and milestones can vary among individuals within our programs, even when each student is making good progress. However, our financial support for students is finite and therefore we strive to have students stay on track for graduation in 1, 2, and 5 years (for DD, MS and PhD programs). Although some delays are inevitable, delays may affect funding.

Some important milestones are not indicated because they will vary with the student’s background, career aspirations, and the vagaries of research. No matter what your career aspiration is, you have been supported in some capacity with public tax dollars, and as a scientist it is our responsibility to disseminate the results of our research to the scientific community and/or the public. This can be done via the publication of peer-reviewed scientific publications, popular articles, and governmental reports, and through other outlets, such as scientific conferences, K-12 outreach, and public seminars. Thus, it is expected that all students will publish and disseminate the results of their research.

Many milestones are achieved via submission of formal paperwork via GradStatus. For example, all graduate students need to complete and file:

- Advisory Committee (form G130)
- Program of Study (form G138)
- Approval Form for Master’s Thesis and Final Oral Examination (MS) or the Approval Form for Doctoral Dissertation and Final Oral Examination (PhD)
- Apply to graduate (through the student section in Athena)
- Electronic Thesis and Dissertation (ETD) Submission Approval (form G129)

Additional forms are required for PhD students (some are completed by the students; others are generated by the Graduate School or the Graduate Program Advisor):

- Comprehensive Exam Announcement (form G118) – submitted to GradStatus by the Graduate Program Advisor, with information provided by the student.
- Report of Comprehensive Exam – generated by the Graduate School after submission of G118, and filed by the Graduate Program Advisor after signed by the committee and Graduate Coordinator.
- Prospectus Defense Form – available from the Graduate Program Advisor.
- Application for Admission to Candidacy for Doctoral Degrees (form G162) – initiated in GradStatus by the student.
- Defense announcement – submitted and communicated by the Graduate Program Advisor with information provided by the student.

The tables below provide summaries of milestones for students in our different degree programs. The most notable requirements are indicated in bold, with symbols that indicate how the paperwork is submitted:
Called: the student submits a form via GradStatus
 awaited: the student initiates this step via Athena
 not required: an application, submitted by the student
 requires information or gives signed form to the Graduate Program Advisor who then
 submits via GradStatus
 needs: signatures from the committee and/or grad coordinator are required
 checked: another milestone that should be satisfied.

Milestones may not happen at the recommended time, so recurrences of those milestones in these schedules are
in a gray font (not black) and indicate actions that should be taken if they have not already been satisfied.

Please also note that most faculty are on 9-month appointments (i.e., they are not paid by the state during the
summer), so a committee’s willingness to convene during the summer for a defense or other committee activities
should not be assumed.
### Milestones for Double-Dawg (DD) MS students

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior (undergraduate)</td>
<td>Fall</td>
<td>Initiate discussions with faculty mentor (if not already started) Express interest in DD program via Athena Meet with Undergraduate Coordinator to discuss program</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Discuss overall coursework and research plan with PI</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>Initiate research activities (if not already started)</td>
</tr>
<tr>
<td>Senior (undergraduate)</td>
<td>Fall</td>
<td>Continue research activities and coursework³⁵ Apply to MS program 📚</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Formulate a mentor-mentee compact with your advisor Form advisory committee (and submit form G130) ✔️ ✔️ Meet with advisory committee ✔️ Submit Program of Study (form G138) for approval ✔️ ✔️ Finalize research plan (with advisor’s approval) and distribute to committee ✔️ Continue research activities and coursework</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>Continue research activities</td>
</tr>
<tr>
<td>First (graduate)</td>
<td>Fall</td>
<td>Continue research activities and coursework Complete research and data analyses Begin writing thesis (with feedback from advisor and from committee, as needed)</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Complete research and data analyses Submit thesis to Graduate School for format check ✔️ Schedule defense and notify Graduate School 🛫 Distribute thesis to committee (after approval from advisor), at least two weeks prior to defense ✔️ Give public seminar &amp; defend thesis ✔️ File Approval Form for Thesis and Final Oral Examination (MS) ✔️ File final ETD (form G129) ✔️ Graduate ✔️</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>Complete above activities and graduate</td>
</tr>
<tr>
<td>Second (graduate), if needed</td>
<td>Fall</td>
<td>Complete above activities and graduate</td>
</tr>
</tbody>
</table>

³⁴ Subsequent items assume the student is admitted to the DD pathway.
³⁵ The 12 credits of graduate coursework are taken during the fall and spring semester of the senior year.
³⁶ Subsequent items assume the student is admitted to the MS program.
## Milestones for MS students

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Activity</th>
</tr>
</thead>
</table>
| Prior to matriculation|         | **Enroll for courses** *(based on discussion with advisor and Graduate Program Advisor)*  
|                       |         | Discuss and clarify funding arrangement with advisor                                                                                   |
| First                 | Fall    | Formulate a mentor-mentee compact with your advisor  
|                       |         | Discuss overall coursework and research plan with advisor  
|                       |         | Take courses and attend seminars                                                                                                         |
|                       | Spring  | Take courses and attend seminars  
|                       |         | **Form advisory committee (and submit form G130)**  
|                       |         | **Meet with advisory committee**  
|                       |         | **Submit Program of Study (form G138) for approval**  
|                       |         | Finalize research plan *(with advisor’s approval)* and distribute to committee  
|                       |         | Initiate research activities *(if not already started)*                                                                                 |
|                       | Summer  | Continue research activities                                                                                                            |
| Second                | Fall    | Complete desired coursework  
|                       |         | Complete research and data analyses  
|                       |         | Begin writing thesis *(with feedback from advisor; and from committee, as needed)*                                                    |
|                       | Spring  | Complete research and data analyses  
|                       |         | **Apply to graduate**  
|                       |         | **Submit thesis to Graduate School for format check**  
|                       |         | **Schedule defense and notify Graduate School**  
|                       |         | **Distribute thesis to committee** *(after approval from advisor)*; at least two weeks prior to defense  
|                       |         | Give public seminar & defend thesis  
|                       |         | **File Approval Form for Thesis and Final Oral Examination (MS)**  
|                       |         | **File final ETD (form G129)**  
|                       |         | Graduate  
|                       | Summer  | Complete above activities and graduate                                                                                                 |
| Third (if needed)     |         | Complete above activities and graduate                                                                                                 |
## Milestones for PhD students

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to matriculation</td>
<td></td>
<td><strong>Enroll for courses</strong> <em>(based on discussion with advisor and GA)</em>  ❖  &lt;br&gt;Discuss and clarify funding arrangement with advisor</td>
</tr>
<tr>
<td>First</td>
<td>Fall</td>
<td>Discuss overall coursework and research ideas with advisor  ❖  &lt;br&gt;Take courses and attend seminars</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Take courses and attend seminars  ❖  &lt;br&gt;<strong>Form advisory committee (and submit form G130)</strong>  ❖  &lt;br&gt;Meet with advisory committee  ✅  &lt;br&gt;<strong>Propose program of study</strong> <em>(this will be finalized later)</em>  ✅  &lt;br&gt;Layout initial research activities to committee and obtain feedback</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>Initiate research activities <em>(if not already started)</em></td>
</tr>
<tr>
<td>Second</td>
<td>Fall</td>
<td>Continue research development and activities  ❖  &lt;br&gt;Take courses and attend seminars  ❖  &lt;br&gt;Start writing prospectus  ❖  &lt;br&gt;Seek funding for research <em>(continue in later semesters)</em>  ❖  &lt;br&gt;<strong>Submit final Program of Study (G138) for approval</strong> <em>(must be done prior to qualifying exams)</em>  ❖  &lt;br&gt;Discuss format and expectations for qualifying exam with committee</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Continue research activities, coursework, and seminars  ❖  &lt;br&gt;Meet with committee <em>(at least once per year)</em>  ❖  &lt;br&gt;Prepare for qualifying exams  ❖  &lt;br&gt;<strong>Finalize prospectus (with advisor’s approval)</strong> and distribute to committee at least two weeks prior to oral exam  ✅  &lt;br&gt;<strong>Schedule qualifying exams</strong> <em>(Graduate Program Advisor submits G118 and obtains Comprehensive Exam Signature Form)</em>  ❖  &lt;br&gt;<strong>Take written exams</strong> <em>(must be done prior to oral exam)</em>  ❖  &lt;br&gt;<strong>Take oral exam</strong> <em>(required form covers writtens and orals and must be initiated at least 2 weeks prior to exam; includes defense of written prospectus)</em>  ❖  &lt;br&gt;<strong>Submit signed Comprehensive Exam Signature Form</strong>  ❖  &lt;br&gt;<strong>Prospectus Signature Form</strong>  ❖  &lt;br&gt;to the Graduate Program Advisor  ❖  &lt;br&gt;<strong>Advance to candidacy (form G162)</strong>  ❖  &lt;br&gt;<strong>Advance to candidacy</strong> <em>(form G162)</em>**</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>Continue research activities</td>
</tr>
<tr>
<td>Third</td>
<td>Fall</td>
<td>Continue research activities, coursework, and seminars  ❖  &lt;br&gt;Complete above activities if not already done</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Continue research activities, coursework, and seminars  ❖  &lt;br&gt;Complete above activities if not already done  ❖  &lt;br&gt;Meet with committee <em>(at least once per year)</em></td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>Continue research activities</td>
</tr>
<tr>
<td>Fourth</td>
<td>Fall</td>
<td>Complete desired coursework  ❖  &lt;br&gt;Continue research activities and seminars</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Continue research activities, coursework, and seminars</td>
</tr>
</tbody>
</table>

---

37 Some students will choose to do their written and oral exams in different semesters *(e.g., writtens in spring of Yr 2 and orals in fall Yr 3)*. That’s okay, but we strongly encourage you to write and defend your prospectus prior to conducting a significant amount of your research – the prospectus is your research *plan*, so it should be done before executing most of your research. Because lots of research is conducted in the summer, it is likely to your advantage to write your prospectus *(and do your orals)* prior to the summer before your third year.
### Summary For PhD Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Initiate, Continue and Complete Research Activities</td>
</tr>
<tr>
<td>Year 2</td>
<td>Oral Exam* (inc. Prospectus defense*)</td>
</tr>
<tr>
<td>Year 3</td>
<td>Written Exams</td>
</tr>
<tr>
<td>Year 4</td>
<td>Write and Disseminate Prospectus</td>
</tr>
<tr>
<td>Year 5</td>
<td>Program of Study*</td>
</tr>
<tr>
<td>Year 6</td>
<td>Coursework</td>
</tr>
</tbody>
</table>

**NOTES:**
- Committee meetings should be held at least annually
- Dashed grey vertical lines connect items that must be completed sequentially
- "*" indicates that a form is required

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Funding, Finances and Fees

Overview
The Odum School of Ecology and its faculty aim to provide all of our students with funding necessary for timely completion of their degrees, and to facilitate students’ procurement of their own grants and fellowships. This support covers two major types of funding: 1) assistantships or fellowships (which help the student cover their living expenses; these are typically accompanied by a tuition waiver); and 2) research funding to cover expenses incurred to conduct research (e.g., supplies and materials) and to disseminate the results (e.g., travel to conferences; page charges for publications). Funding comes from a combination of sources, including those provided by UGA (e.g., Presidential Fellowships), the Odum School (e.g., Teaching Assistantships and small grants), the faculty advisor (e.g., Research Assistantships and research support via research grants), and the student (e.g., NSF GRFPs and small external research grants).

In most cases, a student’s funding source for their salary may change over the course of their program, and usually more than once! This may happen because funding is not available in the summer or because a grant has ended and thus the student moves from an RA to a TA. Therefore, students are advised to keep in close touch with their advisor to confirm the terms of your funding—the Graduate Student Database (GSD: see below) should facilitate a student’s knowledge of their funding situation.

It also helps to know that the university operates on a fiscal year that goes from 1 July – 30 June. Fiscal years are referred to by the year at the end of that period (e.g., the period 1 July 2021 – 30 June 2022 is referred to as FY22). Many issues related to pay raises, travel authorizations, and OSE budgets are governed by this annual cycle.

Work Expectations
As a graduate student you have many responsibilities (taking classes, attending seminars, participating in lab meetings, outreach, duties related to your TA or RA, etc.), which when combined with your personal needs (family responsibilities, work-life balance) requires that you be good at time management. Your job responsibilities (e.g., RA or TA) have a specific set of expectations with respect to your duties and your time commitment (usually 17-20 hrs/wk). Although that TA or RA appointment is the primary source of income for you, it’s not necessarily a formal part of your graduate program (although it will certainly help you professionally). Thus, the rest of your week will be dedicated to ensuring that you progress successfully through your graduate program. This distinction between your “job” and your “program” may be a bit confusing and hard to distinguish if you are an RA – especially if your RA duties are tied to your research project. Thus, it’s essential that you view your time commitment through multiple lenses. Your formal job duties should not exceed your appointment level (e.g., 20 hrs/wk for a 50% appointment), while the requirements for your program are that “you make suitable progress” (not necessarily extraordinary progress) and the timeline for milestones above should help clarify what “suitable” suggests. Some students may succeed in making suitable progress by investing a total of 40 hrs / wk to their TA/RA and their program, while others may require (or desire) a greater investment.

As a student on an assistantship, you do not accrue vacation time (the same is true for most of our faculty), although you do have official university holidays “off”. Technically, if we are on “break”, you are likely still being paid and therefore expected to be managing your work-related responsibilities. Aside from RA/TA duties and formal class meeting times, you have great flexibility in your schedule. Many of you will work non-traditional hours owing to the demands of field work, lab work or for other reasons. Thus, taking other days off is a reasonable and fair thing to do. You should discuss time-off (or vacations) with your advisor or

[Return to start of document]
supervisor to work out a mutually agreeable approach – this should obviously be done as far in advance as possible. As in most matters, good communication is essential.

Salaries

Research Assistantships
Research Assistantships are the primary way in which an advisor can provide stipend support to their student. Funding for RAs come from grants held by the PI or their collaborators. RAs not only provide a salary for the student, but they also provide opportunities to:

- learn new research skills;
- engage in collaborative research experiences, with the advisor and other scientists;
- co-author papers (if appropriate) that may expand the student’s publication record beyond their focal graduate research.

RAs should discuss responsibilities (as well as start/end dates) directly with the PI.

Teaching Assistantships
Teaching Assistantships are the primary source of stipend support for graduate students that comes directly from OSE. Teaching Assistantships not only provide salary for graduate students, they also:

- serve as a professional development and skill-building opportunity;
- facilitate undergraduate educational opportunities by directly mentoring and teaching undergraduate courses and labs; and
- support faculty with their teaching responsibilities.

TAs should discuss their responsibilities and expectations with the OSE Laboratory Coordinator and/or the course instructor. These duties often require work prior to the first day of class (e.g., to set up eLC, order supplies, prepare the syllabus) and after the final day of instruction (e.g., for grading, entering of final grades), so TAs are encouraged to initiate discussions about duties and expectations in the semester prior to their appointment. Helpful and important policies and resources for TAs also are available through the Center for Teaching and Learning.

Fellowships
Fellowships are available to students via UGA and OSE (e.g., Presidential, Graduate School, Spencer, Butler) and are usually awarded to incoming students. Some Fellowships (e.g., Dissertation Completion Awards from the Graduate School) might be available to more senior students. Other fellowships (e.g., NSF Graduate Research Fellowships and Ford Foundation Fellowships) are available from outside sources. We encourage our students to seek external fellowships whenever possible. Information on some of these fellowships are available through the Graduate School and the GSO.

Other sources of pay
In some situations, students may be paid by other mechanisms: e.g., they may have already been full-time UGA employees and then entered the graduate program via the TAP program, or their employer may be supporting them during their graduate students. In general, we do not accept students into our program who do not have financial support (i.e., “self-funded” students). Some students, however, may be self-supported after they matriculate – e.g., if a student is beyond their target timeframe (e.g., a PhD student in their 7th year) or a student who has elected to move away from campus and is therefore not able to receive a TA.
Duration and appointment levels for stipends

**Because most graduate students are considered full-time students, they cannot be considered full-time employees.** Thus, graduate student stipends, which are calculated as a percentage of full time, cannot exceed 50% (20 hr/wk) for all combined appointments at UGA. It is important to note that assistantships do not take the place of course work or effort devoted to their degree program. For example, if students are enrolled in graduate research hours (e.g., ECOL 7000 or 9000), this is considered separate from the assistantship. Please also note, that while there are no specific rules about outside (non-UGA) employment, such employment would seem implausible during a semester in which the student holds a UGA assistantship and also is expected to be making suitable progress in their program.

It is our goal to ensure that graduate students receive stipends during the fall and spring semesters. In general, we aim for MS students to complete their degree requirements in 2 years (1 year for students in the Double Dawgs program) and for PhD students to finish in 5 years. Within those timeframes, and barring any major changes in our fiscal projections, we will ensure each student has at least a 40% appointment each academic year (fall and spring semesters) during which they remain in good academic standing. Funding after these timeframes (1, 2, or 5 years for Double Dawgs, MS, and PhD students, respectively) is possible, but students beyond these timeframes will have lower funding priority than students within the timeframe (see below). That said, we appreciate that ecological research is sometimes unpredictable. Therefore, as long as a student is making satisfactory progress and remains in good standing, we will make our best effort to provide an additional academic year of support (recognizing that priority goes to supporting students within the target window and ensuring a viable cohort of incoming students).

Appointments in OSE typically range from 40-50% (with an average work requirement of 16-20 hrs/wk). We only allow appointments <40% upon approval of the Graduate Coordinator or Graduate Program Committee (GPC). TAs are usually appointed at 44% (technically, a 4/9 appointment). PIs have the option of “topping up” these TA appointments by the addition of an RA of up to 6% (for a total not to exceed 50%). RAs are typically appointed at 44% or 50%. All graduate assistantships appointed at or above 33% time are eligible for a tuition reduction to $25/semester. However, students are responsible for paying student fees and health insurance.

Support during the summer is possible, but is primarily the responsibility of the student (via fellowships) or the faculty advisor (via an RA on a grant). A few TAs are usually available over the summer, although these opportunities are limited.

**Start-end dates**

OSE attempts to follow the start/end dates for TAs set by the Franklin College (which also administers the Biology program, which provides several TAs to OSE), and to align RA appointments with these dates to avoid gaps in employment. The start of appointments for the fall term and end of appointments for the spring are always shifting, but together comprise a total of approximately nine months. In general, Fall TA appointments start mid-August and go through December. Spring appointments start around January 1 and go through mid-May. RA appointments may occur on different timeframes, and fellowships may deviate even more dramatically.

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38 We refer to the combined fall and spring semester as the “academic year”, which is approximately 9-months in duration. We refer to the rest of the year as “summer”.

39 The cost of fees and health insurance, and exceptions to those policies, are complex and vary from student to student: e.g., some fees can be waived for students who are off campus or no longer taking face-to-face courses, and health insurance premiums also can vary considerably. For details on these issues, please refer to information available from the bursar’s office (https://busfin.uga.edu/bursar/) and human resources (https://hr.uga.edu/students/student-health-insurance/).
Start and end dates are most confusing over the summer, especially for students supported on a TA. Students with a summer appointment should get clarification about start/end dates from the PI (if an RA) or the OSE Laboratory Coordinator (if a TA) if it’s not clear from the GSD.

Pay scales
In general, the OSE has two pay scales – one for MS students and another for PhD students; however, appointments from the Graduate School and fellowships from outside sources may impose different salaries. Also, for TA and RA pay, the total pay for fall and spring may deviate slightly from “nine months” due to the way in which pay is calculated during partial months. Pay is distributed at the end of each month.

Pay is defined based on an annual pay scale with a 100% appointment, so the actual gross pay you will receive is considerably less than this posted rate. To calculate the pay you will receive for a full month, multiply the monthly pay scale x your appointment level (e.g., 4/9 or 0.50). The full-time equivalent (FTE) pay rates in the Odum School are:

2021-2022 (FY22)

<table>
<thead>
<tr>
<th></th>
<th>Ecology MS</th>
<th>Ecology PhD</th>
<th>Grad School MS</th>
<th>Grad School PhD</th>
<th>Franklin MS</th>
<th>Franklin PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>$41,375</td>
<td>$44,720</td>
<td>$44,805</td>
<td>$49,842</td>
<td>$42,180</td>
<td>$45,000</td>
</tr>
<tr>
<td>2009</td>
<td>$42,616</td>
<td>$46,062</td>
<td>$46,149</td>
<td>$51,337</td>
<td>$43,440</td>
<td>$46,356</td>
</tr>
<tr>
<td>2010</td>
<td>$42,616</td>
<td>$46,062</td>
<td>$46,149</td>
<td>$51,337</td>
<td>$43,440</td>
<td>$46,356</td>
</tr>
<tr>
<td>2011</td>
<td>$42,616</td>
<td>$46,062</td>
<td>$46,149</td>
<td>$51,337</td>
<td>$43,440</td>
<td>$46,356</td>
</tr>
<tr>
<td>2012</td>
<td>$42,616</td>
<td>$46,062</td>
<td>$46,149</td>
<td>$51,337</td>
<td>$43,440</td>
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<tr>
<td>2013</td>
<td>$42,616</td>
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<td>2014</td>
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<td>$46,523</td>
<td>$46,610</td>
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</tr>
<tr>
<td>2015</td>
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<td>$48,941</td>
<td>$54,443</td>
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<td>2016</td>
<td>$47,454</td>
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<td>$51,388</td>
<td>$57,165</td>
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<tr>
<td>2017</td>
<td>$52,776</td>
<td>$56,076</td>
<td>$52,930</td>
<td>$58,880</td>
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<td>$56,076</td>
</tr>
<tr>
<td>2018</td>
<td>$47,454</td>
<td>$51,291</td>
<td>$51,388</td>
<td>$57,165</td>
<td>$51,228</td>
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</tr>
<tr>
<td>2019</td>
<td>$51,351</td>
<td>$55,503</td>
<td>$56,608</td>
<td>$61,857</td>
<td>$60,780</td>
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</tr>
<tr>
<td>2020</td>
<td>$56,556</td>
<td>$60,093</td>
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<td>$56,856</td>
<td>$60,415</td>
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<tr>
<td>2021</td>
<td>$56,556</td>
<td>$60,093</td>
<td>$56,720</td>
<td>$63,094</td>
<td>$56,856</td>
<td>$60,415</td>
</tr>
<tr>
<td>2022</td>
<td>$59,989</td>
<td>$63,744</td>
<td>$58,988</td>
<td>$65,618</td>
<td>$59,989</td>
<td>$63,744</td>
</tr>
</tbody>
</table>

Partial pay months and short work-breaks
If you have an appointment that does not span the entire month (e.g., you are appointed for fall and spring, but not summer), then for the months in which you are not fully employed (e.g., May and August), you will receive partial pay (e.g., in May and August). The amount of that partial pay is prorated: if the monthly pay is
P, then pay for a month in which you are not employed for the entire month is calculated as \((P) \times \text{(number of worked days)} / \text{(number of workdays in the month)}\). As a result, the pay for a full day of work will depend on the number of potential work days in that month.

If you have a gap in your appointment, then the OSE Business Office must place you on a short work-break. You should be able to view the occurrences of short work-breaks via the Graduate Student Database. Short work-breaks are intensive administratively, and costly for the student, so we strive to minimize the number and duration of short work-breaks. Ideally, you will be appointed continuously, although that is not always feasible (especially during summer).

Responsibilities about pay information
Different units (e.g., OSE, Biology, Warnell) and fellowships (e.g., NSF GRFP, UGA fellowships) impose different start and end dates and may provide different salaries and appointment levels. Thus, it is essential that students and their advisors (PIs) coordinate and communicate clearly with each other and the OSE Business Office. It is the responsibility of the OSE Grad Program and OSE Business Office to communicate the pay scales, appointment levels, and start/end dates for RA/TA appointments during the academic year (this information will be communicated via email or the GSD (see next item)). It is the student’s responsibility to be aware of these dates and to understand how these align with other funding sources as the students transition from one funding source to another. It is the PI’s responsibility to clearly communicate the time frame over which they are providing RA support to the student, especially during the summer. The GSD (see next item) should facilitate this process. PI’s and students also should discuss future funding plans during each student’s annual meeting/evaluation with their advisor(s).

Graduate Student Database
OSE has developed a Graduate Student Database (GSD) that allows the Graduate Program and faculty to project and finalize appointments for students over a two-year window. The GSD allows students to view their two-year projections so that they know when they are being paid (and when they are not being paid) and the source of those funds. Every December/January, faculty will be asked to update projected funding sources for each of their students for the coming 2 years – these projections are used to guide the admission of new students. Three times a year, the Graduate Coordinator and Graduate Program Advisor will update appointments for TAs, Fellows, and GradSchool appointments, and then ask faculty to update RA appointments and confirm/finalize appointments for the upcoming semester. The GSD will show all dates for which a student has an appointment; for each day, it will show the level of the appointment (% time) and the source of the funding (e.g., TA or NSF GRFP); and it also will show dates during which the student will not be receiving pay (i.e., a “short work break“). Students should check the GSD to insure it is accurate and that they understand their pay situation. Deadlines for submission of finalized data to the OSE Business Office are May 1 (for Fall), Oct 1 (Spring), Feb 1 (Summer).

Prioritization for TA funding
The selection and assignment of students to TA appointments is done by the Academic Coordinator and Laboratory Coordinator in consultation with the Graduate Coordinator and Graduate Program Advisor. TA appointments are based on a number of considerations. In general, priority will be given to students who:

• are within the normal timeframe for TA support (1, 2, or 5 years for Double Dawgs, MS, and PhD students, respectively);
• have received the least amount of prior TA support (i.e., we aim to distribute TA support as much as possible);
• have received positive teaching evaluations from their students and from the Laboratory Coordinator (if they have taught previously);
• have a teaching requirement as part of their UGA assistantships (e.g., such as a fellowship that requires a teaching appointment for one year);
• have not previously accepted and then declined a TA appointment

The assignment of a student to a particular class, will be based, in part, on:
• prior teaching experience;
• familiarity with course content;
• student preference;
• instructor preference;
• teaching evaluations (which might favor one type of course format over another).
• Other issues (e.g., ADA accommodations and demands of the course)

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40 Declining an accepted position creates extreme challenges in staffing our courses and places an added burden on our business office.

[Return to start of document]
Timeline for TA funding
To facilitate the appointment of TAs and to clarify the process, the table below provides approximate dates for various actions that must be taken to finalize the appointment and training of TAs.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>WHO?</th>
<th>ACTION</th>
<th>Response Time</th>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA budget</td>
<td>APC</td>
<td>APC Determines Budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSD input</td>
<td>GC/GPA</td>
<td>a) GC/GPA invite faculty to finalize support in the GSD for the upcoming semester (and update future projections)</td>
<td>1-Sep</td>
<td>1-Jan</td>
<td>1-Apr</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty</td>
<td>b) Faculty finalize data in GSD</td>
<td>2 weeks</td>
<td>14-Sep</td>
<td>14-Jan</td>
<td>14-Apr</td>
</tr>
<tr>
<td>TA preferences</td>
<td>LC</td>
<td>a) Lab Coordinator sends students teaching experience/preferences survey</td>
<td>1 week</td>
<td>22-Sep</td>
<td>22-Jan</td>
<td>22-Apr</td>
</tr>
<tr>
<td></td>
<td>TAs</td>
<td>b) Students return teaching preferences survey to LC</td>
<td>15-Sep</td>
<td>15-Jan</td>
<td>15-Apr</td>
<td></td>
</tr>
<tr>
<td>instructor preferences</td>
<td>LC</td>
<td>a) Lab coordinator contacts faculty instructors about TA preferences for their courses</td>
<td>15-Sep</td>
<td>15-Jan</td>
<td>15-Apr</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty</td>
<td>b) Faculty instructors respond with TA preferences for their courses</td>
<td>1 week</td>
<td>22-Sep</td>
<td>22-Jan</td>
<td>22-Apr</td>
</tr>
<tr>
<td>TAs assigned</td>
<td>LC</td>
<td>Lab Coordinator finalizes TA course assignments</td>
<td>1 week</td>
<td>30-Sep</td>
<td>31-Jan</td>
<td>30-Apr</td>
</tr>
<tr>
<td>GSD finalized</td>
<td>GC/GPA</td>
<td>Grad Coordinator/GPA finalize GSD for release to Business Office</td>
<td>1 week</td>
<td>1-Oct</td>
<td>1-Feb</td>
<td>1-May</td>
</tr>
<tr>
<td>TA appointment letters</td>
<td>GC/GPA/LC</td>
<td>a) Grad Program sends appointment letters to students</td>
<td>15-Oct</td>
<td>15-Feb</td>
<td>15-May</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TAs</td>
<td>b) Students return appointment letters and GRSO waiver materials (if applicable)</td>
<td>1 week</td>
<td>22-Oct</td>
<td>22-Feb</td>
<td>22-May</td>
</tr>
<tr>
<td>TA availability</td>
<td>LC</td>
<td>a) Lab Coordinator requests teaching scheduling form</td>
<td>8-Nov</td>
<td>not applicable</td>
<td>1-Jul</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TAs</td>
<td>b) Students return teaching scheduling form</td>
<td>15-Nov</td>
<td>not applicable</td>
<td>7-Jul</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LC</td>
<td>c) Lab Coordinator sends out finalized TA section schedule</td>
<td>1-Dec</td>
<td>not applicable</td>
<td>20-Jul</td>
<td></td>
</tr>
<tr>
<td>TA credentials</td>
<td>GPA</td>
<td>GPA submits first-time TA credentials to Provost</td>
<td>1-Dec</td>
<td>1-Mar</td>
<td>1-Jun</td>
<td></td>
</tr>
<tr>
<td>TA training</td>
<td>TAs</td>
<td>a) First-time TA’s (or any student anticipating a future TA assignment register for GRSC 7779, which must be taken prior to or concurrent with the first semester TAiring)</td>
<td>8-Nov</td>
<td>limited (or no) offer (during summer)</td>
<td>8-Jun</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LC</td>
<td>b) LC submits names of TAs requiring van training to UGA Insurance Office</td>
<td>prior to start of semester</td>
<td>prior to start of semester</td>
<td>prior to start of semester</td>
<td></td>
</tr>
<tr>
<td>TAs</td>
<td></td>
<td>c) TA’s complete/renew necessary trainings (van safety, CPR &amp; first aid training)</td>
<td>prior to start of semester</td>
<td>prior to start of semester</td>
<td>prior to start of semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TAs</td>
<td>d) First-time TA’s attend UGA TA Orientation offered by CTL (see <a href="https://ctl.uga.edu/grad-student/ta-policy/">https://ctl.uga.edu/grad-student/ta-policy/</a>)</td>
<td>prior to start of semester</td>
<td>not offered (must have been taken previously)</td>
<td>prior to start of semester</td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER BEGINS (check UGA calendar for exact dates)**

- **SPRING**: early January
- **SUMMER**: mid-May
- **FALL**: mid-August

**Return to start of document**
Contact persons

Issues about assistantships vary widely. Below are the people whom you should contact to help clarify or resolve any challenges or problems:

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor/PI</td>
<td>In general, this is your primary advocate, go-to person, and supervisor. The PI also is the person you should consult about RA duties, duration of assignment, responsibilities, and expectations.</td>
</tr>
<tr>
<td>Laboratory Coordinator and/or Academic Coordinator</td>
<td>The Laboratory Coordinator and/or Academic Coordinator are the primary contacts if you are a TA and have questions about TA appointments, training, responsibilities, and job expectations.</td>
</tr>
<tr>
<td>Graduate Coordinator and/or Graduate Program Advisor</td>
<td>In general, the Graduate Coordinator and/or Graduate Program Advisor can help you with a wide range of issues relating to assistantships, including helping you navigate conflicts that arise with supervisors, options regarding transitioning from one funding source to another, tuition waivers, and Graduate School issues.</td>
</tr>
<tr>
<td>Business office (<a href="mailto:ecologypayroll@uga.edu">ecologypayroll@uga.edu</a>)</td>
<td>The Business Office handles all technical matters related to hiring, termination, HR/EOO, and can answer detailed questions that arise about pay dates, pay periods, timing of short work-breaks, pay scales, and job application and hiring processes.</td>
</tr>
</tbody>
</table>

**Tuition Waivers, Fees, Insurance**

Students with University funding (that exceeds 33%) receive a tuition waiver. This waives in-state and out-of-state tuition, and you’ll pay only $25 per semester. The Graduate Program Advisor submits waivers for students who have been awarded RAs, TAs, and Odum Assistantships. The Graduate School enter waivers for Graduate School Assistantships and some external programs. If you receive a bill for tuition when you should have received a waiver, please contact the Graduate Program Advisor who can help resolve the problem.

During summer, students can receive a tuition waiver even if they are not on an assistantship for the summer. A student who held an assistantship (and received a tuition waiver) the previous Fall and Spring semesters, or who can provide documentation of an assistantship in the upcoming Fall and Spring, can receive a summer tuition waiver. Please speak with the Graduate Program Advisor if you require a summer tuition waiver and are not on a summer assistantship (the advisor will need to submit form G160, and possibly G104 in GradStatus).

Although your tuition will be waived, all enrolled students are required to pay mandatory fees. These fees are quite substantial\(^\text{41}\). Note that if you are not enrolled in any face-to-face courses you can have some of your fees waived. Students also are required to have health insurance. Please see the Bursar and Student Accounts webpage for information about fees, and the UGA Human Resources webpage for information about student health insurance.

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\(^{41}\) The pay raise for graduate assistants that went into effect on 1 July 2021 was intended, in part, to offset a portion of the fees.
Research Funding
Research needs are highly variable. Some students may have relatively small needs (e.g., access to a computer), while other students may have extensive requirements (e.g., reagents and equipment for complex chemical analyses, frequent travel to remote international field sites, etc.). In general, you should design your research project with funding in mind — some very exciting projects may not be feasible given the funds available to support the research. Research funding is the responsibility of you and your advisor, so it’s important that the two of you have very explicit discussions about the availability of funding, the sources of research funds, strategies to obtain those funds, and contingencies if those attempts fail. In general, your research funds (to purchase field supplies, travel to field sites, travel to conferences) will come from research grants to your advisor (e.g., from NSF, NIH or DOE) or from small grants that you receive (e.g., from Sigma Xi, OSE, or the Graduate School). In some cases, you may not obtain the grants you’ve applied for and your advisor might not have funds appropriate to the support the research you have identified. In that case, you can either try other options for funding, modify your research plans to be feasible on the budget that you do have available, or you might have sources of personal funds.

While the Odum School has some funds available to support research (e.g., the Odum Small Grants) and travel, we encourage you to seek outside funding as a means to support your program and to further your professional development. The Graduate School also offers travel grants, which require a GPA ≥3.5 acquired over at least five semesters at UGA. Many societies will offer reductions in conference fees and/or housing for work that you contribute to help run the conference (e.g., IT support for AV equipment or working the registration desk).

The OSE Business Office manages all grants (although a few sources for students will provide funds directly to you). Please speak with your advisor before speaking with the Business Office to get informed about the process. If you are purchasing items from a grant account, or seeking reimbursement from a grant, you will need to know the “speedtype” and should be familiar with UGAMart and UGA purchasing & reimbursement policy (some of this info is available at https://ugaecology.wixsite.com/osebusiness -- the password is OSE0215).

Odum Small Grants and Awards
Through endowments that have been created by, or in the memory of, past students, staff, and faculty, OSE is able to provide awards and grants that recognize the accomplishments of our students and provide funding for their research and travel to conferences. Details can be found at the OSE Graduate Awards and Scholarships page. Due to constraints imposed by the UGA Foundation, if you are awarded an Odum Small Grant, those funds must be spent by the end of the next fiscal year (i.e., by 30 June of the year after your award is announced).

Summary

- Everyone’s graduate program, experience, and objectives are different. You and your advisor have different needs, working styles, and interpersonal dynamics than other students and their advisors. Your committee has different expectations than another student’s committee. You will progress through your program at a different rate and with different products and outcomes than other students. We encourage you to focus on your program and your progress and how they match your professional goals rather than comparing yourself to other students.
• Take charge. You are the primary person responsible for your graduate program. Be clear about your expectations and lead, while also respecting the advisement provided by your advisor and committee.
• Take responsibility.
• Keep an open mind. Be open to new ideas and different perspectives.
• Communicate. Be clear and explicit.
• If you are not getting the mentorship you need from your advisor or committee, tell them what you need to succeed, what works best given your work style, and how they can best help you. If that doesn’t work, discuss these challenges with the Graduate Program Advisor and/or Graduate Coordinator and seek out additional mentors, including other students in the program, and colleagues inside or outside of UGA.
• You can move labs (and change advisors) and change committee membership, if it is best for your program.
• Seek your own funding. Nothing helps build independence more than having a fellowship to free you from working as an RA or TA, or having a grant to free you from asking your advisor for research funds.
• Be respectful and kind to yourself and others.
• Have fun. Graduate school is an exciting time (meeting new people, being exposed to new ideas, being challenged to be an expert in your discipline) – it is not easy, but it should still be fun.
Appendices

Work Place Issues (including harassment, and violence)
(taken, and modified, from a document distributed by the OSE administration)

The Odum School of Ecology values an interactive community in which students, staff and faculty work together to advance our understanding and appreciation of the natural world. We value a respectful, positive and supportive environment, while seeking excellence in individual and collaborative efforts. Our work is sometimes intense, and often challenging, but we strive to make it always rewarding and often enjoyable. Success usually includes collaboration, mentorship, and friendship. While we strive for positive interactions, challenges will sometimes arise. Some challenges are natural results of differing workstyles and personalities, while others arise from poor understanding of personal boundaries, and others may require the intervention of personnel in other offices (Legal Affairs, Human Resources, Equal Opportunity Office) or even the police.

This section attempts to clarify the types of situations that require particular actions and whom will help if you encounter challenges while working or studying in the Odum School of Ecology. Our goal is to make sure everyone is safe and supported, but when that fails, it is essential that everyone know how to seek help to ensure that problems are addressed and do not escalate.

Work and school-related issues vary greatly and require different approaches, depending on the nature of the situation and the positions of the people involved. Below, we provide a simple guide to help you navigate these complexities; we also provide contact information for various campus resources within and outside of OSE. This guide is not meant to be prescriptive, but rather comprises a general guide to assist you.

There are four broad classes of situations:

1) **Immediate danger.** If a situation poses a danger to you or others, you should immediately alert authorities (e.g., call the police or 911). You can later notify personnel in OSE to make them aware of the situation.

2) **Discrimination and harassment.** Violations of UGA’s non-discrimination and anti-harassment policy (NDAH), as well as sexual misconduct must be reported to the Equal Opportunity Office (EOO). The NDAH policy precludes discrimination and harassment that is targeted at protected classes (e.g., based on gender, sexual orientation, race, etc.); other forms of bullying and harassment should be referred to OSE and/or Human Resources (see below). All members of OSE are mandatory reporters, as outlined in the resources below. These allegations should NOT be investigated by OSE; EOO will conduct their own investigation since they are trained in these matters.

3) **Workplace violence** (intimidation, bullying, stalking, threats, physical attack, property damage, or domestic and family violence committed by or against a UGA employee, student or visitor) should be referred to your supervisor, the OSE HR representative, or UGA’s Human Resources (HR) if the complaint is against a staff or faculty member, or the Office of Student Affairs (if the complaint is directed at a student). UGA defines bullying as “Unwanted offensive and malicious behavior that undermines an individual or group through persistently negative attacks. The behavior generally includes an element of vindictiveness, and is intended to undermine, patronize, humiliate, intimidate or demean the recipient.” If this bullying involves any categories protected under NDAH, you should contact EOO rather than HR. In some cases, you should also contact the police (see above).
4) **Workplace environment and other interpersonal challenges.** Other matters regarding your workplace environment can be referred to HR, although in these matters, we generally recommend a more local response (if possible):

a) First, speak directly with the person to express your concern and see if the issues can be resolved.

b) If this approach (4a) is insufficient, or you do not feel safe or comfortable taking this approach, or the situation is more serious, speak with your supervisor (for graduate students, this would be your major advisor, or Graduate Advisor or Graduate Coordinator; for staff this would be the person you report to; for faculty this would be the Dean or Associate Dean of Academic Affairs).

If that person is the source of your complaint, then you’ll need to approach a different individual (e.g., if a student’s concern is with their advisor, then they could go to the Graduate Advisor or the Graduate Coordinator or another trusted faculty member; if a staff member’s concern is with their supervisor, then they could go to the HR rep in OSE or the Associate Dean of Academic Affairs, or another trusted faculty member).

c) If you take a specific concern to your supervisor or another member of the OSE community, and that complaint constitutes a potential violation of UGA’s NDAH policy, then they will be obligated to make an EOO report (see item #2 above).

d) Your supervisor or the responsible person to whom you take your complaint should ensure that you are provided with information about how to proceed and where to obtain further help, including coordination with the appropriate faculty, staff, or administrator to assist you in resolving the issue or in obtaining further information.

It is also helpful to keep in mind two general points:

**Confidentiality.** To the extent possible, it is important to maintain confidentiality of information related to all parties who are subjects of a report or complaint. This is particularly important while an investigation is being conducted – to maintain a degree of independence of information that is collected. Personnel matters can be volatile and sensitive, and must be conducted in accordance with EOO policies and other relevant UGA guidelines.

People are sometimes reluctant to seek advice from supervisors or report complaints because they want to protect their own identity. Although supervisors are mandatory reporters, there are also measures to ensure the greatest discretion possible. Mandatory reporters are only obliged to report to EOO if the complaint would constitute an NDAH violation or sexual misconduct. Also, if EOO must be notified, students can request that their identity remains confidential. EOO makes every effort to honor confidentiality requests as completely as possible unless it hampers their ability to investigate, in which case the complainant is informed by EOO.

**Investigations.** If an incident is to be investigated internally (i.e., by OSE) it is important that the investigating team consult with the Dean, UGA Office of Legal Affairs, and possibly other offices (e.g., the Graduate School, or HR) to ensure that the investigation is conducted in a manner that is consistent with UGA policy.

Typically, if you are a...

<table>
<thead>
<tr>
<th>Type of Person</th>
<th>First Point of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate student</td>
<td>Undergraduate Coordinator or Undergraduate Advisor</td>
</tr>
<tr>
<td>Graduate student</td>
<td>Graduate Coordinator or Graduate Program Advisor</td>
</tr>
<tr>
<td>Staff member</td>
<td>OSE HR Representative or Associate Dean for Research</td>
</tr>
<tr>
<td>Faculty member</td>
<td>Associate Dean for Academic Affairs or Dean</td>
</tr>
</tbody>
</table>
Resources

**Human Resources**
- Workplace Concerns (Involving Faculty and Staff): https://hr.uga.edu/supervisors/workplace-concerns-faculty-staff-relations/
- Disability Services and Accommodations for UGA Employees: https://hr.uga.edu/employees/workplace-concerns/disability-services-accommodations/
- UGA Workplace Violence Policy: https://policies.uga.edu/Human-Resources/Employment/Employment-Related-Policies/Workplace-Violence/

**Equal Opportunity Office**
- UGA Non-Discrimination and Anti-Harassment Policy: https://eoo.uga.edu/policies/nondiscrimination-anti-harassment-policy
- Student Sexual Misconduct Policy: https://eoo.uga.edu/policies/student-sexualmisconduct-policy
- UGA Ombudspersons: https://eoo.uga.edu/Meet-the-Ombudspersons

**Graduate Student Concerns**
- Graduate Bulletin: https://gradweb01.cc.uga.edu/index.php/current-students/policies-procedures/graduate-bulletin/graduate-bulletin-a-c/
- Graduate School Appeals Procedures: https://gradweb01.cc.uga.edu/index.php/currentstudents/policies-procedures/academics/appeals/
- Graduate School Mentor-Mentee Compacts: https://grad.uga.edu/index.php/currentstudents/mentor-mentee-compacts/
- Graduate Program Faculty Information: https://gradweb01.cc.uga.edu/index.php/faculty-staff/graduate-faculty-information/

**Research Misconduct**
- https://research.uga.edu/misconduct/

**UGA Student Complaint Portal**
- UGA Student Complaints Portal (General): https://studentcomplaints.uga.edu/
- UGA Student Academic Complaints Portal: https://studentaffairs.uga.edu/site/content_page/academic-complaints-information

**Disability Resource Center**
- Register for Services: https://drc.uga.edu/content_page/register-for-services

**UGA Police Department**
- Emergencies: https://www.police.uga.edu/campus-safety/emergencies/reportemergencies
**Counseling services**

- In some cases, work-place conflicts can be emotionally challenging and stressful. If you are having challenges that exceed the support offered by your normal social network and professional mentors and peers, some help is available on-campus:
  - Counseling and Psychiatric Service (CAPS)
  - Student Care and Outreach (SCO)

**Miscellaneous:**

- For clarification on “whom a student could reasonably believe has the authority or duty of reporting” see: [https://eoo.uga.edu/definitions/position-authority](https://eoo.uga.edu/definitions/position-authority)

- In addition, the following is an On-Campus Resource Guide: [https://provost.uga.edu/faculty-affairs/campus_wide_resources_2019.pdf](https://provost.uga.edu/faculty-affairs/campus_wide_resources_2019.pdf)

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**Health and Wellness**

A healthy mind and body are vital to happiness and longevity. The demands of graduate school may sometimes cause you to forget to look after yourself and maintain your physical and emotional well-being. In addition, stresses associated with graduate school may in some cases play a causal role in mental health issues. UGA offers a variety of Wellness Resources and workshops. There’s also a [Health and Wellness section](https://provost.uga.edu/faculty-affairs/campus_wide_resources_2019.pdf) of the UGA Master calendar. You can add it to your Google calendar with this [link](https://provost.uga.edu/faculty-affairs/campus_wide_resources_2019.pdf). Below are some other useful resources.

**Student Affairs Programs and Services**

- [Disability Resource Center](https://provost.uga.edu/faculty-affairs/campus_wide_resources_2019.pdf)
- LGBT Resource Center
- [Student Care and Outreach](https://provost.uga.edu/faculty-affairs/campus_wide_resources_2019.pdf) - SCO works with a student to create customized networks of support and resources to help students achieve their goals. SCO also provides a quick reference guide to many student services ([reference guide](https://provost.uga.edu/faculty-affairs/campus_wide_resources_2019.pdf)), including how to make anonymous reports if you are concerned about the wellbeing of another student ([access here](https://provost.uga.edu/faculty-affairs/campus_wide_resources_2019.pdf)).

**General Wellness:**

- [UGA’s ASPIRE clinic](https://provost.uga.edu/faculty-affairs/campus_wide_resources_2019.pdf) through the UGA Psych Department
- [Body Positivity Workshops](https://provost.uga.edu/faculty-affairs/campus_wide_resources_2019.pdf) through the Health Center
- Individual [Wellness Coaching](https://provost.uga.edu/faculty-affairs/campus_wide_resources_2019.pdf) through the Health Center
- Be Well at UGA at Home campaign for wellness

**Stress and Time Management:**

- Time Management: Learning to say No

**Work-Life Balance**

- How to set Strong work-life boundaries as a remote worker
Counseling Services
If you are searching for a mental health care provider, or might in the future, it can be daunting to figure out where to start. Some options that you can consider, include:

- UGA has on campus resources through CAPS (Counseling and Psychiatric Services). CAPS only provides short-term counseling, but they can provide assistance with transitioning to other on- or off-campus resources.
- If you have the student health insurance plan, you can also access resources through the United Health Student Resources page. Sign in to your account and use the link on the right-hand side to locate mental health providers in your area as well as virtual counseling and therapy through the HealthiestYou App. Virtual counseling through HealthiestYou allows students to access appointments over the phone or online.
- You can also use Psychology today to search for providers based on zip code and insurance provider.
- Student Care and Outreach (mentioned above) is another valuable resource.

Additional Information and Policies
Mentor-Mentee Compacts
https://grad.uga.edu/index.php/current-students/mentor-mentee-compacts/

Enrollment Policy, Minimum Enrollment, Leave of Absence
https://grad.uga.edu/index.php/current-students/enrollment-policy/

PhD Residency Requirement

Research Integrity and Safety
https://research.uga.edu/integrity/

IRB—Institutional Review Board
https://research.uga.edu/hrpp/

IACUC—Institutional Animal Care and Use Committee
https://research.uga.edu/oacu/iacuc/

Graduate Student Organizations: GPSA, GAPs, GRADS
https://grad.uga.edu/index.php/current-students/student-organizations/

UGA Ombudspersons
https://eoo.uga.edu/Meet-the-Ombudspersons

Career Services
https://www.career.uga.edu/

Graduate Student Professional Development
https://grad.uga.edu/index.php/current-students/professional-development/
Development and Alumni Relations
https://dar.uga.edu/alumni-relations/

Libraries
https://www.libs.uga.edu/

University Health Center
https://www.uhs.uga.edu/

CAPS—Counseling and Psychiatric Services
https://www.uhs.uga.edu/caps/welcome

Parking
https://tps.uga.edu/parking

Registrar
https://reg.uga.edu/

Bursar
https://busfin.uga.edu/bursar/

Financial Advice (credit, loans, benefits, investing)
https://grad.uga.edu/index.php/current-students/financial-information/financial-education-program/

ASPIRE Clinic
https://www.aspireclinic.org/

Office of Global Engagement
https://globalengagement.uga.edu/

International Student Life
https://isl.uga.edu/

Writing Support at the Science Library
https://www.libs.uga.edu/science/southcampuswritingcenter

Writing Center, Department of English
https://www.english.uga.edu/writing-center

Division of Academic Enhancement
https://dae.uga.edu/services/tutoring/writing/
Exit Interview
After you graduate, you will be sent a request to respond to an on-line survey. Below, we have copied the basic content of the exit interview so that you can have the necessary information available as you fill out the survey. We greatly appreciate your time and effort to help us. [Please, excuse the formatting, it was pulled from a Qualtrics form]

Q1 Odum School of Ecology EXIT INTERVIEW FOR GRADUATE STUDENTS
Congratulations on completing your program in the Odum School of Ecology. As your “final” activity, we would appreciate it if you could provide us with some data on your scholarly activities, and your reflections as you look back on your experiences over the past several years. This information will not only help us assess some basic information (e.g., level of scholarly activities in our different programs) but will also help us identify areas where we can improve (as well as identify those where we are most successful). Your responses, together with those from other graduates, will be tabulated and shared with the Graduate Program Committee; we also anticipate that summarized versions of the responses and analyses of long-term trends may be shared with faculty, staff and students in response to particular initiatives or program assessments.

We anticipate this on-line survey will require about an hour to complete if you are being thoughtful. Thank you for taking this time, sharing your insight, and being a part of the OSE community.

Q2 Name

- Last name (1) ____________________________________________
- First name (4) ___________________________________________

Q3 Please provide an email we can use to contact you in the future.
__________________________________________________________
Q4 Degree program

- PhD Ecology (10)
- PhD ICON (12)
- PhD IDEAS (11)
- MS Ecology (8)
- MS CESD/ICAS (9)
- Double Dawgs-MS Ecology (13)
- Double Dawgs-MS CESD (14)

Q5 Advisor(s)

- Last name, first name (1) ____________________________
- Last name, first name (2) ____________________________

Q6 Title of your thesis or dissertation

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Q7 When did you matriculate into the program? (Term)

- Summer (1)
- Fall (2)
- Spring (3)

Q8 When did you matriculate into the program? (Year)

▼ 2010 (1) ... 2035 (23)
Q9 When did you graduate from the program? (Term)

- Summer (1)
- Fall (2)
- Spring (3)

Q10 When did you graduate from the program? (Year)

▼ 2019 (7) ... 2044 (30)

Q11 Number of papers you have published (or are in press) based upon your research activities in the Odum School:

- As 1st author (1) ________________________________
- As a co-author (2) ________________________________

Q12 Number of other papers you have in review or that you expect to submit for publication based upon your research activities in the Odum School:

- As 1st author (1) ________________________________
- As a co-author (2) ________________________________

Q13 Number of talks or posters you have given at conferences (in which you were the lead author/presenter):

- International conferences/workshops (include any meeting outside of the US): (1) ________________________________
- National conferences/workshops (any meeting in the US): (2) ________________________________
- State/regional: (3) ________________________________
- UGA conferences (e.g., GSS): (4) ________________________________
Q14 Number of outreach activities you engaged in while in OSE aimed at different audiences:

- K-12 (6) ______________________________________________
- College-level (7) _______________________________________
- Policy-makers (8) _______________________________________
- General public (9) _______________________________________

Q15 How many students did you mentor while at OSE:

- High School (6) _________________________________________
- Undergraduate (7) _______________________________________
- Graduate (8) ___________________________________________
- Other (e.g., middle school teachers) (9) ____________________

Q16 Considering only Fall and Spring semesters, how many semesters of support did you have from each of the following:

- RA (6) _____________________________________________
- TA (7) _____________________________________________
- Fellowship (8) _______________________________________
- Self-funded (9) _______________________________________
- TAP (10) ___________________________________________
- Other (please describe) (11) ____________________________

[Return to start of document]
Q17 How many Summers of support did you receive from:

- RA (6) ________________________________________________
- TA (7) ________________________________________________
- Fellowship (8) __________________________________________
- Self-funded (9) __________________________________________
- TAP (10) ________________________________________________
- Other (please describe) (11) ________________________________
Q18 What are your immediate plans after graduation? Please provide detail (e.g. "I have a post-doc at the University of Chicago with Dr. Who").

- Faculty position (9) ________________________________________________
- Post-doc (5) ______________________________________________________
- Temporary teaching position (6) ______________________________________
- A PhD program at UGA (8) __________________________________________
- A PhD program at another institution (7) ______________________________
- I have a MS and have a job with: (10) _________________________________
- Other (11) ________________________________________________________
- Unknown (12)

Q19 What is your longer-term career goal?

- Faculty at a major research university (4)
- Faculty at a teaching-oriented university or college (5)
- Policy position with government or NGO (6)
- Research scientist with government or NGO or university (7)
- Industry (8)
- Environmental consulting (9)
- Other (please describe) (10) _________________________________________
Q20 Did your career goals change between matriculating and graduating?

- Yes (26)
- No (27)

Display This Question:

If Did your career goals change between matriculating and graduating? = Yes

Q21 If your goals changed, please briefly describe how this change came about.

________________________________________________________________
________________________________________________________________

Q22 How well did the training you received at UGA prepare you for your career goals? What could have been done better?

________________________________________________________________
________________________________________________________________

Q23 What would you like to see more of in terms of career preparation?

________________________________________________________________
________________________________________________________________

Q24 What are your top two highlights of the program?

- #1 (21) ________________________________________________
- #2 (22) ________________________________________________

Q25 What two things would you most like to see changed or improved about the graduate program?

- #1 (20) ________________________________________________
- #2 (21) ________________________________________________
Q26 What were the two most valuable courses that you took during your degree program, and why?

- #1 (9) ________________________________________________
- #2 (10) ________________________________________________

Q27 Were there any courses you took that were not valuable to you?

- Yes (23)
- No (24)

Display This Question:
If Were there any courses you took that were not valuable to you? = Yes

Q28 Which course(s) was not valuable to you and why? What improvements would make it more valuable?

________________________________________________________________
________________________________________________________________

Q29 Describe your view of the culture (or sense of community) at Odum:

________________________________________________________________
________________________________________________________________

Q30 Were there any particular challenges you faced while in the program? How can we better help future students navigate these issues?

________________________________________________________________
________________________________________________________________

Q31 Discuss the working relationship between you, your major professor, and your committee. Can you suggest specific ways to improve it?

________________________________________________________________
________________________________________________________________

Q32 What advice would you give to an incoming student in the same degree program?

________________________________________________________________
Q33 Would you recommend the program to other students? Please elaborate.

Things to do around Athens

The Graduate students have assembled a list of things to do around town, Athens resources, and community events...

What’s up around town

- Flagpole Interactive Calendar: http://flagpole.com
- www.downtownathensga.com
- www.visitathensga.com
- www.guide2s.com

Athens food and drink culture

- Breakfast: Big City Bread, The Grit, Mama’s Boy,
- Lunch: lots of great lunch deals (Siri Thai, White Tiger, Cali-n-titos, Dawg-Gone Good, Maepole)
- Locally Grown: buy goods online from local farms http://athens.locallygrown.net
- Athens Farmers Market - Local food sold various locations & days http://athensfarmersmarket.net/
- Grocery Stores:
  - Daily Groceries Co-op: “for shoppers looking to buy high-quality, organic groceries, produce, supplements and lots more. They feature vegetarian and vegan items, ready-made dips, salads, sandwiches, plus organic and local produce” www.dailygroceries.org
  - Kroger/Publix/Ingles/Publix/Aldi: your standard supermarkets... be sure to sign up for a Kroger Plus card/Ingles Advantage card to get all the discounts.
  - Trader Joes - Generally good quality food
  - Fresh Market - has student discount, but still expensive
- EcoGrads’ Favorite Bars:
  - 40-Watt (lots of shows/events)
  - Flicker (movies, shows, dance parties, and free popcorn)
  - The Globe (good happy hour hangout –free cheese spread on some days)
  - Little Kings (corn hole, gummy bears)
  - Manhattan (nice, dark, sultry bar –also has free popcorn)
  - Trappeze (the beer-drinker’s bar)
  - Allgood’s (outdoor private patio;)
  - Max Canada (can bring your dog inside/lots of games)
  - Creature Comforts Brewery - downtown
  - Southern Brewing Company - a drive, but massive backyard
  - Hi-Lo (also has good vegetarian/vegan options for food)
  - Normal Bar
○ Royal Peasant
○ The World Famous

● Coffee Shops/Internet Access:
  ○ Five Points – Jittery Joes,
  ○ Downtown – Starbucks, Walkers, Trapeze, Jittery Joes, 1000 Faces
  ○ Eastside – Jittery Joes
  ○ Atlanta Hwy - Barnes & Noble, Jittery Joes
  ○ Prince Ave-Hendershot’s, SIPS, Buvez

● Misc. Good Stuff to Know about:
  ○ Karaoke – Walker’s Pub & Shokitini
  ○ $1 ice cream – Hodgson’s & Add Drug
  ○ Rook and Pawn Board game cafe
  ○ King of Pops – Delicious ice cream truck downtown most afternoon/evenings
  ○ Trivia – Blind Pig, HiLo, Johnny’s, Willy’s, Taco Stand, etc.
  ○ Deal of the Day – sign up for a daily discount to some business in Athens,
    http://dailydeals.onlineathens.com/ & dealmobs & groupon
  ○ Story telling -- “Rabbit Box” hosted at The Foundry every second Wednesday of the month
    https://rabbitbox.org/about/
  ○ Comedy -- “Open Toad” hosted at Flicker Bar every other Tuesday night at 9pm (check
    Flicker Bar’s schedule)

Movies
● TATE Center: $2 movies, www.uga.edu/campuslife/movies.html
● Vision Video: rent movies for cheap! Wide selection, good indie flicks.
● Flicker Bar and Theater: downtown bar that projects movies at scheduled times, specializing in fun-offbeat flicks. www.myspace.com/flickerbar
● Mainstream Cinemas: Beechwood Cinemas, Carmike Cinemas, Ovations. Typically offer student discounts with UGA ID card.

Live music venues
● Georgia Theatre
● 40 Watt Club
● Flicker Bar
● Caledonia Lounge
● The Foundry

Transportation
● Alternative Transportation Passes (ATP): Those biking, walking & riding an Athens Transit Bus as their primary means of getting to campus will receive 24 days of free parking per year in designated locations. (distributed 2 uses per month) www.parking.uga.edu/ATP.aspx
● Athens Bike Map: www.bikeathens.com/resources/bikemap/index.htm
● Taking the campus bus: www.transit.uga.edu/
● Taking the city bus: www.athenstransit.com (free for students; many busses go between campus and other useful locations)
● Parking on campus: www.parking.uga.edu/
Athens events and festivals

- Halloween/Wild Rumpus—great fun downtown!
- Twilight Criterium—downtown all-weekend-long bike race in April: www.athenstwilight.com
- Athens Human Rights Festival—political/cultural event downtown with speeches, music, etc. in May: http://athenshumanrightsfest.org/
- ATHFest—all weekend-long local music festival in June: www.athfest.com

Sports and recreation

- UGA Ramsey Gym free to fees-paid students, but must pay extra for classes (Swimming, Weights, Indoor/outdoor track, Cardio machines, Aerobic/Dance/Martial Arts Classes, Game courts) Store for renting camping gear or sports equipment: http://www.recsports.uga.edu/** The first week of every semester is Free Week where you may try out all of the Ramsey classes for FREE!
  - There is also Pound Hall Gym on Health Science Campus that is smaller but closer to Normaltown
- UGA Intramural http://www.recsports.uga.edu/intramural_sports.php
- Club Sports http://www.recsports.uga.edu/club_sports.php
- Paddling (Broad River, UGA Whitewater Club)
- Rock climbing: Ramsey climbing wall, Active Climbing Indoor Climbing Gym http://activeclimbing.com/
- Disc golf (Sandy Creek Park, Oconee Co. Rec. Park)
- Hiking -- (Botanical Gardens, Lake Herrick, Sandy Creek Nature Center, Sandy Creek Park
- Classic City Rollergirls, www.classiccityrollergirls.com
- Dance (belly dancing, salsa, swing, tango, hip hop, jazz, ballet, contra, line and more)
  - www.danceathens.com,
  - https://www.ugasalsaclub.com/,
  - https://www.dancefx.org/athens-home
- Trapeze yes, you can even learn to be a trapeze artist in Athens www.canopystudio.com
- Pottery: Good Dirt Pottery classes - well worth it! And taught by Odum Alum!
- Running
  - Fleet Feet -- located in Five Points, hosts 3 and 5 mile group runs on Monday evenings at 6PM https://www.facebook.com/FleetFeetAthens/
  - Athens Running Company -- located in Five Points, hosts 3 and 5 mile group runs on Thursday evenings https://www.facebook.com/athensrun/
  - Trail Sisters -- Trail running/walking/hiking group https://www.facebook.com/groups/tsathensga

Register to vote!
Tate Student Center Information Desk has mail-in forms

Community involvement opportunities
Athens area organization and associations

- [https://www.libs.uga.edu/athens/organizations.html](https://www.libs.uga.edu/athens/organizations.html) A list of various organizations and associations in Athens sorted by theme.
- [United Way of Northeast Georgia](https://www.unitedway.org/organization) supports 29 human service agencies in an eight county area that includes: Barrow, Clarke, Franklin, Jackson, Madison, Morgan, Oglethorpe and Oconee.

Environmental

- [Athens Grow Green Alliance](https://www.aqga.org) promotes responsible community development and growth management policies and practices that protect natural resources, prevent sprawl, maintain a healthy economy, and preserve a high quality of life for all in the Athens region.
- [BikeAthens](https://www.bikeathens.org) promotes transportation and land-use policies that improve alternative modes of transportation, including pedestrian, cycling, and public transit options. They also host a Bike Recycling Program that refurbishes used bikes and donates them to folks in need.
- [Georgia River Network](https://www.gataonline.org) works to ensure a clean water legacy by engaging and empowering Georgians to protect and restore our rivers from the mountains to the coast.
- [The Upper Oconee Watershed Monitoring](https://www.uownga.org) (UOWN) was formed in January 2000 in response to citizen concern about the region's rapid growth and its impact to local streams and rivers. UOWN members actively engage in various advocacy, education, and stream monitoring initiatives in an effort to raise community awareness about local water resource issues and to facilitate a cooperative spirit for long-term watershed protection.

Grassroots activism

- [Athens Mutual Aid Network](https://www.aqga.org) is a coalition of Athens organizations and community members coming together to support the most vulnerable members of Athens through this public health emergency. They connect people with ongoing relief efforts, collect and distribute accurate information to the community, and advocate for critical policy actions to address unmet needs.
- [The Athens Anti-Discrimination Movement](https://www.aadt.org) (AADM) advocates for racial and social justice and strives to combat discrimination through education and activism.
- [Athens for Everyone](https://www.athensforeveryone.org) is a left-progressve political organization with over 1000 members fighting for social and economic justice and transformational change oriented toward action at the local and state level.
- [The Athens Immigrant Rights Coalition](https://www.airc.org) (AIRC) seeks to highlight the collective vision of Human Rights and Immigrant Rights Advocates in Athens GA, channeling and organizing their efforts in the areas of labor and human rights, solidarity, education, migrant youth, spirituality and culture.
- [Athens Community Fridge Project](https://www.athenscommunityfridge.org) provides communal places where surplus food is shared with the local community. They help people connect to their communities, access nutritious food, save money and reduce waste. Surplus food is provided by local businesses or members of the public, and is then available for collection by people who need it.
- [FreeIT Athens](https://www.freit.org) is dedicated to providing reclaimed and refurbished technology, as well as educational opportunities, to those in need.

Farmers markets and co-ops

- [Athens Locally Grown](https://www.athenslocallygrown.org). Order food Sun/Mon –Pick up at Ben’s Bikes on Thursdays. All food is relatively local (GA and some SC, AL) from various farmers.
- [The Athens Farmers Market](https://www.athensfarmersmarket.org) provides the community with a place to buy fresh produce, crafts, objects of art and food direct from producers in a congenial atmosphere.
  - Saturdays, May –November, 8 am –12 noon; Bishop Park in Athens.
  - Tuesdays, May –November, 4pm-7pm; Little Kings parking lot, downtown.
● **Full Moon COOP** is a community supported biodynamic farm and research center founded in 2002 by a group of farmers, ecologists, culinary artists, activists, and educators. They offer innovative and community-based solutions to the most critical environmental, economic, and social challenges of our time.

*Nature centers*

- Georgia Botanical Gardens
- Sandy Creek Nature Center
- Georgia Nature Center
- Bear Hollow Zoo
- Memorial Park

End of Handbook