Dear students, faculty, and friends of the Graduate School:

Welcome to Summer semester 2016! After University Commencement in May, the University has moved to a somewhat more relaxed summer schedule. At the Graduate School, however, our faculty and staff have already begun preparations for summer graduation and the start of the new academic year in Fall 2016.

This summer brings many changes to the Graduate School. We celebrate the contributions of Professor Donna White to the Graduate School and the University. Donna is retiring from the University of Utah effective June 30, 2016, and has served as Associate Dean of the Graduate School for more than six years. She has been an effective steward and friend of graduate education at the University of Utah (and in the Western United States) through her wisdom and dedication. We will miss Donna's enthusiastic advocacy for the role of graduate and professional education in higher ed, and wish her the best in her future endeavors.

We are pleased to announce the appointment of Dr. Katie Ullman, Professor of Oncological Sciences at Huntsman Cancer Institute, as the new Associate Dean of the Graduate School, effective July 1, 2016. Katie brings a wealth of experience to her new role as Associate Dean, including previous service as a faculty member and graduate research mentor, as Director of Graduate Studies in Oncological Sciences, and as Program Leader at HCI. She will also help create new connections to graduate studies in the Health Sciences, which will be a major asset for the support of graduate education across the entire University. We welcome Dean Ullman to the Graduate School and look forward to working with her on many new and continuing initiatives on behalf of our academic programs and graduate students across campus.

During Summer 2016, the Graduate School will also wish farewell to Administrative Officer Deborah Sabey, who will be moving with her family to Calgary, Alberta, in late June. During the past four years, Deborah has been a solid contributor to the Graduate School in budgeting and planning, and has instituted several new initiatives to build team collaboration and spirit among the Graduate School staff and faculty. A replacement search for a new Administrative Officer is currently underway.

This semester’s edition of GradNews touches on many of the University’s goals, focusing on “Ensuring the Long Term Viability of the University.” There are articles on the Diversity Office’s initiatives in professional development and Diversity Enhancement Grants, explanations of the academic governance of the University, Dissertation Boot Camp reports, and information about the origins of the Stockham Medal for Conspicuously Effective Teaching and new resources becoming available to graduate students. We hope you will also take note of the many Spring 2016 award and fellowship winners and wish them success in their graduate and professional studies.

Please visit the Graduate School webpage (http://gradschool.utah.edu) and sign up on Facebook (https://www.facebook.com) and Twitter (@UUGradSchool) 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).

Wishing you a productive and successful summer semester,

Dave Kieda
Dean, the Graduate School
dean@gradschool.utah.edu
In This Issue

Letter from the Dean 1
Table of Contents 2
Donna White Farewell Letter 3
Graduate School Highlights 4
Diversity Office Events 5-6
Graduate School Events 7-8
Conference Highlights: NSBE and AERA 9-10
Love Utah, Give Utah Report 11
Award Spotlight: Thomas Stockham 12
From Dissertation to Book 13
The Graduate Sustainability Certificate 14
2016 Fellowships and Awards 15-18
Graduate Governance 19
Resources Opening in Fall 20
Events and Deadlines 21
A LIFETIME COMMITMENT TO LEARNING

It has been an extraordinary opportunity to serve as Associate Dean of the Graduate School. I have had the most amazing time during the last six years. I had the privilege of working with former Graduate School Dean Chuck Wight (now President of Weber State University) and currently with Dean David Kieda. I have also been very fortunate to work with the amazing Graduate School staff, including two former and two current assistant deans. Working across the University with college deans, department chairs, directors of graduate studies (DoGS, as they are fondly called), staff advisors, program coordinators, the incredible staff in the Office of Budget and Institutional Analysis, the University Diversity Committee and the Vice President for Diversity, the Executive Committee of the Senate, and finally the Senior Vice Presidents (as part of my work overseeing academic program reviews), has been an honor that I will remember fondly.

I came to the U in 1967 as an undergraduate student (I know, that was a long time ago). Interestingly, it was one of my ballet teachers in New York City who suggested that I might want to look into the Ballet Department here because it was the only place one could earn a degree in ballet at that time. I did come to check it out, never thinking I’d stay long, but when I discovered the Modern Dance Department, the amazing faculty, rigorous curriculum, and talented students who came from all over the country, including many international locations, I stayed and thrived. When I graduated, I had the good fortune to be hired by the Ririe-Woodbury Dance Company, with which I danced and toured for about 12 years. I would like to pay tribute to Elizabeth “Betty” Hayes, Joan Woodbury, and Shirley Ririe, as some of the most influential mentors and role models in my life.

Eventually, I returned to the U again to pursue my MFA, which I received in 1983. Even as I was still performing professionally, I began to be invited to teach and choreograph in the department on occasion as a guest artist, and that led to first a part-time and then a full-time auxiliary (now called career-line) position. I received my tenure-track appointment in 1989, served as the DoGS for the Department for a number of years, and then in 2002 was appointed Department Chair. I held that position for eight years until I was hired as Associate Dean of the Graduate School. It has been quite a ride and feels like it was just yesterday when I arrived on campus for my first classes in the “old dance building” (formerly the original gym on campus).

What a dynamic place the University is. What incredible change I have witnessed and been a part of on this campus. What inspiring colleagues I have had the opportunity to work with. I have always regarded administrative work as a form of art. There are many parallels between choreography, for instance, and designing and implementing processes, working with teams, and creating new initiatives and seeing them through to completion. I want to say thank you and farewell to everyone I’ve had the pleasure to work with. I will always feel that I am part of the University of Utah and wish the institution, the administration, the faculty, the staff, and students all the best. We, and our contributions, no matter how small, are all part of the long-term viability of the U. as it moves into the future.
Andrea was born in South Central Los Angeles, California, to immigrant parents. As the first college graduate in her family, she received her Bachelor of Arts from UCLA in Spanish, Culture and Community. This year, Andrea will be graduating from the University of Utah with a Master of Science in Education, Culture & Society (ECS) and will be starting her PhD in the Department of Education at UC Santa Cruz in Fall 2016. While at the U, she completed her thesis, “Necessary Disidentifications: Queer Students of Color in Discourses of Intersections and Assemblages,” on the current debates about intersectionality, specifically focusing on how theories of intersectionality impact lived experiences of queer students of color and discussions of queer possibilities and futurities.

The reputation of the ECS Department, the faculty at the university, and the affordability and beauty of Salt Lake City all contributed to Andrea’s decision to attend the U. As a graduate student at the U, Andrea has been graduate advisor for the Queer Students of Color group on campus and also worked as a Graduate Assistant in the Graduate School’s Diversity Office, where she helped coordinate retention initiatives for underrepresented graduate students and the increasingly diverse graduate student population at the U. Andrea hopes to pursue a tenure-track position at a research-extensive university after graduation from UC Santa Cruz, and expand on the work she started here at the University of Utah.

Utah native Deborah Sabey is an important part of the Graduate School. An original Aggie in Museum Studies/Anthropology, Deborah has worked at the University of Utah for over a decade. After working in the Office of Sponsored Projects, Deborah joined the Graduate School team in 2012. She currently serves as Administrative Officer for the Graduate School, managing the administrative team and making sure that everything runs smoothly. She will culminate her Graduate School experience this year as she and her family move to Alberta to pursue their next adventure.

In her career at the Graduate School, Deborah has seen the growth and power of graduate studies at the University. Says Deborah, “In my four years at the Graduate School, I’ve time and time again been amazed by the quality of students we work with. Seeing the dedication and creativity of our students is by far the neatest part of my job. It’s been a privilege to work with them. My favorite part of the job is running the Graduate Preparation Institute because that is when I see students come from out of state and start to see Utah as an option; they begin to see some of the astounding research opportunities here and really appreciate the beauty of Utah as a place to live. They come as curious and timid undergrads and leave excited and inspired. I’m grateful for the time I’ve spent here.”
On February 26, the Graduate School Diversity Office sponsored a luncheon featuring Dr. Dolores Delgado Bernal, co-founder of the Westside Pathways Project. Graduate students, undergraduates and faculty attended the presentation held in the Sorenson Arts and Education Complex. Dean Araceli Frias commented, “Oftentimes, racial/ethnic minority graduate students have a strong desire to serve their communities and even refer to this desire as one of the reasons why they are pursuing a graduate degree.

For those who have a passion to bridge scholarship with activism, the ‘how-to’ aspect is not always clear. Drs. Delgado Bernal and Enrique Aleman, Jr. have built an impressive college awareness and access program in addition to being full-time professors. We planned this professional development luncheon to address questions that graduate students might have regarding how to manage all of these responsibilities and to learn more about the planning required to get Westside Pathways off the ground.”

The event was a success and attendees learned more about the importance of building community relationships, the role of external funding, and the lessons learned by Dr. Delgado Bernal over the years.

To learn more about the Westside Pathways Project, you can read their latest publication:

This year the Graduate School Diversity Office redesigned its Celebrate Diversity Mini-Grant initiative and changed its criteria to focus on the retention and/or professional development of historically underrepresented graduate students. This initiative is now known as the Graduate Diversity Enhancement Grant. Dean Araceli Frias stated, “Since funding comes directly from the Graduate School Diversity Office budget, this new emphasis is intended to serve the needs of graduate students. This initiative is designed to acknowledge that graduate students are in the best position to identify the most pertinent needs and this grant mechanism provides the funding to support those projects.”

2016 Graduate Diversity Enhancement Grant Recipients

**Graduate Students of Color Freedom Fridays**

- Ashley Cleveland
- Kurt Güner

**American Indian Graduate Student Mentoring Program**

- James Hernandez

**Navigating through Healthcare Careers Conference**

- Latino Medical Student Association

**Mentoring Program for Traditionally Underrepresented MPA Students**

- Lina Svedin

---

Grant Winners

James Hernandez and Dr. Sandy Grande
Want to work on your dissertation, but keep getting distracted? You’re not alone. The busy life of the graduate student can keep many students from setting aside the time to focus entirely on the large, complicated task that is a dissertation. Fortunately, the Marriott Library and the Graduate School are here to help by providing a Dissertation Boot Camp each semester over the seasonal breaks.

The concept of the Dissertation Boot Camp is deceptively simple: a full week of focused dissertation writing, where students are hosted by the library and fed a nourishing breakfast to kick-start the day. Students who participate in the Boot Camp have access to the library’s quiet spaces for writing, periodic workshops regarding dissertation construction and formatting, and library staff who can help resolve basic problems and direct students to subject matter experts.

In Fall 2015 and Spring 2016, the Boot Camps saw participation from over 100 master’s and PhD students working on their manuscripts. Students positively responded to the focused atmosphere and collegial support, and were able to make great strides in their writing. As one student said, "It’s strange that breakfast and a ‘kick off’ can have such an effect but it does! There’s something magical about the boot camp. I am so very thankful for it!"

Dissertation Boot Camps will continue in the 2016-2017 school year. For more information, visit http://postdocs.utah.edu/dissertation-writing-boot-camps.

To listen to these and other GradAttack podcasts, visit http://gradschool.utah.edu/gradattack.
Announcing 2016’s 3MT Competition

At some point, every graduate student encounters the frustration of trying to explain a highly complicated thesis or dissertation to a person who doesn’t have training in his or her field. This difficulty can be more than just frustrating, however, since knowing how to clearly and effectively communicate complex theories and experiments is a valuable skill, whether a student pursues teaching, industry, or academia in their future plans.

The 3 Minute Thesis competition was designed to challenge graduate students to acquire the skill of describing their research to a lay audience. After a month of supervised practice, students compete against each other to see who can deliver the clearest and most compelling presentation of their research in three minutes or less.

Registration for 2016’s competition is now open at http://gradschool.utah.edu/3MT/registration/. The competition will be held on November 1, 2016.

Grad School Teams Up With Nobel Laureates

Quick, who in the University of Utah has won a Nobel Prize? If you can’t come up with the answer, you might be interested in “Six Nobel Prizes, Six Utah Stories,” a lecture series in which team members from Nobel Prize-winning endeavors share their experiences in working toward and achieving this famously prestigious honor.

In the lecture, life-long learners of the Osher Institute learn how University of Utah researchers have contributed to prize-winning work in fields as diverse as medicine, physics, literature, and economics. In addition, lecture attendees gain a deeper understanding of the significance and impact of these Nobel Laureates’ contributions to humanity, their personalities and lives.

Sponsored by the Graduate School and the Osher Lifelong Learning Institute, the lecture series finished its second year at the end of Spring Semester 2016.

To learn more about this year’s lecture, visit http://gradschool.utah.edu/oshier-748/.

Current Grad Students by Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s</td>
<td>3,846</td>
</tr>
<tr>
<td>Doctorate</td>
<td>2,178</td>
</tr>
<tr>
<td>First Professional</td>
<td>1,482</td>
</tr>
<tr>
<td>Visitor</td>
<td>3</td>
</tr>
</tbody>
</table>

values are for Spring 2016

153 Dissertations and Theses Processed

304 Graduate Student Travel Awards

Diversity Fellowships

304 Postdoctorates

146 International Teaching Assistants

values are for 2015-2016 except where indicated
The National Society of Black Engineers (NSBE) is a national nonprofit organization, with intercontinental influence, that aims to increase the number of culturally responsible Black engineers and scientists who excel academically, succeed professionally, and positively impact the community. It is an organization whose main goals include developing student interest in the various engineering disciplines, increasing the number of minority students studying engineering at both the undergraduate and graduate levels, and promoting public awareness of engineering and the opportunities for Blacks and other minorities in that profession. Every year, NSBE hosts an annual convention that connects Black and other minority engineers and scientists from all over the world with a strong professional and intercollegiate network. This year’s convention had themes centered on personally embracing and spreading the values of academic excellence, cultural awareness, and professional success.

I, along with several other University of Utah NSBE members, was fortunate enough to attend this year’s national convention. This year’s convention granted me the opportunity to have intimate discussions about life during and after graduate school with other Black engineers who have had similar experiences to my own. The workshops granted me awareness of several ways to improve my professional and academic standing, and introduced me to new approaches towards my research. Additionally, the vast career fair with many companies seeking bright minds enabled a few of my colleagues in attendance to secure both full-time and internship positions at top engineering companies. Organizations like NSBE have provided my colleagues and me with access to opportunities of which we would otherwise be ignorant. NSBE has played a vital role in my professional and social life up till now and I foresee it doing so for many years to come.
American Educational Research Association: Pre-Conference Mentoring Event

BY JAMES HERNANDEZ  Education, Culture & Society

Going to AERA 2016 was one of the most inspirational and educational experiences in all of my college career! I was able to meet many of my academic influences such as Sandy Grande, Eve Tuck, Bryan Brayboy, and Sweeney Windchief, just to name a few. Being able to hear them speak in person about their work in decolonizing methodologies and social justice was powerful and inspired me to continue my graduate career into a doctoral program, which at the time I was uncertain that I was capable of doing. It was an amazing feeling for my academic elders to say that I should pursue higher education if I want to make a difference in the lives of the younger generation. Even though they didn’t know me, it felt good that they were certain that I could do it, and by them having high expectations of me, I was empowered to raise the expectations for myself.

During the conference, I learned of many ways that I can feel supported in my journey as a graduate student; my thinking was challenged in order for me to further understand why I am doing the work that I am involved in. During my Division G pre-conference meeting, I learned how to reframe deficit narratives into stories of empowerment and strength. One of the guest speakers that we were able to listen to explained, in a humorous way, that there is a genius needed when someone is “growing up poor” because a poor person has to be more resourceful and have keen problem solving skills to survive. This was an example of reframing the hegemonic narrative that people are poor because they are not smart enough to know or do any better. What this example also does is put into question current social structures and allows one to question and further understand the “opportunity gap” that restricts many minoritized peoples from being successful in K-12 and higher education.

This experience further encouraged me to continue my studies in academia for the purpose of continuing the work of social justice that many have begun before me and to create pathways for those that come after me. I was also able to meet other queer students of color who have finished their PhDs or were very near to finishing their PhDs. This group of amazing people allowed me to open up about some of the struggles and uncertainties that I had about going into a doctoral program because, as a first generation graduate queer student of color, I was having concerns about how my family would be able to support my decision to extend my leave of absence from my hometown of San Antonio in order to pursue a doctorate degree. Knowing that there are students that share similar concerns about graduate school that I do helped me feel a sense of connectedness to the world of higher education that I feel can only come from those who have experienced difficulties with similar identities. This experience overall helped me grow and develop as an academic and as a person through engaging in genuine, heartfelt conversations as well as allowed me to practice vulnerability in a supportive environment that validated my struggles as well as highlighted the contributions that I am capable of as an upcoming critical scholar.

James Hernandez and David Stovall
It’s no secret that graduate school is a significant investment of time and money. No matter their field, current and future graduate students must ask themselves difficult questions about whether the benefits of graduate school will outweigh the sometimes daunting costs.

Happily, for most graduate students, a post-graduate education offers incredibly profitable dividends in both earning power and the richness of the graduate’s life. But for some potential students, there are significant obstacles that can increase the perceived costs of graduate school and keep these students from achieving a graduate degree. Without help with the initial costs, these underrepresented students may never even consider applying for graduate school.

To address this situation, this year the Graduate School teamed up with ARUP Laboratories for an unprecedented giving campaign coinciding with the annual Love Utah, Give Utah pledge drive. During the month of March, graduate students, staff, and faculty across campus were encouraged to pledge money to a fellowship fund for underrepresented students. For their part, the Graduate School and ARUP Laboratories both pledged to match individual contributions, essentially tripling each donation.

Along with other worthy causes, the Graduate School’s pledge drive contributed to the more than a million dollars given during the Love Utah, Give Utah event. The individual campaign brought in more than $400, which with the promised fund-matching will help create a strongly supportive environment for underrepresented students on campus.

Graduate education not only trains students technically, it also provides them with perspective and understanding of the world and our responsibility to it. The Graduate School plans to maintain this advantage by welcoming students to give each and every year.
Thomas G. Stockham
INNOVATOR, INVENTOR, TEACHER

Caruso, a famous opera singer of the early twentieth century. In Caruso’s time, recordings required the singer to sing into a metal cone that amplified the sound, an innovative technology that allowed recording but left the singer’s voice sounding tinny and unnatural. Stockham digitized the recordings and was able to edit the metallic overtones of the cone out of Caruso’s music, delivering a new version of the recording that demonstrated a fuller and more dynamic sound.

Critics at the time thought that digitally recorded sound was at best a novelty and at worst a health hazard. However, the rich sounds that Soundstream produced via digital recording caught the public’s interest, and Stockham was vaunted to the forefront of audio innovation through the 1970s and 1980s. In the mid-1970s, he was called by Judge John Sirica as one of six other technical experts in the famous recordings of the Watergate scandal. In 1994, he won a Grammy for his digital work, but that wasn’t the end of his awards. In 1988, he won an Emmy for his work in audio editing, and in 1999 he was the co-recipient of an Oscar from the Academy of Motion Picture Arts and Sciences.

For all his awards and notoriety, Stockham remained focused on the importance of the transfer of knowledge and the promotion of learning. Among his nationally-recognized awards, Stockham treasured an award he received as an assistant professor at MIT for “conspicuously effective teaching.” It was this legacy of excellent teaching that his family chose to make the focus of the medal they instituted after Dr. Stockham’s death in 2004.

The world is changed for the better because of Dr. Stockham’s work with audio recording: digital audio, CDs and DVDs, and other technological advances would not have been possible without his innovation. In equal measures, however, Dr. Stockham’s legacy of conspicuously effective teaching has changed the history of countless lives and will continue to for years to come.
A dissertation is a crowning achievement, the pinnacle result of a PhD student's study and hard work. Yet for all its importance, the dissertation only happens once. For most doctorate recipients, the dissertation paves the way for other kinds of academic writing: journal articles, grant proposals, and books. In many fields, the dissertation that a student writes becomes the basis for published work that has a much wider readership than a small dissertation committee of professors.

In what way, then, does the work done on a dissertation overlap with that done on a book? “The obvious way in which writing a dissertation is like writing a book is that they're both long, sustained arguments that require a certain amount of self-discipline to finish,” notes Stacey Margolis, an Associate Professor in the University of Utah’s English Department. “The dissertation prepares you to write a book because it's on-the-job training in completing a big project that can take years to finish.”

Margolis, who recently published her second book through Cambridge Press, is well acquainted with the balance that is necessary in adapting a dissertation into something longer and more appropriate for professional readers in her field. Her first book, *The Public Life of Privacy in Nineteenth-Century American Literature*, was published by Duke University in 2005 and grew out of the dissertation Margolis wrote during her PhD studies at the University of Chicago.

Although she had a successful dissertation-to-book transition, Margolis warns that there are some pitfalls in developing a book-length project from a dissertation. “For me, what was strange about writing my first book is that there were no more advisors—people whose job it was to read your stuff and give you honest (sometimes painfully honest) feedback,” she says. “When you write a book you are responsible for finding your own interlocutors, a process that is actually trickier than it seems. I had lovely colleagues (at other institutions) who marked up my work like it was a student paper and others who never got around to reading stuff I gave them. Eventually (if you’re both persistent and lucky), you find smart people who will give you serious, considered criticism.”

But there is also an upside to not having a PhD committee read your work. As Margolis explains, when writing a book “you don’t have to prove to a committee that you know things; you can make claims without rehearsing the history of your field and having thousands of citations.” This freedom can actually help guide the development of an argument by helping the author focus on the essentials. “One thing I’ve learned from having written two books is not to get lost in the details,” says Margolis. “A reader of academic books is looking for big claims that are clearly articulated and well supported. If you keep this in mind, you realize that small quibbles with this or that critic are not very illuminating or even very interesting.”

While studying for a PhD, it may at times feel as if the task of finishing a dissertation dominates the entire horizon. But experiences such as Margolis’s remind us that there are greater achievements to come beyond the successful completion of the dissertation. For the tenacious student, a dissertation is only the first step into a rewarding world of academic argument.
The University of Utah is known for its commitment to the environment and sustainable practices. Indeed, one of the major goals of the University developed by President Pershing is to “Ensure the Long-Term Viability of the University,” which carries as one of its subgoals a commitment to “Reduce the Impact of the U on the Environment.” In ways both sweeping and small, the University has demonstrated again and again the resolution of its students, faculty, and staff to promote and participate in sustainable living that reduces humanity’s strain on the environment.

A powerful way for graduate students to participate in this University-wide initiative is to obtain the Graduate Sustainability Certificate. This CV-friendly certificate is a collaboration by the University’s Sustainability Office, the Global Change and Sustainability Center, and the Graduate School. Students in the certificate program take core classes and electives discussing topics that range from policies regulating water in the West to environmental justice. Students who successfully complete the course gain detailed understanding about the connections between social, economic, and environmental systems, as well as about how sustainable practices at the macro and micro level positively influence communities, businesses, institutions, and society as a whole.

One of the major advantages of the certificate program is that it is purposely crafted to be an interdisciplinary exercise for students. Students participate in the program with graduate students from many different fields, and gain the advantage of seeing a common problem from many different angles. “This program is designed to provide a new applied interdisciplinary experience for students that complements existing degree programs rather than detracting from or competing with them,” says Brenda Bowen, Director of the Global Change and Sustainability Center. “The cross-campus collaboration among students creates a new awareness and respect for other disciplines and the benefits of working in interdisciplinary teams.”

The challenge of learning to communicate with experts in other fields ensures that students in the program know how to express themselves to a multitude of audiences, and how to work together to effect positive changes for their communities and environments. Thus, by achieving the Global Sustainability Certificate, students come measurably nearer to a bright future not just for themselves but for the planet.

To learn more about the Graduate Sustainability Certificate, visit the application website at http://environment.utah.edu/gradcert/.

A Growing Concern
The Graduate School is proud to announce the winners of 2016-17 fellowships and scholarships! As always, we received many more qualified and compelling applications than we were able to fund. We are incredibly proud of the caliber of graduate students here at the U, and are always looking for additional ways to serve and support them.

Providing scholarships and fellowships is one of our most important functions. Many of the awards that we administer are designed to offer students the time and opportunity to think critically, advance their research, or to write without distraction. We’ve listed the 2016-17 winners below, but know that there were many additional applications that we would have liked to fund. These generous awards would not be possible without the unwavering support of donors like the Cannon family and the Eccles Foundation, as well as the volunteer participation of University faculty on the selection committees.

Student researchers in any area of energy have the opportunity to be nominated for the Garr Cutler Energy Prize, established by University of Utah graduate Dr. Garr Cutler. This multidisciplinary award was conferred to Meaghan McKasy this year, a graduate student from the Department of Communication. We also have the honor of awarding several University Teaching Assistant (UTA) awards each year. The UTA program encourages innovation in teaching at the University, and gives mentor/student teams the opportunity to try out new teaching methods or new courses, as well as gain valuable teaching experience that can be vital to securing a future faculty position.

Student teachers are also recognized through the annual conferral of the Thomas G. Stockham Medal for Conspicuously Effective Teaching. Please take note of this year’s winner, Heather Stone, and consider nominating an excellent student teacher in the Fall of 2016. We are honored that Thomas G. Stockham’s widow, Martha Stockham, serves on the selection committee and maintains involvement in the administration of the award.

The Graduate School’s Office of Fellowships and Benefits also administers the tuition benefit program, the subsidized insurance program, administers the National Science Foundation Graduate Research Fellowship Program, and more. Please consider us a resource as you go about your graduate education, and don’t hesitate to reach out for help or advice, or to offer constructive feedback or ideas. We’d love to hear from you!
The Garr Cutler Energy Award rewards graduate students of excellent research papers on energy. This year, Meaghan McKasy won the $1,500 award for her paper, “Media Coverage and Public Opinion of Energy Efficiency.”

Meaghan McKasy  
Communication

The Thomas G. Stockham Medal for Conspicuously Effective Teaching rewards students who demonstrate exceptional teaching skills. Along with the medal, awardees receive a $1,000 cash prize.

Heather J. Stone  
Communication

The Marriner S. Eccles Graduate Fellowship rewards students whose research explores the impact of banking, business, education, finance, humanities, law, and/or social sciences on politics, the economy, and public policy. This fellowship can be renewed for one year.

Graham Slater  
Education, Culture & Society

2016 Awarded Proposals

Graham Slater:  
*Education and the Political Economy of Vulnerability: Policy, Politics and Public Feelings Under Market Reform*

Edward Greetis  
Philosophy

Edward Greetis:  
*A Proposal for Minimizing Global Inequality*
Steffensen Cannon Graduate Scholarship

For graduate and undergraduate students in the Colleges of Education and Humanities, as well as for direct descendents of Ellen Christina Steffensen Cannon. Award pays for 1-2 years of graduate school tuition.

Renewals

Sarah Braden
Linguistics

Amanda Cannon Gray
Social Work

Erin Jensen
Education, Culture & Society

Diego Luna
Education, Culture & Society

Travis Ross
History

Robert Unzueta
Education, Culture & Society

Anna Vaughn
Philosophy

New

Hailey Haffey
English

Brian Pace
Educational Psychology

Wei Wei
Educational Psychology

Andrew Wells
Education, Culture & Society

Alternates

Kristin Kladis
Special Education

Colin Lewis
Philosophy

Fulbright Scholarship

The US Fulbright program was established in 1946 to create mutual understanding and support friendly and peaceful relations between people in the US and other countries. The program provides grants for international exchange for students and scholars to study, teach and conduct research. It is the largest US exchange program, allowing students to pursue teaching and research opportunities abroad.

2016 Awardee Destinations

Jessica Chamarro
South Korea

Sabrina Dawson
Malaysia

Matthew Kirkegaard
Great Britain

Kate Mower
Bulgaria
2016 Graduate Research Assistants

Ali Shafiee Ardestani  
Computing

Joshua Barnett  
Communication

José Barrales  
Economics

Sarah Davies  
Educational Psychology

Dale Enggass  
English

Meredith Gibbons  
Pharmacology & Toxicology

Wei-Chao Huang  
Neurobiology & Anatomy

Kyle Jenks  
Neuroscience

Anita Juarez  
Education, Culture & Society

Marzieh Kavand  
Physics

Shelley MacNeil  
Oncological Sciences

Olivia Miller  
Geology & Geophysics

Anna Miller  
Mathematics

Kyle Myers  
Sociology

Tram Nguyen  
Chemical Engineering

Nick Perry  
Psychology

Arthur Quast  
Chemistry

Robin Rothfeder  
City & Metropolitan Planning

Alternates

Dona Wisidagama  
Human Genetics

Mark Chynoweth  
Biology

Yan Zheng  
School of Computing

2016 University Teaching Assistants

Taylor Anne Barriuso  
Linguistics

Kyle Branch  
Chemical Engineering

Angela Rosales Challis  
Film & Media Arts

Shane Davis  
Modern Dance

Hakan Erdagoz  
Political Science

Paula Fiet  
Educational Psychology

Thomas Goller  
Mathematics

Adam Halstrom  
English

Colby Kalian  
Architecture

Colin Lewis  
Philosophy

Jeremy Morris  
Biology

Natalie Noel  
Educational Psychology

Keita Omi  
Political Science

Anita Pascoe  
Sociology

Tram Nguyen  
Chemical Engineering

Brendon Quirk  
Geology & Geophysics

Catherine Showalter  
Undergraduate Research

Jo Sunggyung  
English

Sheena Steckl  
Languages & Literature

Carly Taylor  
Family & Consumer Studies

Alternates

Marin Christensen  
Family & Consumer Studies

Laura Strube  
Mathematics

Sarah Garcia  
Biology
directors of Graduate Studies (or DoGS, as they are often called) act as liaisons between the Graduate School and individual departments’ faculty, staff, and students. The Director of Graduate Studies in a department has the responsibility of overseeing graduate studies in that department.

DoGS are crucial to graduate programs at the University of Utah in that they facilitate mutually beneficial interactions among departments and allow for important campus-wide information to reach students and departments in personalized ways. The benefit of having a faculty member “in the know” about graduate programs helps keep programs moving forward in meeting the University’s goals, and gives students access to opportunities they might not otherwise enjoy.

As the basic unit of graduate governance, DoGS are the Graduate School’s first-response team. When issues arise with graduate students or faculty, DoGS use their understanding of University and department policy to help resolve difficulty and build consensus. Where department or University policies fail to resolve a situation, DoGS are instrumental in working with their colleagues in drafting new policies and procedures.

DoGS meet every month during the school year. Discover the DoGS for your degree at http://gradschool.utah.edu/directors-of-graduate-studies/dogs-contacts-by-department/.

The Graduate Council is the premier governing body of graduate programs at the University of Utah. Consisting of representatives from the U’s 17 colleges and schools, student representatives, and Graduate School Deans, the Council is responsible for determining University-wide standards and policies regarding graduate admissions, fellowships and scholarships, graduate student employee benefits, graduate faculty and department curricula, and graduation standards—among many other things.

One of the main responsibilities of the Graduate Council is reviewing graduate program proposals. Whenever a department decides that they want to add, rename, reorganize, or discontinue a graduate degree program, they must first propose the change to the Graduate Council. The Graduate Council then determines whether the proposed degree program can be approved to be reviewed by the University’s Academic Senate, Board of Trustees, and Board of Regents. If the program is not approved, the Graduate Council offers the department guidance on how the proposal can be altered before being advanced.

The Graduate Council also conducts periodic program reviews. All departments in the University that offer graduate degrees are regularly reviewed by the Graduate Council to ensure that graduate programs at the University of Utah remain competitive, diverse, and productively growing.

The Graduate Council meets once a month during the school year. Discover the Council representative for your college at http://gradschool.utah.edu/graduate-council/membership-roster/.
GRADUATE STUDENT RESOURCES
OPENING FALL 2016

The Lassonde Studios
Graduate Rooms Available

The Lassonde Studios in the center of campus will be a dynamic environment for undergraduates and graduates alike. The Lassonde Studios combine 400 residences with a 20,000-square-foot inventing “garage” to foster innovation, encourage entrepreneurship, and promote networking across disciplines on campus. To that end, Lassonde Studios is offering affordable private pod apartments, lofts for groups, and single and double apartments to University of Utah students in Fall 2016. To apply for an apartment with Lassonde, visit their website at http://lassonde.utah.edu/studios/apply/.

Even if you don’t choose to live at Lassonde Studios, the world-class facility and its many programs will be available to you. With offerings such as the Utah Entrepreneur Challenge, community meetings, sign-ups for one-on-one time with local experts, and a variety of workshops spanning multiple topics, there is something for every interest. Whether you’d like to see the business application of your invention, learn a new skill like Adobe Software or 3-D printing, or simply meet other innovative members of the University community, the Lassonde Studios are designed to enhance your University experience.

For more information, visit http://lassonde.utah.edu/studios.

Family Reading Room
Marriott Library

The Family Reading Room (FRR) in the University of Utah Marriott Library was designed specifically for students with children. The Family Reading Room offers a place for students’ children to engage in literacy and play activities while students are using the library for studying or other class obligations (meetings with other students, accessing library materials, studying, etc.).

The FRR is an open area with books, toys and some computer access for children, but the room is arranged so that students, staff, and faculty may observe their children play while engaged in their academic studies. Parents are responsible for their children at all times as daycare is not available in the FRR. Features include four desktop computers, a lactation room, toys and activities for children, two family study rooms and an Apple TV. The Family Reading Room is adjacent to the Marriott Library’s Juvenile Collections on Level 3 so that parents are able to peruse our collection. We are hoping to provide several early literacy events during the fall semester.

For more information about the Family Reading Room and library events, visit the library websites at http://www.lib.utah.edu/ and https://eventregistration.tools.lib.utah.edu/.
Events and Deadlines

**Postdoctoral Workshops**

- Getting Clear About Accountability  
  Friday, June 17
- Myers-Briggs Type Indicator  
  Friday, June 24
- Conflict Styles  
  Friday, July 1
- Negotiating Essentials  
  Friday, July 8
- Mentoring and Professional Development  
  Friday, July 15

Register for workshops at [http://upda.utah.edu/upcoming-events](http://upda.utah.edu/upcoming-events)

**Fulbright Workshops**

- Information Session  
  Thursday, June 16
- Personal Statement Workshop  
  Thursday, June 23
- Research Proposal Workshop  
  Thursday, June 30

  Direct questions and statement/proposal drafts to Professor Howard Lehman, Fulbright Program Director

  howard.lehman@poli-sci.utah.edu

**Thesis Office Deadlines**

- **June 10, 2016**
  - Dissertations over 200 pages seeking publication in Summer 2016 due to be submitted to the Thesis Office

- **June 17, 2016**
  - Dissertations under 200 pages seeking publication in Summer 2016 due to be submitted to the Thesis Office

- **July 25, 2016**
  - Manuscripts to be published to ProQuest in Summer 2016 due

**Graduate School Summer Events**

- **June 1**
  - 3MT Registration Begins

- **June 8**
  - Postdoc Cookout

- **June 12 - July 9**
  - Graduate Preparation Institute

The Graduate School • The University of Utah • 201 S Presidents Cir, Rm 302 • Salt Lake City, UT 84112