U STUDENT PARENTS' BALANCING ACT ⁘ EXPLORING VIRTUE AND VICE THROUGH MEMOIR ⁘ JACK NEWELL'S EXAMINED LIFE

summer 15 VOL. 25 NO. 1

Continuum

THE MAGAZINE OF THE UNIVERSITY OF UTAH

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U student Nick Elliott hands his daughter Polina to ASUU child care worker Christina Wright.

Photo by Austen Diamond

FEATURES

Cover photo: University of Utah student and wide receiver Tyler Cooperwood (Photo by Andy Brimhall)

Visit continuum.utah.edu *for additional photos, videos, and more.*

Your Comments

PRAISE FOR A POET

Ah, I seldom fall in love at first read, but you are an exception ["Chapter and Verse," Spring 2015]. 'Tis shame I once thought of myself as a poet. Now I know I was just a stuttering kindergartner struggling for the word lost.

P.S. I find this article one of the best to come out of *Continuum*.

P.P.S. I am interested in your mapping book. I have a very old book describing the development and areas of S.L.C.

Joyce Archibald Erickson BS'53
Washington, Utah

THANKS TO A TENNIS COACH

I had the opportunity to play for the Utes from 1995 to 1999 ["Match Points," Spring 2015]. I have to say, F.D. Robbins was one of the best teaching coaches I have ever worked with, and I had a great time under his mentorship.

Thank you, F.D., for all your help, and best wishes for your retirement!

Philippe Rodrigue BA'99
Tarzana, California

VOCATIONAL TRAINING'S EVOLUTION

As a point of interest, the U still does offer many vocationally related programs, at least in the health and recreation arenas; it's just the rest of the U's programming where that has failed, and I think it's very much our students' loss ["Practical Preparation," Spring 2015].

Sheryl McCallister BFA'88 BA'88
Salt Lake City, Utah

MISSING RACQUETBALL COURTS

How ridiculous that the new Student Life Center contains only two (!) racquetball courts ["Landmark U Student Life Center Opens," Spring 2015]. This is a major reduction from several courts at the old [Einar Nielsen] Fieldhouse and the HPER complex. Not sure what dimwitted genius made this call, but it was a stupid and ridiculous decision.

Rob O'Neill
Salt Lake City, Utah

COMPARING AIR QUALITY

Most of our close family celebrated Christmas at our antebellum home in relatively clean air South Carolina ["Clearing the Air," Winter 2014-15]. My brother, who lives in Orange County, California, will be giving all of us a hard drive with about 4,000 digitized pictures of our growing up years in the Utah of the 1960s and 1970s. We did a preview of the pictures, and one thing that stands out is the crystal clean air quality of the incredible vistas in southern Utah. Conversely, we toured the Southwest a couple of years ago and were struck by the pathetic vistas of murky horizons everywhere.

Good luck with the University's air efforts.

J. Ben Schreiner BA'69
Camden, South Carolina

REMEMBERING A FRIEND

I grew up with Kathy [Kathryn Stockton] in Connecticut, right through high school. Our families were friends. So cool to see this article ["Engendering Curiosity," Winter 2010]. Recalling her razor-sharp mind, intellectual curiosity, kind demeanor (and she was a damn good musician!), I can only say that it is no surprise to me to read in this article of her journey and accomplishments.

I wish I'd had more time to know her better in the day, because I relate to her journey, as well. If you run in to her, say "hi."

Gene LeFebvre
Comment submitted via continuum.utah.edu.

We're eager to hear from you. Please go to continuum.utah.edu/contact-us/ *for our contact information.*

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Publisher
William Warren

Executive Editor
M. John Ashton BS'66 JD'69

Editor
Julianne Basinger BA'87 MA'91

Managing Editor
Marcia C. Dibble

Associate Editors
Ann Floor BFA'85
Kim M. Horiuchi

Advertising Manager
David Viveiros

Art Director
David E. Titensor BFA'91

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Send address changes to:
Continuum
University of Utah
155 S. Central Campus Drive
Salt Lake City, UT 84112
continuum@alumni.utah.edu

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End of an Era

Greg Marsden, who led University of Utah gymnastics to unprecedented national success on the competitive floor and in the stands, has retired after 40 seasons as the U's head coach. He made the announcement in April, the week after Utah placed second at the 2015 NCAA Championships, just five one hundredths of a point out of first place.

His wife, Megan Marsden BS'84, Utah's six-year co-head coach and an assistant for the previous 25 years, will continue in her current role. Tom Farden, Utah's assistant coach for the past five years and the former head coach at Southeast Missouri State, has been elevated to co-head coach.

"We've actually been preparing for this transition for the past few years, and I feel really secure in leaving this program, which has been my life for 40 years, in the hands of Megan and Tom," Greg Marsden says. "There is no one reason I chose to leave now. It just felt right. I still love coming to the gym every day and working with these elite student-athletes, coaches, and staff, but I feel the other elements of the job are best suited for someone younger. I have been incredibly fortunate to spend my entire career here at Utah and to receive support unprecedented anywhere in the country from our administration and our amazing fans."

Marsden retires as the coach with the most wins in college gymnastics history, leaving a 1,048-208-8 record. His 10 national championships tie for the most by any women's gymnastics team. Hired in the 1975-76 season as a graduate assistant, Marsden took his very first team to the AIAW National Championship, where Utah finished 10th. He has never missed a national championship, with Utah qualifying for an unprecedented 40-straight years, including all 34 NCAA Championships (the only program to do so). The Utes have advanced into the Super Six 19 times in the 23 years under the format, including this season's runner-up finish.

Marsden's teams have placed in the top five in the country 29 times, in the top three 23 times, and in the top two 19 times. Utah gymnasts have won 25 individual national championships, including the 2015 NCAA uneven bar title by Georgia Dabritz, and 367 All-America awards.

A seven-time National Coach of the Year recipient, Greg (along with Megan Marsden) has been voted the Pac-12 Coach of the Year for the past two seasons. The Utes won back-to-back Pac-12 Championships in 2014 and 2015. The 2015 NCAA North Central Region Coach of the Year was also awarded to the duo.

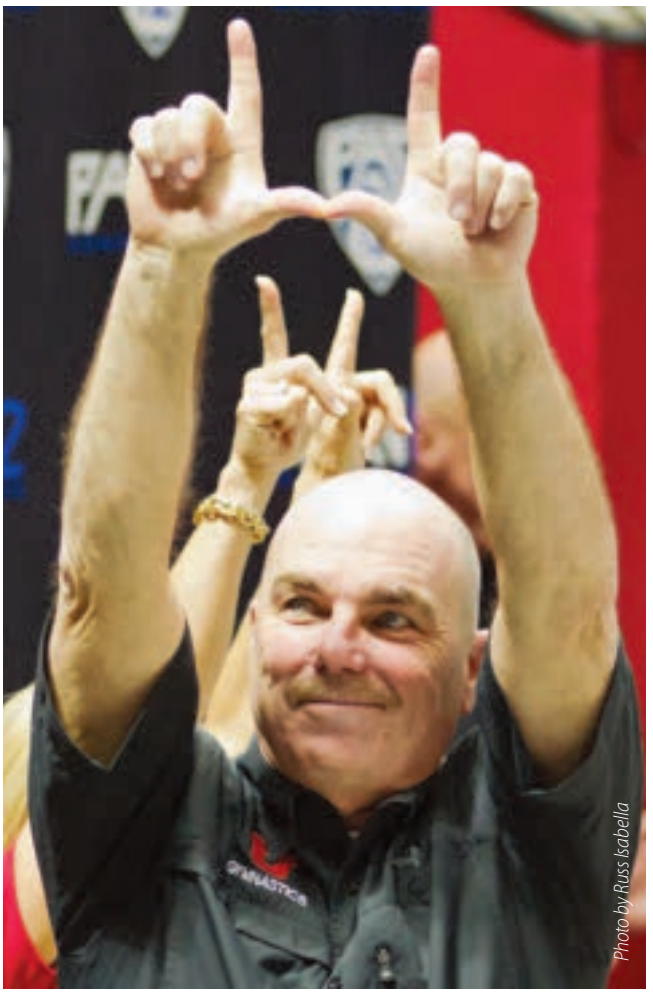

Photo by Russ Isabella

Greg Marsden was the U's head gymnastics coach for 40 seasons.

Greg Marsden drew national attention for creating an unrivaled atmosphere at home meets, where the Utes own every gymnastics attendance record and have led all women's sports in attendance five times, including the last three years. They broke their own NCAA single-meet (16,019) and season (14,950) attendance records in 2015. Since 2010, the Utes have averaged more than 14,000 fans a meet in the Huntsman Center, and they have averaged 11,000-plus since 1990.

"The only way to place a positive spin on Greg Marsden's retirement is that he is leaving the program in the very capable hands of Megan [Marsden] and Tom Farden," says U Athletics Director Chris Hill MEd'74 PhD'82. "Greg Marsden is not only a legendary coach, he has been an incredible advocate for the University of Utah, Salt Lake City, the sport of gymnastics, and most of all, his student-athletes over the past 40 years."

Visit continuum.utah.edu *to view a gallery with more photos.*

LEGISLATURE AWARDS FUNDS FOR U'S CROCKER SCIENCE CENTER

The Utah State Legislature and Governor Gary Herbert showed strong support for the University of Utah this year, including providing $34 million for the U's Gary and Ann Crocker Science Center. The new center will be an expansion of the George Thomas Building on the U's Presidents Circle and will provide new interdisciplinary teaching laboratories with state-of-the-art equipment for undergraduate science classes. Construction began this spring.

The Legislature allotted $9.5 million to the Huntsman Cancer Institute at the U, to allow completion of its expansion. The University also received permission to renovate Orson Spencer Hall and the William Browning Building on campus. Lawmakers provided $65 million in capital improvement funding to the Utah System of Higher Education, 25 percent of which will go the U: $16.25 million. And the Legislature earmarked $4 million in ongoing funding for graduate research programs at the University of Utah and Utah State University; the U will receive $2.6 million of that. The U also secured a 2 percent performance-based pay increase for faculty and staff members, as well as an appropriation to cover the increased cost of benefits.

More than 400 volunteers—alumni, present and former faculty and staff, and students—have signed up to be political advocates for the University of Utah, and they helped by writing and calling lawmakers at key junctures to voice their support for the U. Their efforts were coordinated by the U for Higher Ed Committee through a program sponsored by the Alumni Association and the Office of Government Relations. "This was another great legislative session for the University of Utah," says Jason Perry JD'99, the U's vice president for government relations. "Thanks to the hard work of President David Pershing, our legislative advocates, and our friends in the Legislature, the major priorities of the U were funded this session. We are grateful for the dedicated service of our state leaders and for their investment in higher education."

SOLAR DASHBOARD SHOWS REAL-TIME ENERGY SAVINGS

An electronic dashboard installed this spring in the University of Utah's Marriott Library details the energy savings generated by the library's solar panels, in real time and using examples of everyday use.

The project was initiated by U alum Tom Melburn BS'12 MBA'14, who in 2012 had spearheaded a plan to put "solar ivy" (small, decorative photovoltaic panels) on the south wall of Orson Spencer Hall, until the idea fell through when the manufacturer couldn't deliver the order. Melburn then decided to pursue his digital dashboard plan and secured financing through the Associated Students of the University of Utah, Rocky Mountain Power, and the U's Sustainability Resource Center.

Under the direction of the U's Facilities Management and the Sustainability Resource Center, Melburn and a group of students selected the library as the site for this project because of its central location on campus, its large number of visitors, and its commitment to sustainability. The dashboard will allow greater exposure to the otherwise unseen roof-mounted solar panels and enable library patrons to learn about the benefits of solar power.

Marriott Library Dean Alberta Comer, amid the library's solar panels

The library's system is 37.8 kilowatts, grouped into six arrays, with an anticipated annual production of 50,500 kilowatt-hours. The panels are located on the Marriott Library roof, with four arrays on the west mechanical penthouse and two arrays on the east mechanical penthouse. The new solar system produces enough energy to power six houses for one year.

U NAMES NEW DEAN FOR HUMANITIES COLLEGE

Dianne Harris, director of the Illinois Program for Research in the Humanities and professor of landscape architecture at the University of Illinois at Urbana-Champaign, has been selected as the next dean of the College of Humanities at the University of Utah.

Under her leadership, the Illinois Program secured significant external funding to enable scholarship and creative partnerships in the humanities and arts at Urbana-Champaign, says Ruth Watkins, the U's senior vice president for academic affairs. Harris holds a doctorate in architectural history from the University of California at Berkeley and is best known for her scholarly contributions to the study of the relationship between the built environment and construction of racial and class identities.

EAE PROGRAM RECEIVES TOP NATIONAL RANKING

The University of Utah's Entertainment Arts & Engineering program has earned the title of the top video game school in the nation with a number one ranking for its graduate program and number two for its undergraduate program from *The Princeton Review*.

The EAE program was formally established in 2007 and currently has 400 undergraduates and 110 graduate students. The interdisciplinary program between the College of Engineering and the College of Fine Arts allows students from both disciplines to work closely in video game design and development. Students are highly sought after by local and international game companies.

UNIVERSITY WELCOMES 8,363 NEW GRADUATES

The University of Utah's 2015 graduating class in May was the largest in U history, with 8,363 students—approximately 400 more than last year—representing 24 Utah counties, all 50 U.S. states, and 77 countries.

The Commencement program was designed with the graduates in mind and included the use of videos, multimedia, and a collage of Instagram photos documenting the U experience of the class of 2015, as well as elements of traditional pomp and circumstance. The keynote speaker was Robert A. McDonald MBA'78, U.S. secretary of Veterans Affairs and a former president and chief executive officer of Procter & Gamble. Honorary degrees were presented to three U alumni: Anne Cullimore Decker, Henry B. Eyring, and Mark Fuller. Decker BS'57 MFA'82 is a professional actress and has been a longtime theater instructor at the U. Eyring BS'55 is a first counselor in the First Presidency of the Church of Jesus Christ of Latter-day Saints and a former president of Ricks College. And Fuller HBS'76 is CEO of WET, which has designed more than 250 innovative fountains throughout the world.

U SCHOOL OF MUSIC NAMES NEW DIRECTOR

The University of Utah's College of Fine Arts has selected U professor and composer Miguel Chuaqui to serve as director of the School of Music.

Chuaqui has been with the University since 1996, when he began as an assistant professor in the School of Music. He became a full professor and head of the composition area and most recently served as the school's interim director.

He studied piano at the Escuela Moderna de Música and the Pontificia Universidad Católica de Chile. In 1984, he transferred to the University of California at Berkeley, where he majored in mathematics and music and completed a doctorate in composition.

His music includes orchestral, chamber, vocal, and electroacoustic works.

KIRK JOWERS LEAVES U'S HINCKLEY INSTITUTE

Kirk Jowers, a University of Utah professor of political science who has been dubbed the "most quoted man in Utah" during his decade-long tenure as director of the Hinckley Institute of Politics, is leaving his post to pursue a career in private industry.

As the Hinckley Institute's director, Jowers BA'92 helped found many new programs and scholarships, including an international internship program that operates in 58 countries. He also has served as director of federal relations, and chief strategist for the Office of Global Engagement.

Jason Perry JD'99, vice president for government relations at the University, will serve as interim director of the Hinckley Institute following Jowers' departure June 30, while also maintaining his current role in government relations.

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SOUND CHECK

University of Utah geologists are using sensors to measure the soundness of the Southwest's famed red-rock arches—with sound.

Jeff Moore, a U assistant professor of geology and geophysics, and his geohazards research group have developed "ambient resonance monitoring," a noninvasive diagnostic process to monitor the status of arches' structural integrity. Tracking the changes could help alert the U.S. National Park Service about when or if arches might collapse.

GOOD VIBRATIONS

Moore and his team have placed clusters of small sensors—seismometers, tilt-meters, and temperature probes—on the surface of some of Utah's most spectacular arches (including the Landscape, Mesa, and Double-O arches) in Arches and Canyonlands national parks.

DAILY MOVEMENT

One broadband seismometer is placed on or near the arch, and the other is placed about 100 meters away for reference. The seismometers are placed in cases along with a data logger and GPS clock. An electrolytic tilt-meter helps measure daily movement of the arch, while data loggers measure temperature and relative humidity.

QUICK TEMPO TESTING

The sensors remain on the surface for a few hours so that the vibrations and other parameters can be recorded, and then all the instruments are removed.

EARTH, WIND, AND HUMANS

The sensors measure the arches' natural vibration frequencies, which are influenced by the structures' mass and stiffness. Those vibrations shift with rain and snow loads, thermal cycles, and internal structural damage. Moore and his team have found that each rock structure has its own characteristic resonance patterns.

CHANGING FREQUENCIES

The scientists repeat their measurements with the sensors to note changes in the rock structures' frequencies over time, to help determine whether the structural integrity has changed. If an arch develops a crack, it changes the vibrational characteristics of the structure.

WALL CAME TUMBLIN' DOWN

Wall Arch, in Arches National Park, collapsed in 2008 due to stress fractures that occurred over time. Moore and his team believe Landscape Arch, in the same park, is close to falling down. The 88-meter-long arch—the longest in North America—has a fundamental resonant frequency of about 1.8 Hz. If it sustains further damage, the arch's resonant frequency would drop, and Moore and his team could measure that.

Landscape Arch
Arches National Park

Visit continuum.utah.edu *to listen to the vibrations of several arches and to view a gallery with more photos.*

Smart Insulin

FOR PATIENTS WITH TYPE 1 (or "juvenile") diabetes, the burden of constantly monitoring blood sugar and judging when and how much insulin to self-inject is difficult. Mistakes can have serious consequences. A miscalculation or lapse in regimen can cause hyperglycemia (when blood sugar levels rise too high)—potentially leading to heart disease, blindness, and other long-term complications. Or a mistake can result in hypoglycemia (when blood sugar levels plummet too low), which in the worst cases can result in coma or even death. A new "smart" insulin, developed by University of Utah researchers, could help mitigate these dangers.

Danny Hung-Chieh Chou, a U assistant professor of biochemistry and a USTAR investigator, led the research to create Ins-PBA-F, a long-lasting "smart" insulin that self-activates when blood sugar soars. Tests on mouse models for type 1 diabetes showed that one injection works for a minimum of 14 hours, during which time it was found to repeatedly and automatically lower blood sugar levels after mice were given amounts of sugar comparable to what they would consume at mealtime.

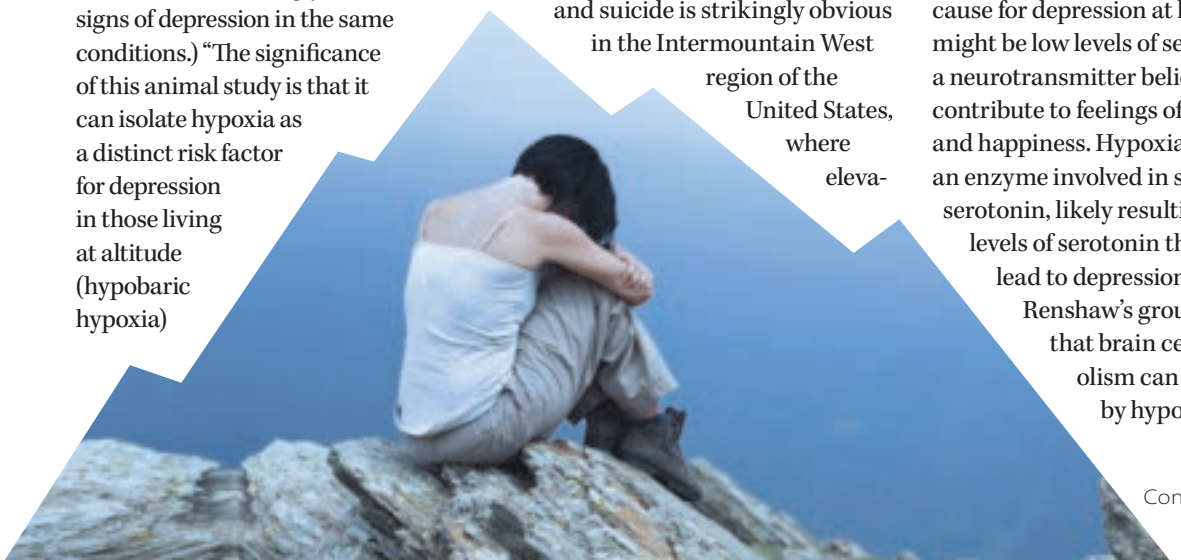
The U study was published in February in the *Proceedings of the National Academies of Sciences*. The researchers found that Ins-PBA-F acts more quickly and is better at lowering blood sugar than the currently available long-acting insulin drug detimir, marketed as Levimir. In fact, the speed of touching down to safe blood glucose levels was identical in the diabetic mouse models treated with Ins-PBA-F and in healthy mice whose blood sugar is regulated by their own insulin.

High-Altitude Depression

UNIVERSITY OF UTAH researchers have found that the reduced oxygen experienced at high altitude can lead to depression.

In a new study, U researchers and a colleague from Tufts University learned that female rats exposed to high-altitude conditions exhibit increased depression-like behavior. (Male rats, interestingly, showed no signs of depression in the same conditions.) "The significance of this animal study is that it can isolate hypoxia as a distinct risk factor for depression in those living at altitude (hypobaric hypoxia) or with other chronic hypoxic conditions such as COPD, asthma, or smoking, independent of other risk factors," says Shami S. Kanekar, U research assistant professor of psychiatry and lead author on the study, published in March in *High Altitude Medicine and Biology* online.

The correlation between altitude and high rates of depression and suicide is strikingly obvious in the Intermountain West region of the United States, where elevations are considerably higher than in the rest of the country and there is a corresponding higher rate of self-inflicted death. Several studies, including work by Perry F. Renshaw, USTAR professor of psychiatry at the U and senior author on this latest study, suggest altitude is an independent risk factor for suicide. According to Renshaw, a potential cause for depression at high altitude might be low levels of serotonin, a neurotransmitter believed to contribute to feelings of well-being and happiness. Hypoxia impairs an enzyme involved in synthesis of serotonin, likely resulting in lower levels of serotonin that could lead to depression. In addition, Renshaw's group has shown that brain cellular metabolism can be damaged by hypoxia.



Virtue AND Vice

Story by Ann Floor Photos by Hal Cannon

U alum Teresa Jordan's new book explores meaning through memories.

When Teresa Jordan was 6 or 7 years old, friends of her family took her swimming, and she remembers watching the father play with his three kids in the water, helping them climb up onto the side of the pool and then opening his arms so they could jump to him. They were splashing and laughing and having a great time, and she felt a longing so intense, it still takes her breath away.

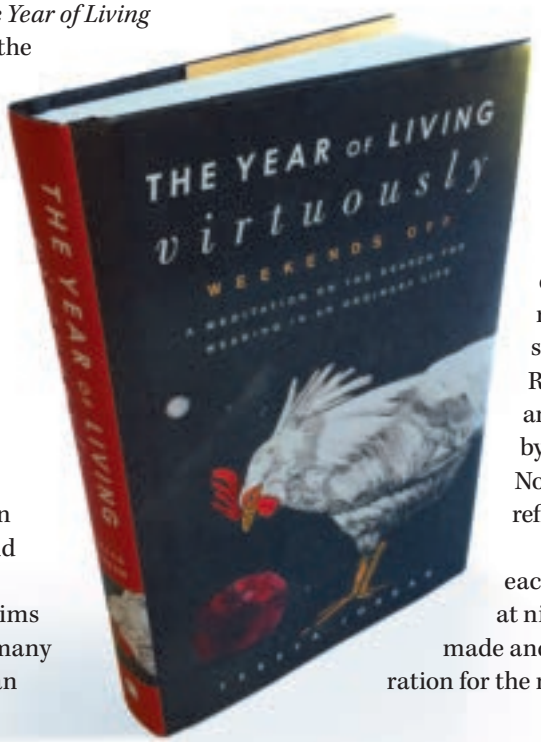
Her own father didn't swim and didn't play. He was a big, stern man, and on the ranch where they lived, he taught Jordan how to shift her weight when training a horse to rein, how to double clutch the stock truck, and how to hog-tie a calf. From as far back as she can remember, he told her she could do anything she put her mind to. But he was not an affectionate father, and in that moment at the pool, she realized how much she wanted one.

U alum Teresa Jordan lives in Virgin, Utah, where she and her ***husband,*** *Hal Cannon, keep an old* ***pioneer pecan*** *orchard.*

Jordan BA'02 uses this memory to introduce an essay on envy in her new book *The Year of Living Virtuously (Weekends Off)*. Author of four other books, she had been away from writing for several years involved in what she calls "a midlife expansion"—studying visual art at the University of Utah. After receiving a bachelor's degree in fine arts, with an emphasis in painting and drawing, she was looking for a project to get her back to the written word. When she came across Benjamin Franklin's autobiography and his experiment to write about 13 different virtues as a way to work toward moral perfection, something clicked and she knew she had found the writing project she was looking for. Her book follows a similar thread, but with a twist: taking weekends off to attend to the Seven Deadly Sins.

Jordan wondered if Franklin's centuries-old ideas of virtue could influence a nation today that is struggling with increasingly polarized positions around who's right. "I wanted to write about extremes—about the angry righteousness that is dividing the country," Jordan says. "Just look at terrorism. It's a righteousness taken to the extreme. Anything taken to excess becomes a vice." Unlike Franklin, she was not using the project to aspire to moral perfection, but rather, "to examine the ordinary strengths and weaknesses that shape the quality of our relationships, to see how virtue and vice play out in ordinary life," she says. "What interests me is what we talk about over the dinner table."

The 45 essays in the book go beyond Franklin's 13 virtues and range from examining courage, listening, and punctuality to pondering grumpiness, procrastination, and stubbornness. She says she realized, only after completing the project, that *The Year of Living Virtuously* for her was all about the questions: "What was I raised to believe? What do I believe now? To what degree are the decisions I make on a daily basis congruent with my core beliefs? That was the gift of this book."



The Year of Living Virtuously has drawn praise from national reviewers since its publication in December by Counterpoint Press. In *The Wall Street Journal*, author Tom Nolan called the book "an engaging and moving collection" and noted, "Teresa Jordan is a writer who aims to stick to resolutions. But like many of us, she has noted more than an occasional disparity between the ideals and values she aspired to in youth and some much less appealing habits of thought and being that have encroached upon her over the years."

To begin her project, Jordan made a commitment to write one essay on a different virtue or vice each week and post to her blog every Sunday night. Weaving in her own experience with the views of theologians, philosophers, ethicists, evolutionary biologists, and a range of scholars and scientists within the emerging field of consciousness studies, the project involved her skills as a writer, storyteller, researcher—things she already knew how to do and enjoyed.

In doing research for the book, she stayed for a few days at the Trappist monastery in Huntsville, Utah. "I am not Catholic," she says. "As a child, I did not attend church of any kind, and my adult observance can best be described as Cafeterian, drawing nourishment from many spiritual traditions." But the abbey provided seclusion for anyone seeking renewal, and during her three days there, as she told KUER's *RadioWest* in a recent interview, she realized that "it is a generosity to allow silence."

In her essay on cleanliness, she writes about her mother, who did not want to be known for her housekeeping. "She was not a slob, but neither was she overly fastidious, a poise that left her time for reading, play, and genuine connection." Her mother was 5 feet 11 inches tall and often wore four-inch heels, and she taught Jordan to enjoy her height. "My mom wasn't invested in being a perfect mom, or wife, or friend. She liked her own solitude, and her lack of the need to be perfect gave her space, which made her more fun to be around. She brought balance into what would have been a two-dimensional view of the world," Jordan writes.

Growing up in the 1950s and '60s on her great-grandfather's ranch property in the Iron Mountain country in southeastern Wyoming, Jordan says she "was raised to be Western, which is to say, stoic." Her parents were devotees of Ayn Rand's philosophy of objectivism, and she and her brother Blade were surrounded by brandings, roundups, and trail drives. Not surprisingly, many of the book's essays reflect Jordan's life on the ranch.

Writing about habit, she recounts how each day "started with the last gesture at night, the thermos of coffee my mother made and took up to her bedside table in preparation for the morning to come. When the alarm rang

at 5 a.m. she woke to light a cigarette and drink a cup of coffee in the dark before she dressed quietly and headed downstairs to put the kettle on and let out the dog. When the dog came back in, he bounded upstairs to wake my father, who gave him a biscuit before rising to pull on his jeans, his boots, his snap-fastened shirt… the first motions in the daily habit of my family." And, Jordan says, the barn was "the heart of it all, the cathedral, the place where the day truly began, a hall you entered with a sacred tone—'whoa'—to avoid startling the horses."

In her 1994 memoir, *Riding the White Horse Home*, Jordan writes that it was perhaps her great-grandmother, Matilda Tait Lannen—Nana—who had the most influence on her as a child. On their long, magical walks together on the land around the ranch, Jordan could count on the two of them discovering fossilized crinoids, snails, clams, and Indian relics—things she didn't easily find when Nana wasn't with her. "It is a matter of looking, of learning to see," writes Jordan, recalling Nana's words to her. The idea still guides Jordan today. During Jordan's junior year at Yale University, her mother unexpectedly died of an aneurism and Jordan "felt like the sun had fallen out of the sky." She returned home and withdrew from school for the rest of the semester. "I couldn't bear the thought of my father all alone on the ranch 50 miles from town, and the truth is that I was devastated, too," she says now. She received permission from Yale to do an independent study program from the ranch, and switched from Latin American studies to American history with an emphasis on the American West. Working on her senior thesis—how Wyoming ranchers had responded to the Great Depression—Jordan would drive the pickup every day from the ranch to the archives in Cheyenne, fascinated with the information she found there.

> "I wanted to write about extremes—about the angry righteousness that is dividing the country… Anything taken to excess becomes a vice."

Teresa Jordan is an artist as well as a writer, and one of her hand-colored monotypes is on her new book's cover.

In 1977, Jordan received a bachelor's degree in history from Yale, graduating *summa cum laude*, and was elected to Phi Beta Kappa. Her thesis, *Wyoming Ranchers During the Great Depression*, won the McClintock Prize for History of the American West. That same year, due to a declining economy, her father sold the ranch property that had been in their family for 90 years—four generations—leaving Jordan feeling "untethered." (It changed hands a few more times and ultimately was bought by an oil company.)

During the 1980s, Jordan continued researching and writing. She wrote the script for the documentary *Cowgirls: Portraits of American Ranch Women*; conducted several oral history projects; and recorded nearly 100 interviews as background for her first book, *Cowgirls: Women of the American West*, published in 1992. That same year, she met Hal Cannon.

"Teresa and I met when we were both presenting at a conference in Sun Valley, Idaho," says Cannon, a musician, folklorist, and public radio producer. "I was married at the time, she was involved with someone, but we recognized each other and kept track." Years later, when they were both free, they met again at the National Cowboy Poetry Gathering, where Cannon was the founding director. "She gave a keynote address about women and families in the West," says Cannon. "She convinced me. We fell in love and got married a few months later. That was nearly 25 years ago." They live near Zion National Park in Virgin, Utah, where they raise a few Navajo-Churro sheep and keep an old pioneer pecan orchard. Among numerous collaborative ventures, Jordan and Cannon created *The Open Road*, a series of radio features for Public Radio International's *The Savvy Traveler*, and continue to partner on many projects. For venues ranging from the National Cowboy Poetry Gathering to the Conference on World Affairs, Jordan has turned many of her *Open Road* features into stories that she tells live on stage without notes. "Both Teresa and I have a strong inclination to live artistic lives," says Cannon. "We like to make things happen. Our canvas is the American West: its people, landscape, animals, and music. Wherever we go, we like to bring people together around stories, songs, and imagery."

In all, Jordan has written or edited seven books about Western rural life and the environment, and she has received numerous literary awards. She has served as writer in residence at the University of Nebraska and the U, and has taught writing throughout the West. Her artwork ranges from notebook sketches, black and white paper cuts, and ink-on-paper portraits to hand-colored monotypes of landscapes and animals, including a surprising number of chickens, one of which graces the cover of the new book. Her work has been exhibited in galleries in Utah, Colorado, and Idaho.

In *The Year of Living Virtuously,* the theme that emerges most consistently is "the need to create space in which that still, small voice can make itself heard," she writes. "As I searched for stories with which to understand the various aspects of virtue and vice, I repeatedly encountered the importance of stillness in creating a meaningful life." She says when she first conceived of the book's title, she added *(Weekends Off)* as something of a joke, "to suggest a vacation from the arduous pursuit of decency. Now I realize that weekends off are a more serious concern, for without periodic time for renewal, we forget what we care about." She notes that the project started as a way to practice writing. "It continues to engage me, long after my self-assignment of weekly reflections has expired, as a way to practice life."

—Ann Floor is an associate editor of Continuum.

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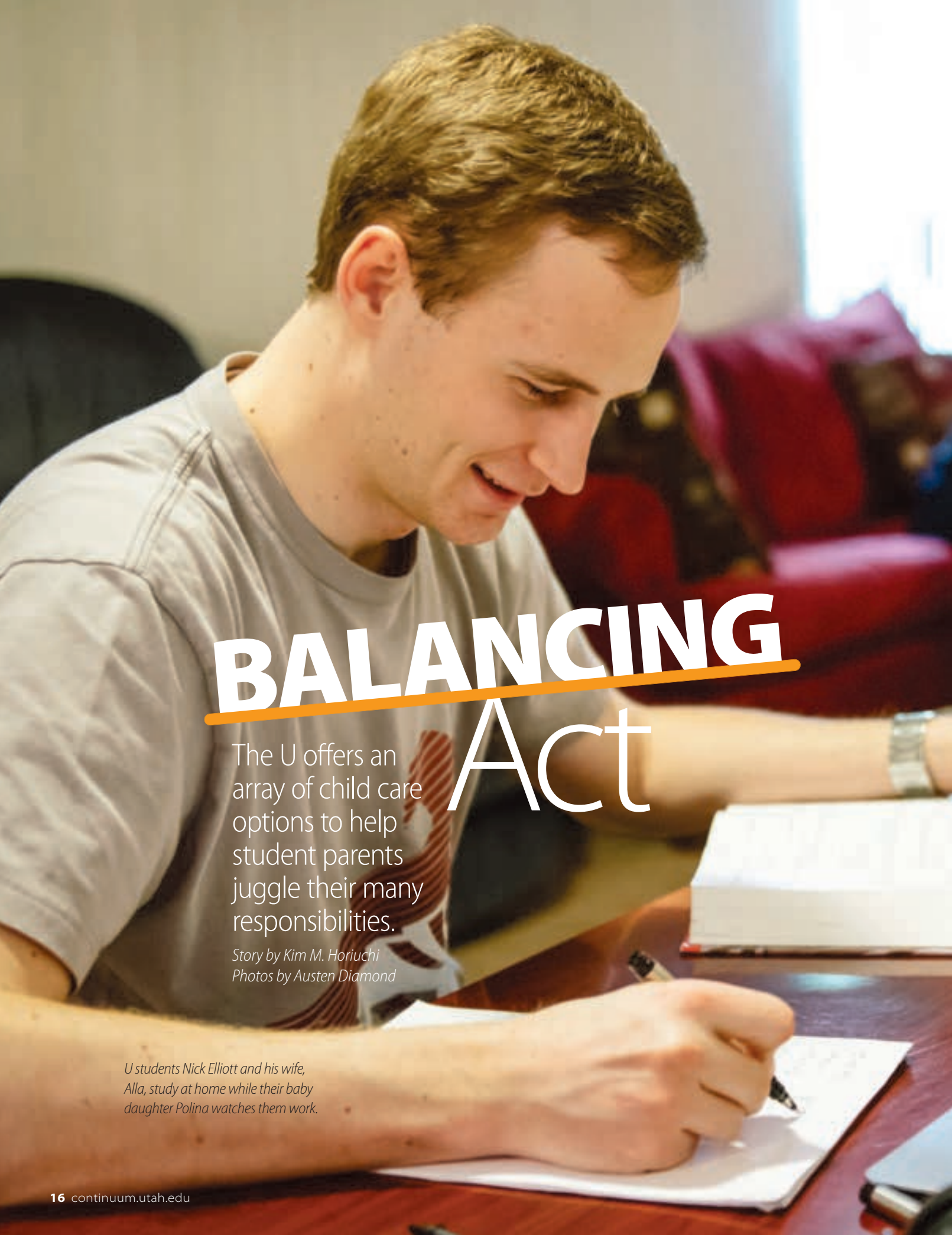

BALANCING Act

The U offers an array of child care options to help student parents juggle their many responsibilities.

Story by Kim M. Horiuchi
Photos by Austen Diamond

U students Nick Elliott and his wife, Alla, study at home while their baby daughter Polina watches them work.

THE MORNING IS A STRUGGLE for electrical engineering student Nick Elliott, who is operating on no sleep after pulling an all-nighter to study and finish homework that is now due. He rushes to head toward his two classes

From left, Hanna Kordy, Haylee Puga, and Kate Rasmussen study a plant's growth, in the U Child and Family Development Center.

in differential equations and circuits, but on the way, he makes a stop at the Alfred Emery Building. There, in the "purple room" of the ASUU Student Child Care Center, he pauses for a moment with his 7-month-old daughter. "I try to set her down and get her used to sitting by herself so she doesn't freak out when I leave," he says. In about three hours, after his classes wrap up, Elliott picks her up from the center and tends her for the day while his wife, Alla, who is also a student at the University of Utah, attends her classes and works as an accounting clerk. He says there's an art to balancing his schooling with responsibilities as a dad and work at Costco, where he spends three nights a week and a full shift on Saturday.

Elliott counts himself lucky to find child care on campus. "There aren't many places that provide day care services for infants that are affordable," he says. "When you total up how much it's going to cost to have day care, it almost makes it insurmountable to finish school. It's like, 'Oh, how am I going to do this?' "

The University of Utah is trying to make the answer to that question a little easier for student parents and nontraditional students with families. Providing affordable, on-campus child care for students is a high priority as a means to help prevent them from dropping out, alleviate possible debt, and enable them to graduate sooner. "Our goals are to help, support, and enable our students to focus on their learning, and one of the ways we do that is assuring them that they have great, safe, high-quality spaces for their kids," says Ruth Watkins, the U's senior vice president for academic affairs. The University also is providing quality and convenient child care for faculty members as a way to attract and keep them. About a quarter of the U's 31,515 students are parents, and an estimated 4,000 children of both students and faculty require some sort of child care, from full-time day care to part-time, hourly services. The University has eight child care programs with a total capacity for 480 children, meaning that only about 10 percent of the child care needs are being met on campus. Yet the U is doing much more than most colleges and universities across the country. In January, the University of Utah was ranked No. 2 in the nation by *BestColleges.com* as a top school for nontraditional students, and the University is expanding child care and other family-friendly services even as institutions nationwide are cutting back because of funding constraints.

25%

OF THE U'S 31,515 STUDENTS ARE PARENTS

Providing affordable, on-campus child care helps student parents graduate sooner.

The ASUU Student Child Care Center groups children by ages in five rooms painted different colors. The center opened a purple room this past January, to provide part-time hourly care for infants at the U, a first on the campus. Within the past year, the University also added lactation rooms across campus, and starting in May, all new buildings and renovations totaling more than $10 million must include designs for a lactation space. In all, the University now has 21 private rooms for nursing mothers, and three more will be located in the new S.J. Quinney College of Law building when it opens this fall.

Debra Daniels, right, director of the U Women's Resource Center, with student Victoria Farrimond and her daughter Tori Anne

A family reading room where parents can study while their children play also opened last fall at the J. Willard Marriott Library, along with three adjacent lactation rooms. And renovation of the Child and Family Development Center, located next to the ASUU care center, is planned for next year.

Lindsey Reichlin, research and program coordinator for the Institute for Women's Policy Research in Washington, D.C., says the U's efforts to provide comprehensive child care options are "fantastic." "For students with children, child care can be one of the biggest, if not the biggest, factors in a student's ability to complete college and be successful," she notes. "It's the most obvious solution that schools can seek to provide in order to help student parents graduate."

Even so, fewer colleges nationwide are providing such services. The research institute, which follows women's policy issues in the United States, released two studies last November that found child care services on campuses across the

country are declining, even as the number of student parents is increasing. According to one of the studies, 26 percent of U.S. college students, or 4.8 million undergraduates, have children, and 71 percent of those students are women. From 1995 to 2011, the number of student parents increased by more than 1.6 million. Meanwhile, the number of four-year institutions providing child care decreased from 54 percent to 51 percent from 2002 to 2013, and federal funding for child care through CCAMPIS (Child Care Access Means Parents in School) grants dropped from $25 million in 2001 to $14.8 million in 2013. (The University of Utah received one of the coveted grants, totaling $1.3 million, last year.) Students with children also have much higher debt after graduation, the study found.

Reichlin says the numbers are concerning. "When you're having to balance so many competing responsibilities, child care plays an even greater role," she says. "Child care is the crux in a lot of ways."

The U has made child care a priority, in part, because the unique demographics of both the University and the state of Utah dictate that focus, Watkins says. "I do think that our undergraduate student population is very different than most flagship universities, and I think that puts some special responsibility on us to think about this creatively and assertively."

A higher proportion of Utahns—28 percent, compared to 22 percent of people nationwide—has taken some college coursework without finishing. "That does tell us that we do have a fair number of working-age adults who have started college but haven't been able to complete their degrees," Watkins says. At the same time, more than half of students at the U are taking six years or longer to graduate, and for the past decade, nearly a third of students enrolled at the U have been over age 25. "That then leads us to question, 'What's different about our population and our students?' " Watkins says. Two important factors are that half of undergraduates at the U marry before they complete their degrees, and about a quarter of students have one or more children before graduating. Many students also delay their education to serve religious missions for the Church of Jesus Christ of Latter-day Saints, and because those students are older when they return to school, they are often also starting families.

Shauna Lower directs the University's Center for Child Care and Family Resources.

21

PRIVATE ROOMS FOR NURSING MOTHERS ARE LOCATED ACROSS THE U CAMPUS

"As an institution, possibly the single most important thing we're working on is increasing the retention and graduation rate of our students," says Watkins. "So that leads us to look at the most important things to be doing to promote student success, and clearly one of them is to help our students with access to quality child development and child learning opportunities."

Mary Parker, associate vice president of student affairs at the U, agrees that the picture is different in Utah than in other states, especially when it comes to women in higher education and the number who graduate. "We know we have to do a better job of helping young women understand the importance of an education and how that helps their families." According to the U's Office of Budget and Institutional Analysis, 45 percent of undergraduate

students enrolled at the U this year are women, compared to 55 percent who are men. Nationally, more women than men are enrolled in public universities, at a ratio of 56.4 percent to 43.6 percent.

When students begin families, their finances also can become stressed. The U surveys students who are enrolled one semester but not the next, and the number one reason they indicate for not coming back is "financial constraints." "Student parents take longer to graduate, and many times it's because they go to school, work a semester, go to school, work a semester," says Parker. Once they do leave, she notes, there's a strong risk they won't come back. To help students defray some of their costs, the University is utilizing the CCAMPIS funds it received from the U.S. Department of Education to subsidize child care for low-income students during the next four years, through the duration of the grant. About 150 families at the U now receive such subsidies each year.

Student parents' financial stress sometimes leads them to drop out.

4,000

CHILDREN OF BOTH STUDENTS AND FACULTY REQUIRE SOME SORT OF CHILD CARE

The University has an array of campus child care options. The U's Center for Child Care and Family Resources manages the ASUU Student Child Care Center, which offers a variety of services such as drop-in evening care, free finals week care, and a "Parent Night Out" one Saturday per month for students. The center, which is open from 7:15 a.m. to 9 p.m. Monday through Thursday and until 6 p.m. on Fridays, serves 160 children ages six weeks to five years. Student parents sign up each semester for the hours they need to cover for study or classes, and a sliding scale based on income is used to calculate cost.

Shauna Lower, director of the Center for Child Care and Family Resources, says the efforts are making a difference. "There are parents with infants, in particular, who have said, 'I am so thankful. I wouldn't be in school right now.' Some have dissolved into tears when they've heard there is a space."

Other child care programs at the U include the BioKids center, started by faculty in the biology department in 2000. It provides full-time care to children ages six weeks to five years, and generally has about a nine-month waiting list. The Child and Family Development Center, which opened back in 1930, is the oldest program on campus. It primarily serves as a child care development lab for University students studying early childhood and human development, and enrolls children ages 18 months to five years in a three-hour morning or afternoon session.

There's also the Early Childhood Education Center, a full-time center that mainly serves employees' children ages two to eight years, and the Fine Arts Preschool for children ages three to six. The full-day University Kids, a private national program run by Children's Creative Learning Center, enrolls children ages six weeks to eight years, and University Head Start provides morning and afternoon classes for three- and four-year-olds. And then there's Club U and Youth Academy, summer programs run by U Continuing Education. "If you're looking at Pac-12 schools, most of them do not have child care at this level," Lower says. "Even in the state, having eight programs that serve children in different capacities is pretty unique." Lower knows firsthand the challenges of juggling school and child care. "I've experienced all of this. I've taken children to class before, which is an awful experience." She says she wants to make it easier for students at the U: "I don't think wanting to be a parent should stop you from going to school."

480

CHILDREN CAN BE ACCOMMODATED IN THE U'S EIGHT CHILD CARE PROGRAMS

Most Pac-12 universities "do not have child care at this level."

Debra Daniels MSW'84, director of the Women's Resource Center at the U, notes that by far, women shoulder the responsibility for finding and providing child care. To help, her office provides emergency grants to students each year. The grants, funded by a number of foundations, range from $10 for a needed stroller, formula, or diapers, to thousands of dollars for a child care voucher or help with tuition.

The goal is to keep student parents, especially mothers, in school. "We know that if they step out, the chance is slim to none

Erin Beeghly, a U assistant professor of philosophy, with her daughter Esme Rivkin in the Marriott Library's Family Reading Room

that they will come back," she says.

U student Cassie Smith has three young children who are enrolled at the ASUU child care center for a few hours here and there while she goes to class and studies. "I wouldn't be able to go to school if I didn't have this," she says. Her husband just graduated from the U with a master's degree, and while she has had to take some semesters off due to parenthood, she plans to graduate this summer in elementary education after enrolling six years ago.

Elliott, whose daughter is in the infant room at the ASUU center, says student parents face many challenges that other students don't. "It's intimidating, too, because sometimes you may not get the academic performance that you would like maybe because of all the other things that are going on." But there's no question that having a child as a student also has its pluses, he says. "It's surprising how much motivation there comes from that. No matter how stressed you are, you always find little times of thinking, 'Oh, I get to go see my baby.' And that cheers you up. It's weird how that works."

Mary Parker, center, U associate vice president of student affairs

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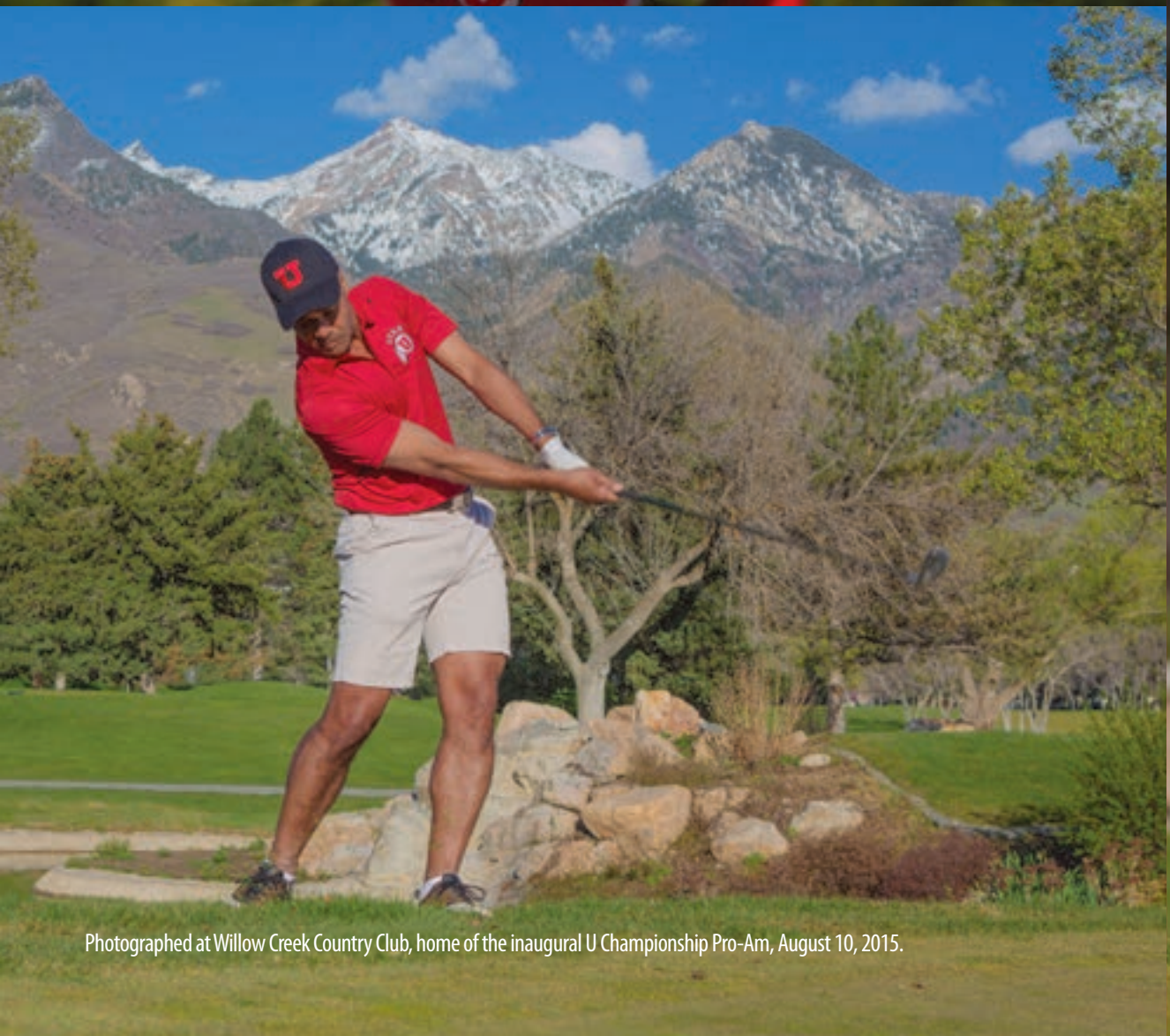
—Kim M. Horiuchi is an associate editor of Continuum.



Photographed at Willow Creek Country Club, home of the inaugural U Championship Pro-Am, August 10, 2015.

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Photo by Russ Isabella

U gymnast Georgia Dabritz

THE MENTAL GAME

FOR MANY U ATHLETES, SPORTS PSYCHOLOGY COACHING PROVIDES AN EDGE FOR TOP PERFORMANCE.

BY STEPHEN SPECKMAN

THE RECORD CROWD OF 16,019 GREW QUIET AS ALL-AMERICAN GYMNAST GEORGIA DABRITZ APPROACHED THE UNEVEN PARALLEL BARS. The No. 4 University of Utah gymnastics team was squaring off against No. 5 Michigan in the Utes' last home meet for 2015. In Section L, Row 7 on the aisle in the Huntsman Center was U sports psychology consultant Nicole Detling, who just days earlier had met with the team to help them mentally prepare for the Michigan meet and beyond. Dabritz had just finished eighth in vault, but when it was her turn at the bars, she smiled and acknowledged the standing-room-only crowd cheering her in her last year competing on the team. She took a deep breath and then went to work. In less than a minute, her routine was complete. A few minutes later, the crowd roared as the judges posted a perfect 10, her third on the bars for the 2015 season.

U infielder Kody Davis

Detling PhD'07, despite having a pass that allows her quick access to the floor at any moment during a meet, watched from the stands as the Utah team went on to beat Michigan. But what Detling did for Dabritz—and others on the team—prior to the meet with Michigan had an impact on that evening's results, by dealing with the psychological aspects of their athletic performance. "She really helped me with my mental toughness," Dabritz says. "We've noticed a huge difference in our team over the last few years she's been here."

College athletics programs and pro sports teams across the country have increasingly turned to applied sports psychology consultants to give their athletes a mental edge through tools that help them have the extra focus they need when the pressure is on, or the coping skills in the heat of battle when even the smallest setbacks threaten to derail months of preparation. About 80 percent of U athletes across all sports now use sports psychology services provided by the private consulting practices of Detling, who is a full-time U assistant professor of exercise and sport science, and by Keith Henschen, who led the U's sports psychology efforts for decades and still contracts with the men's basketball team. The U also offers degree programs to educate people to take on the role that, for the athletes they serve, falls somewhere between Zen master and someone to just talk to about life.

ABOUT 60 TO 75 PERCENT of major colleges nationwide now use mental skills coaches for their athletes, and more than 100 institutions, including the University of Utah, offer courses in sports psychology, Henschen says. The number of consultants across the country who have been certified through the Association for Applied Sport Psychology has

From left, U track and field team members Beck Sarmiento, Jessica Sams, and Lauren Mills

Photos these pages by Stephen Speckman

grown from about 50 in 1992 to more than 500 today. They apply their mental skills coaching not only to athletes but to people working in fields such as medicine, music, the military, law, and business, helping them with their mental focus, confidence, concentration, and attitude.

Among NCAA Division I universities, about half provide their athletes with sports psychology resources, according to an NCAA study by Ian Connole, director of sports psychology at Kansas State University. The offerings include clinical services provided by a psychologist as well as the mental skills coaching that certified consultants such as Detling use to sharpen an athlete's performance.

Detling began her role with the U Athletics Department in 2013, after Henschen, who had initiated sports psychology work with U teams, retired. Henschen says clinical psychologists were the first to apply the knowledge they had developed for coaching people in the workplace to helping athletes with their performance. Applied sports psychology began to take hold in the late 1960s and early '70s with bigger universities that were able to afford hiring mental skills coaches. "It just grew since then," says Henschen, who taught for 39 years at the U, with an expertise in the psychological aspects of sports performance.

Henschen, who has also been the sport psychology consultant for the NBA's Utah Jazz for the past 32 years, still helps the U men's basketball team, which under Head Coach Larry Krystkowiak this year reached the NCAA Sweet Sixteen for the first time since 2005. For both teams, Henschen says he administers tests to athletes that he uses to develop competitive and learning style profiles that help coaches gain insight into why an athlete prefers to avoid failure, how not to overload a team member, or what type of anxiety issues a player might be facing.

"He has been very helpful to our program and players over the years," says Tommy Connor BS'90, the U's assistant head coach for men's basketball. "He has unbelievable credentials, and our coaching staff and team have great respect for him." Connor says the team plans to work more this year with Henschen on mental imagery, and individuals will continue working with him on confidence issues and implementing positive self-communication practices. "We talk a lot about breathing and relaxation prior to games and while shooting free throws," Connor says. "In our practices, we try to create drills and situations that improve mental toughness."

U sports psychology consultant Nicole Detling, left, with U golfer Brent Pollock

For the athletes they serve, their role falls somewhere between Zen master and someone to just talk to about life.

FOR ABOUT 35 YEARS, Henschen also helped gymnasts at Utah improve their mental skills. Co-head gymnastics coach Megan Marsden BS'84 says Henschen was a big part of her success back in 1981 when she first competed as a gymnast at the U, and he advised the team to use a sort of mental "choreography," a blend of mental imagery and focus to keep gymnasts from overthinking their routines.

Her husband, outgoing co-head coach Greg Marsden, (who in April announced his retirement), at one point worked on a doctorate in sports psychology, studying under Henschen, and also has an acute understanding of where it fits in with gymnastics performance. "Without the mental training part, a big piece of the puzzle would be missing," he says. "At the very top level for almost all sports, it becomes a mental game—who can handle the anxiety and stress and still compete at their top level when everyone else around you is kind of panicked and losing it."

His point is one Detling pushed in a team meeting a week prior to the Michigan meet this past March. "You should be at a point now where you know what you need before you compete," she told the gymnasts. "You know what mindset you need. You know what feeling in your body you need in order to compete at your best."

As part of the coaching leading up to the meet, Detling taught Dabritz to clear her mind for the bars, which Dabritz says is an "easier" event for her, and to use mental imagery to help with focus when performing on the more difficult beam routines. "I tried a few things in previous years like singing and counting," Dabritz says about being on the beam. "This year, it's deep breaths. I tell myself to be strong and calm. I'll take a deep breath and say the word 'calm' on the exhale."

U Athletics Director Chris Hill MEd'74 PhD'82 recognizes that the scope of sports psychology goes beyond wins and losses. "This was and continues to be a critical part of our program," he says. The sports psychology model led by Henschen introduced the need to look at other support systems, he notes, and his department in the mid-1990s formed a Wellness Team to help student athletes with psychological and nutritional issues, as well as returning to play after injuries. "This is a very comprehensive program," Hill says.

HENSCHEN was the reason Detling, a native of tiny Barnesville, Ohio, chose to study sports psychology at the University of Utah back in 2000. She received her doctorate in 2007, and in 2008 she went to work as an assistant professor (lecturer) at the U in Exercise and Sports Science, with an emphasis in sports psychology. In her private practice, she helped the U.S. Ski and Speedskating teams during the Winter Olympics in Sochi and Vancouver, and she also has worked with pro athletes in nearly every sport. Since she started her sports psychology consulting for the U Athletics Department in 2013, the number of U athletes taking advantage of mental skills coaching has grown by about 30 percent. The athletes who have worked with her office say that when it's game time, most of what determines success and failure in their sport comes down to mental mettle.

> "At the very top level for almost all sports, it becomes a mental game—who can handle the anxiety and stress and still compete at their top level."

80 Percentage of University of Utah athletes who now use sports psychology coaching

60 TO 75 Percentage of major colleges nationwide that use mental skills coaches for their athletes

50 Percentage of NCAA Division I universities that provide their athletes with sports psychology resources

100 Institutions nationwide, including the U, that offer courses in sports psychology

Several members of the U's golf team noted in a spring team meeting that the game is 90 percent or more a matter of mental skills, once competition starts. They credit Detling with being key when Utah tied for second place this past February at the Loyal Golf Invitational in Arizona. "A few weeks before, we did team sessions, and in Arizona, we were talking with her almost every night," says golfer Brandon Kida, who shot a four under par and tied for fifth individually in that tournament. "After rounds, we would talk about what we were doing on the course and what we were thinking," he says. "It's something our team definitely needs to keep doing. It's helping everyone as individuals and as a team."

The use of a mental skills coach is a relatively new development for the golf team. "It took us a while to get to

the realization that with golf, being as mental of a game as it is, it's crazy not to use the resources we have up here," says Andrew Mecham BFA'94, the golf team's assistant coach. "Most of these kids can hit the shots—they have the physical tools, or they wouldn't be here in the first place. I feel like if they can have some help thinking around the golf course, it helps them a lot."

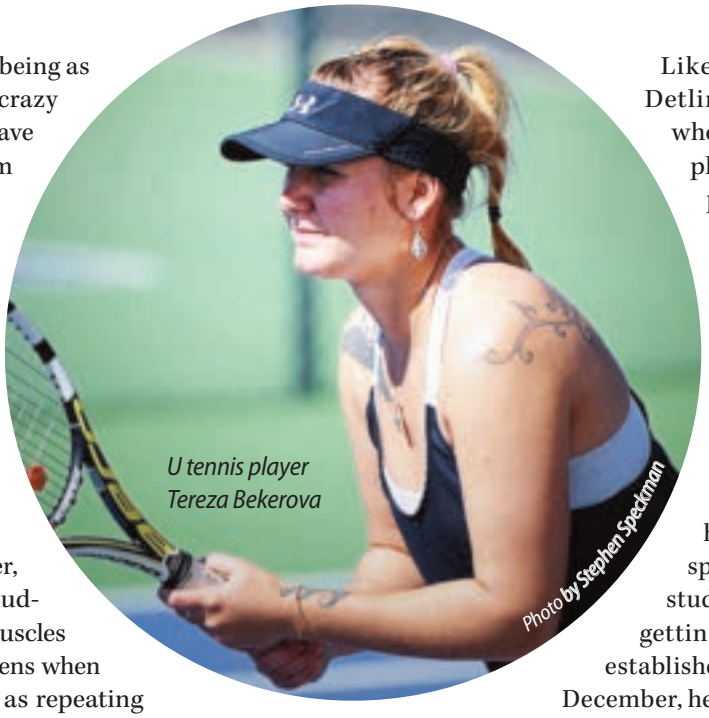
U tennis player Tereza Bekerova

Photo by Stephen Speckman

Detling educates athletes about their body's physiological responses to frustration, anger, and negative thoughts—including chemicals released and muscles tightening—versus what happens when athletes use techniques such as repeating positive sayings to themselves. "Finding those positive moments actually releases serotonin, which is the happy hormone, and serotonin and cortical hormones fight each other," she told the golf team in that spring meeting. "So, if you're having that cortical stress reaction, that causes tension, and if you talk positively to yourself, that releases serotonin."

Like Henschen before her, Detling has taught students who have gone on to accomplished careers in sports psychology. Justin Su'a MS'11 was a pitcher on Brigham Young University's baseball team and received an undergraduate degree in broadcast journalism. "I realized I wanted to help athletes, not report on them," Su'a says. So he enrolled in in the U's sports psychology program, studying under Detling. After getting his master's degree, he established a private practice. Last December, he was hired to be a mental skills coach with Major League Baseball's Boston Red Sox. "The players are responding really well," he says. "It comes down to language. There might be some bosses or coaches who say you messed up and to go see a mental skills coach. Now they say, 'We want to take you to the next level.' "

Photo by Stephen Speckman

U gymnast Georgia Dabritz sprints for a vault.

THE U BASEBALL AND FOOTBALL PROGRAMS also recently have warmed up to using sports psychology to help their athletes. "It's huge in baseball right now," says U baseball head coach Bill Kinneberg. "It really helps players get ready to play." In baseball, he notes, it's about helping players be ready for the next pitch, and Detling's office is helping his players be at their ready best for that.

In football, it's about getting to the next down. "We're just now starting to explore the benefits of sports psychology," says U Head Coach Kyle Whittingham. "We're starting to integrate Detling slowly into what we're doing. We're looking for that edge. Anything that can give us a bit of an advantage, we're going to explore." The mental part of football is "huge," he says, and he believes Detling might be able to help his players deal better with adversity. "A defensive back, for example, is going to get beat a certain amount of the time, and the way they react to that is crucial," Whittingham says. "I have a lot of confidence that she can help us."

Senior wide receiver Tyler Cooperwood says Detling is a "great listener" who has helped him with life on and off the gridiron. "She gives me tools on how to stay positive," he says. "In football, she's helped me with focusing for that moment. A play is usually no longer than six seconds. So for that six seconds, the focus has to be in that moment and doing the best I can in that moment."

For baseball players Hunter Simmons and Kody Davis, distance runners Jessica Sams and Nicole Rietz, and tennis players Luisa Gerstner Da Rosa and Tereza Bekerova, Detling has introduced a multitude of mental coping tools that range from simply being with their breath to choosing a focal point—Davis uses a foul pole—on which to concentrate and regroup during a stressful moment in competition. U women's track coach Kyle Kepler last year watched Detling work with an injury-plagued senior on pole vault and help her toward an "amazing" season. "Her ability to catch a student athlete in the moment is unbelievable," Kepler says.

Every athlete who works with Detling hears the acronym WIN, or "what's important now," and she coaches them to quietly repeat it to themselves. "It just brings you back to the moment," Davis says. "It's another phrase, reminding you to be where you need to be, when you need to be there. It gets you away from thinking about the past or worrying about the future."

Dabritz, who plans to graduate next year with two bachelor's degrees, believes the lessons she has learned from Detling will help her in pursuing a career in health promotion and education. "As I move on from competitive gymnastics, I think there are many techniques that I have learned from Nicole that I can use in job interviews and, from there, as I continue into the workforce," she says. "One thing we as a team have worked on a lot this year is self-confidence, and that not only applies to gymnastics and competition, but will help us excel in whatever we choose to do after our gymnastics careers are over."

Visit continuum.utah.edu to view a gallery with more photos.

—Stephen Speckman is a Salt Lake City-based writer and photographer and a frequent contributor to Continuum.

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U ALUMNI ASSOCIATION

AN Examined Life

U professor emeritus Jack Newell still pushes students to think, and to seek experiences beyond academe.

Story by Elaine Jarvik *Photos by August Miller*

THE STUDENT ARRIVES LATE, frazzled and out of breath, and takes a seat around the table. The topic today in Jack Newell's graduate class in educational leadership is Norman Maclean's *A River Runs Through It*, a book that, on the surface, is about fly-fishing.

When it's her turn to speak about her favorite passages, the woman turns to an earmarked page, and then another, starts to speak, then stops. A minute goes by. She says nothing. Newell waits. Some of us fidget in our seats.

Finally the woman says, "We're going through a process in our school district, a pretty major district improvement." She's a school administrator in the Salt Lake Valley, and she says she has just come from a meeting with a likeable employee who isn't performing well. Newell leans slightly towards her. "How would you describe the feelings you're experiencing?" he asks. She pauses and then realizes why a book about fly-fishing has brought her to tears—because, like the characters in the book, she finds herself face-to-face with the responsibilities and limitations of trying to help another person.

"Teaching with your mouth shut" is the way former students have described Newell's classroom style. It always has been more about listening than lecturing, as students sort through moral quandaries and difficult ideas.

The buzz in America these days is all about STEM courses (those in science, technology, engineering, math), and Newell doesn't underestimate the need for skilled workers. But he still holds out for an education that is broader and deeper than that. Too often now, education focuses on amassing credits, beefing up résumés, and getting through college as quickly as possible. But the ultimate goal should be this, he says: to become ethical, effective, and caring citizens, "so we can live in a society where blindly following our chosen ideologies and pursuing our self-interest isn't good enough."

U professor emeritus Jack Newell teaches students in an Honors College course held at the Donna Garff Marriott Honors Residential Scholars Community.

NEWELL is a professor emeritus of education at the University of Utah. When he arrived at the U in 1974, he was 35. He was hired to be dean of students but soon was appointed to a new post, dean of liberal education, charged with revamping the University's graduation requirements.

For years, undergraduates had been required to take a somewhat random set of "general ed" courses in addition to courses in their majors. The new "liberal ed" program required a more focused selection of classes designed specifically to challenge students to become thinkers. That's the premise behind the term "liberal education," which of course is not how to become more like Nancy Pelosi but about teaching students, as current U Honors College Dean Sylvia Torti PhD'98 says, to "thrive in ambiguity and complexity."

So Newell began searching the campus for professors "who had that glint in their eyes." What he envisioned was an environment in which these passionate teachers would create captivating classes and feel they had a common purpose: "that we're doing something really, really important, together, and it's bigger than departmental assignments." He invited them all over to his house once a month, because he wanted to create a community. "It felt like an oasis among the silos" of the U's disparate departments, says David Chapman, a distinguished professor emeritus of geology and geophysics who taught in the Liberal Education Program.

In 1980, the program was named by the U.S. Department of Education as one of the 10 undergraduate programs nationwide that were worthy models for reforming liberal arts study. But the University and its levels of bureaucracy were growing, and some of the U deans wanted to channel funding and control of liberal education classes back to their own departments. After Newell left his deanship in 1990 to return to full-time teaching, the Liberal Education Program morphed into the U's Office of Undergraduate Studies. Today, students can choose from more than 900 "gen ed" courses. Whether something has been lost depends on whom you ask.

Newell's passion for "liberal education" began in his childhood home in rural Englewood, Ohio, where his father was a physician and his parents would talk around the dinner table with reverence about their former college professors. Still, Newell admits, as a child and teen he was more adventurous than studious. ("The Newells have very slow-maturing genes," he says by way of explanation.) He preferred to daydream, or make a raft and float it down the river behind his house; at school, his grades were mediocre.

In junior high, he became enchanted by the idea of Deep Springs College in the remote Sierra Nevadas of California, after a neighbor who was a student there came home with stories of the school's improbable mix of scholars

and cowboys. Newell, who had spent summers at his grandfather's Colorado ranch, was already predisposed to the romance of the West. So, with his aptitude for science and a letter of recommendation from the local superintendent of schools, he applied and was accepted at Deep Springs.

Unless you've made it a point to investigate progressive American colleges, you might not have heard of Deep Springs. As Newell writes, it's "the smallest, most remote, most selective, and certainly the most unusual liberal arts college in the world." More than half the graduates have gone on to get doctorates.

Today the two-year college has, at most, 30 students. In the whole school. When Newell entered in 1956, there were 13. Located northwest of Death Valley, the college is housed on a working cattle ranch and alfalfa farm. Students milk the cows, bale the hay, and clean the toilets, as well as engage in intellectually strenuous course work. They also help choose the faculty, design the curriculum, and run the admissions process.

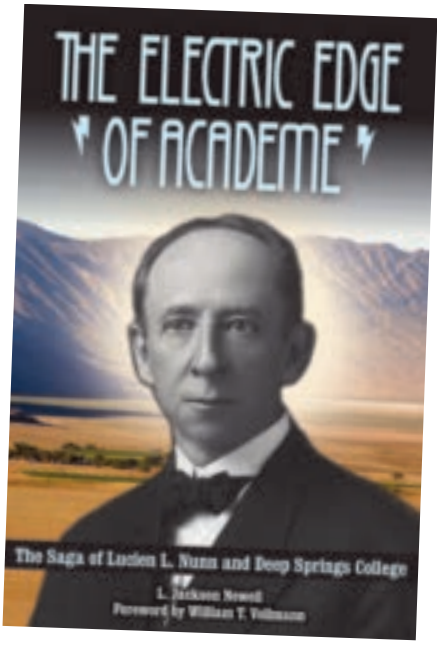
Physical isolation—the closest town (population 259) is 28 miles away over a high mountain pass, and even today the students have chosen not to have wi-fi access in their dorms—was crucial to the vision of the school's founder, Lucien L. Nunn, who wanted to create a place that would foster both self-reliance and community spirit, and would produce "capable and sagacious leaders."

L.L. Nunn was a quirky, theatrical, driven, complicated man. In Colorado, in 1891, he built the world's first alternating current hydroelectric power plant for industrial use, taking energy from a stream downhill to his gold mine higher up the mountain, a feat that revolutionized industrial production worldwide. At Niagara Falls in New York, he built what at the time was the largest power plant in the world. In Utah, he built the Olmsted Power Plant in Provo Canyon, and in order to train enough able workers, he established an educational institute on the site. He also once owned a Ford dealership in Provo and developed the Federal Heights neighborhood in Salt Lake City. In 1917, he founded his own liberal arts college, Deep Springs, in California.

> "I plead with my students... to use their college summers to go out and throw themselves into a different life."

Newell has written a book about Nunn and the school—*The Electric Edge of Academe: The Saga of Lucien L. Nunn and Deep Springs College*—published this spring by the University of Utah Press. The book includes Newell's first-hand account of his years as a student, young professor, and, from 1995 to 2004, the college's president.

Like Deep Springs itself, Newell is both academic and practical-minded, obtaining a doctorate in educational leadership from Ohio State University but also working as a forest fire crewman and a mule packer during and after college. He encourages his students to branch out, too: "I plead with my students not to just take an internship somewhere, as good as those things are, but to use their college summers to go out and throw themselves into a different life and meet people they would otherwise not rub shoulders with." It's advice that often falls on deaf ears. "I can't get their attention on this, partly because their parents are saying 'résumé, résumé, résumé.' "



And you need to learn to write well, he tells his students. He requires them to keep journals about what they read and to connect those readings to their own life experiences. "Be yourself, be funny, be inspired, be irritated, be real!"

Newell has kept a journal since his first autumn as a student at Deep Springs, beginning with a passage that reads, "When I'm a parent and my kids go off to college, I want to ask them what they are reading in their classes, buy those books, and dive into them so we can talk about what is exciting to them." His youthful exuberance diminished only slightly by the time his actual four children went off to college—he didn't end up buying all those textbooks, but there were always spirited conversations, says his son Eric, who like his three sisters, ended up becoming an educator, too.

Jack met his wife, Linda King Newell, when both of them worked on the North Rim of the Grand Canyon one summer while she was an art education major at Utah State University and he was getting a master's degree at Duke University. Linda is probably best known as the co-author, with Valeen Tippetts Avery, of the prize-winning but controversial 1984 biography of LDS Church founder Joseph Smith's first wife, *Mormon Enigma: Emma Hale Smith*.

"Good teachers must ask students to examine their deepest beliefs."

Newell himself has written more than 120 published articles and six books, served as editor of *The Review of Higher Education*, and with his wife was co-editor in the 1980s of *Dialogue: A Journal of Mormon Thought*, an independent quarterly published by generally more liberal members of the Church of Jesus Christ of Latter-day Saints. The articles about church history that the Newells published sometimes got them in hot water with LDS Church authorities, but he stands by them.

"Our tests for publishing became 1) Is the evidence unimpeachable? 2) Is the interpretation responsible? And 3) Is the issue important to a rounded understanding of the Mormon experience," Newell wrote in a 2006 *Dialogue* essay that followed his spiritual journey as a Mormon convert who, as he says, eventually "moved beyond the religion over issues such as the squelching of dissent."

Transparency and trust are keys to good leadership, he says. He notes that the best lesson he ever received about how to be a good leader came when he was 21 and working as foreman of a forest fire crew at Crater Lake in Oregon. It had been a rainy spring, and the fire danger was low, so the chief ranger assigned him to supervise the building of a boathouse—and then announced that he would not be back to check on their work until the end of the summer. Being trusted like that, Newell says, meant "we were not going to let him down."

Katherine Chaddock PhD'94, chair of the Department of Educational Leadership at the University of South Carolina, says she felt the same way about Newell when she was taking his graduate courses at the U nearly 30 years ago. "You could tell he wanted to learn from you," she says. And that led her to this realization: "You just didn't want to bring someone like Jack a half-assed essay."

Jack Newell enjoys hiking, photography, and canoeing and in his youth worked as a forest fire crewman.

SOMETIMES Newell asks his students to imagine the kind of newspaper story that might be written about them in the future, perhaps on the occasion of their retirement after a long career. The assignment is to write a story that captures not only what they were like but also what they stood for. Moral courage, moral authority, moral issues— these are themes that come up again and again in Newell's classes.

So what would the news story about him say? Maybe it would note that he hardly ever wears a necktie, that he loves hiking and photography and canoeing, that some of his happiest moments are spent paddling his old red canoe on a quiet lake at dawn. But first and foremost, he says, he would like to be remembered as a teacher, someone who "has always been passionate about pushing people to think."

For the nine years since his return to Utah from his presidency at Deep Springs, he has taught both at the U and in the Venture Course in the Humanities, a Utah Humanities Council program that provides college courses in philosophy, history, art history, and literature to low-income students. These days, he teaches two courses at the U: a graduate-level seminar on leadership in the School of Education, and a year-long undergraduate honors class whose subtitle is "Rediscovering Liberal Education."

After a half century of teaching, this is what he still wants: to sit down with students, to throw out a question, to not shy away from what happens next. "Good teachers must ask students to examine their deepest beliefs and values," he says. "None of us can ultimately live a full and good life, a committed life, without questioning what we believe and reaffirming as full-blown adults the commitments we wish to live by."

—Elaine Jarvik is a Salt Lake City-based journalist and playwright and a frequent contributor to Continuum.

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Photo courtesy Steven **Sharp Nelson**

Steven Sharp **Nelson**

Spring Awards Honor Cellist, Professor, and Scholars

About 200 people attended the Spring Awards Banquet in April, when the University of Utah Alumni Association presented $550,000 in scholarships for students and honored The Piano Guys' cellist and a U social work professor.

International music star **Steven Sharp Nelson** BA'02 MPA'07 received the Par Excellence Award from the Alumni Association's Young Alumni Board, and U professor **David Derezotes** was honored with this year's Philip and Miriam Perlman Award for Excellence in Student Counseling.

The Young Alumni Board gives its Par Excellence Award annually to a former student who attended the U within the last 15 years, in recognition of his or her outstanding professional achievements and service to the community as well as the University of Utah. Nelson, this year's honoree, is the cellist for The Piano Guys, whose videos of their classical and pop music have become a YouTube viral sensation. Nelson received his bachelor's degree in 2002 in music and then went on to get a master's degree in public administration, with a graduate certificate in urban planning, all from the U. After graduate school, he worked as a real estate agent and owner of Thornton Walker Real Estate

Photos this page by Morgan Stidham

David Derezotes

as his cello career took off. His first solo album, *Sacred Cello*, in 2006 was atop the *Billboard* charts. He released two more solo albums, *Tender Mercies* in 2008 and *Christmas Cello* in 2010. He joined The Piano Guys in 2011, and together they have created one of the fastest-growing channels on YouTube. His videos are watched by more than half a million viewers daily, and since 2011, many have been among the top 10 music videos in the world.

Derezotes, known to his students as "Dr. Dave," is chair of Practice and Mental Health in the U's College of Social Work, as well as director of the college's Bridge Training Clinic. He also serves as director of Peace and Conflict Studies in the U's College of Humanities.

Derezotes received his doctorate from the University of California at Berkeley in 1989 and joined the University of Utah faculty that same year. Teaching and mentoring of students and practitioners is especially important to him. He strives to incorporate experiential learning in the classroom and community, and he recently began a Bridge Training Clinic site on Salt Lake City's west side, in cooperation with University Neighborhood Partners, to help empower minority communities, including refugees.

U President David W. Pershing spoke at the April awards banquet and acknowledged the many deserving students receiving scholarships that evening. The record total of $550,000 that the Alumni Association is awarding this year will support the academic dreams of a variety of students, including those who have overcome tremendous adversity, as well as nontraditional students, those who are the first in their families to attend college, and those who come from diverse backgrounds or are in financial need.

Revenue from the sales of University of Utah license plates continues to be the primary source of scholarship funds for the U Alumni Association. Association membership fees, proceeds from the Homecoming 5K, and other private contributions also support the scholarship fund.

Visit continuum.utah.edu *to watch a video of Nelson performing at the Spring Awards Banquet.*

From left, banquet guest Cristina Luangaphay with scholarship recipients Jerry Bounsanga and Samuel Ham

YOUNG ALUMNI **NET $7,000 FOR SCHOLARSHIPS** IN SKI CHALLENGE

The University of Utah Alumni Association's Young Alumni Board received $7,000 for scholarships from Vail Resorts as a result of participating in the Vail Resorts Epic Ski Challenge.

Young Alumni Board members Peter Black, McKenzie Newton-Schreck, Jennifer Billington, Ryan Kump, and Adam Reeder traveled to seven resorts in California, Utah, and Colorado during three months of competition with nine other teams in Utah and 10 teams in Colorado. This was the fourth year of the Epic Ski Challenge, and the first time for Utah companies and charities to be included. Black and his company sponsor, CBRE, selected the U's Young Alumni Scholarship Fund as their charity of choice to receive the $7,000. CBRE also will be giving an additional $2,000 to the scholarship fund.

From left, board members Jamie Sorenson, McKenzie Newton-Schreck, Jennifer Billington, and Peter Black

STUDENT ALUMNI BOARD **WINS** WESTERN REGIONAL AWARD

The University of Utah Alumni Association's Student Alumni Board has won the Outstanding Internal Program Award from the Western regional division of the Council for Advancement and Support of Education's Affiliated Student Advancement Programs.

The award was presented at the programs' conference in San Diego, California, in early March. The Student Alumni Board was honored for its "*U Book* Nights," when most of the board's 35 members race around the U's campus to complete six to eight of the 50 University of Utah traditions that are listed in the *U Book*, a handbook of U facts, figures, and traditions that the board publishes annually.

Members of the Student Alumni Board flash the U sign on a California beach after winning a CASE regional award.

"We split the board members into teams and send them off with a time deadline," says Derek Deitsch, a vice president of the board. "They have to take a photo to show they completed the tradition. We then end the night with a visit to one of the fast food places around the U."

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Photo by Danny Mahoney/XS Nightclub

IN THE FLOW

KASKADE (aka **Ryan Raddon** BA'95) is one of the world's most popular DJs/electronic dance music (EDM) producers. He has scored 12 Top 10 hits on *Billboard*'s Hot Dance Airplay Chart, created chart-topping remixes for everyone from Lady Gaga to Beyoncé, headlined at major music festivals such as Coachella and Lollapalooza, and performed nearly 200 other headlining shows a year for a decade. He started DJ-ing as a student at the University of Utah, where he majored in mass communication, minored in Japanese, and had a radio show on the U's student-run radio station K-UTE, often featuring his own music.

KASKADE BY THE NUMBERS

2001 Releases his first single, "What I Say," on Om Records.

NO.1 The *Billboard* Dance/Electronic Albums chart debut of his 2011 double album *Fire & Ice*

1st DJ to perform at Los Angeles' iconic Staples Center, which he sold out. *Billboard* declared that 2012 tour "the only successful national stadium tour undertaken by a solo EDM artist."

9 original albums (plus compilations, remixes, and stand-alone singles)

2013 Release of his album *Atmosphere*, his first with notably Mormon-centric lyrics. A member of the Church of Jesus Christ of Latter-Day Saints, he served a mission in Japan before coming to the U.

2014 *Forbes* names Kaskade the eighth-highest-paid DJ/EDM artist in the world, with earnings of $17 million.

4 Grammy nominations

3 Daughters with wife Naomi BA'00, a fellow snowboarder whom he met at the U

2015 Establishes a multi-year exclusive residency with Wynn Las Vegas.

Visit continuum.utah.edu *to view a gallery of more photos of Kaskade and to view a video of a live performance.*

'70s

Robert Mecham BS'73, a professor of medicine, pediatrics, and biomedical engineering at Washington University in St. Louis, has received the Marfan Foundation's first Distinguished Research Award. The award recognizes Mecham's lifetime of work dedicated to understanding elastic tissue function and basic mechanisms involving connective tissue, paramount to understanding disorders such as Marfan syndrome and related diseases. Marfan syndrome is a life-threatening genetic disorder of the body's connective tissue that affects the heart and blood vessels, the bones, and the eyes. Mecham is a national leader in the research of elastic tissue function, and his work has contributed to understanding the structure and function of fibrillin, the abnormal protein in Marfan syndrome. After receiving a bachelor's degree in biology from the University of Utah, Mecham obtained a doctorate in biochemistry in 1977 from Boston University School of Medicine. He began his career at Washington University that same year. His continuing research has resulted in major contributions to the understanding of how fibrillin and other elastic fiber proteins work to maintain normal tissue function and how mutations in these proteins lead to diabetes, bone disorders, and cardiovascular disease.

Randall J. Olson BA'70 MD'73, chair of University of Utah Health Care's Department of Ophthalmology and chief executive officer of the John A. Moran Eye Center, has been awarded the Philip M. Corboy MD Memorial Award for Distinguished Service in Ophthalmology. The award is given to an ophthalmologist who "typifies a career of excellence in the service of his or her patients and peers." Olson was recognized for his "legendary dedication and service to ophthalmology" and for the many contributions he has made to the field. He is the first and only chairman of the John A. Moran Eye Center, having started the department in 1982 with only two faculty members. It has now grown to include 57 faculty members. Olson specializes in research dealing with intraocular lens complications, teleophthalmology (delivery of eye care through digital medical equipment and telecommunications technology), and corneal transplantation techniques. He was selected as one of the 15 best cataract surgeons in the United States in a peer survey conducted by *Ophthalmology Times*, and *Cataract and Refractive Surgery Today* named Olson one of 50 international opinion leaders. He has appeared in the last three editions of *Best Doctors in America*.

'80s

Constandinos G. Himonas BA'86 was appointed to the Utah Supreme Court by Utah Governor Gary Herbert and confirmed unanimously by the Utah State Senate. He began in his new position in February. Himonas previously had been a trial judge for Utah's Third District Court since 2004. He presided over complex civil, criminal, and domestic proceedings, as well as a felony drug court program, and served as the associate presiding judge for the Third District. He received a bachelor's degree, *magna cum laude*, in economics from the University of Utah and a juris doctorate from the University of Chicago Law School. From 1989 to 2004, Himonas was an attorney and shareholder at Jones Waldo Holbrook & McDonough, where he was involved in an array of civil litigation, and he served as an adjunct associate professor at the University of Utah's S.J. Quinney College of Law from 2009 to 2013. As a member of the Greek Orthodox Church, he is the only member of Utah's highest court who is not a member of the Church of Jesus Christ of Latter-day Saints.

Danny Vranes ex'81, who played for the University of Utah's Runnin' Utes men's basketball team from 1978 to 1981 and later the U.S. Olympic Team and the National Basketball Association, was inducted into the Pac-12 Men's Basketball Hall of Honor in March. One of just seven players to have his number retired by the Utes, Vranes was named an All-American in 1981. He was a four-time All-Western Athletic Conference honoree and a member of Utah's All-Century Team. He led the Utes to three NCAA Tournament appear-

ances, including two Sweet 16s. The Utes won a Western Athletic Conference title during Vranes's senior year and ended the season ranked 14th in the nation. Vranes also played in the 1979 Pan American Games in San Juan, where he helped the United States win the gold medal. Vranes was selected as the No. 5 overall pick in the 1981 NBA draft by the Seattle Supersonics. He played seven seasons and was named to the All-Defensive Team in 1985. During his NBA career, Vranes played in 510 games and scored a total of 2,613 points. His best year as a professional came during the 1983-1984 season as a member of the SuperSonics. Vranes also played basketball for four years for teams in Greece and Italy. He now lives in Salt Lake City.

'90s

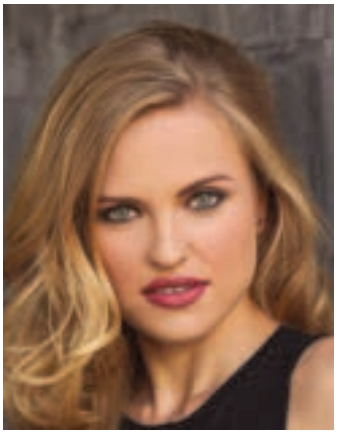
Cecilia Romero BA'98 JD'02, a partner with Holland & Hart LLP in Salt Lake City, has been chosen by the Hispanic National Bar Association as one of 10 lawyers across the country to receive its 2015 "Top Lawyers Under 40" award. The honor recognizes the accomplishments of association members who have distinguished themselves in the legal profession through professional excellence, integrity, leadership, commitment to the Hispanic community, and dedication to improving the legal profession. Romero's practice focuses on employment litigation and consulting, including cases involving the Fair Labor Standards Act, class actions, wrongful terminations, harassment, and discrimination claims. Romero in 2013 received the Utah State Bar's Raymond S. Uno Award for the Advancement of Minorities in the Legal Profession. Prior to joining Holland & Hart in 2004, Romero practiced law with the Salt Lake law firm of Ray, Quinney & Nebeker. She also was a law clerk for Judge Ted Stewart with the U.S. District Court in Utah. Romero received a bachelor's degree from the U in English and her juris doctorate from the University's S.J. Quinney College of Law, where she also served as president of the Native American Law Students Association.

'00s

Zac Bowland BS'09, a former naval aviator and military officer who is now a business owner, deep-sea diver, and climate change educator, is embarking on a journey across eight countries in hopes of developing a new technique for diving in extreme environments. He also wants to collect data on climate change. When he started researching diving at high altitudes, he found startlingly little information. He discovered the phenomenon known as glacial lake outburst flooding, which occurs when water dammed by a glacier is suddenly released. As warming trends continue, melting glaciers form increasingly more high-altitude lakes that can potentially burst and wash out entire communities 40 to 50 miles downstream. Bowland, along with Vanguard Diving & Exploration and the Steep N' Deep Project, intends to study the causes and effects of these glacial lake outburst

floods to determine neighboring regions' risk levels. The team will spend four years in eight countries, studying four seas, three mountain ranges, two oceans, and one active volcano. Bowland also hopes his work will educate the public on science and the importance of taking action.

Ileana Huxley (also known as Ileana Kovalskaya) HBS'08 MBA'12 has joined the cable and satellite television network Showtime's hit comedy



series *Shameless* in a recurring role. Huxley has two degrees in business from the University of Utah. She says she decided to put her business career on hold to pursue her love of acting. She began by performing on stage, and in 2009 she was cast in a short adventure film, *Kelton*, shot in Farmington, Utah. She says the experience gave her a taste for the silver screen, and she began to consider pursuing a film and television career and soon moved to Los Angeles. In *Shameless*, Huxley plays Nika, a Russian prostitute who adds some interesting family dynamics to the award-winning show. Her other credits include the upcoming movies *The Feeding Rituals of the Desmodus Sapien in the Urban City* (2015) and *Code of Honor* (2015), as well as the short film *The Wonder Drug* (2014). At the U, she received an honors bachelor's degree in finance, with a minor in international studies, and went on to get a master's degree in business administration.

We want to hear from you! Please submit entries to Ann Floor, ann.floor@utah.edu.

Playing with Computer Magic

By Ann Floor

Colette Mullenhoff

Colette Mullenhoff has been interested in computer graphics for as long as she can remember. "I have an early memory of being impressed by the stained glass knight whose image in a church window comes to life in the movie *Young Sherlock Holmes*," says Mullenhoff. "But seeing the T-1000 liquid metal cyborg in *Terminator 2* confirmed my goal to enter the entertainment industry." Following her instincts has paid off in her career, and this year she received an Academy Award for her work with a team of four that developed a digital shape-sculpting system. The digital-animation software system enables artists to edit the shape of characters undergoing complex animations and transformations.

Of the 59 people who received the Academy of Motion Picture Arts and Sciences' Scientific and Technical Awards that night in early February, Mullenhoff was the only woman, according to the Hollywood trade paper *Variety*. She received an extended standing ovation.

"It was very emotional and encouraging, and a little surreal," she says. The awards honor technical achievements in filmmaking and were presented a couple of weeks before the main 87th Annual Academy Awards event.

Mullenhoff MS'98 works in northern California for Industrial Light & Magic. The special effects company, started 40 years ago by filmmaker George Lucas, has created the visual effects for films including his *Star Wars* trilogy as well as the *Star Trek* movies.

She was born in Livermore, California, home to the Lawrence Livermore National Laboratory, where her father was employed as an electrical engineer. She received her bachelor's degree in computer science from the University of California at Santa Barbara. As a computer science graduate student at the University of Utah, she worked as a research assistant with the U's Geometric Design and Computation Research Group, helping create software for geometric modeling, high-quality graphics, curve and surface representations and algorithms, and computer-integrated manufacturing.

After graduating with her master's degree, she worked as a software engineer for Singletrac Studio, a video-game developer in Salt Lake City, and created 3-D modeling and animation tools for use with video games. Evans & Sutherland in Salt Lake City was her next stop, where she designed, implemented, and maintained 3-D graphics tools used for generating realistic outdoor computer-generated environments for flight-training simulations.

In early 2003, she moved to northern California to work with ESC Entertainment, where she created tools for processing 3-D models used in post-production on the films *The Matrix: Reloaded* and *The Matrix: Revolutions*. Later that year, she made the move to Industrial Light & Magic, in San Francisco. She and her husband, Patrick Tullmann MS'99, also a U graduate in software engineering, now live in the Bay Area.

At Industrial Light & Magic, Mullenhoff works as a research and development engineer supporting software for the company's Digital Model Shop artists. She currently is focusing on tools to optimize the turnaround time for digital artists. Those tools are being used in the production of *Tomorrowland* (Disney); *Avengers: Age of Ultron* (Marvel-Disney); *The Force Awakens* (Lucasfilm/Disney); and *Warcraft* (Legendary/Universal). "I enjoy working with artists to provide them with the tools they need," Mullenhoff says. "It's extremely rewarding to help them and see the results on the big screen."

—Ann Floor is an associate editor of Continuum.

Visit continuum.utah.edu *to view a video of Mullenhoff accepting her Academy Award.*

A Legacy of Works

The stone wall on University Street was one of many Depression-era WPA projects.

By Roy Webb

Photo by Dave Titensor

Most of the rock wall that borders the east side University Street from 100 South to near 400 South was built by WPA workers during the Great Depression.

Of the thousands of students who have walked along University Street next to the rock wall that outlines the western edge of the University of Utah campus, few realize that it and many other structures they see and use all the time are the result of federally funded projects during the Great Depression of the 1930s. The U.S. government created programs in those years to try to put people back to work by allocating federal funds to finance jobs, buildings, and other projects. The University of Utah received its share of these projects through the Works Progress Administration, which provided funding for unemployed workers.

Utah in 1933 had an unemployment rate of 36 percent, the fourth-highest in the country, and between 1932 and 1940, the state's unemployment rate averaged 25 percent. The percentage of Utah workers on federal work projects was far above the national average. At the U, the WPA arranged for employment for more than 700 students, with projects proposed by University department heads. The jobs ranged from working as laborers on buildings and grounds to being readers, library and museum assistants, cafeteria workers, and lab and research technicians. Students could thus work off a portion of their tuition, but the campus benefited, as well.

For the majority of the projects, the U would provide the materials and the WPA would pay for the labor. From 1935, when the WPA was established, through 1941, the expenditure at the University on such projects was $726,988, with the WPA providing $450,320 and the U contributing the remainder.

The projects included leveling and landscaping 89 acres of the campus, with numerous trees and shrubs planted and a sprinkling system installed. Campus streets were extended, graded, and surfaced with the aid of borrowed state equipment. Several tennis courts were constructed, and larger sewers were laid, along with new water mains, gas pipelines, steam lines, and power lines. Several miles of curbing and guttering were constructed, along with extensive concrete and masonry retaining walls, including the stone wall along University Street.

The look of the lower, historic campus of the University of Utah owes much to those long-forgotten WPA programs.

—Roy Webb BA'84 MS'91 is a multimedia archivist with the J. Willard Marriott Library and a regular contributor to Continuum.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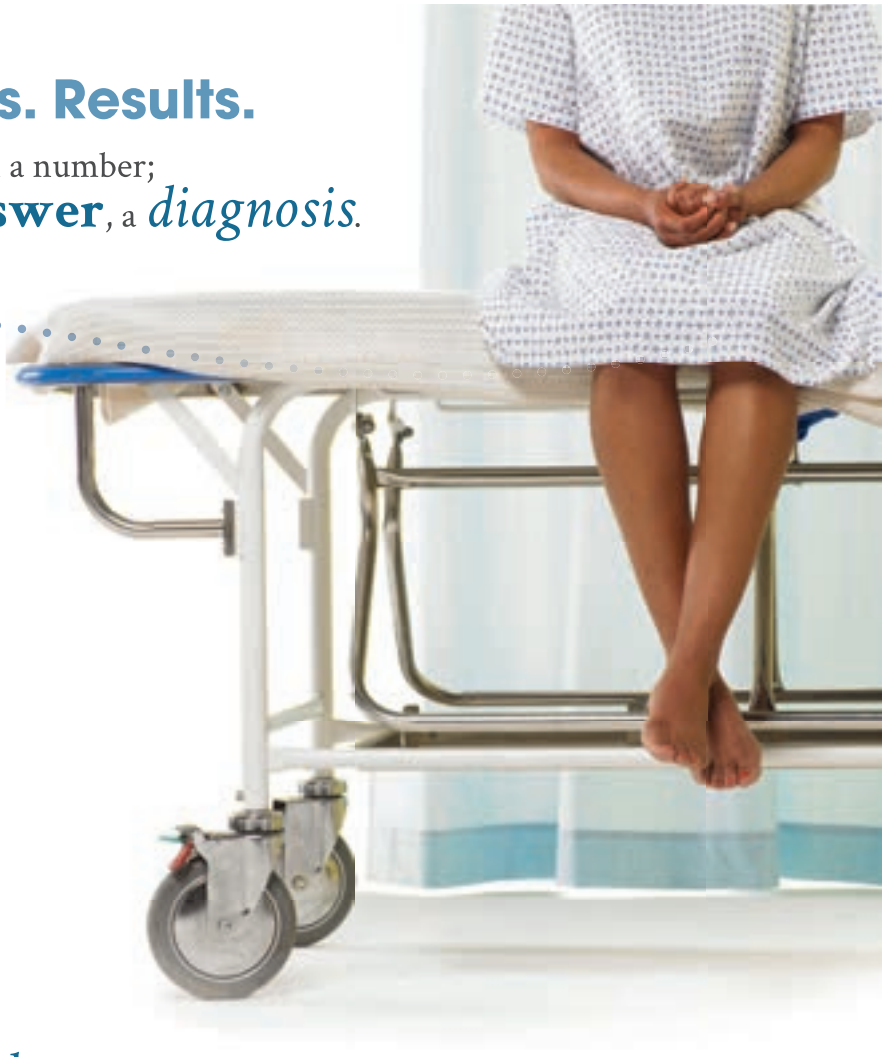

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