MATCH POINTS: U MEN'S TENNIS BUILDS ON A STRONG LEGACY
CULTURE SHIFT: RAISING AWARENESS ABOUT SEXUAL ASSAULT
CHAPTER AND VERSE: A POET CROSSES BORDERS
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FEATURES

Culture Shift 26

The University of Utah has a comprehensive strategy for prevention as well as prosecution of sexual assault, and for aiding victims.

By Peg McEntee

UOnline 18

The University of Utah’s “hybrid” learning approach includes flipped classrooms as well as new degrees.

By Kim M. Horiuchi

Cover illustration by David Meikle
TRIBUTE TO A BASKETBALL STAR
He was the greatest ["A Book for Life," Spring 2014]. I remember listening to the games on the radio, lying on the floor, cheering them on. A class act—Billy McGill. He gave me memories and the right way to shoot an unstoppable shot. Thank you.

Russ Stubbles ex’68
Maple Valley, Washington

Editor’s Note: McGill passed away in June 2014.

QUESTIONS ABOUT AIR QUALITY
I would be very interested to see Davis County data on your graph ["Clearing the Air," Winter 2014-15]. I suspect that the refineries located there contribute significantly to above standard levels of air pollution.

Susan Tamowski ex’85
Salt Lake City, Utah

We appreciate the commitment of the U in assembling a wider array of resident research nodes to address this problem, which also encompasses adjacent states ["Clearing the Air," Winter 2014-15]. The other, perhaps more sensitive economic development impediment deriving from air pollution is in the Uinta Basin, where tens of thousands of jobs are hanging on ozone, on top of PM 2.5. We think there is a place for fuel substitution (i.e. natural gas for diesel) in vehicles, rigs, and electric generators serving the oil-gas industry there—and hauling product to the Wasatch Front.

Dean Dinas
Salt Lake City, Utah

STUDYING AIR QUALITY
The story on Dr. [Brian] Moench’s efforts was very interesting ["Utah’s Crusader for Clean Air," Winter 2014-15]. The University of Utah has been addressing air pollution in Utah for several decades. In 1971, I was a student in an Honors Program course in pollution control taught by Professor Ferron A. Olson of the College of Mines. It was a natural fit for the college, because many of the major sources of air pollution in those days were mineral industries, including Kennecott Copper and Geneva Steel. My paper for the course extracted raw data from state Health Department archives for sulfur oxide pollution levels during an extended inversion episode in Salt Lake Valley. The data revealed that the concentrations increased by the same amount every day as long as the inversion continued, showing that all the air pollution in the valley was trapped there and building without limit. In essence, inversions convert outdoor air pollution into industrial level indoor air pollution for the over 1 million residents of Salt Lake County.

In the past two decades, one of the great environmental resources for the University of Utah and the community has been the many national experts in pollution control and remediation on the faculty of the S.J. Quinney Law School and its Stegner Center for Land, Resources and the Environment. The program has produced many attorneys working in pollution control and regulation across the U.S. and internationally.

Raymond Takashi Swenson BA’73 JD’78
Richland, Washington
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HOLIDAYS IN THE SOUTH — DECEMBER

ULTIMATE FAMILY AFRICAN SAFARI — JULY 2016
Landmark U Student Life Center Opens

The long-awaited George S. Eccles Student Life Center opened its doors in January. The 183,000-square-foot, $50.5 million building houses two gymnasiums, a four-story climbing wall, indoor and outdoor pools, large areas for cardio and weight training, and more.

“We have been preparing for this facility for many years, and I am thrilled that students will have such an extraordinary place to engage in their college experience, build friendships, and develop skills they will use for the rest of their lives,” says Barbara Snyder, the U’s vice president for student affairs.

In addition to athletic and recreational features, the building houses a café, a University Credit Union branch, and social space.

The George S. Eccles Student Life Center is located on the east side of the University of Utah campus, near the Legacy Bridge and Fort Douglas TRAX stop.

The center features a 50-meter indoor pool, indoor and outdoor leisure pools, and an indoor hot tub and spa.
The new Student Life Center has five sport courts, including these basketball courts, as well as racquetball courts.

Students of the University of Utah, and Noela Pack HBS’13, a former ASUU president who helped spur the project. Spencer F. Eccles, chairman and chief executive officer of the George S. and Dolores Doré Eccles Foundation, also spoke at the dedication.

The landmark facility was made possible through financial support from a number of sources, including the generous lead naming gift from the George S. and Dolores Doré Eccles Foundation, along with major gifts from Kem BS’67 JD’70 and Carolyn Gardner BS’69 and the University Credit Union. Two-thirds of the building is funded by a new $60-per-semester student fee. To give students the best access to the facility as possible, it will serve only University students, as well as faculty and staff members who purchase a membership for $275 per year. All for-credit physical education classes continue to be held in the HPER building, fields, and various off-campus locations, and standalone fitness classes are also available in those locations for both Alumni Association members and University faculty and staff.

Located just west of the George S. Eccles 2002 Legacy Bridge and adjacent to the Fort Douglas TRAX stop, the Student Life Center helps connect student life with academic life and create a more engaged campus community.

Visit continuum.utah.edu to view a gallery with more photos.
University Rated Tops for Nontraditional Students

The University of Utah has been ranked No. 2 by BestColleges.com in its most recent list of the top 50 colleges nationwide for students ages 25 and older.

In its detailed review of the school, BestColleges.com noted the U’s flexible hybrid as well as solely online course offerings that cater to a diverse demographic. The U was ranked second in the nation, after the University of Texas at Dallas. Last year, 32 percent of the undergraduates at the University of Utah were ages 25 or older, and that number has been steady for more than 10 years.

Nationally, adult students accounted for 38 percent of all undergrads in the country in 2011, a 41 percent increase from 2000. Common reasons that students have postponed college include military service, marriage and family responsibilities, and financial needs.

Continuum Wins Western Regional Award

Continuum, the magazine of the University of Utah, was honored in January with a regional award from the Council for Advancement and Support of Education (CASE). Kim M. Horiuchi, an associate editor for the magazine, received a bronze award for best periodical staff writing. Horiuchi was recognized for several articles published in 2013 and 2014, including Continuum’s winter 2013 cover story on the U’s global endeavors, as well as the fall 2014 cover story on how the Beverley Taylor Sorenson Arts & Education Complex is fostering innovations in teaching kids in all subjects.

The award was presented by CASE’s District VII, which represents higher education professionals and institutions in Arizona, California, Guam, Hawaii, Nevada, Northern Mariana Islands, and Utah.

Utah Football Coach Signs New Four-Year Contract

Kyle Whittingham, the University of Utah’s head football coach, signed a new four-year contract with the U this past January. Whittingham will receive $2.6 million in 2015, with an automatic $100,000 increase each year through 2018.

“We are excited to come to terms on a contract extension for Coach Whitt, and under his leadership, we’re looking forward to a successful football season next fall and in the years to come,” says U Athletics Director Chris Hill MEd’74 PhD’82.

Whittingham in February also hired new offensive and defensive coordinators and a new defensive assistant, and made four staff promotions. Dennis Erickson was promoted to assistant head coach, and Aaron Roderick and Jim Harding were named co-offensive coordinators. Former NFL coach John Pease BS’70 returned to the Utah staff as the defensive coordinator, and Justin Ena was hired to coach the linebackers. Morgan Scalley BA’04 MBA’07 will serve as the special teams’ coordinator in addition to coaching the safeties.

U Student Video Game Wins Top International Award

Student video game developers from the University of Utah’s Entertainment Arts & Engineering (EAE) video game program have won Best Student Game in the Serious Games Showcase & Challenge in Orlando, Florida. The award was announced in December for their two-player action game Cyber Heist.

The PC game is an adventure where two players who portray college students try to infiltrate the Department of Education in the year 2114 to erase their student debt from the agency’s computers. It took a team of 13 EAE graduate students a year and a half to create Cyber Heist, says the game’s lead designer, Jake Muehle BS’12 MS’14, who graduated last May with a master’s degree in Entertainment Arts & Engineering.

Cyber Heist was one of 18 finalists worldwide competing for awards in the contest. In addition to winning Best Student Game, the team of U students also received $30,000 worth of Autodesk 3D modeling software.
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Let’s turn the answers on.
Solid confinement can lead to madness or suicide for some inmates, or exacerbate behavioral problems for inmates who already were mentally ill when they entered the prison system. For the people whose job it is to supervise them, the assignment can be dangerous. University of Utah Professor Nalini Nadkarni’s innovative “Blue Room,” named one of Time magazine’s “25 Best Inventions of 2014,” could help the situation.

Nadkarni developed the Blue Room with Oregon’s Snake River Correctional Facility to offer a taste of calming nature to prison inmates kept in solitary confinement. The Blue Room is currently being used at the facility, with promising results.

Inmates in the facility’s Intensive Management Unit (IMU, or solitary confinement) spend 23 hours, 20 minutes a day alone in cells. Some prisoners may be put in solitary because they are combative but otherwise behave normally. After months in confinement, however, they are very prone to mental illness, including highly destructive and suicidal behavior. This puts not only themselves but the facility’s employees in grave danger.

Nadkarni recorded a short TED talk in 2010 proposing the possibility of using nature images to calm inmates. Two years later, an officer at Snake River saw the talk and began discussing it with his supervisors. They eventually contacted Nadkarni about it, proposing the use of videos instead of Nadkarni’s initial suggestion of still photos. The prison got Oregon Department of Corrections approval, renovated a recreation room, and purchased equipment. Nadkarni and a colleague, marine biologist and documentary filmmaker Tierney Thys, helped the facility obtain videos from National Geographic and other sources. In early 2013, the Blue Room—named for the glow of videos on the rec room wall—opened.

Officers who work with the inmates assess which ones might benefit from time in the Blue Room, and inmates can choose from more than 30 nature videos, including a tropical beach, a forest stream, and waves lapping a pier. Lance Schnacker, a researcher with the Oregon Youth Authority, reviewed the disciplinary records of the Snake River inmates in the year preceding and following the introduction of the Blue Room. He found that those who didn’t get time in the room had more disciplinary infractions, while those who did had a slight reduction.

Nadkarni plans to study the effectiveness of the Blue Room beginning this spring. “It has been a very long process, because we are working the most sequestered population of prisoners, which are considered a ‘vulnerable’ group,” she notes. The researchers—Nadkarni, biologist/filmmaker Thys, eco-psychologist Patricia H. Hasbach, and youth researcher Schnacker—plan to interview staff members as well as inmates, pore through mental health and disciplinary records, and develop case studies. If their findings bear out their theory—that nature imagery calms the prisoners—corrections officials and psychologists across the nation could have an important new tool for managing solitary confinement. ❤

Visit continuum.utah.edu to view a video of Nadkarni’s TED talk that inspired the Blue Room.
Self-Repairing Software Tackles Malware

University of Utah computer scientists have developed software that not only detects and eradicates never-before-seen viruses and other malware, but also automatically repairs damage caused by them. The software then prevents the invader from ever infecting the computer again.

Called A3, for Advanced Adaptive Applications, the software suite is designed to protect servers or similar business-grade computers that run on the Linux operating system. Eric Eide, a U research assistant professor of computer science, is leading the University’s A3 team with U computer science associate professor John Regehr. Other U members of the A3 team include research associate David M. Johnson MS’10, systems programmer Mike Hibler, and former graduate student Prashanth Nayak. The four-year A3 project was co-developed with Massachusetts-based defense contractor Raytheon BBN.

The military has an interest in A3 to enhance cybersecurity for its mission-critical systems. While the A3 team currently has no plans to adapt the software for home computers or laptops, Eide says this could be possible in the future. The A3 software is open source, meaning it is free for anyone to use, but Eide believes many of the A3 technologies could be incorporated into commercial products.

New Material for Better Substance Detection

University of Utah engineers have developed a new material for handheld sensors that will be quicker and better than previous methods of detecting explosives, deadly gases, and illegal drugs.

The U sensors use a new type of carbon nanotube and are equipped for “sniffing” or swabbing to detect toxic gases such as sarin or chlorine, or explosives such as TNT. Vaporsens, a University spin-off company, plans to produce the first commercial sensors this year, says co-founder Ling Zang, a professor of materials science and engineering. Zang was senior author of a study of the technology that was published in the journal Advanced Materials, and Ben Bunes, a doctoral student in materials science and engineering, was a co-author. Bunes and Zang, who is also with the Nano Institute of Utah, conducted the research with postdoctoral fellow Miao Xu and doctoral student Yaqaiong Zhang.

Carbon nanotubes are known for their strength and high electrical conductivity and are used in products from baseball bats to lithium-ion batteries and touchscreen computer displays, but not in current substance detectors. Zang, a professor with USTAR, the Utah Science Technology and Research economic development initiative, says the Utah technology has several advantages over the current detectors, including being both faster and more accurate. Sensors using the new technology “could be used by the military, police, first responders, and private industry focused on public safety,” he says. The new nanotubes also could be incorporated into flexible solar panels that could be rolled up and stored or even “painted” onto clothing such as a jacket.
U tennis team member
Cedric Willems

Photo by August Miller
Inside the University of Utah’s George S. Eccles Tennis Center on a snowy day in April 2004, senior Roeland Brateanu faced off for his final home tennis match against Air Force’s Shannon Buck, one of the best players in the country. Brateanu had butterflies, but his coach, F.D. Robbins, as usual was calm. Robbins had helped Brateanu put together a strategy for the match, yet even with all that careful planning, the U player was still a bit nervous. Five of the six singles matches, including Brateanu’s, went three sets that day. Playing at No. 1, Brateanu and Buck were tied 6-6 in the final set. Each player had close line calls as they traded point for point, until Brateanu finally handed Buck one of the few losses (4-6, 6-3, 7-6) of Buck’s collegiate career.

Brateanu calls it one of his finest matches ever—and one of the keys to winning that day, he recalls now, was Coach Robbins BS’73, who during his 28 years as the U’s head coach led the men’s tennis program to a 364-345 record. “He was always so calm and collected,” Brateanu says. “That helped me out as a player tremendously. Even when the match came down to a tiebreaker, to be that calm and that focused on what needed to be done and sticking to strategy—that was Coach Robbins. He was not a rah-rah kind of guy. He kept things simple, and that’s what really helped me through the match.”

Robbins announced his retirement last May, and Brateanu (pronounced brat-ee-AH-new), who had been an assistant coach under Robbins for seven years, took over as head coach of a program with a long, rich history as well as a new and different landscape of competition with the University’s entry into the Pac-12 in 2011. John McEnroe, Jimmy Connors, and Arthur Ashe were all products of the Pac-12, which has produced 55 of 70 NCAA team championships. Today, the U team is well situated to face that competition. The indoor eight-court, 1,500-seat Eccles Tennis Center is considered a premier collegiate facility in the country and recently added a players’ lounge for the men’s and women’s teams. “It allows us to train year-round, and that’s key,” Brateanu says. Entry into the Pac-12 also ushered in a new $2 million outdoor tennis complex with six courts and elevated seating for up to 500 spectators, and it is expected to open this year, giving players top-notch facilities for indoor and outdoor play.
What’s more, Brateanu says, entry into the Pac-12 has brought the University access to athletes who might not have otherwise looked at the U men’s tennis program: players who expect the kind of training and experience that will give them the most opportunities to develop into professionals.

The current men’s tennis program had its beginnings back in 1910, when the University of Utah Tennis Club was first organized. One of the early notable Utah players was Wallace Stegner BA’30, who would go on to become a Pulitzer Prize-winning author. In black and white photos from 1929 and 1930, he is pictured wearing the team uniform of white pants and a neatly pressed white shirt. David L. Freed BA’31 captained the U team in 1930-31. He went on to captain the U.S. Davis Cup Team in 1960 and 1961 and later was nationally ranked as a seniors’ circuit player, competing until he was 82 years old. Fans of Utah’s Lagoon amusement park might recall that Freed was its chairman for nearly half a century.

During the last century, Utah players have won an NCAA singles championship and 24 team conference championships, including four when Robbins was the team’s coach, and have gone on to set records at the U.S. Open and Wimbledon.

The University of Utah’s program has seen 43 players earn 70 All-American honors in singles and doubles play since 1981.
but he was at "100 percent" by the team’s first practice in early January this year.) “I love to coach,” Robbins says. “The fun part is trying to teach young adults and turn them into men. Athletics is a great training ground for life after athletics. You have to be competitive, to have integrity, and to make good decisions.”

These days, Robbins is still on the court as a teaching pro at the U’s Eccles Tennis Center. As a coach and as a teacher, he relishes helping players practice. “I just love to get out and try to make the guys better,” he says. “The match is the carrot at the end of the stick.” Even so, among his fondest memories is the Utes’ victory over Brigham Young University in 2008 during a three-day stretch on their turf to clinch Utah’s 24th conference title. “How much better does it get than to win the conference championship and beat BYU down in Provo?” he says.

As Robbins mentored Brateanu, that BYU victory would be one of many reminders of a kind of wisdom that comes with time. The 2008 win came during Brateanu’s first year as an assistant under Robbins. Brateanu says that Robbins had so much experience as a player and coach that nothing seemed to rattle him, and his
even keel rubbed off on his players. “He’s taught me things on and off the court,” Brateanu says. “I wouldn’t be here if it wasn’t for him. I owe him a lot.”

Brateanu’s path to the head coach job at Utah started in Amsterdam, where he grew up. After soccer, he notes, tennis is the most popular sport in the Netherlands. He started out at about age 3 with a Mickey Mouse racquet, constantly swinging it around the house. His father coached for a tennis club, and the son played several sports before picking his favorite. “Tennis was a sport that stuck out,” he says. “I really love team sports, and for that reason, I love the college tennis environment. It’s challenging. It’s very technical and tactical. I think it has a little bit of everything.”

Brateanu played for two years at University of Arizona near the bottom of the lineup before finding a “great fit” with an offensive-minded coach in Robbins and transferring to Utah. “It was the best move of my life,” Brateanu says. He won multiple awards as a player at Utah, and after graduation, went to work leading strength and conditioning clinics for high school athletes. In 2006, he moved to Guatemala to privately coach two junior tennis players to No. 1 positions in their age groups. He also was on the coaching staff for the Guatemala Fed Cup team while advising the Guatemalan Tennis Federation and Guatemalan Olympic Committee. He moved back to Utah in 2008 to be assistant coach under Robbins.

The current crop of Utah players has seen the head coaching position change from experience that predates their births to a leader who not that long ago was in their shoes. “He’s young,” says Cedric Willems, a Dutch national who transferred to Utah from Clemson University and started at the U under Robbins. “And he understands the game very well.” Willems was recruited by other schools, but Brateanu gave him a “good feeling” about the way the then assistant coach approached tennis and wanted to help players reach their goals, which for some like Willems is to continue competitively after college.

Willems says he likes how the coaching staff tries to emulate the current successful practice and training techniques of top pro players. Those techniques involve a more “scientific” approach to strength and conditioning, focusing on muscle groups and areas such as the shoulders, ankles, and knees that are challenged in tennis.
Willems says the team has all the resources it needs to be "great," including access to the 17,000-square-foot Alex Smith Strength and Conditioning Center, which opened in 2009 at a cost of $1.5 million, as well as the Eccles Tennis Center and the new outdoor tennis complex opening this year. Brateanu notes that the outdoor facility will provide the team with the options of both indoor and outdoor play, "an advantage we have over other schools in the Pac-12." Only Washington and Oregon have both indoor and outdoor courts. Robbins says that no longer having to play outdoor matches off campus is key to moving forward. "I think the outdoor courts will make a big impact as far as the ability to recruit," he says. "It has already made a difference in the guys signed for next year."

Brateanu says Utah will continue recruiting within state first and then will expand its reach nationally and internationally as the U and other teams in the Pac-12 compete for the best of the best. "Players have gotten fitter, stronger, and faster," he says. Being in the Pac-12 and landing successful recruits also means focusing more than ever on the latest research and techniques in athletic training, injury prevention, peak nutrition, and sports psychology, along with constant monitoring of players’ academic progress.

One of Brateanu’s goals as a new head coach is to draw bigger audiences to matches at the University of Utah. "The number one thing is winning," he says. "When you're playing better teams and you have good players, you will draw bigger crowds." Beyond that, it takes getting the team and the brand out into the community more, serving others, and spreading the word about men's tennis at Utah, he says. "The future is bright. That’s what we keep telling our recruits." Robbins, his mentor and the U’s longtime coach, helped lay the foundation for just such a future, Brateanu says. "I can only hope that I am going to be here as long as he was and be as successful."
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Danielle Dunn introduces herself to her social work statistics classmates with a hula-hoop around her waist. She’d never bring the large plastic ring into an actual classroom, but this is a video recording for an online class, and she spins the hoop while explaining that she is from Salt Lake City and likes to hula-hoop for fun. “You can find me doing it in parks, on the U of U campus, anywhere that I can freely move and dance. Nice to meet you. Hope to see you in class,” she says in between breaths as the hoop goes round and round.

The statistics class was the first she had taken online at the U. A junior majoring in social work, Dunn says the course was unavailable in a traditional classroom that semester, but
was only taught online. She thought the class would consist simply of watching videotaped lectures and doing coursework on a computer. She expected to feel disengaged and isolated. “I was nervous about taking the class online because I love the environment of the classroom,” she says.

She was surprised to experience even more interaction with other students and her professor than in many of her traditional classes. The online course included a blog where students—many taking the class from St. George, Utah, through a partnership with Dixie State University—could compare notes. Lectures were taught in 10- to 15-minute chunks that could be watched over and over again to grasp concepts. Dunn connected with other students taking the class through interactive video classrooms. Her professor gave extra points for engagement. Dunn says that in a traditional classroom, it’s often the extroverts raising their hands and always speaking up. “Being in an online class, you got to hear from a lot of people you probably wouldn’t hear from.”

That’s all part of the plan, says Ruth Watkins, senior vice president for academic affairs at the University of Utah. For the past year, the University has been developing the UOnline Initiative. The goal is to bring more classes online to give students greater scheduling flexibility in an effort to help them complete their degrees on time, while also providing students with a better way to learn by combining technology with best teaching practices. This fall, the University will offer five new bachelor’s degrees that can be obtained solely online, in business administration, psychology, economics, nursing, and social work. The new degree programs will require developing 84 new online courses over the next three years. The University also expects to offer online master’s degrees in electrical and computer engineering beginning in 2017.

The goal is to bring more classes online to give students greater scheduling flexibility and help them complete their degrees.
“When I look to the next phase and strategic priorities, we are really using online education as a cornerstone of achieving our higher education agenda of student success,” Watkins says. “We’re not looking at this as some appendage out on the side that’s run as a separate operation but as really core business to what we are doing.”

Over the past few years, online learning options across the country have multiplied, from MOOCs (massive open online courses) and BOOCs (big open online courses) to venues such as Minerva, a new accredited online university that applies rigorous pedagogical practices while taking students to seven major cities around the world to live during their years of study. Minerva enrolled its inaugural class last fall, and the student dorm rooms, which are located in San Francisco this first year, are the only facility the company operates.

Online learning platforms are not only readily available but popular. Coursera, the largest provider of MOOCs, now has 10 million users and offers 900 courses, with plans to provide 5,000 courses in the next three years. The for-profit endeavor makes money by charging $50 for a certificate from each completed course. Students can also pay for college credit. EdX, a nonprofit organization that has partnered with prestigious institutions such as Harvard University, the Massachusetts Institute of Technology, Cornell University, and the University of California at Berkeley, is offering more than 300 online courses taught by more than 400 faculty and staff. There’s also Khan Academy, a nonprofit organization—with significant financial backing from the Bill & Melinda Gates Foundation—that provides free online math tutorials. Meanwhile, traditional colleges across the country are coming up with their own online offerings. Penn State University with its Penn State World Campus offers more than 120 online degrees and certificates, and Arizona State University teamed up with Starbucks last summer to provide online programs to its employees. The aim for both institutions is to attract more students by increasing accessibility and affordability.

Nationally, 5.5 million students took at least one course online in 2012, and 2.6 million were fully enrolled online, according to the latest data from the U.S. Education Department’s National Center for Education Statistics. At the University of Utah, 19,573 students—more than half of the 31,515 students currently enrolled at the U—are taking at least one class online. The increases in online enrollment have corresponded with the rise in online class offerings.
individual online classes grew tenfold in the last 12 years, from 2,598 total enrollments in online sections in 2001 to 29,046 in 2013. The U now offers 478 courses online, and online enrollment is expected to increase to 33,000 next fall with the five new degrees.

The upward spiral of students taking online classes begs weighty questions about the future role of a traditional university and whether a physical campus will be necessary anymore. “One question we get a lot is, ‘Why do we need all these buildings if we’re going to go into online education?’” Watkins says. The answer, she says, lies in the different ways students learn and the varying formats they need.

For instance, a student who wants to become an organic chemist could readily find the necessary content for the profession online, she says. The problem some students report is: “I can’t really learn it that way. I need a guide. I need a facilitator. I need a community, and, frankly, I probably need somebody to make me do it.” Because of those realities, a brick-and-mortar campus is still very necessary, Watkins says. “It might mean we need different kinds of spaces, but I think we have a physical presence that transcends the classroom.”

Without the connection to peers and teachers, students are more likely to drop out, researchers have found. A 2013 study by the University of Pennsylvania’s Graduate School of Education found that MOOCs, which enroll hundreds of thousands of students in a single course, have relatively few active users, and engagement declines dramatically after the first few weeks of a course. The study, which analyzed a million users taking 16 courses through Coursera, found that only 4 percent of the courses were completed.

In contrast, the University of Utah’s approach to online learning is to create a “hybrid university” where students can take a combination of on-campus courses and online courses, using the best of each to build their degrees, Watkins says. The new approach is not just a matter of pointing a camera at a professor and recording a lecture. The U’s online initiative also focuses on delivering hybrid courses, often referred to as “flipped classrooms,” where students can watch short videotaped lectures and review key concepts online while using class time to engage in interactive problem-solving and discussion with the professor. “Over time,” Watkins says, “our opportunities have just increased dramatically in terms of the quality of what we can do, the ways we can embed best practices in teaching, such as interaction and active learning, and really using technology for the very best of what education can offer.”

Time, not distance, is the main reason more students nationwide are turning to online courses. With most students working while attending school, online access allows them to fit the classes they need into their schedules without travel time, and sometimes, to learn on their own time. In fact, 59 percent of undergraduate students taking online courses live less than
100 miles from the college or university providing the classes, according to a study by New Jersey-based Aslanian Market Research. But the reputation of the institution is more important to students choosing online courses than the flexibility and convenience, the study found, and online learners do not always select the least expensive alternative.

“The nearby college has advantages both to campus-based learning and online learning,” says Carol Aslanian, the company’s senior vice president. “The growth is due primarily to more and more college students seeking efficiency and convenience in their programs of study.” Cory Stokes, director of the U’s online education initiative and associate dean of Undergraduate Studies, says that demand is driving universities, including the U, to do more in the online arena. “We’ve come to a point, I think, as a school and as a nation, where higher education must move into the online space. That’s where the demand and the market are driving us. And so taking a more strategic approach to what we are offering online is really the charge going forward.”

The U has been involved in online learning for the past decade, but previous efforts were informal, with faculty independently exploring ways to teach online. To advance the UOnline Initiative, Stokes’ new position was created, and he was appointed last July. The U’s goal is to use technology to enhance, not replace, the university experience, he says. “It’s not about creating a degree factory. We don’t want the Sneetch to come in, go through the machine, and
come out with a star on her belly, and we’re done.” Rather it’s about providing “a high quality, engaging experience that helps students grow as individuals and connects them with other people.”

To do that, Stokes is working to provide more and better online offerings around high-demand degrees and general education courses, as well as broadening access to degrees, both demographically and geographically, and developing certificates and programs to support businesses in addressing regional workforce needs. The U’s Teaching and Learning Technologies center employs 30 students and 21 full-time staff members, including instructional designers and experts in video and media production, to design online courses, provide video production resources to faculty members, and handle test proctoring. They are developing early-warning dashboards to help faculty members identify students who are enrolled but not participating in their online classes, and discover the reasons why. Stokes is also focused on building virtual systems to provide online students greater access to campus resources, including service learning and international study, as well as tutoring services and a writing center where online students will be able to email their papers to a writing coach for review.
and editing starting this summer. A pilot system will also be put in place in the summer to allow students to Skype with academic and financial advisers, and Stokes is working on a tuition model for students obtaining degrees solely online. He expects it will be less than out-of-state tuition and closer to the amount paid for in-state tuition.

Many U students taking online courses are ages 25 or older and have been delayed by life experiences from finishing their degrees. Most are women. They also live close to campus. An estimated 80 percent or more of U students taking online classes are also on campus weekly, Stokes says. “It’s all about being free of time and place constraints.”

Cynthia Furse BS’86 MS’88 PhD’94, associate vice president for research at the U and a professor of electrical and computer engineering, has long experience in the benefits of online learning. In 2009, Furse decided to flip all her classes, making her the first professor at the University and perhaps in the nation to do so. Through a National Science Foundation grant, she now teaches a MOOC (in partnership with Salt Lake Community College) to help other professors and teachers learn how to do it. “It’s student-centered instead of professor-centered. It’s not like one student is working and everyone else is taking notes,” she says. “They all have to think about what they are doing, which means they find what they don’t know, and everyone’s got a little something different they don’t know that they’re struggling with.”

Furse’s videotaped engineering lectures have now been viewed on YouTube by more than 2 million people worldwide. While visiting other universities, students who have never formally enrolled in her classes have even stopped her in hallways because they’ve seen the YouTube videos. “It’s a little like being a YouTube diva, or a celebrity or something,” she says.

Patrick Panos BA’85, director of the U’s undergraduate social work program, also has found that online learning can be more productive. “In a funny sort of way, I’m actually giving students more interaction with me, and it’s a higher quality interaction because I’m not boring them if they’ve mastered the concept.”

For Panos’ hula-hooping student, Dunn, who gave birth to her second child in January, the online courses at the U have become a big help. “It’s just easier, especially with a baby,” she notes. She says the online classes are providing greater flexibility that will help her, and many other U students, toward graduation. With any luck, she expects to have her bachelor’s degree next year.

—Kim M. Horiuchi is an associate editor of Continuum.
From left, U students Florence Fernandez, Alex Khan, and Kenzie Peyton are featured in ASUU’s “It’s On Us” campaign video about preventing sexual assaults.
The U has a comprehensive strategy for prevention as well as prosecution of sexual assault, and aiding victims.

By Peg McEntee
In a packed auditorium in the University of Utah’s Spencer Fox Eccles Business Building, members of the Beta Theta Pi fraternity sat among the nearly 175 students, campus administrators, and clinical professionals who had gathered to talk about sexual assault. The fraternity had organized the forum on this December afternoon with the U Center for Student Wellness and the Rape Recovery Center, a local nonprofit advocacy group, to help educate the U community about prevention of sexual assault and rape. “Why is it important? Why are we talking about it now?” Marty Liccardo BS’02, a health educator with the Center for Student Wellness and the moderator of the day’s discussion, asked the panel of experts. Undergraduate student Tara Streng, who did her honors thesis on college sexual assault policy, was the first of the panel members to respond. “Because it’s been an issue for a long time,” she said. “Prevention needs to look like more involvement, talking about it more. Education is key: what is consent, what is rape, and finding a force to end it.”

The forum was part of a nearly two-year-old partnership between Beta Theta Pi and the Rape Recovery Center to raise awareness on campus about sexual assault and how to prevent it. The fraternity’s efforts have drawn media attention that has included cameramen from the Dr. Phil television show filming the December forum and interviewing the fraternity’s then president, Mitchell Cox HBS’14, for an episode that aired December 15.

The educational campaign on the University of Utah campus comes as colleges and universities across the United States are rethinking their policies on addressing and preventing sexual assault. Some 95 colleges and universities are now under investigation by the U.S. Department of Education’s Office for Civil Rights for how they have handled sexual assault cases on their campuses. (The University of Utah is not among them.) In response to the growing concerns, the department this past fall issued new rules requiring colleges to train students and employees on preventing sexual assault, dating violence, and domestic assaults, as well as stalking. The rules will take effect this July. Meanwhile, women and men on campuses nationwide have been filing Title...

The educational effort comes as colleges across the nation are rethinking their policies on addressing sexual assault.
IX lawsuits against their colleges, alleging that their reports of sexual assault were not taken seriously enough. Title IX requires that campus officials investigate reports of sexual harassment and assault, regardless of whether the police are involved. Colleges that fail to respond to complaints promptly and fairly can face sanctions, including the loss of all federal funds. This past September, President Barack Obama also launched a national campaign, “It’s On Us,” that calls for men and women to “make a personal commitment to step off the sidelines and be part of the solution to campus sexual assault.”

The University of Utah has scrutinized its own policies to make sure it has processes in place to responsibly handle assault cases and educate students and others about prevention. “There is no doubt that today sexual assault has to be high on the list of priorities,” U President David W. Pershing told KUER’s Radio West in October. “Our goal is to prevent these incidents to the best of our ability and particularly to take proactive action.” He noted that the issue is now a topic during freshman and transfer student orientation. The U also conducts independent investigations of sexual assaults, separate from any criminal inquiry, and students who are found guilty are dismissed from the University. “That is one of the things the federal government has been pushing, and we now have that in place and fully running,” Pershing says. The U also has been working to make faculty and staff members aware of support services that they can refer students to if they suspect a student might be having some sort of personal difficulty, including dealing with sexual assault.

The on-campus efforts of the partnership between the Beta Theta Pi fraternity and the Rape Recovery Center have come in tandem with the University’s efforts. The fraternity...
approached the center in 2013 offering to adopt the center as a philanthropic endeavor. Since then, some of the fraternity members have received 40 hours of training to work on the center’s 24-hour hotline, and the fraternity has raised about $9,200 to aid the center. In addition to the prevention forums that have been hosted on campus, Beta Theta Pi is teaming up with the Associated Students of the University of Utah (ASUU) to host a conference in March with student leaders of various campus organizations “to educate the campus as a whole, empowering others to be advocates for sexual assault interventions,” says the fraternity’s new president, Kevin Shields, who was elected in January.

Ambra Jackson, a junior who is president of the U’s Panhellenic Association, says sorority members also have attended the sexual assault prevention forums. “There’s value in putting men and women together,” she says. “These are conversations we need to start having with both. Sexual assault isn’t one person’s problem, it’s all of our problem. Forums help to define what we can do before and after. It’s not just closet conversations anymore.”

According to the University’s most recent Annual Security and Fire Safety Report, released this past October, 15 allegations of forcible sexual offenses were reported during 2013, with 10 reported on campus and five in residential facilities. U Police Chief Dale Brophy MP’03 says his department promptly addresses any individual’s report. “When we get a sexual assault report, it’s a high priority for us on campus,” he says. “What we try to do is put all our resources toward that right up front.”

Following investigation by the U police department, two of the alleged incidents in the latest security report are being or will be adjudicated. “Campus rape is very rare up here,” Brophy says. “But nothing can be done if something did happen and it was not reported.” In other cases, he adds, the person making the report simply wants to convey the information and does not want further action to be taken, and they may even wish to remain anonymous. Some people will have waited years, even decades, to report an incident, until they finally just want it to be known by someone. Regardless, when anyone makes a report, the police department contacts other on-campus resources for assistance, including the Center for Student Wellness, the Women’s Resource Center, and the University Counseling Center.

Lori McDonald BS’95, the U’s dean of students, says any report of nonconsensual contact, up to and including rape, is called “sexual misconduct” in higher education. “At that time, there are a couple of things I would like anyone who has a report like that to know: First and foremost is concern for their well-being. It may be reporting somebody they know, and that can be very stressful,” she says. Such a report leads to U resources for helping take care of the person making the report, from providing on-campus counseling to seeing a victim advocate. “We have a commitment to the community, as well, to try and keep it as safe as possible,” she says. “But we’re not going to compel someone to have to report or participate. And those support services are going to be there regardless.” Because trauma can affect academic performance, students also are provided with options such as withdrawing from a class if a suspect also is in that class, arranging new housing, or taking a semester off.

The U’s formal process for investigating sexual assault claims, in addition to any criminal proceedings that may also be conducted, are based on guidance from the U.S. Justice Department’s Civil Rights Division and the U.S. Department of

Marty Liccardo, a health educator with the U’s Center for Student Wellness, is shown here teaching a sociology class. He also helps with required sessions for students to educate them about sexual assault prevention.

Photo by Brian Nicholson
“I would like anyone who has a report like that to know: First and foremost is a concern for their well-being.”

Education. Unlike criminal investigations, such as those done by outside law enforcement, the standard for the U inquiries is “preponderance of evidence,” McDonald says. “We’re looking at, ‘Is it more likely than not that one of our policies was violated?’ If not, we’re still going to support the students during the investigation and after the investigation.” Those U policies include the student code of conduct, which prohibits sexual harassment and discrimination. “Our investigations are more analogous to civil rights investigations,” she says.

Krista Pickens, the U’s Title IX coordinator and director of the Office of Equal Opportunity and Affirmative Action, helps oversee those U inquiries. A former Salt Lake City police officer and sex crimes investigator, she also was once the victim of an attempted sexual assault. She was 19 years old and working as a waitress in Hawaii, walking home with her tips, when a stranger punched her, breaking bones around her eye. “Luckily, there were some local boys who heard what was going on, and he actually
Universities are creating new models for investigating claims of sexual assault.

got the worst of it,” she says. “You’ve got all those layers that you see victims go through: ‘What did I do? Did I deserve it?’ ”

Universities are developing new models for investigating claims of sexual assault, even as new obligations arise, she notes. “The increased obligations are to address stalking, domestic violence, dating violence, and whether or not they occur on campus. If they affect the employee or the student, we’ve got to address them,” she says.

The obligation extends to incidents affecting students off campus. If a student reports an off-campus sexual assault, a city police detective and the U’s Office of Equal Opportunity investigator will coordinate talking to the victim, a process that usually involves several interviews. For a Title IX case, the standard of proof is preponderance of the evidence, which is more than 50 percent, while in a criminal case, the standard of proof is “beyond a reasonable doubt,” a much higher standard.

Another issue is the manner in which victims are questioned. One technique is called the forensic experiential trauma interview (FETI), which begins with understanding that the victim almost certainly cannot give a linear account of what happened. “They can’t tell you how tall the guy was. They just say, ‘I was so afraid,’ or whatever it is they felt,” Pickens says. Researchers have found that when trauma occurs, the prefrontal cortex of the brain will frequently shut down, leaving the more primitive portions of the brain to experience and record the event. So, if pressed, a victim may “fail” to remember much about what they’re being questioned about. The FETI technique entails using principles employed in critical incident stress debriefing and defusing. FETI also draws from principles and techniques developed for forensic child interviews as well as from neurobiology of memory and psychological trauma. The technique is a sort of forensic psychophysiological investigation and provides an opportunity for the victim to describe the experience of the sexual assault or other traumatic and/or fear-producing event, physically and emotionally. Pickens’ office at the University employs this technique, while the U campus police use a similar forensic interview technique developed by the Children’s Justice Center when talking with people reporting cases of sexual assault.

When it comes to education and prevention efforts, Liccardo, the counselor at the Center for Student Wellness, says the University of Utah requires that every first-year student receive an hour with the Center for Student Wellness and the Dean of Students office. “We cover sexual misconduct, bystander prevention, which is how you step in and intervene if sexual violence is happening, how you stop things that are not good,” he says. Students are told about their rights, and the center has a victim advocate who provides confidentiality to victims. All student leaders and residential advisors, as well as student club and organization leaders, get the same training.

Concurrently, students are educated about consent. “We talk about it as rape prevention, but really, consent is part of a normal, healthy relationship,” Liccardo says. “Sexual communication is something everybody should be doing. These are life skills.”

The larger societal problem that the U efforts are geared to address is enormous in scale. According to Utah government statistics, one in three Utah women will be sexually assaulted in her lifetime, and one in eight will be raped in her lifetime. “This is not a small crime. It is a very, very large crime, and college campuses are not immune by any stretch of the imagination,” Liccardo says.

The Beta Theta Pi members hope the educational efforts by the U and the campus forums the fraternity has organized will help begin to shift that trend. “We really need to start taking action on sexual assault and stop ignoring it,” Cox told local TV station KSL in an interview at the December forum. “Hopefully students are able to walk away from the forum with some sort of action plan they can implement in their own lives to really start to prevent sexual assault from occurring, both on college campuses and in our society.”

—Peg McEntee is a former longtime journalist with The Salt Lake Tribune and Associated Press who now works as a Salt Lake City-based freelance writer.

Visit continuum.utah.edu to watch videos of Mitchell Cox on Dr. Phil and of the U’s “It’s On Us” campaign, and to view a gallery with more photos.
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University of Utah professor Paisley Rekdal, shown here on downtown Salt Lake City’s Main Street, created a community web project about the city and its inhabitants.
Let’s be honest: Many of us don’t read much poetry. We mean to, in the same way we mean to eat 10 servings of fruit and vegetables every day, which makes poetry kind of the collard greens of the literary world. And that makes Paisley Rekdal disappointed but also kind of relieved.

Rekdal teaches poetry at the University of Utah, where she is also director of the graduate Creative Writing Program. In poetry circles, she is well known and respected, the winner of prestigious prizes and fellowships (two Pushcarts, an Amy Lowell, and a Guggenheim, for starters). But prizes don’t necessarily translate into book sales or readers.

“T_hen she laughs and adds, “People are very happy to reinforce your obscurity.”

But there is also an upside to being on the sidelines of American consciousness, and of writing verse that a reader has to actually put some effort into.

Here’s how Rekdal summed it up in a blog entry titled “Why I Hate National Poetry Month”: “One of the things I love so much about poetry is how it walks that line between public speech and private utterance, and for me, I've always felt that there were certain things I couldn't say if I knew they were being read widely.”

Yes, she admits, she has revealed all kinds of things about herself on her blog, in published essays, and in memoirs, “much to the horror of my family.” But the advantage of poetry is that “some of the darker things I might say, people won’t necessarily understand.”

“I’m not going to lie,” she says. “I think it’s a real bonus.”

So here, perhaps, is Paisley Rekdal. Open. But also wary. A little afraid you might try to fit her into a box of your own design.

*****

Rekdal didn’t set out to be a poet. She thought she’d be a medieval scholar, and she received a master’s degree from the University of Toronto Centre for Medieval Studies. She liked the idea of braiding together disciplines such as history, art, theology, and music to study an obscure time. But after a while, she realized that what she really wanted to do was put everything she learned into a poem.

“I was always connecting something in the medieval world to my life. And that doesn’t work very well in an academic paper.”
Five years later, she received a master of fine arts degree from the University of Michigan—because what might not work for a scholarly journal turned out to be perfect for the writing she has since become known for: a blend of research and memoir, facts and personal discovery, distance and emotional truth.

Rekdal grew up in Seattle, “a girl so boringly middle class her parents hadn’t even divorced,” as she says in one of her poems. Her mother is Chinese, and her father’s family is Norwegian. As a child, “I was often confused as to who was Chinese and who was white,” she reports, although she was pretty sure TV anchorman Tom Brokaw was Chinese.

“Everyone was potentially Chinese, just as everyone was potentially white,” she explains in her braided memoir/fictive biography Intimate: An American Family Photo Album. “Perhaps it was because the meaning of my own race changed according to my parents’ wishes, depending on which characteristics they wanted to emphasize. As if I was a photo beneath which the caption was being, continually, rewritten.”

Much of her writing is an attempt to sort out what identity and authenticity mean, using her own discomfort to shed light on larger questions of race, self, and change. Intimate, published in 2011, examines and reimagines the photographic quest of Edward Curtis to document Native Americans during the early decades of the 20th century. Rekdal believes that the photographer, in trying to “help” his subjects, insisted on a kind of cultural purity that no longer rang true.

Most people, she observes, inhabit that middle ground between how we understand ourselves and how others understand us. In her own life, she says, being biracial has been a way for her to literalize that divide. “Most of my life, people have tried to give me an identity. So unless I come up with a sense of my own identity and push back, I’ll be like Mae West, a bit of a cipher.”

Ah, Mae West. When Rekdal was a child she was obsessed with West, even dressing up as the bawdy performer for her elementary school talent show (a reference only the teachers got). Rekdal’s fifth volume of poetry, which will be published in 2016, includes “West: A Crown,” in which she explores her own fascination with the strong-willed, outrageous actress/playwright/sex symbol. Wonder Woman was also one of Rekdal’s favorites.

“I think both were early feminist icons, although as a child I didn’t have the language for that,” she says. “But West is a very complicated feminist symbol,” she points out—indeed, yet playing the same vixen role over and over, never breaking character, “never allowing that character to evolve emotionally or intellectually.”

“I’m interested in what happens when you inhabit a role and then get trapped in it,” Rekdal says. That interest also hits close to home. “Mae West presents a real terror for me as a working writer. Because I don’t want to be hitting one note and never get out of it.”

*****

So Rekdal likes to mix it up. Be a poet. But also a memoirist (her The Night My Mother Met Bruce Lee was published 15 years ago, when she was just 28 years old). And a writer of nonfiction (she’s currently researching a book she prefers for now to keep under wraps). She also is a community archivist. In 2013, she launched a
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HAPPINESS
BY PAISLEY REKDAL

I have been taught never to brag but now I cannot help it: I keep a beautiful garden, all abundance, indiscriminate, pulling itself from the stubborn earth; does it offend you to watch me working in it, touching my hands to the green tips or tearing the yellow stalks back, so wild the living and the dead both snap off in my hands?
The neighbor with his stuttering fingers, the neighbor with his broken love: each comes up my drive to receive his pitying, accustomed consolations, watches me work in silence awhile, rises in anger, walks back. Does it offend them to watch me not mourning with them but working fitfully, fruitlessly, working the way the bees work, which is to say by instinct alone, which looks like pleasure? I can stand for hours among the sweet narcissus, silent as a point of bone.
I can wait longer than sadness. I can wait longer than your grief. It is such a small thing to be proud of, a garden. Today there were scrub jays, quail, a woodpecker knocking at the white- and-black shapes of trees, and someone’s lost rabbit scratching under the barberry: is it indiscriminate? Should it shrink back, wither, and expurgate? Should I, too, not be loved? It is only a little time, a little space.
Why not watch the grasses take up their colors in a rush like a stream of kerosene being lit?
If I could not have made this garden beautiful like a stream of kerosene being lit?
I wouldn’t understand your suffering, nor care for each the same, inflamed way.
I would have to stay only like the bees, beyond consciousness, beyond self-reproach, fingers dug down hard into stone, and growing nothing.
There is no end to ego, with its museum of disappointments. I want to take my neighbors into the garden and show them: Here is consolation. Here is your pity. Look how much seed it drops around the sparrows as they fight. It lives alongside their misery. It glows each evening with a violent light.

*Happiness,* from Animal Eye by Paisley Rekdal. Copyright 2012. Reprinted by permission of the University of Pittsburgh Press.

website called *Mapping Salt Lake City,* a community project based on Rebecca Solnit’s 2010 book *Infinite City: A San Francisco Atlas.* Solnit’s book reinvents the traditional atlas, using the work of writers, artists, and photographers to explore a city through the eyes of its inhabitants.

A city isn’t Mae West, stuck in time, defined forever by one shtick. A city and its stories evolve, even if outsiders try to stuff that city into one small stereotype. *Mapping Salt Lake City,* a joint project between the University of Utah, Westminster College, and current and former residents, is a compilation about Salt Lake’s then and now, from known and unknown writers. A little sample of its quirky offerings: a poem about bargain shopping at a Deseret Industries store, by Utah poet Joel Long MFA’93; the tender thoughts of a returning Mormon missionary as he arrives at the airport baggage claim; a breathtaking memory of the old Chapman Branch Library by writer Ron Carlson BA’70 MA’72.

Often, says poet Jeffrey McDaniel, who teaches Rekdal’s books in his creative writing classes at Sarah Lawrence College, poets are known as free spirits, “but we stay in our genre, or even within one region in our genre, in a not-free-spirit way. Paisley crosses borders. That’s just an extension of who she is.” And, says McDaniel, “she’s one of the smartest people I know.”

Rekdal has lived in Salt Lake City for 11 years now, lured to the University of Utah’s faculty from the University of Wyoming. Living here, she says, has made her think more about the relationship between person and place, “and what it means to be part of a community that on the surface you don’t have anything in common with.”

The U’s doctoral Creative Writing Program she runs is ranked fourth in the nation by *Poets & Writers* magazine, based on job placements and prizes won, departmental reputation, and funding. Rekdal also teaches poetry (reading it, writing it), as well as creative nonfiction, at the graduate and undergraduate level.

Can creative writing be taught? “I believe it can, much in the way the basics of archery are,” Rekdal wrote in 2012 in the *Los Angeles Review of Books.* “I can instruct you on the purpose and characteristics of metaphor. I can train you to recognize (and excise) a cliché. I can educate you in traditional poetic form. ... What I can’t do is teach you how to recognize in your own life what has the power and depth to translate into a poem versus what will become merely a charming anecdote to tell at a party.”

Rekdal’s own poems show “an incredible attentiveness to the world around her,” says Jennifer Chang, an assistant professor of creative writing and English at George Washington University. Chang first read *Animal Eye,* Rekdal’s 2012 poetry collection, when she was serving as a judge on a prize committee. “In a year with lots of strong books, her poems stood out,” says Chang. “*Animal Eye* at once invites you into the experience of creating language and pushes you to think about difficult subjects. It’s one of my favorite books in the past 10 years.”

Two of the poems in *Animal Eye* are long. 13 pages each, and showcase Rekdal’s ability, again, to braid together disparate elements. “Easter in Lisbon” is about a love affair that soured, the Rodney King beating, and the afternoon in 1991 when she unwittingly caused the...
escape of baby lemurs from their cage at the dismal Lisbon Zoo. “Wax” weaves together the French Revolution, her mother’s cancer, and Madame Tussaud. 

Animal Eye ended up winning one prize (the UNT Rainer Maria Rilke Poetry Award) and being a finalist for two more (the Kingsley Tufts Poetry Prize and the Balcones Prize). If you’re a poet, you spend a lot of time sending out your collections in the hopes of winning a contest or getting a fellowship. Rekdal figures she is successful less than 5 percent of the time. But, having served as a judge herself, most recently for the National Book Award, she knows how random contests can be.

“The upside, and it’s a really big upside,” Rekdal says, “is you no longer personalize rejection.” Or, as she said in an interview posted on Poets & Writers, “I’ve learned how to brush off the rejection and continue to write within hours of a serious disappointment. Disappointment is, in fact, a great thing for a writer (if by ‘great’ we also mean getting kicked in the groin), since it forces you either to learn how to enjoy the writing process itself or give it up.”

For those of us who don’t pay attention to poetry prizes, though, (or the fact that her poems were included in the Best American Poetry collections in 2012 and 2013), certainly there can be no bigger honor than to be chosen by National Public Radio to be their “NewsPoet” of the month, invited to write a poem about the day’s news. Rekdal’s turn came in July 2012.

That meant sitting with the producers of All Things Considered as they planned the evening’s news show, then being put in a windowless room to come up with a poem. In two hours. That would be read to millions of listeners. It was a slow news day (one of her big fears), but she managed to craft a poem about a new medical app for the heart, rooftop missiles at the Olympics, and a building that was slowly sliding into a sinkhole. Writing the poem, she says, “was one of the scarier things I’ve ever done. It was a nail-biter. I won’t lie.”

Rekdal is fond of making fun of herself. Here’s something she said about her name, in an interview with former Utah writer Matthew Batt PhD’06 on thenervousbreakdown.com: “I suspect my first poems took a bit longer to publish because who in his right mind would a) want to read about unicorns or b) feel comfortable advocating for anyone whose name evoked Hendrix-inspired air guitar sessions while stoned on cough syrup.”

And here’s a little impromptu standup she recounts now when asked about the phenomenon of The Poetry Reading. “There’s nothing more humbling,” she begins. “People fall asleep in front of you, people get up and leave the room while you’re speaking. People will text. People will tell you afterward how much they hate poetry but they like yours. They hate everything about what you do, but you’re the least offensive example of it. I’ve had people tell me how much older I look up close than far away. So, yeah, there’s nothing better than giving a poetry reading.”

She’s pretty sure even her husband doesn’t read her poems. (Sean Myles is a computer programmer for Allstate who lives in the other side of the duplex they own. “I strongly recommend doing it this way,” she says of their living arrangements. “It’s the only way to stay married.”)

American entertainments train people to read and think narratively, expecting a beginning, middle, and end, she says. But a poem thinks in a different kind of way, in a lyric way that may move erratically through space and time, “and it sounds foreign to us,” she says.

She’s pretty sure poetry will survive anyway, if for no other reason than people need something to read at weddings and funerals, when poetry can help us navigate moments of intense emotion.

As for herself, writing poetry “allows a kind of wilderness that prose doesn’t,” she says. “To be honest, it feels like, if the soul could think, it would think in poetry.”

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

Visit continuum.utah.edu to view a photo gallery and for links to Mapping Salt Lake City and her poems.
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Six Honored With 2015 Founders Day Awards

Four outstanding graduates of the University of Utah and two honorary alumni were recognized with 2015 Founders Day Awards in February.

The recipients of the Distinguished Alumni Awards were Gregory J. Goff BS’78 MBA’81, a leader in the energy sector; Brent C. James BS’76 MD’78 MS’84, an expert in health care delivery; Gretchen W. McClain BS’84, an accomplished aerospace engineer; and Clayton J. Parr BS’60 MS’65 JD’68, a widely respected natural resources lawyer. John and Melody Taft were presented with the 2015 Honorary Alumni Award.

The Founders Day awards are the highest honor the University of Utah Alumni Association gives to U graduates and friends, in recognition of their outstanding professional achievements and/or public service, as well as their support of the University.

After receiving his MBA, Goff was hired by ConocoPhillips, where he held senior leadership positions including senior vice president of the commercial division; managing director and chief executive officer for Conoco JET Nordic (based in Stockholm, Sweden); and president of the international downstream division (based in London). In 2010, he joined Tesoro as president and chief executive officer. Since he became CEO, the company’s stock and growth have soared, and in 2012, chiefist.com ranked him the No. 1 mid-cap CEO based on the previous two years’ metrics. In addition to donating his time as a member of the national advisory board for the U’s David Eccles School of Business, Goff has also generously donated to the school for decades.

James is recognized as being among the most influential leaders in health care nationally and has often testified before congressional committees. He serves as chief quality officer at Intermountain Healthcare, and he also teaches at Harvard University, Tulane University, the University of Sydney, and the University of Utah. Trained and established as a surgeon in Boston, James returned to Utah from Harvard and joined Intermountain in 1987. As the leader of Intermountain’s Institute for Health Care Delivery Research, which offers advanced training program courses for health care executives, James has instructed thousands of health care leaders from throughout the world.

McClain started her career in the defense and aerospace industry with Hercules, Atlantic Research, and Grumman Corporation before joining NASA in 1990. During her nine years with NASA, she was a senior leader in guiding space shuttle initiatives and played a pivotal role in the successful development and launch of the International Space Station Program as chief director of the space station and deputy director for space flight, managing the space station’s $2 billion annual budget. In 1999, she moved to AlliedSignal (which became Honeywell), where she served in successive vice presidential posts. In 2005, she was recruited by ITT and steadily moved up in leadership of its water business. From 2011 to 2014, she was CEO of Xylem, which was spun off from ITT.

Parr has been a leader in natural resources law for more than 40 years. He has represented some of the world’s largest mining and oil and gas companies, and from the inception of Chambers USA—America’s Leading Business Lawyers, he has been named...
one of the top Energy & Natural Resources lawyers in Utah. He has also been continually listed in *The Best Lawyers in America*. Parr has served as president of the Rocky Mountain Mineral Law Foundation and the Utah Association of Petroleum and Mining Landmen, and he has chaired committees for the American Bar Association and the Utah State Bar. He also has taught mining law at the University of Utah S.J. Quinney College of Law.

The Tafts led the donation of 16 acres of land and a renovated ghost town in Montana’s Centennial Valley to the University of Utah in 2012 for a new Nicholson Environmental Humanities Education Center, along with their friends Bill and Sandi Nicholson. The programs and workshops at the new U center provide an innovative educational experience that introduces students and visitors to the history and conservation value of the area. Melody and John, a retired California developer, are lifelong naturalists and philanthropists who now lead the Montana-based International Center for Earth Concerns.

**Founders Day Scholar Plans Career in Epidemiology**

Emily Dart, a University of Utah senior pursuing an honors degree in biology, has been selected to receive the 2015 Founders Day Scholarship. The University of Utah Alumni Association awards the $8,000 Founders Day Scholarship annually to a student who has overcome difficult life circumstances or challenges and who has given service to the University and the community.

Dart grew up in the Phoenix, Arizona, area and came to the University of Utah as a freshman in 2011. Halfway through the spring semester of her freshman year, a hemorrhage from a malformed blood vessel in her frontal lobe made brain surgery an uncomfortable reality. She underwent the surgery in May 2012 and then began the arduous process of recovery. “It takes a lot of patience,” she says, “but if you work hard, you can get there.” She now is back attending classes full time and, after receiving her undergraduate degree in biology, plans to go on to pursue a master’s degree in public health and work in epidemiology and pathology.

In addition to her studies, Dart holds two part-time jobs on campus to help pay for her education. She works as an equipment lab aide for the U Department of Film and Media Arts, and she also is an assistant in the laboratory of U biology professor William Brazelton. In Brazelton’s lab, she has been involved in a project that requires working with DNA sequence databases and organizing the datasets. This past summer, she participated in a weeklong field expedition to Newfoundland with Brazelton and his colleagues. She is currently working on processing environmental samples from the trip for DNA sequencing.
U Emeritus Alumni Board Project Wins Award

A mentoring and scholarship program developed by the University of Utah Emeritus Alumni Board has received a silver award from the Council for Advancement and Support of Education’s District VII, representing the Western region. The Emeritus Bryant Scholarship Project was honored in the category of programming for special constituencies.

The program helps make a college education possible for Bryant Middle School students who are selected to participate, with the incentive of a $5,000 scholarship to the University of Utah or Salt Lake Community College when they graduate.

From high school. Many of the students and their families have fled hardship and political strife in their home countries, and the students will be the first in their families to attend college. They have come from nations such as Ethiopia, Eritrea, Kenya, Liberia, Mexico, Somalia, Thailand, and Tonga.

To receive the scholarship, the students must meet specific criteria regarding grade point average. In 2014, the Emeritus Alumni Board presented four scholarships of $5,000 each to the program’s first graduating class.

In order to provide ongoing support for the students until high school graduation, Emeritus Alumni Board mentors work with them as tutors, with help from U students in the LEAP (first-year learning community) program.

To contribute to helping support the project, go online to alumni.utah.edu/bryant.

University Food Drive Nets $62,538 for Utah Food Bank

The final results are in, and the University of Utah Alumni Association’s United Against Hunger Food Drive in November collected $62,538 as well as 312,003 pounds of food for the Utah Food Bank.

The effort was the 21st annual food drive organized by the Alumni Association, and dozens of volunteers helped gather donations this year. As part of the month-long efforts, some of the volunteers braved bad weather to collect donations outside Rice-Eccles Stadium before the Utah vs. Oregon football game on November 8 and in the tailgate lots before the Utah vs. Arizona game on November 22. Members of the Student Alumni Board and The MUSS Board also collected food and money at local grocery stores for five nights before Thanksgiving.

“The Alumni Association, Student Alumni, MUSS, and Emeritus Alumni boards all embraced this year’s food drive theme by uniting in their support and efforts to make this event successful,” says Jennifer Foote BS’86, the U Alumni Association board member who led the food drive effort. “It was rewarding to achieve such great results and to help so many of Utah’s hungry.”

Two U Alumni Association sponsors, University Credit Union and Liberty Mutual, promoted the event. The credit union allowed volunteers to place food barrels in branches and encouraged members to donate online, while Liberty Mutual donated $10 for every online insurance quote requested during the food drive.

“The Utah Food Bank is incredibly grateful for the support of the University of Utah Alumni Association,” says Ginette Bott, the food bank’s chief marketing officer. “To see students working so hard to help people in their own community is always inspiring. We consider each and every person and organization who donates their food, time, or money to this important effort to be a true partner in fighting hunger statewide.”

To contribute to helping support the project, go online to alumni.utah.edu/bryant.

Lacey Despain, U Student Alumni Board president
A little help can mean a lot.

Scholarships, great and small, add up to help make students’ educational dreams come true. With scholarship support for first-generation and underrepresented students, we have seen this firsthand in the BEACON Scholars program. We are grateful for our community partners who change lives with the gift of education.

For more information, visit engagement.utah.edu.
POWDER HOUND

By Ann Floor

When Caroline Gleich schusses down backcountry mountains at Snowbird, Utah, or Hokkaido, Japan, or Chamonix, France—blonde braids flying, wearing one of her signature handmade crocheted hats—watch out! The young woman known as a badass ski mountaineer is on the loose. Star of Warren Miller ski films, sponsored athlete, and product tester for outdoor brands such as Patagonia and Clif Bar, Gleich skis with fearlessness and joy off shear precipices and down vertical shafts. (One of her favorites is Snowbird’s Pipeline Chute.)

Gleich BS’10 always knew she wanted to be a professional athlete, and when she got into ski mountaineering in 2004 at age 18, she knew she had found her groove. She told her parents of her decision, and they promptly hired Kristen Ulmer BS’97 as a mentor. A therapist known for her ski camps focusing on mindset and her versatile work with individuals, Ulmer taught Gleich how to work with companies and photographers, acted as a life coach, and worked with her on the essentials of business, including how to approach sponsors. She also taught Gleich to take professional skiing seriously and to treat it as a career.

That same year, Gleich did one of her first photo shoots—for Delta Sky magazine at Utah’s Solitude Ski Area—and she has been in high demand ever since. She has been featured on the covers of Powder and Ski magazines (three times for the latter) and profiled in those and other publications, including Skiing, Ski Journal, Fitness, Men’s Journal, and Outside. She also has appeared in ads for Utah’s Snowbird, Alta, Solitude, Brighton, and Deer Valley ski resorts, and for Leki outdoor accessories. This year, Gleich is sponsored by Big Agnes, Clif Bar, Elemental Herbs, Goal Zero, Jaybird, Leki, Nordica skis, Patagonia, and Zeal Optics, among other companies.

Gleich was born in Rochester, Minnesota, and her mother started her on the slopes when she was just 18 months old. Her family traveled to Utah in winters to ski and in summers to camp and hike. When Caroline was 15, they moved to Salt Lake City and have called it home ever since. That same year, her half-brother Martin died in an avalanche while climbing Storm Mountain in Utah’s Big Cottonwood Canyon. Heartbroken and newly cautious, Gleich refocused her training on safety and making conservative choices for herself. She worked with partners who believed in her, and most of all, learned to believe in herself. “Every day that I go into the backcountry, I feel like I have to overcome fear and test my courage,” says Gleich. “I analyze group dynamics and decisions much more critically than many of my partners because I’m acutely aware of the consequences of bad decision making.”

At age 24, Gleich graduated from the University of Utah magna cum laude with a bachelor’s degree in anthropology. Her studies helped with her skiing career in ways she didn’t expect. “Anthropology taught me to be culturally sensitive—to understand the different tribes I meet, whether it’s the different types of skiers in the Wasatch backcountry or the different climbers from around the world at mountain huts.”

Whether she’s blogging about her steep ice technique, chasing frozen waterfalls, or showing off her latest “powder beard,” Gleich’s website at www.carolinegleich.com offers a great way to keep up with her adventures.

—Ann Floor is an associate editor of Continuum.
Raymond S. Uno BS’55 LLB’58 MSW’63 JD’67, a retired judge and longtime Utah civic leader, was named a 2014 recipient of a Japan Imperial Decoration: the Order of the Rising Sun, Gold Rays with Rosette. The announcement was made by the consulate-general of Japan in Denver. The conferment of this decoration, awarded by the emperor of Japan to individuals worldwide, recognizes lifetime achievement and a commitment to excellence, including significant positive contributions to mutual understanding and friendship between the United States and Japan. Uno helped lead efforts toward an official public apology and redress for Japanese American citizens who had been detained in internment camps during the 1940s. His family members were among those interned. He also served in the U.S. Army from 1949 to 1952 and was stationed in Japan as part of a military counterintelligence unit. In Utah, he has been recognized with several lifetime achievement awards, including being named in 1974 a Japan Imperial Decoration: the Order of the Rising Sun, Gold Rays with Rosette. The announcement was made by the consulate-general of Japan in Denver. The conferment of this decoration, awarded by the emperor of Japan to individuals worldwide, recognizes lifetime achievement and a commitment to excellence, including significant positive contributions to mutual understanding and friendship between the United States and Japan. Uno helped lead efforts toward an official public apology and redress for Japanese American citizens who had been detained in internment camps during the 1940s. His family members were among those interned. He also served in the U.S. Army from 1949 to 1952 and was stationed in Japan as part of a military counterintelligence unit. In Utah, he has been recognized with several lifetime achievement awards, including being named in 1974

as the Japanese American of the Biennium by the Japanese American Citizens League. During his professional career, Uno was a social worker, private practice attorney, deputy attorney, and assistant Utah attorney general. He served as a Salt Lake City Court judge, state circuit court judge, and 3rd District Court judge in Utah. He received four degrees from the University: a bachelor’s in political science, a bachelor’s of laws, a master’s in social work, and a juris doctorate. LM

Ralph Becker JD’77 MS’82, mayor of Salt Lake City since 2009, has been named president of the National League of Cities for 2015. The league is the nation’s largest and most representative membership and advocacy organization for city officials. Becker served as Utah’s state planning coordinator under Governor Scott Matheson and then established Bear West, a consulting firm specializing in community planning, environmental assessment, public lands use, and public involvement. Elected to the Utah State Legislature in 1996, Becker was a member of the House of Representatives for 11 years, including five years as House Minority Leader. As mayor of Salt Lake City since 2008, he has expanded transportation options in the city, focusing on public transit, trails, and bikeways. He also has championed the state’s first municipal protections in the areas of employment and housing for the city’s lesbian, gay, bisexual, and transgender community, and he has strived to make city government more transparent. In addition to his degrees from the U—a master’s degree in geography and planning as well as a juris doctorate—Becker received a bachelor’s degree in American civilization from the University of Pennsylvania.

David Schwendiman HBA’74 JD’76, a former Utah federal prosecutor, has been nominated to be the chief prosecutor for the European Union’s effort to investigate people involved in war crimes and illicit organ trafficking in Kosovo. He will serve as lead prosecutor for the Special Investigative Task Force, which was set up in 2011 to conduct independent criminal investigations into allegations of inhumane treatment of people and illicit trafficking in human organs in Kosovo. His new position is based in Brussels. He previously served in the U.S. Attorney’s Office for Utah as a first assistant prosecutor and interim U.S. attorney, and he was twice an assistant Utah attorney general. From 2006 to 2009, he was an international prosecutor in the Special Department of War Crimes for Bosnia and Herzegovina. He retired from the U.S. Department of Justice in 2014 after having assignments as a representative to three Olympic games and stints in Bahrain, Vietnam, Thailand, and Bangladesh. He also was a justice attaché at the U.S. embassy in Afghanistan and beginning in February 2014 worked in Kabul, Afghanistan, as director of forward operations for the U.S. Special Inspector General for Afghanistan Reconstruction. Schwendiman received his bachelor’s degree from the University of Utah in English and his juris doctorate from the U’s College of Law, where he also has been an adjunct professor since 1994.

Gary Andersen BS’90, a former football player and coach at the University of Utah and head coach at Wisconsin for the past two seasons, has been named the new head football coach for Oregon State University. In two seasons...
through the years

with the Wisconsin Badgers, Andersen compiled a 19-7 record and won two Big Ten West Division titles. He guided the Badgers to a 10-3 record this season and the Big Ten’s West Division title. Andersen’s football career began when he played offensive line at Ricks College in 1984. He then transferred to the University of Utah, where he played offensive line from 1985 to 1986. He served for 11 years as an assistant coach at the U and also had assistant coaching jobs at Southeastern Louisiana, Ricks College, Idaho State, and Northern Arizona. He was head coach at Southern Utah University in 2003 and, from 2009 to 2012, at Utah State University, where he led the Aggies to an 11-2 campaign in 2012 and won the Famous Idaho Potato Bowl, the school’s first bowl victory since 1993. Andersen also was named the Western Athletic Conference’s Coach of the Year in 2012. Andersen graduated from the University of Utah with a bachelor’s degree in political science.

Cathy Sandeen PhD’92 became chancellor of the University of Wisconsin Colleges and UW-Extension in December. Prior to her new appointment, Sandeen had worked in Washington, D.C., as vice president for education attainment and innovation at the American Council on Education, the largest higher-education advocacy and research group in the nation. Sandeen came to the council after working in California as dean of continuing education at the University of California at Los Angeles Extension, as vice provost and dean of university extension and summer session at the University of California at Santa Cruz, and in several leadership positions at the University of California at San Francisco. She received a bachelor’s degree in speech pathology from Humboldt State University, a master’s degree in broadcast communication from San Francisco State University, a master’s degree in business administration and management from the University of California at Los Angeles, and a doctorate in communication from the University of Utah.

Laura S. Scott BA90 has been appointed by Utah Governor Gary Herbert to be a judge in the 3rd District Court, which serves Salt Lake, Tooele, and Summit counties. Scott was previously an assistant general counsel to the University of Utah’s Office of General Counsel from 1993 to 1997 and is a shareholder, member of the board of directors, and vice president of the Salt Lake City-based law firm Parsons Behle & Latimer. Her practice has focused on real estate and banking litigation, and she has briefed and argued numerous appeals before the Utah Supreme Court and Utah Court of Appeals. Her 3rd District Court appointment is subject to confirmation by the Utah State Senate.

Danielle Howa Pendergrass MS’04 DNP’13, a Utah State University Eastern nursing instructor, has received the Breakthrough Leaders in Nursing Award from the Future of Nursing: Campaign for Action, a joint initiative of the AARP (formerly known as the American Association of Retired Persons) and the Robert Wood Johnson Foundation. Pendergrass is one of 10 recipients of the national leadership award recognizing her, in part, for work that led to changes in Utah’s Medicaid reimbursement policy and opened greater access to care for Utah women and girls. Pendergrass works with the Utah Action Coalition for Health in removing practice barriers that prevent nurses from working to the full extent of their education and training. Pendergrass, whose roots are in Carbon County, opened a women’s health clinic in Price two years ago. Today, Utah State University Eastern nursing students, as well as nurse practitioner students from the University of Utah, work in her clinic, which serves more than 20,000 women, from teens to seniors, both insured and uninsured, in rural Utah. The change in Medicaid policy that Pendergrass engineered makes it possible for her and other rural-serving nurse practitioners to see patients who otherwise would have to travel great distances for services such as pap smears and mammograms.

We want to hear from you! Please submit entries to Ann Floor, ann.floor@utah.edu.
Saluting a Life in Flight

By Ann Floor

Roland R. Wright BS’48 JD’58 was honored at a ceremony this past November when the Utah Air National Guard Base was renamed for him. Wright, a retired U.S. Air Force brigadier general, was a combat pilot with a distinguished military career that spanned more than three decades.

During World War II, Wright flew 200 combat hours in a P-51 Mustang with the 357th Fighter Group and is credited with destroying three enemy aircraft in aerial combat, one “kill” short of the “ace” designation. After his active duty service, Wright was one of the first pilots to enlist in the 191st Fighter Squadron when the Utah Air National Guard was created in 1946. “He was an aviation pioneer here in Utah, providing tremendous leadership in the Utah Air National Guard for decades,” said Major General Jefferson Burton, the Utah Air National Guard’s adjutant general, in announcing the renaming of the base for Wright.

A command pilot in multiple aircraft, Wright logged 7,800 flying hours during his military career, approximately 4,000 of which were in various types of fighter aircraft. As an Air Guard member, he served as a fighter-aircraft flight lead, squadron operations officer, squadron commander, and group commander, including missions to Vietnam during the war there. He also served as the Utah Guard’s first chief of staff for air from 1969 to 1976. In 1972, he was appointed to the U.S. Air Force Reserves Policy Committee. Wright retired from the Utah Air National Guard in 1976.

In his civilian life, Wright received a bachelor’s degree in social and behavioral science and a juris doctorate, both from the University of Utah. He practiced law until 1991 in Salt Lake City, where he and his family currently reside.

Roland R. Wright

—Ann Floor is an associate editor of Continuum.

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

The U once offered vocational education courses, from radio repair to horseshoeing.

By Roy Webb

The University of Utah is now known for research programs that plumb the depths of space and the intricacies of the human body, but there was a time when University coursework took a more practical turn. A hundred years ago, the University offered vocational classes in such subjects as radio repair, carpentry, auto mechanics, and even horseshoeing.

Vocational training programs at the U started during World War I, with the establishment of the Student Army Training Corps (SATC). When the United States entered the war in 1917, the government wanted to engage the young ranks of college students, and it established an SATC branch on campuses so that young men could receive training in fields that would benefit the armed forces. The SATC lasted only a few months, and the students were discharged and the corps demobilized shortly after the war ended in November 1918.

The impetus for practical, vocational training, however, lasted longer. By 1919, the University of Utah was meeting with federal representatives to establish a summer vocational school curriculum under the aegis of the Smith-Hughes National Vocational Education Act, a law passed in 1917 that helped fund secondary school training in the various states in home economics, trades, industries, and agriculture. Vocational programs flourished at the University during the 1920s, and by 1937, along with diesel mechanics and aeronautics, courses in mining were offered. For female students, home economics courses were available.

After World War II, vocational training in Utah was gradually shifted to the newly established community colleges and the Utah Agricultural College, which in 1957 became Utah State University. Today, though students and others can take U Continuing Education classes in practical matters such as organic gardening, the only remnants of the U’s once-thriving vocational training programs that have survived into the modern era are old historical photos, of students repairing tractor wheels, building telephone lines, and yes, even shoeing horses.

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

Visit continuum.utah.edu to view a gallery of historical photos of the U’s vocational education training.
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