Welcome back to Fall semester 2014!

Graduate and professional education at the University of Utah continues to grow. Applications for Fall 2014 admission to graduate and professional programs increased by 11%. At Commencement 2014, the University awarded a record 2,981 graduate degrees. During Summer 2014, the Thesis Office processed a record 194 graduate theses and dissertations, an increase of more than 27% from the previous year.

During the past year, the faculty and staff of The Graduate School have continued to streamline Graduate School policies and procedures in order to accommodate the growing number of graduate students at the University. We have added extra staff in the Thesis Office, sponsored additional Writing Fellows in the University’s Writing Center, and have begun offering alternative paths for the required ITA clearance for incoming international students. Also, we are developing new programs for graduate student development, including assistance with application to the NSF Graduate Research Fellowship program, and the 3-Minute Thesis (3MT) Competition that is being initiated this Fall semester.

I am especially proud of the many students who have recently received honors, fellowships, and awards. This issue of GradNews highlights many of these student accomplishments, and also provides additional information and deadlines for applying for these fellowships.

I welcome your continued interest in The Graduate School. If you have questions, concerns, or suggestions for improvements in Graduate School policies, please contact your department Director of Graduate Studies, your college Graduate Council representative, or feel free to email me directly at dean@gradschool.utah.edu.

Have a successful semester!

David Kieda
Dean, The Graduate School
Professor of Physics and Astronomy
The University of Utah Graduate School is proud to announce that in April 2014, five graduate students at the University of Utah were awarded highly competitive three-year National Science Foundation Graduate Research Fellowships for pursuit of their graduate degrees. In addition, ten U of U graduate students received an 'honorable mention' in the GRFP review. Four University of Utah undergraduate students were also awarded NSF fellowships to attend graduate school at their selected institution. Eleven additional U of U undergraduate students, including some who will attend the U of U in Fall 2014, also received ‘honorable mention’ in the 2014 NSF GRF program.

The National Science Foundation GRF program recognizes and supports outstanding graduate students in NSF-supported science, technology, engineering, and mathematics disciplines who are pursuing research-based master’s and doctoral degrees at accredited US institutions. NSF received over 14,000 applications for the 2014 competition, and made 2,000 fellowship award offers. Past fellows of the NSF GRFP include numerous Nobel Prize winners; U.S. Secretary of Energy, Steven Chu; Google founder, Sergey Brin; and Freakonomics co-author, Steven Levitt.

Applications for the 2015 NSF Graduate Research Fellowship Program are currently being accepted and are due October 29-Nov 3, 2014, depending upon discipline. Further information and resources can be found at http://www.nsfgrfp.org.

**Awardees**

- **Patrick Parker**  
  *Life Sciences – Neurosciences*

- **La’Shaye Ervin**  
  *Life Sciences – Ecology*

- **Colin Young**  
  *Engineering – Chemical Engineering*

- **Robert Cleri**  
  *Life Sciences – Organismal Biology*

- **Warren Vinyard**  
  *Chemistry – Chemistry of Life Processes*

**Alumni Awardees**

- **Joseph Peterson**  
  *Life Sciences – Biophysics*

- **Michael Guernsey**  
  *Life Sciences – Evolutionary Biology*

- **Alexander Burckle**  
  *Chemistry – Chemical Synthesis*

- **Rebecca Mackelprang**  
  *Life Sciences – Molecular Biology*

**Honorable Mentions**

- **Marsa Taheri**  
  *Engineering – Bioengineering*

- **Kyle Rollins Hansen**  
  *Engineering – Bioengineering*

- **John Greenhall**  
  *Engineering – Mechanical*

- **Jessie France**  
  *Engineering – Biomedical*

- **Kyle Branch**  
  *STEM Education and Learning Research*

- **Bharath Velagapudi**  
  *Engineering – Bioengineering*

- **David Radford**  
  *Engineering – Bioengineering*

- **Emily Schulze**  
  *Life Sciences – Ecology*

- **Cady Lancaster**  
  *Chemistry – Chemical Measurement and Imaging*
Submission of a manuscript during a semester does not guarantee graduation in that semester.* However, those students wishing to be considered for graduation in a specific semester must meet the dates in this calendar.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Last day department-approved submissions over 200 pages will be accepted</th>
<th>Last day submissions will be accepted to begin the format approval process</th>
<th>Last day approved manuscripts will be accepted to begin the thesis release process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn 2014</td>
<td>October 24, Friday</td>
<td>October 31, Friday</td>
<td>December 8, Monday</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>March 13, Friday</td>
<td>March 20, Friday</td>
<td>April 27, Monday</td>
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<tr>
<td>Summer 2015</td>
<td>June 12, Friday</td>
<td>June 19, Friday</td>
<td>July 27, Monday</td>
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*Factors that can result in not graduating include the following:
- Unavailability of the student to participate in the ongoing editing process
- Major formatting errors (see the Handbook)
- Major problems with grammar, spelling, etc.
- Manuscripts that have not been approved by the supervisory committee and department chair

Submissions on the deadline that have any of these problems will not be considered for that semester.

Please take these factors into account when planning defense and graduation dates.

The entire editing process can take 2 or more months to complete, so the earlier a manuscript is submitted, the better the student’s chance of graduating in the desired semester.

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2014 Distinguished Dissertation Awards

Two University of Utah graduate students were nominated for the 2014 Council of Graduate Schools/ProQuest Distinguished Dissertation Award.

Lexie J. Kite was nominated in Social Sciences for her dissertation, "Shining a Resilient Light on Objectification Theory: A Feminist Intervention for Emancipation."

Hyung Min Park was nominated in the category of Mathematics, Physical Sciences and Engineering for his dissertation, "Advanced Mining Project Evaluation System for Investment Decisions."

We are pleased to showcase the achievements of our graduate students.
Diversity Fellowship Recipients

The Excellence Through Diversity Fellowship is awarded annually to incoming historically underrepresented graduate students. Below are the 2014-2015 fellowship recipients.

Guadalupe Aguilera is a doctoral student in the Sociology Department

Guadalupe chose the Sociology Department because of the many tracks offered, including Population and Health and Comparative International Sociology. Her research interests align with the Population and Health track in Sociology and broadly include population studies, immigrants/immigration and demography. Using data from the New Immigrant Survey she will study migration histories within the U.S. and analyze immigrant incorporation in new and traditional destinations through well-being perspectives. The Excellence Through Diversity fellowship has been a major source of financial support that has allowed her to focus on research. After graduate school Guadalupe plans to conduct research using multi-method approaches and become a university professor.

Diana Askings is a doctoral student in the Educational Psychology Department

The amazing research conducted in the School Psychology program first attracted Diana to the University of Utah. Her research interests fit with the current projects being conducted by the faculty and students. She is interested in investigating parent-child relationships as well as researching autism spectrum disorders (ASD), early behavioral interventions, and assisting underrepresented families of ASD with accessing appropriate resources. After her graduate studies, Diana plans on working with children with special needs, families, and teachers as a licensed school psychologist. “It is wonderful to know that the U is concerned about issues regarding diversity and encouraging a diverse community full of engaged and informed citizens.”

Elizabeth Silva is a doctoral student in the Education Culture and Society Department

Elizabeth chose the Education, Culture & Society PhD program because her research aligns with faculty. Her research interests include analysis of generational educational achievement among Mexican and Chicana/o students, emerging complex Latino/a identity, and its racial implications in contemporary United States. After graduate school Elizabeth plans to teach and continue to be part of research that sheds light on dynamics of oppression. “The Diversity Fellowship not only gives me financial relief, but a sense that I have people behind me who support my work and my research, which makes my path clearer. I look forward to being part of the transformative work of social justice through education.”

Celebrate Diversity Mini-Grant

The Celebrate Diversity Mini-Grant helps support activities that value contributions of traditionally underrepresented students in graduate school through a limited number of grant awards up to $1000. The Fall semester deadline is September 30, 2014. For more information, please visit http://gradschool.utah.edu/diversity/celebrate-diversity-mini-grant.
Emerging Diversity Scholars Fellowship

The Emerging Diversity Scholars Fellowship is our new fellowship designed to support and retain historically underrepresented graduate students. Below are the 2014-2015 fellowship recipients.

Alicia DeLeon is a doctoral candidate in the Education, Culture & Society Department

As a Chicana/Latina scholar, Alicia continually seeks institutions of higher education, colleges/departments, and community organizations that are committed to recruiting, retaining and graduating first-generation college students. Her research focuses on pedagogical issues and their impact on historically marginalized student groups and communities of color and qualitative methodologies. She is particularly focused on the effects that educational strategies and practices have on Chicana/os and Latina/os in K-12 and higher educational contexts by utilizing a women-of-color feminist framework to the theoretical underpinnings of participatory action research. “Thank you for awarding me the Emerging Diversity Scholars Fellowship for the academic year! With this award I will be able to complete my last year of PhD dissertation writing.”

Yasin Fairley is a master’s student in the Modern Dance Department

Yasin chose the University of Utah and the Modern Dance department because their mission statements align with his commitment to creative research, teaching and intellectual service. His research interests are centered on politics of identity (race, gender, sexuality and class) as they relate to the performative body. Currently, he is working on a Performance Installation project that will delve into themes of home, trauma and memory through the novel Beloved by Toni Morrison. After completing school Yasin plans to continue teaching at the grassroots level and to continue publishing innovative dance scholarship. “I don’t think that I would be able to be here pursuing my master’s, at all, if it were not for this Diversity Fellowship.”

Monique Thacker Wyness is a doctoral candidate in the Educational Psychology Department

Monique applied to the U because of the reputation and the academic interests of the faculty in the School Psychology program. She found that many of her values aligned with their approach to prevention and early intervention. Her research focus is on internalizing disorders, specifically depression, in Native American adolescents. Minority issues, as they relate to the public school climate, are growing within the field of school psychology; however, there is a lack of research specific to Native American youth. “Obtaining scholarship funds will provide the means to achieve my purpose in life and contribute to the Native American community.”

Underrepresented Graduate Student Social

Please join us for our 2nd Annual Underrepresented Graduate Student Social scheduled for Thursday, September 25, 2014 from 6-9 pm in the Crimson View restaurant in the Student Union building.

- Network with other underrepresented graduate students
- Learn about our retention initiatives
- Refreshments will be served
I received my bachelor’s degree in Electrical Engineering from California State Polytechnic University. After graduating, I was employed by Raytheon Company while pursuing a master’s degree with emphasis in Electromagnetics from Arizona State University. I started my PhD in 2010 under the supervision of Cynthia Furse, Steve Blair and Jennifer Shumaker-Parry working on the study of lossy antennas. My current research involves the study of crescent nanoantennas for operation in the ultraviolet (UV) range of the electromagnetic spectrum. The motivation for this research is enhancing the natural fluorescence of biological molecules, thus improving their detection. Biomolecules contain intrinsic fluorophores that absorb and emit in the UV, but their quantum efficiency is very low. Nanoantennas can be used to improve the molecules’ quantum efficiency, resulting in improved fluorescence. The process is as follows: Free space waves interact very efficiently with antennas. The antennas in turn localize these fields, creating areas of high field intensity. These high fields can then couple to the biomolecules, causing them to fluoresce, thus allowing them to be detected. The figure below shows a crescent with highly localized fields at the tips and along the inside of the backbone.
The 2014-2015 International Teaching Assistant Program (ITAP) started off with over 100 international graduate students participating in the August 2014 ITA Workshop. Spanning two afternoons, the workshop included students representing 22 different countries and 21 departments or programs. The sessions included videos, activities and discussions designed to orient the students to higher education in the United States, with an emphasis on the unique qualities of the University of Utah experience. Speakers from the Office of Equal Opportunity & Affirmative Action, the Dean of Students Office, the Marriott Library, and The Graduate School all contributed valuable information to prepare this year’s cohort for their varying roles as students and teaching assistants.

Throughout the academic year, ITAP activities continue with seminars, workshops, spoken English classes, and social gatherings to bring participants back together and connect them with members of the campus community they might not meet otherwise.

Since the U's first ITA workshop in 1993, over 2000 students have participated in the International Teaching Assistant Program, which supports not only international scholars but the entire campus community.

2014 ITA Workshop included 100 international graduate students representing 22 different countries.
You start graduate school with great expectations, hopes, and dreams, but sometimes things just don’t go well.

Dismissal from graduate programs and/or termination from employment as an educational trainee (i.e., graduate teaching or research assistant) can happen due to substandard academic performance, failure to complete work assignments as expected, behavioral problems, or in extreme cases, academic misconduct (plagiarism, cheating, etc.). Of course, we hope that all of our graduate students will thrive and excel in their work here at the University of Utah, but there are times when things just don’t work out for a variety of reasons. Sometimes, the department and the student just don’t communicate well, creating tension among a host of different players ranging from the student and the supervisory committee chair to a PI or other committee members. There are many ways things can go wrong, and effective communication is often the missing link. Remember, to be effective, communication has to go multiple ways. From the faculty perspective, good mentorship (which includes demanding rigor and setting high standards but also giving students tools to reach their goals) can often make a defining difference for a student who is struggling. From a student’s perspective, having faculty members who are available and willing to mentor, doing their best to guide students toward success, can make all the difference between dismissal and successful completion.

In the words of one student who nominated his faculty mentor for a Graduate Mentorship award:

“It is my opinion that a good mentor cultivates the potential of trainees by amplifying their energy and ambition while not attempting to fit them to a subjectively predefined mold.”

In this issue of GradNews there is an article on Mentoring and Being Mentored authored by Graduate Mentorship awardee, Dr. Kristin Keefe (Professor of Pharmacology and Toxicology, Former Director of the Interdepartmental Graduate Program in Neuroscience, and current Interim Dean of the College of Pharmacy), that relates well to all of the positive strategies that help students avoid worst-case scenario dismissals. In addition, following are some resources for handling difficult situations, including links to key University policies on academic dismissal and the appeal process as well as the termination of employment for educational trainees. As Associate Dean of The Graduate School, I encourage all students to be proactive by reading the relevant policies and regulations and understanding their rights and responsibilities before problems arise, and also to familiarize themselves with particular policies within their departments and programs. Check your department’s graduate student handbook for specific policies related to your program. Familiarize yourself with those policies before problems arise.
Many problems in graduate school can be avoided by inquiring ahead of time about policies and program expectations. Because of the size and complexity of the University, there are many different policies at the University, Graduate School, and department or program level. All of these pieces come together to ensure a rewarding graduate experience and to pave the way for successful completion, but the student must take responsibility to be aware of and understand the rules. Be informed and proactive; it will serve you.

**Policy 6-309**: Academic Staff, Educational Trainees, Postdoctoral Fellows and Medical Housestaff: Refer to Section D. on Orderly Dismissal - D.1 (Performance Evaluation) and D.2 (Notice of Dismissal and Appeal).

**Policy 6-400**: Code of Student Rights and Responsibilities (“Student Code”): Refer to Section IV: Student Academic Performance and Appeals Process.

What to do if you believe you have been discriminated against:  
http://www.oeo.utah.edu

The deans and staff in the Graduate School are available to guide students to appropriate resources and inform them of procedures.

## Additional Resources

### Women’s Resource Center
A. Ray Olpin Union Room 411  
Phone: 801-581-8030  
http://womenscenter.utah.edu

### University Counseling Center
Student Services Building Room 426  
Phone: 801-6826  
http://counselingcenter.utah.edu

### Dean of Students
A. Ray Olpin Union Room 270  
Phone: 801-581-7066  
http://deanofstudents.utah.edu

### Personal Money Management Center
A. Ray Olpin Union Room 317  
Phone: 801 585-7379  
http://personal-money-management.utah.edu
As we start another academic year, I'd like to welcome our new graduate students. We have 14 new students who have joined our ranks this year, so please welcome them to the program and reach out to them to help them get settled. With the start of the new year and the arrival of new students, it is a good time to reflect both on our roles as mentors and mentees.

For mentors, graduate education is the enterprise in which our teaching and research missions most closely align; and yet, this enterprise can also be the point at which conflicts between what is best for the student and what is best for the "business" of our science arise. Perhaps the potential for this conflict has never been greater than it is now—best practices in training graduate students require increasing the breadth of our training experiences to prepare our students for the realities of jobs that are mainly not in academia whereas current funding realities require high degrees of focus on research productivity of the laboratories. As mentors, focusing only on the research productivity of our students appears to be the solution to this potential conflict, and no one can deny that a strong record of research productivity, as evidenced by publications and presentations at meetings, is essential for the future competitiveness of our students, regardless of ultimate career path. However, sole focus on research productivity limits the broader development of our students that contributes to their future success (and thus the overall success of our graduate program and our role as educators, not just scientists). By focusing only on our students' research, we deny them the opportunity to develop their teaching skills/portfolio, as well as their leadership capabilities and experience, which they can accrue through service on various program / university / professional committees. These latter activities undoubtedly take students away from the lab at times. However, none of us in our careers are afforded the luxury of only focusing on one task. Thus, it is only through accepting such broader engagement of our students that we as mentors create the environment in which we can mentor our students on how to maintain research productivity in the face of competing demands. That is perhaps one of the most critical skills that our students need to acquire to be successful as the leaders of science in the future. I would argue, then, that mentors thus have a broader role to play in the overall development of our graduate students as "complete" professionals.

Students also have the obvious other fundamental role in the mentor-mentee relationship. Students need to have career goals and to think early, often, and critically about whether a particular mentor can help them achieve that goal and what that help might look like at different stages of the student's graduate and
professional career. In the absence of clear career goals on the part of the student, informed choices and rational decisions regarding allocation of time and energy are difficult, if not impossible. The student may spend all of his/her time in the lab only to find that development of necessary teaching skills/portfolio to be competitive in the teaching position that the student ultimately desires are lacking. Alternatively, a student may engage in multiple opportunities/training programs, for example for teaching and translational medicine, thereby spreading himself/herself too thin in an attempt to "keep the options open". In so doing, research productivity may suffer and the student fail to adequately prepare himself/herself to be competitive for any position. It is therefore incumbent on each student to engage in thoughtful career planning and to be open with their mentor about their career goals and to plan, along with the mentor, the activities in which the student will engage in order to be as competitive as possible for achieving those goals. Passively waiting for one's mentor to tell one what to do and when one is finished with graduate school is not a recipe for success. Additionally, choosing a dissertation mentor with whom you feel uncomfortable discussing your career goals makes successful attainment of those goals considerably more difficult. Being explicit with one's mentor about your career goals and plans to achieve those goals, including during the research rotations/period of deciding on a dissertation lab, helps to ensure that the mentor-mentee relationship sits on a common, solid foundation that supports the attainment of the goals of both the mentee and the mentor—the win-win situation we all hope for.

The mentor-mentee relationship requires thoughtful attention on the part of both parties. The relationship will be most successful when both parties, early on, make explicit their expectations about the relationship and the responsibilities of the two parties in the relationship. It is only with such open exchange of expectations that the faculty member can know if this is a student that he/she can effectively mentor and how best to mentor the student and the student can know if this is a mentor prepared to help the student meet his/her career goals.

Would you like to recognize an outstanding mentor?

Nominate them for the 2015 Distinguished Mentor Award. Eligibility guidelines and nomination information can be found at http://gradschool.utah.edu/mentor-award. Nomination packets are due January 12, 2015.
Abigail Ririe - Coordinator of Reviews for CIBs, Executive Secretary

Abi Ririe was born in Miami, Florida, to the warm heart of the Atlantic. Her first understanding of movement was the ebb and flow of tides under her belly as she searched the ocean floor. Trading her first ocean for a saltier one, Abi moved to Salt Lake City for her research and studies. She completed her HBA in English at the University of Utah, for which she created a senior thesis, *As Living Stones*, a collection of poetry. Then, she also received her BFA in Modern Dance and her MFA in Modern Dance at the U. During this time she had the opportunity to present work at the Marriott Center for Dance, Rose Wagner Performing Arts Center, and as part of the American College Dance Festival. Her thesis research focused on alternately-abled bodies and cybernated dancers, curious about how markers of difference can draw us deeper into our humanity. She continues to swim in water and metal, excited by the possibility of being both human and superhuman. Through this research she had the opportunity to take her choreography to Washington, DC, to be shown at the Kennedy Center for Performing Arts.

Concurrent with this work in dance, Abi worked at University Hospital for five years, starting as an Executive Secretary. Her responsibilities shifted into accreditation, and she managed the document lifecycle for all UUHC policies. This familiarity with accreditation processes and taming the wild lands of reviews, led Abi to The Graduate School. Her primary responsibility will be to coordinate the review process for all University of Utah centers, institutes, and bureaus. She will also assist in preparing for and facilitating the Graduate Council meetings as well as the Directors of Graduate Studies meetings.

Away from the university, Abi is supporting her husband as he completes his final year of nursing school. She loves playing with her two beautiful children, and one neurotic Olde English Bulldog, Dumpster.

**Student Spotlight**

Malachi Black

Having completed his PhD coursework in 2013, graduate student Malachi Black left to serve a two-year term as Emory University’s Creative Writing Fellow in Poetry. Malachi recently abbreviated his term at Emory, however. Having successfully completed and found a publisher for his dissertation, a poetry collection entitled *Storm Toward Morning* (forthcoming this November from Copper Canyon Press) by the end of his first fellowship year, Malachi moved this fall to the University of San Diego, where he is now Assistant Professor of English and Creative Writing. His scholarly essay “Skeltonic Prosody in Basil Bunting’s Briggflatts,” which explores the influence of early modern poetics on Bunting’s 1965 magnum opus, appears in the most recent issue of *Textual Practice*. 
Jennyffer Morales was born and raised in North Hollywood, California, with her three older sisters and her twin. As Peruvian immigrants, her parents emphasized the importance of continuing and receiving an education. Following the footsteps of her older sisters and with the support of her family, she graduated from UC Santa Barbara with a Bachelor of Arts degree in Cultural Anthropology. She then went on to complete her master’s degree at the U in Education, Culture & Society (ECS). Currently, Jennyffer is in her fourth year of a PhD program in ECS. The reputation of the graduate program in the ECS Department, financial support, and faculty recruitment efforts all helped her to decide to attend the U.

Jennyffer has been a teaching assistant and co-instructor for the Introduction to Multicultural Education course, has taught Chicana/o Experiences within the Ethnic Studies program, and is currently teaching in the Gender and Social Change course in Continuing Education. Jennyffer is also a community engaged scholar working as a Co-Director with the Mestizo Arts and Activism collective. She plans to graduate in 2016 and continue to do community based work, teach, and conduct research.

Jennyffer’s research examines the pedagogical practices that come from the civic, academic, and personal experiences of youth of color who participate in a legislative internship supported by the Mestizo Arts and Activism collective. As a Graduate Assistant for The Graduate School’s Assistant Dean for Diversity, Jennyffer supports recruitment and retention initiatives for historically underrepresented students, contributing to an increasingly diverse graduate student population at the U. She also covers the front desk, so she may answer your phone call or be the first person you see when you visit The Graduate School.

Student Spotlight

Precious Cantu is originally from Houston, Texas. She received her Bachelor of Science degree from Louisiana State University in Baton Rouge, where with the support of the Ronald McNair Scholars program she studied optics and nanotechnology. After completion of her BS degree, she was awarded several doctoral fellowships in 2011 such as the National Science Foundation Graduate Research Fellowship, Graduate Training Program in Nanotechnology from the University of Utah, and the National GEM Consortium Fellowship. “I chose to attend the University of Utah as it facilitated my strong desire to pursue interdisciplinary research amongst various departments on campus.” Currently she is a fourth year PhD candidate in Electrical and Computer Engineering in the Optical Nanotechnologies Laboratory under the direction of Dr. Rajesh Menon. Her research focuses on extending the spatial resolution of optics to the nanoscale with biological applications. During the summer of 2014, Precious was the Graduate Assistant for the Graduate Preparation Institute administered through the Graduate School Diversity Office. After receiving her PhD degree, she plans on attending a postdoctoral research assignment for one to two years, then entering the professorate.
3MT and U

Introducing the University of Utah’s first 3MT (Three-Minute Thesis)! 3MT is a competition in which students must convey the importance of their research to a nonspecialist audience without relying on jargon, technical aids, or other props.

**Graduate** students from any discipline are invited to compete in the University of Utah’s inaugural 3MT (Three-Minute Thesis) competition.

**Students** must have passed their qualifying exam (PhD) or successfully defended their proposal (master’s) to compete. Only current students can compete; graduates and postdoc scholars are not eligible.

**Research** and higher education enrich our lives and society, and most people connected to the university community know that, but what about those individuals with no connection to higher education and research? 3MT helps students improve their ability to communicate the importance and value of their research to a variety of nonspecialist audiences.

**Presentation** skills are becoming increasingly important: think of job interviews; think of competing for those ever-shrinking research dollars; think of how hard it can be for friends and family to understand the value of research. 3MT aids students in quickly conveying the need for their research without the aid of tools, props, and technology.

**Competition** represents the culmination of the workshop process in which students will gain the skills necessary to make effective, well-articulated arguments.

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**Workshops and Competition**

- Students will be better able to communicate the need for their research to potential employers, government and industry funders, and other important people and organizations outside of their field.

- Workshops are held on Tuesday, October 7 - November 4 (no workshop during Fall break), from 4:00-6:00pm in the Student Services Building (SSB 350).

- Students must come prepared to actively participate in giving and receiving feedback in a respectful and constructive environment.

- With a focus on both verbal and nonverbal communication skills, at least two of the students’ workshops will be video recorded.

- Each competition presentation is limited to 3 minutes.

- Only one static PowerPoint slide is allowed during workshops and competition; no technological aids, no props, no poetry or songs, no aid of any kind allowed.

- There will be a small prize for the winner.

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For more information contact:

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