Welcome from the Graduate School!

Although faculty and students at the University find the Summer Semester to be a bit more relaxed, the Summer Semester is the busiest semester for the Graduate School. During Summer 2016, the Thesis Office processed and cleared 176 theses and dissertations. Thesis editors worked nights and weekends near the end of the semester to accommodate the large number of submissions and clear students for graduation. In this edition of GradNews, the Thesis Office outlines steps you can personally take to assist our Thesis Office to substantially speed up the approval of your own manuscript. The article describes the interlinked process of writing the thesis manuscript, receiving preliminary feedback on the manuscript format, defending the thesis, submitting the thesis for final approval by the Graduate School, and final submission for acceptance by the external publisher, ProQuest. By making early contact with the Thesis Office, you can be assured that your thesis or dissertation will move quickly from defense to publication, thereby accelerating your graduation.

The Fall Semester brings graduate students back to campus for classes and research, and it is also the beginning of the fellowship application season. One of the most prominent national awards is the National Science Foundation Graduate Research Fellowship Program (NSF-GRFP). The NSF-GRFP provides $32,000 in yearly stipends for three years, tuition benefits, and access to additional resources for enhancing student research projects. Last Spring 11 graduate students at the University of Utah received NSF-GRFP awards. The Graduate School has set up a new website at nsf-grfp.utah.edu to assist undergraduate seniors and first- and second-year graduate students who are interested in applying for this very prestigious award. Additional internal and external fellowship opportunities are listed on the Graduate School’s website under Fellowships and Benefits, gradschool.utah.edu/tbp.

Professor Donna White, former Associate Dean of the Graduate School, retired from the University at the end of June 2016. We thank Donna for her tireless advocacy for Graduate Students and graduate education at the U over many years. I am pleased to welcome Associate Dean Katharine Ullman, Professor of Oncological Sciences, who joined the Graduate School July 1, and who has taken over Dean White’s many initiatives and responsibilities. The Graduate School also welcomes Ms. Jennifer Ehlers, who joined our staff in July 2016 as Administrative Officer.

Please visit the Graduate School webpage (gradschool.utah.edu) and follow us on Facebook and/or Twitter to receive updates regarding deadlines, fellowships, training seminars, and other upcoming opportunities. If you need my direct assistance, please feel free to email me at dean@gradschool.utah.edu or drop by to visit me at the Graduate School Dean’s Office, 302 Park Building. I look forward to seeing you soon!

Dave Kieda
Dean, The Graduate School
dean@gradschool.utah.edu
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International Teaching Assistant Program (ITAP) Training

The August 2016 ITA Training took place on Tuesday, August 16 and Wednesday, August 17. All students participated in the all-day session on Tuesday, learning about the undergraduates they will work with, the higher education system in the United States, and topics relating to spoken English and intercultural communication.

On Wednesday, students who have fully cleared the ITAP spoken English requirement did short video recordings, giving peer feedback. They will have one-on-one consultations during the first part of the fall semester.

Students who have not yet met the ITAP spoken English requirement will take Spoken English for Graduate Students (3 credit hours) or the ITA Skills Seminar Series (non-credit through ITAP). These students receive a limited clearance for TA work, but are eligible for full benefits. Those in the spoken English class are recommended to have minimal student contact. Those in the seminar series are considered approved for any TA work except full classroom responsibility. Contact Diane Cotsonas, ITAP Manager, with any questions diane.cotsonas@utah.edu.

Graduate Preparation Institute

Each year the Graduate School Diversity Office brings a select group of underrepresented students to the U’s campus to engage them in undergraduate research and help them prepare for graduate school. This year’s Graduate Preparation Institute (GPI) was a rousing success, as GPI Fellows gained over 109 hours of research experience, attended graduate school preparation workshops, and increased their GRE practice test performance.

Roll-Out of NSF-GRFP Website

In order to better help students working on a National Science Foundation Graduate Research Fellowship application, the Graduate School has rolled out a new website that collects information about the GRF Program and provides easy access to application resources, including examples of winning applications from years past. The website can be found at nsf-grfp.utah.edu.
On July 10, postdocs from the University of Utah met at the Sunnyside Park Pavilion for their annual Utah Postdoctoral Association Family Barbecue. The event celebrated the achievements of postdocs from different departments as they and their families ate delicious food, chatted, and participated in recreational activities.

Postdocs are often absorbed with their work in laboratories and departments across campus, work that can at times keep them from sharing with other postdocs or even taking the time to rest and enjoy themselves. The yearly barbecue provides a welcome respite from the pressure of research, and rewards postdocs for their many successful endeavors. “The barbecue is a great opportunity for postdocs to make connections, spend quality family time, and celebrate the summer,” says Jennifer Mabey, Assistant Dean of Postdoctoral Affairs for the Graduate School. “It’s valuable because it brings out people who don’t normally attend other events.”

Mabey, who organizes the event, says that she was pleased to see the turnout for the barbecue and hopes that even more postdocs will join the fun in the future. “We’d love to increase the diversity at all our events,” she says.

The event featured standard barbecue fare of burgers, hotdogs, and ice cream, which was a huge hit with the children who attended the event.
Patty Kuo

Patty Kuo is a doctoral student in the counseling psychology program at the University of Utah. Patty received her BS in Psychology and BA in Philosophy from the University of Maryland, College Park, and her M.Ed from the University of Louisville. Patty’s research interests include psychotherapy processes and outcomes, with a specific focus on cultural insensitivity and culture awareness in therapy sessions. In her free time, Patty enjoys reading, hiking, and being with friends.

Valerie A Guerrero

Having attended nearly a dozen schools prior to college, Valerie Guerrero has held a lifelong interest in educational inequities and experiences within the United States. After earning a BA in Psychology from the University of California- Santa Cruz, Valerie remained at UCSC as the Oakes College Programs Coordinator to lead commencement, orientation, and year-round programming focused on socially just change in a diverse society. This experience informed the numerous roles she held as a graduate student at Iowa State University, including Multicultural Student Recruiter at the College of Engineering, Assistant Recruiter for the Educational Outreach Program in the Office of Admissions, LGBT Student Services Educator in the Dean of Students’ Office, and co-chair for the Midwest BLGT College Conference. Inspired by her understanding of multiple educational and regional contexts, after earning an M.Ed in student affairs with a graduate certificate in social justice education, Valerie moved to Meadville, Pennsylvania, to become the Associate Director of the Center for Intercultural Development and Student Success at Allegheny College. There, Valerie designed and led hundreds of workshops and trainings aimed to foster inclusion, and primarily focused on issues of power, privilege, diversity, social justice, and social identities such as race, gender, and sexual orientation. Inspired by the potential to positively impact campus climates through faculty and staff development, Valerie is currently a doctoral student in the Department of Educational Leadership and Policy at the University of Utah. Her research interests within education include critical pedagogies, structural oppression, faculty teaching preparation, intersectionality, campus climate, and social justice education. In her free time, Valerie likes to play with her fluffy dog, eat delicious food with her spouse, and find new TV shows on Netflix.

Joao Carlos Luna Gonzalez

Joao’s research project at the U aims to integrate high-resolution sedimentological, geochemical, and paleoecological data of ancient heterogeneous offshore marine mudstone systems in order to elucidate the link between mudstone heterogeneity and changing paleodepositional conditions. Specifically, it is aimed at providing a way to systematically subdivide the broad spectrum of offshore mud accumulation for the purposes of enhancing regional and sequence stratigraphic correlations. The ultimate driver of this research is to gain a more comprehensive understanding of this historically understudied area of sedimentology in order to create a more comprehensive picture of the evolution of our planet through time and to provide a way to extract the energy resources trapped within these rocks in a safe, efficient, and environmentally-friendly way. Joao’s ultimate goal is to complete a PhD in Geology with a specialization in unconventional hydrocarbon resources. Joao came to the University of Utah because it has a strong graduate program in geology and because the state offers a world class laboratory for the study of sedimentary geology. What Joao enjoys the most about the state is the accessibility to outdoor activities.
Underrepresented Graduate Student Social

The Graduate School Diversity Office, in collaboration with the Minority Law Caucus at the S. J. Quinney College of Law, hosted the 4th Annual Underrepresented Graduate Student Social on Friday, September 16, at 5:00 pm. Students gathered on the 6th floor terrace of the Law School building to mingle with underrepresented graduate students, enjoy some food, and learn about resources offered by the Graduate School Diversity Office and the Marriott Library.

Graduate Diversity Enhancement Grant

The Graduate School Diversity Office is proud to offer Graduate Diversity Enhancement Grants to support the retention and professional development of historically underrepresented graduate students. The Assistant Dean for Diversity invites graduate students, faculty and staff to apply for funding to support initiatives that enhance retention practices that allow students to thrive or excel professionally. A limited number of grant awards up to $1,000 will be available.

To learn more, go to: gradschool.utah.edu/diversity/graduate-diversity-enhancement-grants.
University of Utah postgrads Nedra and Dr. Bryan Hotchkins work to bring the benefits of graduate studies to others.

It is often said in commencement speeches that graduation is the time to make a decision about how graduate studies can affect society in positive ways. This truism reflects the fact that graduation marks a powerful moment during which a graduate student has the opportunity to make the decision to live the sort of life that enriches and benefits the world and its people. No matter the other complex choices that recent graduates face, each graduate student has to determine whether they will use what they have learned in their schooling to make their community a better place.

For University of Utah graduates Nedra and Dr. Bryan Hotchkins, giving service to the community was not so much a post-graduation decision as it was a continuation of their long record of helping others. As students in the Educational Leadership and Policy Department, their study programs (M.Ed and PhD, respectively) gave them the theoretical groundwork for something that they already knew: service to those most in need in the community is a complicated but rewarding process that positively influences everyone in the community, not just those served.

For the Hotchkins, this community service is not just a rewarding practice but a duty. The necessity of service...
was instilled in them in their home communities where they were taught that giving back is a part of African American culture. “The question is, how do you help those who are not as fortunate as you are?” says Nedra. “You can’t sit in a place where you have something, but you don’t give back.”

True to their beliefs, the Hotchkins have taken every opportunity available to provide support and opportunities for African Americans in the Salt Lake Valley. Their Utah service began at the University of Utah where both were active in the Greek system. During that time, Dr. Hotchkins ran a “Year of the Alpha Beau” program, where members of his fraternity met with young boys from the area to provide mentorship and support. After their graduations in 2013, the Hotchkins built upon their service experiences and graduate training by developing the V(i)llage, a “leadership bridge program designed to develop student leaders, bolster positive academic outcomes, increase school involvement, encourage communal engagement, teach self-advocacy, and elevate cultural pride,” says Dr. Hotchkins. “Although we purposefully focus on self-identifying African, African American, bi- and multiracial middle and high school students, this college pathways program is for inclusive-minded youth of all backgrounds.”

The Hotchkins’ initiatives also include the “Community V(i)llage,” a set of workshops designed to help white parents of adopted minority children understand and prepare for the unique challenges their children will face -- challenges that many white parents will not have experienced or may have difficulty explaining to themselves or their children.

“Emotionally, it’s draining,” says Dr. Hotchkins of the process he and other parents must navigate when dealing with issues of underrepresentation in Utah schools, “because administrators don’t know.” Dr. Hotchkins notes that many administrators and others have not had the opportunity to engage intellectually with an African American thinker. In approaching this problem, the Hotchkins have both their experiences and their graduate-level training to aid them. “Before I started my PhD journey, I wasn’t really awake; I didn’t have critical thinking,” says Dr. Hotchkins. “But now, through the readings I had in class, I know what microaggressions are.” It’s this knowledge that allows the Hotchkins to be a powerful force for service in their communities.

“When we work with our V(i)llage students, we’re teaching black students to be empowered to be leaders so that they can do more,” says Nedra, who was recently awarded the Outstanding Achievement Award for Racial Justice by the YWCA for her work with the V(i)llage. “Empowering a new generation is rewarding, because you can teach that ethnic pride is rewarding, and that you can love who you are in the skin that you’re in and recognize there’s nothing wrong with you. The value of the degree for me is that it lets me serve.” For Nedra, graduate degrees are a platform for greater service. As part of her service, she is employed as a Women’s Educational Specialist for the University of Utah’s Women’s Enrollment Initiative. There, she applies the knowledge acquired from her graduate degree in order to increase female enrollment and success at the University. “We don’t want women to just come,” she says. “If we’re educating women, we’re educating the state of Utah, we’re educating families.” Just as her graduate degree has helped her serve, Nedra knows that other women will have the same opportunities as they graduate, ensuring that the cycle of service continues.

Dr. Hotchkins, who now works as a Higher Education Assistant Professor at Texas Tech University in the Educational Psychology and Leadership department, agrees that graduate knowledge is a foundation and an impetus for positive service. “You have to have a praxis point,” he says. “You can read research, but what are you doing in the real world to help people?” Recalling the successes of the V(i)llage and his other many projects, he reflects, “I teach, I research, I publish; but this right here defines me.” Knowing what he knows, he can’t feel comfortable as long as there is inequity to address. “At the end of the day, we live in a world of inequality,” says Dr. Hotchkins. “We are the people tasked with the job of erasing inequality.”

Graduates of the University of Utah will go on to do many great and important things. But the greatest achievers will use their knowledge to empower others and positively influence the world. For university students deciding the lives they will lead after their graduate experience, Dr. Bryan Hotchkins and Nedra Hotchkins are shining examples of the rewards and benefits of using graduate-level knowledge to build communities and strengthen others. As Nedra says, “Don’t think, I’m getting a degree for money.’ You will pull from the information you’ve learned to make a better world.”

You can follow the Hotchkins’ work via their website: www.thinkpositionality.org
The Graduate School is pleased to welcome Dr. Katharine Ullman of the Oncological Sciences Department as its new Associate Dean. In this letter, Dean Ullman shares with us her thoughts on joining the Graduate School at the University of Utah.

I am so pleased to join the team at the University of Utah Graduate School as the Associate Dean. It turns out that this is a position to which I always aspired, even though I never knew it! To explain, let me tell you about my background.

From my first day in kindergarten, I have loved school – something about the challenge of learning and the rewards of exploring new areas. I eventually made the leap from a rural high school to Northwestern University, where professors truly inspired me and steered me to discover how much I enjoyed the biological sciences and performing research. I should note that I also enjoyed the range of courses offered by a liberal arts education, from French Literature to Psychology 101. Finding a passion for biology, though, led me very naturally to the pursuit of graduate education as I viewed this as a way to continue doing what interested me most. Although the path wasn’t linear (I went to grad school at Stanford thinking I knew the topic I would research, but ended up focused on another area in an altogether different lab), I continued to thrive on the pursuit of new-found knowledge that laboratory research entails. Also central to this training experience was the comradery with my peers in the
lab and graduate school more generally. To this day, many of my most enduring friendships are from this time. I mention this to impress on graduate students the enviable time they are at in life, when working toward common goals with similar intensity creates bonds and a shared experience that connects people together much like siblings tied by the mutual experience of their upbringing. Choosing a direction after graduate school was a new challenge, but I was motivated to find a research experience that would complement my graduate work, and see where that took me. I was very fortunate to have an excellent research mentor and, although my future path was not always clear to me, step-by-step I pursued an academic career. In 1998 I started as an assistant professor in the Department of Oncological Sciences here at the U.

The University of Utah has been an ideal place to run an academic research laboratory. I have highly accomplished and interactive colleagues, bright students, and fantastic infrastructure/resources. My position is within the Huntsman Cancer Institute (HCI), which provides an inspiring context and research community. Over these years, my research group has pursued different questions with one central goal being to decipher how cells undergo division, rapidly reorganizing their contents and equally rapidly restoring organization. Acquiring new knowledge, again, has been rewarding both intrinsically and because it builds a platform essential to future applications. But what I have found most gratifying is the opportunity to contribute to the training of people who have worked with me over the years, including graduate trainees, postdoctoral fellows, and undergraduates. In ways that I didn't anticipate, having a hand in helping students become independent scientific thinkers is amazing, and is a process that has left me with a new set of colleagues whose progress and accomplishments I follow with great pride.

Through my years as a professor, I have had an affinity for trainee issues and a genuine interest in making sure that we, as faculty, are responsive to trainee needs and are preparing them well for their next steps, whatever those steps may be. Choosing a direction after graduate school was a new challenge, but I was motivated to find a research experience that would complement my graduate work, and see where that took me. I was very fortunate to have an excellent research mentor and, although my future path was not always clear to me, step-by-step I pursued an academic career. In 1998 I started as an assistant professor in the Department of Oncological Sciences here at the U.

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Through my years as a professor, I have had an affinity for trainee issues and a genuine interest in making sure that we, as faculty, are responsive to trainee needs and are preparing them well for their next steps, whatever those steps may be. My own students, whom I have gotten to know well over the years, have opened my eyes to many issues—whether related to being from a minority group or wanting to pursue a non-academic career path. Without making a conscious decision to focus on this, I have been involved in student issues over the years, contributing to departmental efforts informally and recently more formally as the departmental Director of Graduate Studies (go DoGS! – I look forward to working with you!). Another important aspect of my experience here has been as a Cancer Center Program Leader at HCI. This position has required working with faculty in many departments, building community within this group, and strategically aligning initiatives of this group with Cancer Center goals.

Now, it seems like a natural extension to take on the responsibilities of the Associate Dean of the Graduate School. I am thrilled to have the opportunity to work collaboratively across campus to make the graduate student experience as rich and rewarding as possible, and to contribute to the U’s reputation for excellence. Having spent the past 30 years focused on science, it is refreshing to return to the roots of my liberal arts education and to see the U from a new perspective. I truly appreciate the chance to step back and immerse myself in the goals of departmental programs across the campus and to contribute to the supportive role the Graduate School plays in these goals. In my short time to date in this position, I have found the team of people in the Graduate School office to be incredibly dedicated and I am looking forward to seeing what we can accomplish together!

As a final note, I would particularly like to thank Donna McConnell White, the former Associate Dean, who has been extremely gracious and helpful in making this transition go smoothly.

Dean Ullman can be contacted at associate.dean@gradschool.utah.edu
It’s an unfair cliché that research institutions such as the University of Utah consider education as a secondary pursuit, something that maintains the University but is less important than the latest discovery, invention, or academic development. In reality, the University of Utah is proud of its excellent record of hiring and nurturing outstanding lecturers and educators, and many University resources are tailored to help graduate and undergraduate instructors develop their craft, expand their pedagogical reach, and keep informed of the latest educational theories and tools.

One such resource is the Center for Teaching and Learning Excellence (CTLE). Established in 1992, the center takes as its mission “the promotion of excellence in teaching and learning by faculty and teaching assistants.” The Center, which employs a small number of faculty and staff, is set up to provide educational services to teaching faculty and teaching assistants, with the larger goal of raising the collective quality of instruction at the University.

The cornerstone of the University’s success is in its ability to teach students, and as such the Graduate School and Undergraduate Studies at the University of Utah have jointly funded CTLE since its inception, and were joined in their sponsorship by Health Sciences in 2002. Through this funding, CTLE has been able to offer a wide variety of workshops, panels, and forums targeted to the challenges and possibilities of teaching at the university.

One such offering is the Higher Education Teaching Specialist Certificate. “The Higher Education Specialist designation is designed to enhance the instructional abilities of faculty and graduate students who are working, or desire to work, in an institution of higher education,” says Holly Johnson, a Higher Education Instructional Consultant for CTLE. This certification, open to post-doctoral students, university faculty, and graduate student TAs, is an intensive year or more program that teaches different pedagogical theories and methods, and challenges participants to try them in their classrooms. This real-time, research-based experience helps to hone a teacher’s abilities and instincts over time and maximize their effect on students. Graduate students who participate in this program have a compelling set of experiences that will help them as they apply for instructional jobs in higher education, and their designation as a Higher Education Specialist is recorded on their official transcript when they graduate.

For faculty and TAs who may not have the time for a year of pedagogical practice, CTLE provides a wide range of resources available all year to provide instruction and support for teachers. Support topics range from practical matters such as syllabus design and Canvas training, to classroom management aid such as how to create an inclusive classroom environment or direct a productive classroom discussion.

In addition to providing resources, CTLE also offers workshops for instructors most Fridays from 9:30 – 11:30 am in the Faculty Center of the Marriott Library. These helpful workshops, covering topics such as graduate student mentorship, use of student portfolios in the classroom, and making research relevant, are free for instructors and only require registration through the CTLE website. Further, the Center hosts symposia to increase the awareness of pedagogical best practices across campus. This year’s symposium was entitled “Faculty as Designers of Student Success,” and included lectures on teacher development, discussion panels, and a keynote speech from Dr. Peter E. Doolittle of Virginia Tech on the goals of higher education in the 21st century.

For a detailed schedule of upcoming CTLE workshops, or to register for classes, visit ctle.utah.edu.
The Graduate School Diversity Office is excited to welcome Kevin Martinez as the new graduate assistant. Kevin received his bachelor’s degree in Sociology from Westminster College. For the next two years, Kevin will be pursuing an M.Ed in the Education, Culture & Society Department. Since he arrived in Salt Lake City four years ago, he has devoted his time to serving adolescent students of color through research, mentoring programs and developing college access programs that aim to increase student enrollment from locally underrepresented populations. His dream is to return to South Central Los Angeles after earning a PhD and give back to the community that he calls home. When he is not challenging systems of oppression, Kevin enjoys playing soccer, listening to hip-hop/rap, and taking his pup named Snoop on a walk.

Jennifer Ehlers joins the Graduate School after extended experience in the worlds of accounting and education. A native of Tinley Park, Illinois, Jennifer attended Lewis University in Romeoville, Illinois. During her career, she has served in a number of positions, including work as a Financial Specialist for Accenture and as a Special Education Para-Educator for Kirby School District 140.

As Administrative Officer, Jennifer will oversee the Graduate School budget and will assist in the management of the Graduate School Office staff. When asked about what she most looks forward to in her new role, Jennifer replies, “To assist graduate students with the things that go on behind the scenes so they can focus on their education. After raising three wonderful children, I’m so excited to be returning to the work force at the University of Utah. I enjoy the outdoors and since returning to Utah have been making use of this wonderful playground Utah has to offer.”
Since 2002, the Professional Master of Science and Technology (PMST) program’s guiding principle has been to offer a program of study for students who want to develop the science and business skills required for management careers in science- and technology-based industries, government agencies, and non-profit organizations.

Developing talent is a major concern for technology companies along the Wasatch Front as they grow or create businesses with potential for growth. It’s a given that these companies require individuals with strong technical capabilities. Beyond this requirement, however, modern business environments require employees to be effective communicators, to operate in cross-functional teams that understand how their contributions fit within their company’s overall strategy, and to be able to lead projects to completion.

Students who graduate today with a science degree are often asked to contribute to many areas of a business. Leading teams, documenting and presenting project outcomes to management, and participating in marketing are just a few activities that a working scientist has to master. In addition, today more than ever scientists are being called on to participate in business development and strategic planning.

Graduate students in the PMST program, working through their program of study and the capstone internship project, can address these needs. They have the opportunity to increase their technical knowledge in a science track aligned with their discipline, develop the business skills required for effective management and then put all these skills into practice.

Students in the program are able to demonstrate effective communication and presentations, recognize the roles accounting and finance play in functional organizations, illustrate sustainable business models and business practices, explain leadership
actions and influence on organizations, and de-
scribe the role that operations management plays
in the effective and efficient use of an organization’s
resources to meet its goals and objectives.

The science tracks include Biotechnology, Com-
puter Science, Environmental Science and Science
Instrumentation. The range of internship projects
completed by the program’s students is diverse.

Since 2002, 146 students have graduated from
the PMST program. There are 53 students currently
enrolled in the program and the target enrollment
each fall is 30 students. Following our guiding prin-
ciple, we will continue to improve the program and
increase benefits to its students and the community
of businesses that the University of Utah seeks to
serve.

Employers expect technical expertise. In addi-
tion to the core technical skills, successful compa-
nies need people who can work on teams, who can
effectively communicate with their teams, and who
can effectively present their work and recommen-
dations to management.

Dr. Ray Hoobler joined the PMST program as Di-
rector at the beginning of the New Year. He brings 15
years of industry experience to our program having
roles in both science and management.

Dr. Hoobler completed his BS in Chemistry from
Marshall University and his PhD in Chemistry from
Penn State University. Prior to his industry work, his
academic experience included positions as a Post-
doctoral Research Associate at JILA, University of
Colorado, Boulder and as an Assistant Professor of
Chemistry at the University of South Alabama.

To learn more about the PMST program at the
University of Utah, visit
pmst.utah.edu.

PMST students have the opportunity to work with local businesses to create projects that benefit the in-
dustry and help prepare students for future employment. Here are some examples of these projects.

Biotechnology
- Validation of a DNA Methylation Biomarker for
  PITX2 to aid in the Treatment of Individuals
  with Prostate Cancer
- Cystic Fibrosis Screening by High Resolution
  Melt Analysis Using Blood Spots as a Sample
  Source

Computer Science
- Development of Behavior Driven Automated
  Regression Testing Suite
- Comparing Visual Aids Insight into the World of
  Microstructures

Environmental Science
- Carbon Neutrality Scenarios: Dynamic Modeling
  of Greenhouse Gas Reduction Activities at the
  University of Utah
- Updated Modeling Domains and Spatial Sur-
rrogates for Improved Air Pollution Modeling
  through the Utah Division of Air Quality

Science Instrumentation
- White Light Interferometry
- Early Stage Product Development of an Auto-
matic Optical Inspection System for Printed
  Circuit Boards
Each year, the Council of Graduate Schools partners with ProQuest, a publisher of dissertations, to host a nation-wide competition searching for outstanding dissertations from scholars in a wide range of disciplines. The Graduate School participates in this search by nominating two representatives whose outstanding dissertations will represent the University of Utah in the national competition. In addition to their nomination to the CGS/ProQuest competition, local winners of the Outstanding Dissertation Award are given $500 each from the Graduate School.

Forget the Emmys or the Oscars--our 2016 Outstanding Dissertation Award winners demonstrate that the best awards celebrate exceptional academic writing.

Jing Liu
Metallurgical Engineering
“Surface Properties of Kaolinite Particles: Their Interactions and Flotation Considerations”

Melinda Krakow
Communication
“Telling Stories for Cervical Cancer Prevention: the Impact of Narrative Features and Processes on Young Women’s HPV Vaccination Intentions”
Let the Wild Rumpus begin! Join us for Early Literacy Events in the Marriott Library’s Family Reading Room. Every Wednesday from 10-10:30 AM, beginning on September 14, a special story time will be offered to our youngest Utes. This story time is best suited for children aged 3-4, but all are welcome as we build pre-literacy skills through stories and special activities. Each week we’ll focus on a new theme that promotes early literacy development through engaging stories and exciting hands-on activities. In addition to our weekly story times, we will offer a parent engagement night on November 9. This night will feature interactions between parents and children as we explore fun reading activities that easily transfer to the home! We will also provide pizza, so please join us for dinner and fun. The Marriott Library’s Family Reading Room is on the 3rd floor of the library and is conveniently located next to the Juvenile Collection.

Graduate Resources at the Marriott Library

Subject Experts. Did you know you can meet with a librarian who specializes in your discipline? Make an appointment to meet with a subject librarian.

Research Materials. You can use the Suggest a Purchase form to let us know what materials we should have so you can do your teaching and research.

Teaching Aids. Librarians can work with you to develop assignments and can give in-class presentations and online support. Contact an Education Services Librarian for more info.

Dissertation Boot Camps. Dissertation Boot Camps provide support for dissertations - and free breakfast!

Formatting Dissertations. Library workshops provide instruction on dissertation format and publication.

Access to Worldwide Resources. Interlibrary Loan can get a copy of almost anything, from obscure books to esoteric journal articles.

Online Help. Chat with a librarian whenever the library is open to get research help via the Internet.

Software Applications. We offer free access to hundreds of software packages, both in the library and virtually.

Graduate Student Reading Room. Available to all students, the Graduate Student Reading room is a quiet place to study. Arrange for access at the Level 1 Security Desk.

Graduate Writing Center. Inside the Graduate Student Reading Room, there is a Graduate Writing Center that provides writing advice and instruction.

Children’s Literacy Events

Let the Wild Rumpus begin! Join us for Early Literacy Events in the Marriott Library’s Family Reading Room. Every Wednesday from 10-10:30 AM, beginning on September 14, a special story time will be offered to our youngest Utes. This story time is best suited for children aged 3-4, but all are welcome as we build pre-literacy skills through stories and special activities. Each week we’ll focus on a new theme that promotes early literacy development through engaging stories and exciting hands-on activities. In addition to our weekly story times, we will offer a parent engagement night on November 9. This night will feature interactions between parents and children as we explore fun reading activities that easily transfer to the home! We will also provide pizza, so please join us for dinner and fun. The Marriott Library’s Family Reading Room is on the 3rd floor of the library and is conveniently located next to the Juvenile Collection.
The mission and role of the GSAC is to serve as the liaison between the faculty and students of any given department. We are the department-level manifestation of our student government. Our primary mandate is that of the first step of the RPT (Retention, Promotion, and Tenure) process for faculty. We interview the faculty and their graduate students and create a document of recommendation, positive or negative, that is then passed onto the faculty for the next step. Of course, we take this process extremely seriously.

In addition to RPT, we serve as a group that any member of the graduate student body can come to with problems or for advice in navigating graduate school. Ideally, the faculty can approach us from the other side as well with recommendations. We piloted a mentoring program last year where we would pair a graduate student who was far along in the process with incoming graduate students to help bridge that gap and help them understand how the department works from the graduate student’s perspective. We routinely hold “town hall” meetings where we invite the entire student body to come and air grievances or ask questions without faculty present to foster a better environment. We also hold a bi-monthly Graduate Research Seminar where students are invited to give short talks on their research in a less formal environment than a conference or colloquium so that they can build communication skills. We have recently expanded this jointly with the GSACs from the Departments of Mathematics, Chemistry, and Biology where a student from each department talks about their work to foster interdisciplinary camaraderie. Finally, we host a variety of social events, such as a board game night, to bring students together in informal ways and build a sense of community.

Our GSAC is working hard to build a strong sense of community within our department, encouraging students to get to know each other and not just disappear into labs for five years. Another way in which we enrich the University is our involvement in the admissions process. We have become involved in the planning of prospective student visitation by planning social events, giving lab and campus tours, and giving the prospective students a way to really get to know our campus and department from a graduate student perspective. In that regard, we have been very successful; a very large percentage of prospective students that we have spoken to have decided to come to our campus.

I enjoy serving on the GSAC because it really gives me a sense of accomplishment to help students when they have issues and I feel like I truly have a voice in
the department. The process of RPT is an extremely important responsibility and one that lets me get to know professors and their labs on a much deeper level than otherwise possible. It’s also of great benefit socially to have a lot of visibility in the department and get to know all the other graduate students. Our department, as I assume others are, is quite fragmented and the different groups (condensed matter, astronomy, and biophysics) are really separated, with offices in different buildings and their own seminars. Serving on GSAC really allows you to survey the entire department and get to people that you otherwise would never interface with.

How does the GSAC help prepare students for life after graduate school?

I feel that it gives a good deal of leadership experience for students that can be used in life after grad school. It gives a good sense of the responsibilities of someone in a sort of middle management position that has to bring two groups of people together. It’s particularly useful if one stays in academia as it gives a good view of how the system works and how the sausage gets made, so to speak. 

GSACs of the University of Utah

- **Bioengineering**
  gsac.bioen.utah.edu
- **Chemical Engineering**
  www.che.utah.edu/graduate/graduate_sac
- **English**
  english.utah.edu/graduate/GSAC.php
- **Linguistics**
  linguistics.utah.edu/graduate/GSAC.php
- **Mathematics**
  www.math.utah.edu/gsac
- **Mechanical Engineering**
  mech.utah.edu/academics/student-societies/gsac
- **Physics and Astronomy**
  www.physics.utah.edu/gsac
- **Political Science**
  poli-sci.utah.edu/graduate/gsac.php

Physics and Astronomy students enjoy a GSAC event
Department Spotlight

Interview with Corrinne Lewis
Academic Program Manager
Entertainment Arts & Engineering Program

The EAE program is relatively new at the University. Why was it formed, and what purpose does it serve?

The game design and development market is growing fast in the United States, and particularly in Utah, where we have seen a jump in digital arts employment and revenue. Software developers, digital artists, and competent project managers are in high demand. The Entertainment Arts & Engineering (EAE) program was designed in close collaboration with our (industry partners and offers students a one-of-a-kind advanced degree in game development with four tracks to choose from: Game Arts, Game Technical Art, Game Engineering, and Game Production.

EAE began in 2007, when we created an undergraduate emphasis in both the School of Computing and Department of Film and Media Arts. These interdisciplinary undergraduate emphases allow students to study and explore video games, computer animation, and other areas where computers and production art interact. After several years of success at the undergrad level, we created a pilot Entertainment Arts & Engineering master’s program and the first class was admitted for Fall 2010. The master’s degree in Entertainment Arts & Engineering was approved in March of 2013.

What are some typical things that graduate students work on while in this program?

The EAE master’s program was designed as a pure cohort model, and in conjunction with design courses and their own track classes (game arts, technical art, engineering, and production), students work together in teams in a four-semester project class where the final product is a published video game. Our process of mentoring students through all of the pitfalls and complications inherent in that process is definitely one of the key ingredients to our success.

Why do you think your program has been so successful?

Our program is successful because our students learn and practice not only their own sets of skills, but they also learn how to respect people who do something different than they do. Videogames are the perfect vehicle for teaching those softer skills (teamwork, communication, problem solving, etc.) because of their interdisciplinary nature. Artists, engineers, and producers have to work together, and this sparks interesting intersections between disciplines. Our students are challenged to be more creative, more flexible, and more adaptable, and these skills give them an advantage in a competitive labor market.

In what ways do you see the EAE program fulfilling the University’s goal of “ensuring long-term viability”?

The EAE program is very committed to all of the items in President Pershing’s call for long-term viabil-
ity of the University of Utah, and we are enthusiastic partners whenever we can impact the long-term goals of the U. For example, we have just embarked on a 2-million-dollar renovation of the top floor of the old law library. This project will bring EAE students together from across campus (currently, we occupy three separate locations), and will promote efficiencies in all aspects of our day-to-day running of the program.

What are the unique advantages and challenges for graduate students in EAE?

As mentioned before, learning and practicing soft skills are a distinct advantage in the working world. However, EAE students tend to suffer a bit from the stigma around videogames in general. Many people still think videogames are designed only for young males, and are mainly violent. This couldn't be further from the truth.

Interested in Entertainment Arts & Engineering, or curious about student projects?
Visit eae.utah.edu to learn more.

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**VIDEO GAME FACTS**

- 63% of U.S. households have at least 1 person who plays 3 or more hours of video games a week
- Only 11% of video games receive a Mature rating for violence or sexual elements
- Women age 18 or older represent a significantly greater portion of the game-playing population than boys aged 18 or younger
- Consumers spent $16.5 billion on video game content in 2015

You've done the work researching, writing, and defending your dissertation. You're ready for graduation, right? Not quite yet--there are several steps that all PhD candidates must take before they can publish their dissertation on ProQuest. Publication of the dissertation is an essential step in achieving a PhD, so these steps cannot be skipped. This document will walk you through the process of publishing your dissertation through the Thesis Office.

Before the Defense
You will save time and effort if you begin to think about ProQuest compliance before you defend. While preparing your dissertation for its final reading by your committee, check the Thesis Handbook to see if your formatting is compliant. You should also submit an early draft of your dissertation to the Thesis Office for a preliminary review.

Thesis Handbook documents.gradschool.utah.edu/thesis-handbook
To qualify for ProQuest publication, your dissertation must also adhere to an academically recognized reference style. The most popular of these styles are MLA, APA, IEEE, ACM, AIP, Turabian, Chicago, and ACS. Check with your committee chair or department advisor to determine the appropriate style guide.

Style Guides gradschool.utah.edu/thesis/department-approved-style-guides-2

After the Defense
Print out your entire dissertation on single-sided paper. The dissertation should be as close to its finished form as possible. Do not make changes to reduce the number of pages printed, as this change will have to be corrected in the Manuscript Review.

After your defense, you should have two approval forms that have been signed by your committee members and department chair: the Supervisory Committee Approval Form and the Final Reading Approval Form. If you do not have these forms, check with your department advisor. You cannot publish on ProQuest or graduate without these forms. You can find these forms on the Thesis Office website.

If you have previously published material in your dissertation, you will have to get approval from the publisher and any co-authors before you can re-publish the material in your dissertation. Fill out the Copyright Permission Form and Multiple Author Release Form to clear copyright permissions.

Printable Forms gradschool.utah.edu/thesis/forms
Bring the clean copy of the dissertation, approval forms, and copyright forms (if needed) to the Thesis Office. Dissertations can also be mailed via snail mail or FedEx to the Thesis Office's street address, care of the Thesis Editor.

Campus Address
302 Park Building
Snail Mail Address
c/o Kelly Harward
201 S President's Circle
Room 302
Salt Lake City, UT 84112

Note: In order for the Thesis Office to process the large numbers of dissertations submitted each quarter, deadlines are set early each quarter for dissertation submission. Dissertations submitted on or before deadlines will receive a review before the deadline for graduation; dissertations that are submitted late are not guaranteed to be reviewed in time for that semester's graduation.

Deadline Calendar gradschool.utah.edu/thesis
During the Manuscript Review
Follow your dissertation’s progress in the Manuscript Review using the Graduate School’s dissertation tracking tool.

Manuscript Tracking Tool
gradschool.utah.edu/thesis/thesis-manuscript-tracking

After the Manuscript Review
The Thesis Office will contact you via phone or email to let you know your manuscript is available for pickup. Pick up the reviewed manuscript at the Graduate School office, 302 Park Building.

Note: In accordance with FERPA rules, if someone other than you is picking up your dissertation, that person must be specifically authorized by you. You can authorize that person by filling out the FERPA authorization form. The FERPA Authorization form is available at the Thesis Office.

Once you have received your revised manuscript, it is your responsibility to correct errors in your dissertation as quickly and completely as possible. Remember, if you meet the Formatting Deadline but not the Publication Deadline, you will not graduate at the end of the semester.

The Second Review
Once you have finished your edits, print out a clean copy of your manuscript and bring it along with the original, marked copy of your manuscript to the Thesis Office. The Thesis Office will review this copy to make sure the formatting changes have been made, and make proofing corrections if time permits.

Note: If errors persist, the Thesis Office will continue to edit these errors until the dissertation is publication-ready. If errors do not get resolved in a timely manner, it may keep you from qualifying for graduation during the semester you submitted, even if your first submission was submitted before the deadline.

After the Reviews
Once the Thesis Office has signed off on your dissertation, it’s time to upload your manuscript to ProQuest. Visit the ProQuest website and set up an account.

ProQuest

Once the manuscript is uploaded, the Thesis Office often performs a final edit to manuscripts before finalization of the publication on ProQuest. These changes are generally minor.

Before and during the review process, you will want to keep track of your online file in the University’s CIS website. Visit your Graduate Student Summary and online transcript and look for outstanding grades. Make sure to check your official standing early and often, and discuss any discrepancies with your department advisor and/or the Graduate Records Office.

CIS Website
cis.utah.edu

As you can see, publishing a dissertation can be an intensive process. If you prepare early, though, you can be confident knowing that your academic work will be shared with the world upon your graduation.
One of the greatest opportunities available to graduate students is the possibility of a teaching assistantship. Teaching assistants provide essential training to undergraduate students, reduce the teaching strain on department faculty, and provide departments with a wide variety of perspectives and expertise. For the graduate student, a teaching assistantship provides invaluable teaching experience, helps offset some of the costs of graduate school, and gives graduate students a unique insight into the role of teaching in an academic career.

If a graduate student has never taught before, beginning a teaching assistantship can be a daunting task. No matter your background or subject-matter knowledge, standing in front of 20 – 100 expectant undergraduates can be nerve-wracking. In their first semester teaching, a teaching assistant may have to combat stage fright, learn how to explain complicated information to beginning learners, deal with confused or angry students, balance teaching demands with their own research, and practice grading for the first time—all while adhering to the instructional standards and demands of their mentor professor. It is a difficult navigation, and the fact that so many teaching assistants at the University of Utah succeed is a tribute to the quality of our graduate students and the exemplary support they receive.

For international students, however, a teaching assistantship brings with it additional challenges and concerns. Many international students have to balance all the demands that domestic students experience as teaching assistants while simultaneously adapting to American education models and expectations. In addition, many international students do not speak English as a native language, and they may worry about their ability to communicate with their students. Even something as simple as a personal introduction can be a challenging experience for an instructor who may fear her cultural assumptions, accent, or method of communication may alienate her students or make instruction difficult.

Fortunately, University administrators recognized the unique challenges of International Teaching Assistants and implemented a program to give them the best chance of entering into their first day of teaching with confidence in their abilities. The International Teaching Assistant Program (ITAP), established as a workshop in the early 90s and then promoted to a full program in 1998, is specifically designed to anticipate International Teaching Assistant needs, prepare them for the classroom, and provide them with support during their TA experience.

Each year before classes, the International Teaching Assistants meet in a two-day seminar that helps to acclimatize them to the University of Utah and prepare them to teach. In this seminar, ITAs are provided with valuable information about classroom etiquette and expectations, given detailed information about teaching resources on campus, and provided the opportunity to be filmed while standing in front of a classroom. Following the seminar, international TAs meet with specially trained ITA Program staff to learn how to increase their communication and presentation skills. In addition to this feedback, the ITA program runs classes and workshops for international TAs throughout the semester to shore up good practices and help resolve common problems international TAs face.

“If I can use one word to describe it, it would be ‘helpful,’” says Vu Hoang Nguyen, a graduate student in Chemistry who participated in the ITA Program during the 2015-2016 academic year. “Before I came here, I was confident about my speaking, but when I came to the US, I was like, ‘Is everyone speaking English?’ They were speaking so fast, and I was kind of lost for a couple of months.”

Although he already had teaching experience and extensive English training in his native country of Vietnam, Nguyen found that communicating with American students could be a challenge. Americans have a different speaking pattern and organizational style than what he had learned, and he found he had to adapt to his students’ expectations and conversational styles without letting go of the expertise in subject matter that initially brought him to Utah. He studied extensively with ITA staff, practicing American pronunciation and learning about presentation skills...
and American academic culture, learning in the process how to present information so that students could understand him easily.

“I think it’s good, not just for a TA, but for your future career,” he says of this training. “More knowledge about American students and classes, and American people—these skills help with a TA-ship, but are still applicable even if I’m not in a class anymore.”

Nguyen’s experiences echo the experiences of many of his fellow international TAs. “What we hope they leave the program with is a better understanding of what they’re in for,” says Diane Cotsonas, director of the ITA Program. “They leave with a better understanding of the assumptions and expectations of their future students, and a better understanding of the intercultural communication that is so important to their success as graduate students and TAs.”

For his part, Nguyen has these words of advice for students entering into the ITA Program: “Take advantage of the chance you are given, because I think the ITAP is valuable. Consult the instructors whenever you may have a problem or for whatever kinds of problems you may have as a TA. Use the things in your daily life. This will make you more confident in your research as well as daily conversations.”

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**ITA Training by the Numbers**

- Exemptions from ITA Training: 21
- Registered for Training: 126
- Given English Evaluation: 116
- Students Fully Cleared for TA Assignments: 63
- Students Conditionally Cleared for TA Assignments: 126
- Students Given English Evaluation: 116
- Spoken English Students Fall 2016: 23
- ITA Skill Seminar Fall 2016: 31 students
If you have even considered graduate studies at any level, it is likely that at one point you have wondered about applying for a scholarship or fellowship. Whether awarded by the University or given by an outside institution, scholarships and fellowships go a long way to funding the essential academic research that can jumpstart your career.

Receiving a scholarship or fellowship provides a variety of positive outcomes for graduate students. “Obviously, they help you complete your education without incurring debt,” says Jolyn Schleiffarth, Fellowships and Benefits Coordinator for the Graduate School. “Beyond that, they help open up a network of people with whom you can collaborate, lead to other opportunities, look good on your resume, and can help you qualify for other opportunities down the road. There’s no downside.”

Because there is so much at stake, applying for a fellowship or scholarship can be imposing. Following are some Dos and Don’ts to help guide you through the application process.

**Do: Build relationships with faculty.**

Having a healthy relationship with faculty members will greatly help you in the application process. For one thing, faculty members will be the ones writing your letters of recommendation, and the more they know you and your work, the better they can use that knowledge to increase the value of their letter of recommendation. Faculty members can also help you make contacts that you might not otherwise have access to. For example, in the Fulbright Scholarship, students need an affiliate to sponsor their research abroad. Having a variety of faculty contacts greatly helps students locate an affiliate that will be closely aligned to their interests.

**Don’t: Expect faculty members to do all the work.**

Faculty members need to be prepared to write your letters of recommendation, and they need adequate time to write a good letter. Talk to your recommenders early on in the process and find out an appropriate timeframe. Be sure to give everyone writing you a recommendation letter clear information about the nature of the fellowship or scholarship you are applying for, and the specifics of your proposal. It may also be appropriate to provide a written description of yourself and the context the faculty knows you in, to help your letter stay distinct from the other letters of recommendation the faculty member may be writing.

**Do: Start early.**

Learn about fellowship and scholarship opportunities early on. Many of the most rewarding fellowships/scholarships, such as the NSF Graduate Research Fellowship, are limited to a student’s final year of undergraduate studies or her first two years of graduate school. Starting early also allows you to polish your proposals. A proposal for a fellowship or scholarship shouldn’t be begun and completed in a weekend: to be competitive, you should develop and revise your materials over several months, getting input from everyone you can as you work on it. The more you review and revise, the better your chances, and that takes time.
Don’t: Wait till the last minute.

“I have students that contact me in the Fall asking me if there’s a scholarship or fellowship available that semester,” says Schleiffarth. “There will never be something like that. You always have to apply in advance to receive the fellowship, so plan ahead and don’t miss the deadline.” Fellowships and scholarships aren’t quick fixes when you’re short of money; they’re rewards for hard work and discipline. Show you deserve the reward by planning carefully and budgeting the time needed to create a good proposal. As you plan, be aware that the more you apply for fellowships, the greater your chances. Each fellowship and scholarship is an opportunity, so make it a goal to apply whenever you qualify for a fellowship or scholarship.

Do: Work hard on your personal statement.

As a graduate student, you should develop a basic personal statement early on. That basic statement can then be tailored to be used in many different ways throughout your career. Writing a personal statement is difficult work, and you should approach it as you would any major academic writing, giving it the proper planning, drafting, and revision stages it needs to be exceptional. Throughout your time as a graduate student, you should make use of your advisors and the many writing resources on campus to develop and polish your personal statement. In many instances, your personal statement alone can open up opportunities that would otherwise be closed to you. Make sure that it really shines.

Don’t: Make common mistakes in your personal statement.

Many personal statements are too general, which makes them forgettable. You may be diligent and resourceful and passionate about your subject, but it’s likely that everyone else who is applying also has those traits. Show your attributes by relating a simple story or providing some specific detail that demonstrates how you are unique. Be careful, though—remember that the personal statement is a serious document. Don’t try to be so personable that you sound frivolous. “The personal statement should be a story and be illustrative,” says Schleiffarth, “but ultimately it needs to demonstrate a correlation between where you are, where you want to be, and how the opportunity will help you get there.”

Web Resources for Popular Fellowships

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<tr>
<th>NSF - GRFP</th>
<th>nsf-grfp.utah.edu</th>
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<td>The Graduate Research Fellowship from the National Science Foundation provides students with funds and tuition benefits.</td>
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<th>Graduate School Fellowships</th>
<th>gradschool.utah.edu/tbp/graduate-fellowship-opportunities</th>
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<td>The Graduate School offers several different fellowship and scholarship opportunities, including University Teaching Assistantships, the Steffenson-Cannon Scholarship, and the Garr-Cutler Energy Award.</td>
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Fall CTLE Workshops

Excellence in General Education Teaching Awards
Wednesday, September 7, 11:30 am - 1:00 pm, Faculty Center, Marriott Library

Writing an Effective NSF-GRFP Proposal
Friday, September 9, 4:30 - 6:00 pm, Faculty Center, Marriott Library

Using Canvas as a Pedagogical Tool to Improve Your Teaching
Friday, September 23, 9:30 - 11:30 am, Faculty Center, Marriott Library

Integrated Learning with Student Portfolios
Friday, October 21, 9:30 - 11:30 am, Faculty Center, Marriott Library

Making Research Relevant and Understandable
Friday, October 28, 9:30 - 11:30 am, Faculty Center, Marriott Library

Best Practices for Mentoring Grad Students & Postdoctoral Fellows
Friday, November 4, 9:30 - 11:30 am, Faculty Center, Marriott Library

Engaging Students in Classroom Discussion
Friday, November 11, 9:30 - 11:30 am, Faculty Center Marriott Library

Fall Deadlines & Calendar Items

October 21, 2016
- Last day to turn in manuscripts 200 pages and over to the Thesis Office for Fall Semester graduation

October 28, 2016
- Last day to turn in manuscripts smaller than 200 pages to the Thesis Office for Fall Semester Graduation

Late October

November 1, 2016
- 3MT Competition.
  http://gradschool.utah.edu/3MT/

November 21, 2016
- Deadline for Thomas G. Stockham Medal for Conspicuously Effective Teaching.
  http://bit.ly/2bHaCS8
- Deadline for Garr Cutler Energy Prize.
  http://bit.ly/1ojCGqT

December 5, 2016
- Last day approved manuscripts will be accepted to begin the thesis release process

January 31, 2017
- Deadline for applications for Boren Graduate Fellowships.
  https://www.borenawards.org