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Summer is often a time of fun and relaxation, but it’s the busiest time of the year for The Graduate School. The Thesis Office has its largest number of dissertations to process during the summer; in Summer 2014 the office assisted in the formatting and publication of nearly 200 master’s and PhD theses. Preparation for the International Teaching Assistant (ITA) Workshop begins in the summer, as well as preparation for Fall fellowship programs such as the Fulbright and National Science Foundation Graduate Research Fellowship Program (NSF-GRFP). The Graduate School’s Diversity Office runs the five-week Graduate Preparation Institute (GPI) in the summer; this program increases access to graduate education for historically underrepresented undergraduate STEM students. We have also begun planning a special event associated with the upcoming 40th anniversary of the Marriner S. Eccles Scholarship.

During the past academic year, graduate and professional education at the University has continued to grow. In May 2015, the University awarded 3,192 graduate and professional degrees, a new University record. A record 6 University of Utah students were awarded Fulbright scholarships last year, allowing them the opportunity to spend a year studying and working as guests of a foreign country. A record 18 University of Utah students/former students were awarded prestigious NSF-GRFP fellowships to attend graduate school at the U, a factor of 3 higher than the previous year. The University also received $2.4M/year in ongoing state support targeted specifically to improve and grow graduate and professional education at the University of Utah.

The Graduate School has continued to work as an advocate for graduate and professional education at the University of Utah, with specific programs targeted to improving the success of students at every stage of their graduate and professional careers. GradNews highlights many of the accomplishments and success of the past year, including the recent Steffensen Cannon 25th Anniversary Celebration. GradNews also provides a handy reference for important upcoming dates for graduation, submission of manuscripts to the Thesis Office, ITA training, and fellowship and postdoctoral opportunities. We hope you will find the content useful. Please remember to visit The Graduate School web page (gradschool.utah.edu) for more information, and Like us on Facebook, where you will find up-to-date notifications on a wide range of topics such as upcoming events, opportunities, awards and fellowships, and information regarding the Thesis Office and graduation.

Enjoy the summer!

Dave Kieda
Dean of The Graduate School
Professor of Physics and Astronomy
Life Experience Adds Value to Graduate Studies

By Donna White, Associate Dean
The Graduate School

Many universities are starting to adopt portfolio admissions criteria as a more diverse, multifaceted way of assessing student potential for success in both undergraduate and graduate programs. As we continue to learn more about the learning process and academic performance, we know they are more complex and include more dimensions than test scores alone. Also, with the increased demand for and proliferation of interdisciplinary programs on campuses across the nation, we may be moving toward using more multidimensional admissions criteria when we make our acceptance decisions. What, if anything, does life experience add to the value of academic education?

In this edition of GradNews, we feature numerous examples of graduate student success. Featured are students who have followed traditional paths straight from undergraduate school to graduate programs, as well as students who have taken alternative routes. Not only are these students successful in their disciplines but they also bring unique backgrounds and experiences to their programs, thereby adding to the rich tapestry of the graduate experience for fellow students, faculty, and to campus life in general.

Graduate students who have had “real world” life experience outside of academe prior to entering graduate programs often have a better sense of what they are passionate about and which career path they want to pursue. In addition, life experience can build character, contribute to maturation, and can provide valuable perspectives on people, places, and life in general.

Dr. Temple Grandin’s journey to higher education is compelling (http://www.grandin.com/temple.html). Because of her autism, she was a student who didn’t meet college entrance standards. It wasn’t until she took her portfolio of animal facilities drawings to a professor willing to review them that there was a realization that this woman was a genius and that her perceptions and perspectives on animal welfare could lead to monumental contributions in the field. Dr. Grandin has gone on to be recognized as an expert and global leader in animal behavior and facilities design. She holds a PhD in Animal Science from the University of Illinois and is a professor at Colorado State University. I had the distinct pleasure of hearing Dr. Grandin speak, and she urged university admissions leaders to review and consider nontraditional students. Her TED Talk, “The World Needs All Kinds of Minds,” relates to this topic (http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds?language=en).

As chair of the Graduate Admissions Committee, I help review cases involving students who don’t meet traditional entrance standards but, because of other compelling aspects of their applications, departments are advocating to accept them. The Admissions Committee considers life experience as one of the metrics by which to assess these students. We ask what the students have done after completing their undergraduate degrees. Not unsurprisingly, we find that the typical profile of these students is that they struggled in their undergraduate work for all kinds of reasons ranging from being immature and partying too much, to having to be caregivers for parents or siblings, to having to work full time while trying to complete degrees, in addition to other challenging life circumstances. After graduating, these students have typically been in the workforce, the military, or in service of some kind, and now, often 10 or more years later, they are fully committed and passionate about pursuing graduate degrees in disciplines they have had some experience with. That experience has sometimes been in the private sector or sometimes in academic settings (such as taking nonmatriculated graduate courses). In these cases, the Admissions Committee typically sees bachelor’s degree GPAs in the range of 2.5, but often sees nonmatriculated graduate course GPAs of 4.0 for more recent
courses taken in the student’s prime area of interest. For students who have been working in the private sector, letters of recommendation from employers are often glowing and supportive. For the Committee, these indicators, along with the fulfillment of other criteria we review, are evidence that life experience can contribute to the likelihood of success as students who have experienced challenges in their past now seek to enter graduate programs.

The three short features that follow highlight the interesting and diverse life experiences and journeys of three graduate students and their success at the University of Utah.

First, Molly Heller (Modern Dance), who is this year’s recipient of the Thomas Stockham Medal for Conspicuously Effective Teaching, talks about how her unique life experiences helped prepare her for the pursuit of her MFA degree. Molly traveled throughout Europe and lived in New York City following completion of her bachelor’s degree.

Next, Bonnie Baty, Program Director in Genetic Counseling, discusses multicultural perspectives as an important area of students’ education. One of Bonnie’s students, Ivana Grbelja, shares her compelling story with us.

Then, Tracy Rees, one of our thesis editors and co-director of the 3MT Competition, interviews Tsend-Ayush Tserendagva, a graduate of the Department of Metallurgical Engineering, about his home country of Mongolia and his experiences as a student in Utah.

These features are just a few examples of the wealth of life experience and success that contribute to the overall graduate student experience at the University of Utah.

Thank you all for sharing your stories and perspectives!

MOLLY HELLER  
MODERN DANCE

Following my undergraduate education I spent a summer living, dancing and traveling throughout Europe in the hopes of eventually moving there. I was attracted to the idea of leaving the familiarity of the West and challenging myself with new cultures, geographies and ways of making/perceiving art. I spent most of my time in search of a place that offered a balance between the stimulation of city life and the natural world, but in the end I decided that for me this place did not exist. I returned to Salt Lake City and spent the next year making a lot of dance work, teaching Pilates, and guest teaching dance throughout Salt Lake City and Boise, ID.

As I finished producing a show at Sugar Space Studio for the Arts here in SLC, I was offered a performance opportunity in New York City, along with free accommodations for a summer. With some hesitation, but mostly excitement, my husband and I came up with a plan for sustaining a balanced (or somewhat balanced) life in NYC once my first summer there had ended. We decided to have our home base outside of the city itself. New Paltz, a small college town 90 miles north of NYC, housed us as I commuted to the city, living half of the week in the mountains and half of the week in the metropolis. Splitting my life was difficult on many levels, but it challenged me in the best of ways. I helped to support our family (and our two homes) by teaching Pilates and technique classes in the city and I was on faculty at SUNY New Paltz, where I taught Jazz with a history emphasis. I took class myself frequently and ushered as many shows as I could fit in to my weekly visits – I was busy seeing, experiencing and researching dance.

I am a creator at heart and I know myself best when I am making dances. Alongside performing, I began to make solos on myself, showing work wherever and whenever possible. I was fortunate
to have my work presented in venues such as Movement Research at the Judson Church, Danspace Project at St. Marks Church, Greenspace, and the DUMBO Dance Festival. I placed myself in situations that demanded a lot from me – mentally, physically and creatively. I was never still and learned to embrace the challenges of feeling lost, fearful and overwhelmed. I became self-accountable, learning to be my best teacher and mentor. I was driven, and my passion for dance sustained my focused intent. I also gathered wisdom and energy from the mountains outside of New Paltz. My hikes would re-set my system, calming my body and centering my mind.

My life experiences following my undergraduate education certainly helped to prepare me for the rigor and demands I would encounter in graduate school. I was ready to dive in headfirst, to question my beliefs and to simultaneously deepen my core values. I came in with a certain level of confidence and professionalism. Since I also own and operate a business with my husband, I have learned that time is precious but also flexible. I also have learned to let go of unnecessary, self-imposed expectations and duties, and to focus on the Now. When I do this, I find the space I need to be productive and energetically and emotionally lighter. Needless to say, it is not easy earning an academic MFA while in real life overseeing what would be the equivalent of an MBA. My business experience has taught me much, but when it comes to creating dance or my other artistic pursuits, I can now view challenges with a new entrepreneurial spirit. Neither roadblocks nor obstacles faze me like they once did – I now find myself freely inventing solutions to the problems the artistic process can present – financially or otherwise. For this I am grateful.
As a program director of a graduate program in genetic counseling, which is both a medical and a counseling profession, I have given considerable thought to multicultural perspectives and how to engage students around this important area of their education. In the last few decades, the pendulum has swung from teaching about various cultures (outside view) to viewing everyone as located in a matrix of their own groups, yet with an individual place within that matrix (inside-outside view). It is also helpful to find strategies to build bridges rather than create or perpetuate barriers. This is aided by an examination of one’s own cultural identities and thoughtful consideration of how the cultures of one’s clients impact their healthcare.

One of the major influences in my thinking has come from talking with students. Many of today’s students have more multicultural experience than previous generations of students, and their understanding of diversity goes well beyond traditional formulations based on obvious groups. They point out that their learning is enriched by peers with differences such as life experience (e.g., married vs single; children, no children; emigration from another country or parents who emigrated; small town upbringing with homogeneous population; socioeconomic factors), political views or political systems, and life events (e.g., experience of personal or cultural loss or upheaval), as well as more traditional categories such as race, skin color, religion, age, gender, and sexual identity.

One of the students in our program, Ivana Grbelja, has written about her views as a traditional student in age, preparatory qualifications, and educational sequence, but also as a student who brings a unique combination of life experiences to her graduate experience.

I was born in Sarajevo, Bosnia and Herzegovina, and seven days after, war broke out in my country. By November 1994, my parents and I would immigrate to Canada as refugees. Because I was so young when we immigrated to Canada it is often assumed that I do not remember anything about my home country, but my family made sure that my roots were remembered. I still speak Croatian to my parents and I have spent countless summers visiting family overseas. Often I have found myself caught in the middle between my native culture and my adopted country. Furthermore, even in my own native culture I am caught in the middle. My father is Croatian and my mother is Serbian; these are two nationalities that have gone to war over their differences. Growing up I was constantly confused and often did not know how to answer the simple question: what is your nationality?

It was only recently that I began to realize the value in my cultural background. In genetic counseling it is important to consider a client’s cultural background and how that influences a person’s decision-making process. For example, I can share with my classmates what it means to grow up in a household where the child and parents speak different languages. I speak Croatian well and my parents speak English well, but there are still times when there is a language barrier. I can share a viewpoint with my classmates that cannot be found in a textbook. Since starting graduate school, for the first time in my life I have begun to share what it means to be a refugee, what it means to me to have a different societal upbringing than my parents, and what it means to be a walking cultural mosaic.
Talk a little about what you thought about Utah before coming here and about your current impressions of the state.

Before coming to Utah I mostly associated the state with Mormons, a salty lake and lots of empty space. But after several years of studying and living in Utah, I think a lot differently. Just as Khovsgol Lake, Mongolia surprised me with its colorful and varied landscapes, Utah, too, is a colorful and varied geographical space. I think that Utah is beautiful in its own way and I love it. I love the sunrises that paint the sky not only orange and pink, but also shades of blue and purple all against the beautiful rock formations of Utah’s mountains. I love the red soil of the desert and how it contrasts with the big blue sky. Yes, Utah is full of beauty—and I have not even seen half of it yet! But what I have seen leads me to believe that Utah is one of America’s most beautiful states.

You said that you were the first person from your region in Mongolia to pursue a higher education in the mining sciences. Tell us a little bit about why you chose to pursue a degree in the US.

Many Mongolian people are pursuing their higher education in the United States. Several people have successfully accomplished their PhD in different disciplines such as economics, sociology, medical science, information technology and engineering. But, to my knowledge, I am the first Mongolian person to complete my PhD in metallurgical engineering in the United States.

I was so excited when I was accepted to the University of Utah. It seemed like everything was so bright it burnt my eyes when I looked into my future. The USA remains the top graduate destination in the world. The first major attraction is the wide range of institutions, which offer lots of choice and flexibility. In addition, the quality of education in these US institutions is also a great pull. It is always on the top, no matter what ranking system you use.
Recently many natural resources have been discovered in Mongolia. What do you think the future holds for Mongolia? How will people’s lives change given these newly found resources?

Mongolia currently ranks among the top 10 mineral resource-rich nations in the world. There are over 8,000 individual mineral deposits in Mongolia, containing over 440 different minerals such as gold, copper, coal, fluorspar, silver, and uranium. The country’s mineral deposits remained of relatively limited global interest until the past decade when trends in global economic growth shifted towards Asia. As major mining companies began to take notice of such excellent deposits as the Oyu Tolgoi (Cu-Au), Tsagaan Suvarga (Cu-Mo), Erdenet (Cu-Mo) and the Tavan Tolgoi (coal) deposit, Mongolia expanded its domestic exploration and development projects through joint ventures with international mining companies.

I am confident that both the government of Mongolia and international investors will make the country’s economy an extraordinary success story. In turn, the success of these massive mining projects will be a beacon that continues to declare Mongolia an attractive investment destination. Mongolia has a bright future and its people a prosperous one. Mongolia is perfectly situated, in terms of its people, resources and geography, to meet global demand and elevate itself to be a leader on the world stage in 10 years. In the future I hope to look at these big projects such as Oyu Tolgoi, Tsagaan Suvarga, Tavan Tolgoi and see us as one part in a strong business community and diversified economy, which contributes to the development of Mongolia and the prosperity of ordinary people. That is a vision that I can help achieve.

What new experiences are you looking forward to as you finish your degree at the University of Utah?

Well, I always believed in education. The reason for that is because it's the key for success and it is a very important tool that you will also need later in life. Now, after my time at the University of Utah, I feel much more comfortable in both an academic and industrial environment. In the larger picture, a better education can mean better things for society by helping people develop into more responsible citizens that help to build a strong economy, contribute to a healthier environment, and bring about a brighter future for everyone.

In parting, share with us a Mongolian proverb, idiom, or saying that relates experience.

Do not start if afraid, once begun do not be afraid. Do work until it is finished and stir salt until it is dissolved. It is better to see one time than to hear one hundred times.
During Spring Semester 2015, the Diversity Office awarded nine Celebrate Diversity Mini-Grants to staff, faculty, and student clubs that help support activities that promote diversity on campus. Following are the nine recipients and their projects:

American Indian Science and Engineering Society (AISES) Club held a joint “Region 1 and 3 Conference” for American Indian STEM students.

The College of Education invited Dr. Walkie Charles to discuss the cultural and linguistic differences that frame classroom relationships between Alaska Native (Yup’ik) students and their teachers.

The Black Student Union and the Center for Ethnic Student Affairs facilitated the Graduate School Preparation Program.

Center for Ethnic Student Affairs, in collaboration with other Latin@-based student clubs, hosted “La Conferencia Youth Leadership Conference for Chican@, Caribbean American, and Latin@ Undergraduate Students.”

The College of Nursing invited Dr. Mary Lou de Leon Siantz to discuss values of community engagement and interdisciplinary collaboration in addressing health disparities among underserved communities.

 Movimiento Estudiantil Chicana/o de Aztlan (MEChA) held their 20th annual Chican@ and Latin@ Youth Leadership Conference.

The Black Student Union and the Office for Student Equity and Diversity held a “College Preparation for Refugee Communities” workshop series.

Pacific Islander Student Association (PISA) organized “Know your Roots” awareness week.

Society of the Advancement of Chicanos and Native Americans in Science (SACNAS) Club continued to host their “SACNAS Talks” speaker series.

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**Monique Thacker**

Monique Thacker is a citizen of the Makah tribe, located in Neah Bay, Washington. In 2013, she earned her master’s degree in Educational Psychology at the U and is currently working towards her doctorate in School Psychology. With the help of the Emerging Diversity Scholars Fellowship, Monique has completed the doctoral internship requirement of 2000 hours, successfully passed the School Psychology preliminary qualifying examinations, and is working on her dissertation proposal. Monique is currently employed with the Canyons School District as a licensed school psychologist.

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**Guadalupe Aguilera**

Guadalupe Aguilera recently completed her first qualifying exam in the Sociology PhD program. Guadalupe said, “As I was taking the 72-hour exam, I was able to reflect on my preparation that was two years in the making and it felt like a huge accomplishment to even be taking the exam. I love being in my program and look forward to more milestones and to my own research contributions. The Excellence Through Diversity Fellowship helped fund my education this academic year and I am delighted to have been a recipient of such great support during the year of my first major milestone. My achievements are inspired by my department, the fellowship, and all my loved ones.”
Congratulations and Moving On... Assistant Dean for Diversity Colin Ben Moving to Arizona State University

“When we hired Colin, he really hit the ground running and I knew immediately that he was a great fit for this position. He has been a terrific colleague and I'm very sorry to see him leave us, but I know he is destined for great things in the future. It has been a privilege to work with him these past two and a half years.” – Donna White, Associate Dean, The Graduate School

After much success as both a doctoral student and Assistant Dean for Diversity, Colin Ben is moving on to a new position at Arizona State University in the Center for Indian Education, where he will conduct education research and complete his dissertation.

Colin has been the Assistant Dean for Diversity in The Graduate School for the past two and a half years. Colin partners with departments to offer student support and resources such as student advising, advocacy, fellowships, visit programs, diversity mini-grants, and recruitment searches. Colin has consistently exhibited a deep commitment to fostering diversity in graduate education and has made significant contributions to the University’s diversity recruitment and retention initiatives. Colin is noted for his empathy and compassion and for the caring approach he takes in working with students.

In recognition of his contributions to the University during the past year, Colin is one of the recipients of the 2015 Equity and Diversity Award. In addition, the Graduate Preparation Institute, under Colin’s leadership, was awarded the 2015 “Moving It Forward” Social Justice Award from the College of Social Work. Colin also has been invited to participate in the US Department of Education’s “Honoring Male Educators of Color” symposium in Washington, DC.

Recently, Colin completed his fourth year in the Educational Leadership and Policy (ELP) PhD program and has advanced to candidacy. His dissertation research focuses on American Indian student experiences of accessing graduate programs.

Dean David Kieda and Associate Dean Donna White acknowledge and applaud Colin’s notable and important contributions to The Graduate School’s mission to recruit and retain students from historically underrepresented groups. Colin exemplifies success as both a student in the ELP PhD program and also as the Assistant Dean for Diversity.

Colin will be missed by the entire staff in The Graduate School and we wish him all the best as he moves into the next phase of his career.
This is a banner year for the Fulbright Program at the University of Utah! It is with pride that we feature in this edition of *GradNews* the six U students who received Fulbright grants in 2015. The Fulbright Program is a prime example of academic achievement coming together with amazing opportunities for life experience, and we want to continue and increase the momentum. The Fulbright US Student Program is open to undergraduate juniors/seniors and graduate students of all levels who wish to perform research or teach English abroad. If you are thinking about applying in the Fall of 2015, we invite you to take advantage of guidance and resources available in The Graduate School’s Office of Fellowships and Benefits. To get started, please contact Howard Lehman or Jolyn Schleiffarth at fulbright@utah.edu.

**Lindsey Appell**

Lindsey Appell earned her BA in English from the University of Montana and is in the process of completing her MA in British and American Literature here at the University of Utah. She currently works as the Associate Director of the University Writing Center. She will be in Romania for nine months as an English Teaching Assistant. Lindsey is looking forward to seeing Eastern Europe for the first time, gaining new teaching skills and experience, and adding an obscure, difficult Romance language to her arsenal of questionably useful skills.

**Lyuba Basin**

Next March Lyuba will be on her way to Argentina to spend the school year as an English Teaching Assistant for the Fulbright US Student Program. Although she hasn’t yet been informed where she will be located and what kind of students she will be working with, Lyuba looks forward to learning more about the Argentine culture through the personal narratives of the people. As a supplementary project, Lyuba will engage with the community at school and offer an informal writing workshop that will not only help her students practice writing and reading English, but also improve their speaking and listening as well.

**Leah Campbell**

Leah Campbell is a PhD candidate in the Department of Atmospheric Sciences. Her research, which builds on her love of the mountains and the outdoors, focuses on lake-effect snowfall and mountain effects on precipitation. She has a BA in International Studies and an MS in Atmospheric Sciences, both from the University of Utah. Her Fulbright award will fund a field campaign from March-November 2016 investigating the effects of the Andes Mountains on precipitation structure and distribution during winter storms in south-central Chile. She is excited to explore the Andes, learn about Chilean culture, and above all be out in the rain and snow, all in the name of science.
Precious Cantu is originally from Houston, TX. She received her BS from Louisiana State University in Baton Rouge, where, with the support of the Ronald McNair Scholars Program, she studied optics and nanotechnology. Precious defends her PhD dissertation this June in Electrical and Computer Engineering. She is a member of the LONS laboratory under the direction of Prof. Rajesh Menon. She is a recent recipient of the Fulbright US Scholar Fellowship to study for one year in Lausanne Switzerland at École Polytechnique Fédérale de Lausanne (EPFL). Her research will be in optical nanolithography with applications in tissue engineering. Tissue engineering has many applications, including growing healthy cells outside of the body to later implant in the body. Precious is looking forward to improving her French and immersing herself deeply into Swiss culture.

Adam Giannelli’s poems have appeared in the Kenyon Review, New England Review, Yale Review, FIELD, and elsewhere. He is the translator of a selection of prose poems, Diadem, by Marosa di Giorgio (BOA Editions, 2012), and was a finalist for the 2013 PEN Award for Poetry in Translation. Adam currently studies at the University of Utah, where he is a PhD candidate in literature and creative writing, and a poetry editor for Quarterly West. His Fulbright project will entail translating and writing poetry in Uruguay. He is looking forward to meeting Uruguayan poets in person.

Jason recognizes the power of language to empower communities locally and abroad. Jason’s passion for language motivates his decision to pursue a career in medicine, where he hopes to serve underprivileged populations, especially those facing communication barriers. Before starting his medical training at the University of Utah School of Medicine, Jason will deepen his understanding of the underlying cultural values that affect patients’ medical decisions through a Summer FLAS scholarship in China and a Fulbright Grant in Mexico. In his role as an English Teaching Assistant in Mexico, Jason will be serving as a language and culture ambassador for nine months, gaining a firsthand perspective of the Mexican educational system, improving his teaching skills, and bringing a unique perspective on American culture to his students.

To begin the Fulbright application process, please contact fulbright@utah.edu
10 Things You Should Know About the Marriott Library

1. How can librarians help you?
We have librarians who are specialists for every field of study! Subject specialists are available for research consultations and tours in the Marriott Library. We can save you time! Go to the Marriott Library’s home page and request a research consultation.

2. Wish to suggest a purchase?
Is there something that you think we should have in our collection? Tell us! We are interested in your research and teaching needs.

3. Teaching a class with a research component?
Check with Education Services within the Marriott Library. We support University of Utah instructors by:
- Providing course-integrated library instruction at all levels from first-year to graduate
- Developing instructional resources in information research and management that satisfy the needs of learners with varying skills and learning styles
- Promoting the University of Utah and the Marriott Library by providing outreach to primary and secondary education students and Utah residents

4. Need help using Canvas or building your course?
Come to the Faculty Center! The Faculty Center houses the Digital Scholarship Lab, Teaching and Learning Technologies, and the Center for Teaching and Learning Excellence. The center, located on Level 1, is a one-stop location for getting teaching, learning and research support.

5. Working on your dissertation?
Register for our fall and/or spring break dissertation boot camp, where we offer free breakfast and other support!

6. Attending library workshops?
- Each semester a variety of workshops are offered. Below are two examples on how to keep current with research in your discipline.
  - NVivo: An Introduction to Managing Qualitative Research Projects and Analyzing Qualitative Data

7. Too busy to come to the library?
Need to pick up a needed item from the Marriott Library? As graduate students, you can request to have books pulled and journal articles scanned and delivered to you for your convenience (FREE!). Journal articles and books not available in the Marriott Library are requested through Interlibrary Loan. The online form is available under the Services link on the library’s home page. In most instances books are available within 1 to 2 weeks and electronic access to articles can be provided within 24-48 hours. Instructions for the Pull and Delivery Service are available at http://www.lib.utah.edu/services/pull-service.php.

Ask the Library: Want to chat with a librarian? There are several methods for contacting a subject specialist. Just go to the Marriott Library’s home page to click on the icon for Ask the Library.
8 Need remote access to software? You can use select software from any supported computer or device, on or off campus. The Available Software list indicates which applications are available remotely in the last column. To find the list of software that is available remotely go to http://lib.utah.edu/services/labs/remote-software/.

9 Need a quiet place to study or write?
The Graduate Student Reading Room is a quiet study space on Level 1. You must register for access and for semester-long use of lockers. You may complete the online form at http://www.lib.utah.edu/pdf/Graduate-Student-Reading-Room-Form.pdf.

10 What about writing assistance?
The Marriott Library now has a Graduate Writing Center that can help! The University Graduate Writing Center provides writing consultations for graduate students inside the Graduate Student Reading Room of the Marriott Library, Room 1180B. Funded by The Graduate School of the University of Utah and staffed by expert writing fellows, the new Graduate Writing Center is ready to help graduate students in all disciplines with their writing projects. The goal is to help graduate students become more confident writers. The Graduate Writing Center is open only to students pursuing master's and PhD degrees at the University of Utah. View more information at http://writingcenter.utah.edu/Gradstudentservices.php.

Bonus Tip

8910

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Trying to get published?
This handy library guide provides essential information about getting published. Check out http://campusguides.lib.utah.edu/scholpub

If you have questions, contact Marriott Library or Eccles Health Sciences librarians.

Steffensen Cannon 25th Anniversary Celebration

2015 marks the 25th anniversary of the first awarding of the Ellen Christina Steffensen Cannon Scholarship. In April, The Graduate School held a special reunion to celebrate the impact of 25 years of Steffensen Cannon Scholars. The scholarship has supported over 500 students since its inception.

Open to students in the Colleges of Education and Humanities, the Steffensen Cannon Scholarship offers $10,000 to undergraduate awardees and $17,000 plus tuition to graduate awardees. For additional information and application deadlines, please visit http://gradschool.utah.edu/steffensen-cannon
ITAs and the Undergraduate Experience

At the University of Utah, the International Teaching Assistant (ITA) Program provides training in how to interact with undergraduate students. The international scholars have a wealth of expertise in their disciplines, but understanding the world of the American undergraduate student is unknown territory. Coming from countries all over the world, ITAs are not only charged with learning how to be a student in a new country but also with how to be a teacher in that country.

Within this new country are multiple different cultures, attitudes and expectations – at the state level, the city level, the university level and even the department level. Navigating these cultural “neighborhoods” requires open communication and a willingness to put aside judgments. While ITAs can take some time getting comfortable with other situations, they are frequently plunged into the “undergraduate neighborhood” on the first day of the semester. We believe (and students have agreed) that the “crash course” in ITA skills before the semester begins can be the key to helping our graduate scholars swim rather than sink on that all-important first day.

For many ITAs in programs with a large percentage of internationals, interaction with their undergraduate students is one of the few opportunities for extended discourse with Americans. With busy schedules including coursework, research and teaching assignments, spare time is at a premium, and finding time to talk to American students can be a challenge.

Upon graduating, having experience as a TA can give ITAs an advantage over those international graduate students who have had the (sometimes more coveted) research assistantships, particularly if the individual is looking to stay abroad and/or work in a globally-oriented company. Being an ITA adds important life experience to our international graduate students’ experience.

Three Minute Thesis

The 3MT Experience Promotes Graduate Student Success!

Looking to perfect your presentation skills? How about preparing for job interviews? Or just wanting to help mom and dad understand what it is you do in the lab? Then join the 3MT (Three Minute Thesis) presentation competition. Over a 4-week period in the fall, four separate preparatory workshops will be held in which participants will develop the non-specialized communication skills necessary to quickly and effectively communicate the purpose and value of your research to audiences outside your field. Finally, you will get the chance to compete against your workshop peers at the Second Annual 3MT Competition.

Workshops will be held in September-October and the final competition will be held in early November. Interested students can contact Tracy Marie Rees at 801.581.5076 or tracylrees@gradschool.utah.edu for more information.

http://gradschool.utah.edu/3MT/