

SUMMER 2018

THE MAGAZINE OF THE UNIVERSITY OF UTAH

CONTINUUM

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wants to do.



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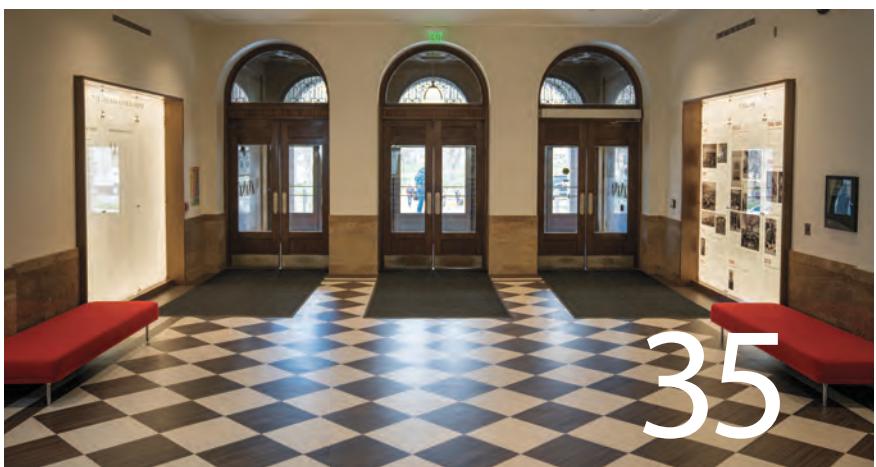
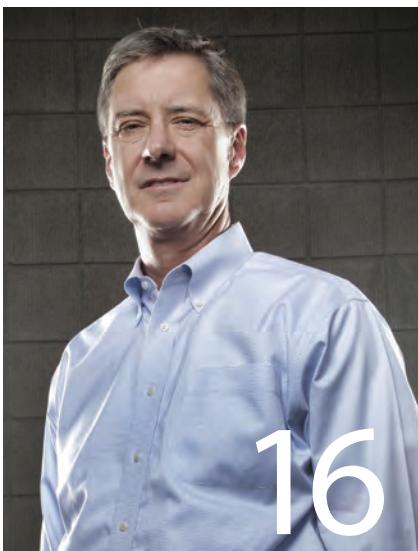
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“

*Even though
my husband
doesn't miss
me, I miss him.*

Dementia Field Notes

[“The Disappearing Self,” Spring 2018] I’m so grateful for this article and to this wonderful professor for writing about her dementia. My husband has vascular dementia. His doctor, like hers, said he knew it would be hard for us to know that he is demented, but it was true nonetheless. I’m sure she has many who love her, as I do my husband. Glenn Campbell wrote his song “I’m Not Going to Miss You” when he was diagnosed with

dementia. Perhaps the not knowing their loved ones is merciful, because it simplifies their lives. Even though my husband doesn’t miss me, I miss him.

*Stella Andes BA’97
Orem, Utah*

Proven Innocent

[“Defending Innocence,” Spring 2018] Wow. How shocking that he was imprisoned for so many years. It seems this happens quite a bit. What an amazing team and accomplishment to be able to rescue someone from such a terrible accusation. I hope this will inspire many other lawyers to help those claiming to be innocent. Thank goodness for those lawyers, and thank you for the great story!

*Becky McAlister
Roy, Utah*

Unfortunately our criminal justice system is reliant on human beings—police officers and district attorneys—complete with their own biases and objectives. As long as these biases remain unchecked, and as long as convictions are more important than punishing the rightful perpetrator, our justice system will be flawed.

*Matthew Holman
Salt Lake City*

Inspiring Story

[“Shifting the Narrative,” Spring 2018] Excellent article about a very interesting man who would probably hate being called “inspirational.” But that’s what it was. I’m motivated

by his parting shot that, “I’m not special... anyone can do it.”

*Angelisa Petit BS’11
Ogden, Utah*

Mr. Redenbaugh’s story is very inspirational! I too am a contrarian, and his comments about the ADA and life and what you make of it is spot on!

*John Pippas BA’87
Mission Viejo,
California*

Thank You, President Pershing

[“Alum News” Spring 2018] Congratulations to Dr. David Pershing on wrapping up his tenure as university president. I’m glad to see that he is planning to get back to teaching; as my graduate advisor (1980–81), he was everything a student could want or expect, and I have no doubt he will be very effective back in the classroom and as an advisor again, if that is in his plans. I wish him the best in the coming years.

*Dale Tomlinson
MEN’81
Phoenix, New York*

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The Beautiful Game

This spring, the U's Department of Theatre presented the first-ever stateside performance of Andrew Lloyd Webber and Ben Elton's *The Beautiful Game*, directed by Denny Berry. Set in Northern Ireland during the late '60s, the musical depicts a community engulfed in political tension. With engaging music and lively choreography, the story plays out on a Belfast high school soccer pitch, addressing issues from hate and violence to love and brotherhood. This particular photo captures the hopeful, carefree lives portrayed in the opening soccer sequence and belies the darker times that follow.



Photo by Todd Collins

UNIVERSITY NEIGHBORHOOD PARTNERS CELEBRATES 15 YEARS



In 2003, University Neighborhood Partners (UNP) launched with a charge to create partnerships between the university and west Salt Lake City neighborhoods, with the goal of helping more west side youth pursue higher education.

Over the past 15 years, UNP and its collaborators have worked to break down the systemic barriers to educational success. Looking back at how the neighborhoods and university have changed in more than a decade, one indicator of

success shows that the number of Latino students enrolled at the U has increased from 21 students in 2002 to more than 200 students currently—up by over 900 percent.

Alonso Reyna Rivarola BS'13 MED'16, Dream Program director for the U's Office of Engagement, knows firsthand how UNP can change lives. "I remember when I first found out about UNP nine years ago. I was a high school senior interested in attending the U, unaware of the steps I needed to take to apply," he recalls. "UNP

supported me in the process of applying to the university as an undocumented student. This was a critical moment in my life and has led me in my pathway into higher education."

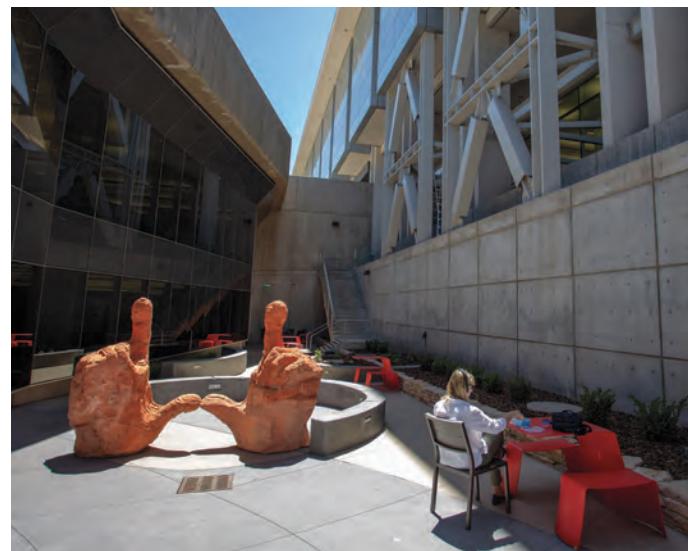
At a celebration in April at Rice-Eccles Stadium, UNP reflected on its history, recognizing its partners and all the people who work to make the program a success. Various community groups from the west side performed, expressing the richness of the neighborhoods they represent.

New Outdoor Courtyard Opens at the Library

Students can take a break from studying and get some fresh air in the new Katherine's Courtyard, an outdoor extension of the Katherine W. Dumke Fine Arts & Architecture Library housed within the U's J. Willard Marriott Library.

Spanning two levels, this new addition provides additional study, relaxation, performance, teaching, and exhibition space. The majority of the courtyard is outside, with first-floor access from Mom's Café and the level-one book stacks. Level two has a four-season enclosure that will be open to the outdoors in the warmer months and closed with radiant floor heating in the winter. Students can study at the tables, lounge on a bench, or just relax and enjoy the sculptures on display.

Katherine's Courtyard was made possible through a donation from Katherine Dumke BS'51 prior to her passing in 2014. This April, her husband Zeke BA'50 also passed away. The U is grateful for the generosity and support of the Dumke family over many years.



U to Study Effects of Cannabis on the Brain

Thanks to a \$740,000 grant, U researchers have begun a new project examining how cannabis affects the human brain. The two-year study will use brain-imaging technology to examine how cannabinoids influence brain networks and why they affect individuals differently.

The medical use of cannabinoids is now permitted in 29 states and counting, yet critical questions remain unanswered about how the plant's main active compounds, tetrahydrocannabinol (THC) and cannabidiol (CBD), influence brain networks. The grant, which will allow U researchers to take a deep dive into these questions, is from the Ray and Tye Noorda Foundation and the Wholistic Research and Education Foundation.

The study will examine 40 adults and involve researchers from departments including neuro-imaging, biostatistics, physics, and psychiatry. It will use advances in medical imaging to compare how the brain reacts to a placebo versus

THC and CBD. The results will offer a first of its kind view into how the personalized effects of cannabinoids may arise from the type, density, location, or other differences of brain receptors.



New Senior VP Brings Both Corporate and Academic Experience

Daniel A. Reed is the U's new senior vice president for academic affairs, the position previously held by President Ruth Watkins. Reed, who starts in July, comes to the U from the University of Iowa, where he has been serving as its computational science and bioinformatics chair and a professor of computer science, electrical and computer engineering, and medicine. From 2012-17, he served as Iowa's vice president for research and economic development.

Reed's background is a blend of extensive corporate and academic experience. He is a former corporate vice president and technology policy leader at Microsoft, the founding director of the Renaissance Computing Institute at the University of North Carolina at Chapel Hill, and was the director of the National Center for Supercomputing Applications at the University of Illinois.

Reed's most recent scholarship has focused on challenges and opportunities related to cloud and edge computing in both academic and corporate research settings. A graduate of Missouri University of Science and Technology, he earned his master's and doctoral degrees in computer science from Purdue University.



Reed is very enthusiastic about the U's growth trajectory and looks forward to partnering with students, staff, faculty, and Utah residents to build an "extraordinary future," he says. "Utah is a great public research university with a deep commitment to student success, breakthrough research and scholarship, effective economic development, and insightful partnerships that serve our society and health," he adds.

In addition to his work at the University of Iowa, Reed chairs the U.S. Department of Energy's Advanced Scientific Computing Advisory Committee and the steering committee for the National Science Foundation's Midwest Big Data Hub. He previously served on the U.S. President's Council of Advisors on Science and Technology, and the President's Information Technology Advisory Committee.

Utah Gymnastics Rallying for a Remodel

With the goal to remain among the nation's elite college athletic programs, Utah gymnastics has initiated a fund-raising campaign to expand and upgrade its aging training facility, the Dumke Gymnastics Center.

The plans call for a partial second story addition to house an expanded team locker room, lounge, and balcony. Other amenities include locker rooms for the coaches and improvements to the athletic training and rehabilitation area. The campaign's goal is to raise \$3 million with construction beginning in 2020. For more information, visit crimsonclub.utah.edu or call 801-587-9894.



Conceptual rendering

Intermountain Healthcare Gifts \$15 Million to Support New U Medical School



The U is poised to dramatically transform the way medicine is taught, thanks in part to a \$15 million gift from Intermountain Healthcare to fund a new medical education building. Now, the U can finally replace the venerable 52-year-old School of Medicine building, which is outdated and seismically unsound.

Intermountain's senior management team and board bestowed the gift as an expression of gratitude for the U's commitment to providing high-quality medical education in the state of Utah and surrounding region and for educating the majority of physicians who practice here. The U trains two-thirds of Utah's practicing physicians—that's 125 doctors every year. In addition, the U graduates 44 new physicians assistants and more than a thousand nurses, dentists, physical therapists, dietitians, and other healthcare professionals each year.

"It's an important part of our [Intermountain's] charitable mission to support the education of physicians

and other medical professionals, and the University of Utah plays such a critical role in that work and does it exceptionally well," says Marc Harrison, M.D., Intermountain's president and CEO. "We greatly value the cooperative and collegial relationship our two institutions have had through the years."

Pointing to the critical physician shortage in Utah, Lorris Betz—interim executive dean of the U's School of Medicine, senior vice president for health sciences, and CEO of U of U Health—says the training of the next generation of physicians is more important than ever. "As health care changes, how we teach and train also needs to change. This isn't just about a new building. This is about moving education forward, out of silos, and into an interdisciplinary environment where collaboration and new ideas take shape," he says. "We are grateful to partner with Intermountain Healthcare for this important goal."

The new medical education and discovery building is expected to be completed in 2022.



Visit unews.utah.edu for more on these stories and other campus news.

EAE Marks a Decade at the Top

It didn't take long for the US Entertainment Arts & Engineering (EAE) video game development program to reach the pinnacle of game design schools. In just 10 years, EAE has become one of the top development programs of its kind in the nation, ranked the No. 1 video game program for three of the last six years by the Princeton Review.

"When we began EAE, we set out to create a way for artists and engineers to learn to work together, make games, and get jobs," says EAE Director Robert Kessler BS'74 MS'77 PhD'81. "We never would have imagined that would lead to an organization with its own bachelor's and master's degrees and nearly 1,000 successful graduates."

To celebrate its success, EAE recently hosted an anniversary event, followed by its annual "EAE Launch Day" when graduating seniors and master's students show off their completed games. Here is a sampling of the games.

- ▶ "Porcupball" (pictured below): A physics puzzle game in which players take the role of Quill, a porcupine who rolls around in the woods and solves environmental puzzles.
- ▶ "Logout": A stealth action-adventure game where your only weapon is emotion manipulation using social media to upend your enemies.
- ▶ "And I Must Scream": A game that delves into the psyche of a young boy as he metaphorically and physically traverses the five stages of grief.



Strengthening the Middle Class



Great news for the middle class of Utah. The U has been selected to take part in an innovative ideas challenge to help ensure a more vibrant middle class in America. The challenge, sponsored by the Alliance for the American Dream, gives the U the opportunity to solicit and develop top policy and technology ideas from throughout the state—ideas that have the potential to boost net income 10 percent for 10,000 middle-class Utah households by 2020.

Here's how the challenge will work. The university, under the direction of project coordinator Courtney McBeth BA'01 MS'05, will solicit ideas through late fall. Ten proposals will then be selected, and each will receive up to \$10,000 to further develop its idea. Next, a local advisory board led by President Ruth Watkins will select the three best ideas from that group. Each proposal will be eligible for an additional award of up to \$30,000 to help refine the concept.

The U will work with the final three teams by providing access to facilities, connections to resources and faculty, etc., and will then forward those proposals to the alliance, which will provide up to \$1 million in additional support to the best ideas that emerge from across the nation.

The innovative ideas challenge marks the launch of the Alliance for the American Dream, an initiative of Schmidt Futures. The alliance's goal is to increase shared prosperity and American competitiveness by generating and investing in ideas that strengthen the middle class. The ideas challenge at the U is made possible by an initial gift from the alliance of \$1.5 million.

Highest University Honors Go to...

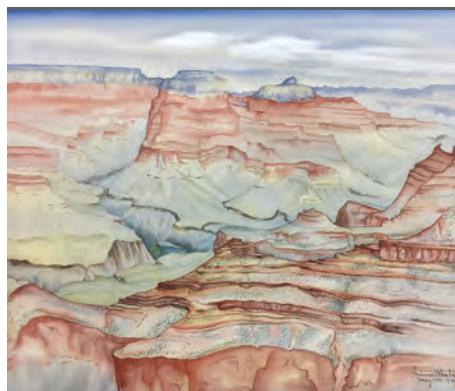
At commencement in May, the U bestowed honorary doctoral degrees on two outstanding individuals, Raymond Sonji Uno and Barbara Lindquist Tanner.

Uno BS'55 LLB'58 MSW'63 JD'67 is a trailblazer, civil rights advocate, and the first ethnic minority judge in Utah's history. As a child, he was among 120,000 Americans of Japanese ancestry forced into U.S. internment camps during World War II. In spite of that experience, he later chose to enlist in the U.S. Army. After his service, he earned his numerous degrees from the U. He went on to have a successful legal career as a referee of the juvenile court, deputy Salt Lake County attorney, assistant attorney general of Utah, and in private practice. He served for almost a quarter of a century as a judge to the Salt Lake City Court, 5th Circuit Court, and Third District Court.

Tanner BS'37 is a community leader, humanitarian, human rights activist, and philanthropist. She was actively involved with the O.C. Tanner manufacturing company, where her late husband, Norman BS'45, propelled the company to worldwide success. In 2006, they established the Barbara L. and Norman C. Tanner Center for Nonviolent Human Rights Advocacy in the U's College of Social and Behavioral Science. Tanner also helped organize Utah Girls Village (now Utah Youth Village), a nonprofit program aimed at changing the lives of troubled children.



Don't Miss UMFA's Summer Show—Chiura Obata



Grand Canyon, May 15, 1940, watercolor on silk, Amber and Richard Sakai Collection

Check out the Utah Museum of Fine Arts' exhibit featuring the work of Chiura Obata, one of the 20th century's most significant Japanese American artists. Best-known for his depictions of Yosemite National Park, Obata also produced some important work in Utah while imprisoned during World War II at the Topaz War Relocation Center outside Delta. The show is open now through September 2.

BOOK PICKS FOR THE BUSINESS-MINDED

Taylor Randall HBA'90 has a deep understanding of the challenges faced by students who have to work their way through college. He was Inspector Number 14 at Lone Peak Designs, working up to 30 hours a week while completing a degree in accounting at the U. Randall would routinely take what he learned in the classroom and apply it at work, where he was quickly promoted to production manager by his impressed boss.

It was as an undergraduate that Randall also fell in love with the idea of being a professor, thanks to mentoring from the late English professor Brooke Hopkins, whom Randall says spent “an inordinate amount of time” teaching him to write. After graduating, Randall was hired at a top five accounting firm and then sought an MBA and doctorate at the Wharton School at the University of Pennsylvania. Among the many things Randall learned: He did, indeed, have a passion for education and for teaching.

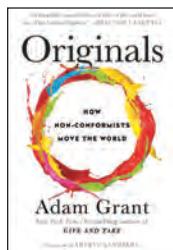
And that led Randall right back to where he started: the U., where he initially taught managerial accounting before moving into administration. He’s served as dean of the David Eccles School of Business since 2009. Over the past decade, the Eccles School has added numerous buildings, programs, centers, and institutes—among them, the Goff Strategic Leadership Center, Sorenson Impact Center, Lassonde Studios, Kem C. Gardner Policy Institute, and Marriner S. Eccles Institute.

If there is a business analogue for his role at the Eccles School, Randall says, it is that of managing partner, which captures the relationship between himself, faculty, donors, and alumni in ensuring that students get a rich educational experience.

Today’s business students want to do well in their own lives but also want to do well for others, he says. They have a real sense of community and purpose that hasn’t been typical of students in the past. Hence, the school’s tagline: Doers wanted.



What are you reading now?



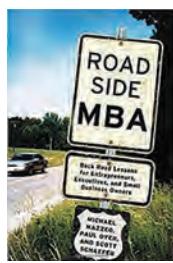
I’m reading *Originals* by Adam Grant. The book identifies characteristics of highly creative and innovative individuals. I love the counterintuitive evidence presented regarding entrepreneurs. Grant argues that entrepreneurs aren’t reckless risk takers. Most keep their day jobs until they know their idea is going to succeed.

Is there a book you think everyone should read?



I highly recommend reading biographies, especially for those who want to lead organizations. Biographies allow one to peek into the personalities and leadership styles of individuals as they confront challenge and opportunity. One I have found useful is *No Ordinary Time*, *Franklin & Eleanor Roosevelt: The Home Front in World War II* by Doris Kearns Goodwin. This book examines the lives of the Roosevelts and the domestic challenges at home during World War II. Goodwin provides remarkable insight into the personal relationships of these individuals and how they cope with failure and success.

What's the best business book you've read?



So many it is hard to pick, but here are a few: *Roadside MBA: Back Road Lessons for Entrepreneurs, Executives, and Small Business Owners*, co-authored by Scott Schaefer; *Serial Innovators*, co-authored by Abbie Griffin; *Beyond Competitive Advantage: How to Solve the Puzzle of Sustaining Growth While Creating Value*, by Todd Zenger; *What I Didn't Learn in Business School: How Strategy Works in the Real World*, by Jay Barney and Trish Gorman. All of these authors are faculty at the David Eccles School of Business.

Is there a book on leadership you'd recommend for aspiring or new CEOs?



Any new CEO needs to manage change around a strategic vision. I found *Switch* by Chip and Dan Heath a useful guide to managing change in organizations. It looks at why we fear change and how leaders can motivate others when taking a business or organization in a new direction.

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WHAT DRIVES HATE IN THE U.S.?

Seeking to understand what fuels hate in our country, U geographers confirm in a new study the grim reality that hate has become a national phenomenon and is more complicated than they had imagined. Though hate has always existed, 2016 saw a near record high in the number of hate groups in the U.S., according to the Southern Poverty Law Center (SPLC).

A hate group is defined by the SPLC as a group with beliefs or practices that malign an entire class of people due to their indisputable characteristics such as race, gender, religion, ethnicity, disability, or sexual orientation. U researchers began their study by mapping the patterns of active hate groups for every U.S. county, using the SPLC database from 2014, and then analyzed their potential socioeconomic and ideological drivers—diversity, poverty, education level, population stability—and ideological factors represented as religion and degree of conservatism.

They found that in all U.S. regions, less education, population change, ethnic diversity, conservative political affiliation, and higher poverty correlate with more hate groups, and that the geographical region seems to determine whether religion has a



positive or negative relative effect on the number of hate groups for the county.

"Those involved in hate group activities see their actions as a way to secure the future of their people. Unfortunately, that fear turns to hate, and in the worst case, violence," says Richard Medina PhD'09, assistant professor in the Department of Geography at the U, and senior author of the study.

"Some people have strong feelings about who belongs and who doesn't belong in 'their' place," says Emily Nicolosi MS'15, doctoral student at the U and co-author of the study. "When they see people coming in that they think don't belong, their very identity feels threatened."

Medina and Nicolosi want their paper to help people understand how little is known about hate. "Hopefully this study motivates people to start asking more questions, especially right now," says Medina. "We have a long way to go before we really understand the drivers and patterns of hate in this country."

Why the Elderly Easily Break Bones

Why do so many older people break a bone in a fall? To find the answer, Claire Acevedo suggests that doctors and researchers might want to look at the human skeleton in much the same way that civil engineers analyze buildings and bridges. Acevedo, a U mechanical engineering assistant professor, says that in engineered materials and structures, cyclic fatigue accounts for more than 80 percent of all failures, leading to sudden accidents such as the breaking of railway axles, the collapse of metallic bridges, and the cracking of aircraft airframes.

Acevedo (pictured) and her team of researchers suggest in a new study that the bones of an older person become more susceptible to a break in much the same way—due to repeated stress from everyday activities such

as walking, which creates microdamage that affects the quality of the bone. This belies the common belief that bone breaks in the elderly are largely due to one massive impact, such as a fall.

The vulnerability comes into play when a microcrack grows over time and slowly expands until the remaining cross-section of the bone that is still connected is too small and suddenly breaks. In that case, such fractures would be the cause of a fall rather than the result of a fall. Acevedo and her team suggest that as old bones gradually accumulate more microdamage, get weaker, and lose their ability to self-repair, doctors and researchers need to look beyond the effect of a single impact if they want to prevent such fractures and the high risk of mortality associated with them.



Sensors Reveal How Suburban Sprawl Impacts Utah Air

In 2001, U scientists placed the first of several carbon dioxide (CO₂) sensors on campus to monitor air quality. Today, five sensors are placed around the Salt Lake Valley—the only multisite urban CO₂ network with more than a decade of continuous measurements in the world. Because of that, more is known about CO₂ in the Salt Lake Valley than in any other urban area, and those sensors are providing some surprises about how growth impacts emissions. U atmospheric scientists Logan Mitchell and John C. Lin and their team have discovered that emissions increase more in areas with suburban sprawl than with similar population growth in a developed urban core.

A sensor placed in an empty field of an undeveloped area of the southwestern part of the valley in 2004 was intended to represent rural areas. But today, that area has increased in population, along with significant increases in CO₂. During the same time, Salt Lake City grew, too—by around 10,000 people. But the growth in population in the mature, urban part of the city did not lead to associated increases in CO₂. The research team concluded that CO₂ emissions around the valley were influenced as much by the type of neighborhood (i.e. land use) as by the total number of people moving into that neighborhood.



Photo by Adam Fondren/Deseret News

Lin plans to use the data to make projections about Salt Lake's emissions future, including the city's goal to reduce CO₂ emissions by 80 percent by the year 2040. "Salt Lake City is one entity in the valley, but it's not the only one," says Mitchell. "If you reduce emissions by 80 percent and everyone moves out farther from work and commutes in, it's actually not solving the problem."

Could the Ocean Offer Alternatives to Opioids?

What does a marine snail's ability to kill prey with venom have to do with the opioid epidemic ravaging the U.S.? More than you might imagine.

A team of researchers at U of U Health—with expertise in biology, anesthesiology, pharmacology, and medicinal chemistry—has received a four-year grant of approximately \$10 million from the Department of Defense that will be used to identify new, natural compounds for developing non-opioid drugs for pain management. The team is turning to ocean organisms to find the next generation of therapeutic pain medications.

Conus regius, a small, predatory cone snail common to the Caribbean Sea, already has been identified by the research team for the potential analgesic properties of its venom. The team aims to use the compound from *C. regius* to develop a stable drug that can be metabolized in the body to elicit an analgesic effect, similar to opioids for chronic pain, but with far fewer side effects and no addictive qualities. This project will also expand on that research to explore compounds from the venom of a variety of other marine mollusks.

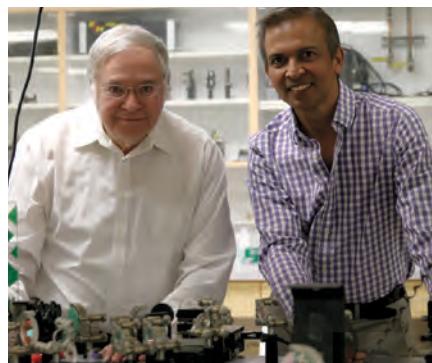


Computing Faster than the Speed of Light

A mineral discovered in Russia in the 1830s, known as a perovskite, holds a key to the next step in ultra-high-speed communications and computing. U researchers Valy Vardeny and Ajay Nahata (pictured left to right) have discovered that a special kind of perovskite can be layered on a silicon wafer to create a vital component for the communications systems of the future—which they predict would allow cell phone and Internet users to transfer

information a whopping thousand times faster than today.

That system would use the terahertz range (a band in the electromagnetic spectrum between infrared light and radio waves), using light instead of electricity to shuttle data. Nahata says it's probably at least another 10 years before this technology is used in commercial products, but this new research is a significant milestone to getting there.



How to Talk to Kids About Race

PROFESSOR KAREN TAO SHARES **10 TIPS** FOR DISCUSSING RACE AND CULTURE WITH CHILDREN.

By Jana Cunningham



Although children don't come with instruction manuals, there are, thankfully, an unlimited number of books and online resources to help parents navigate the ins and outs of parenting. Many popular resources are focused on topics such as sleep training, nap lengths, feeding, discipline, and how to handle a 2-year-old's blazing tantrum. But what about instructions for raising socially conscious children? How do you talk to a 5-year-old about skin color, diversity, or equity? Karen Tao, assistant professor in the Department of Educational Psychology at the U, can help.

"Kids are complex thinkers, and they are really observant at a very young age," says Tao. "They are watching adults and other kids, trying to make sense of how to operate and navigate their own interactions. For really young children, they're looking at what's right and wrong and what's fair and not fair. It's important to provide a space for them to have open conversations about these matters."

Tao studies how children talk about and understand race and their other social identities. She has collaborated with elementary school teachers, students, and parents in the Salt Lake School District to implement a classroom-based program focused on topics such as race and gender. She also conducts research on how parents and kids discuss these issues. Tao stresses the importance of starting conversations about diversity early, since children as young as 2 years old are beginning to articulate their ideas about difference and developing judgments on what these differences might mean.

"Kids are hearing a lot of misinformation through media, books, and playground interactions, so it's essential to ask questions and engage with them about these topics," Tao says. "These conversations can build empathy, compassion, and kindness."

Here are 10 of Tao's tips for discussing race and culture with children:

- 1** **Examine your own understanding of race.** If race wasn't discussed in your household growing up, do some research on your own and reflect on what it brings up for you. The more you understand what race means and how it operates in our society, the better equipped you are to teach your children about it.
- 2** **Become comfortable with terminology** and familiar with how certain concepts are used. For example, race and culture are not synonymous. It's important to be clear and provide children with accurate terms so they can learn how to apply them.
- 3** **When your child brings up a topic related to race,** don't be afraid to keep the conversation going. This lets children know it is OK to talk about what they notice. Instead of telling kids to keep quiet, refrain from using particular words, or make specific observations out loud, talk to them. Ask them what they noticed and discuss it.
- 4** **Find opportunities to ask questions.** For example, when reading a book to or with your child, ask them why someone is being treated a certain way. Is it because of their gender or skin color? Let this lead into a rich conversation.
- 5** **Let children take the lead.** They will probably be the ones to initiate the conversation, so spend some time on what they bring up. Validate what they note or ask about ("That's such a great observation...") and then move into a discussion. Statements and questions such as, "I'd love to hear more about that," "That's really interesting, what made you think of this?" or "How did that make you feel when you saw that happen?" are helpful ways to deepen your conversations.
- 6** **Involve your children in activities** to help them learn about their own cultural, racial, and ethnic backgrounds. This will help them develop a greater sense of who they are, which will then enable them to create more positive interactions across various racial-ethnic groups.
- 7** **Help your children to think critically.** In describing others, it is common for children to focus on concrete and visible features, such as skin color or assumed gender. Challenge them to think about other important personal dimensions. For example, if your child refers to a friend as "my brown-skinned friend," ask her to tell you more about her friend (e.g., "What does your friend like to do?" and "What kinds of things do you play together?").
- 8** **Recognize your child's limits,** and know when to stop. Depending on age and attention spans, conversations with children about these topics may only last a minute or two.
- 9** **Initiate a book club or conversation group** with other parents who are interested in learning how to talk with their children about race. Challenges you encounter while sharing your ideas with others will normalize the difficulty in talking about socially charged topics.
- 10** **It's OK to make mistakes.** Many of us did not grow up discussing racial issues, so there is quite a steep learning curve. You will stumble over your words and may share wrong information. Let your child know that you, too, are still figuring out how to talk about these important topics, and that you are so happy you get to have these conversations together.

—Jana Cunningham BS'04 is a communications specialist with University Marketing & Communications.

RECOMMENDED READS FOR KIDS

PICTURE BOOKS:

Everywhere Babies

Crown: An Ode to the Fresh Cut

Can I Touch Your Hair? Poems of Race, Mistakes, and Friendship

Josephine: The Dazzling Life of Josephine Baker

The Other Side

Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation

Freedom in Congo Square

CHAPTER BOOKS:

The Year of the Dog

Brown Girl Dreaming

Save Me a Seat

Inside Out and Back Again

The Crossover

Chris Hill CALLS IT A GAME

REFLECTING ON
31 REMARKABLE
YEARS LEADING
THE UTES

Photo by August Miller

It's been an epic three decades for Chris Hill, the nation's longest-tenured athletic director at a single university in NCAA history. Just 37 years old when he stepped into the job in 1987, Hill MEd'74 PhD'82 leaves an impressive legacy of accomplishments, perhaps chief among them Utah's move into the power five in 2011 as a member of the Pac-12 Conference. Before Hill officially hung up his gloves this May, *Continuum* had a chance to ask him to reflect on his time as Utah athletic director (AD) and to share what comes next.

Q: When you took over as Utah's AD, what was your blueprint for building a successful program?

A: I would like to call it more of a vision, because we had a direction, but it had to adapt to the various fast-moving changes in college athletics. First, our vision was to have the best student-athlete support system in the country. Although resources are a key to achieving that goal, the people you hire and the culture of those people are what matter. Second, we wanted to become nationally recognized, significantly beyond the regional program. The third element was to be a supportive and visible department to complement and help grow the university's mission.

Q: Utah's invitation to join the Pac-12 has been a game-changer for not only Athletics but the entire university. When you took the job, did you envision a transformative move like that being possible?

A: I knew that Utah was a sleeping giant. I did feel that we could move to a more prestigious conference once we got our program in an attractive enough position. That move would help solidify the vision of becoming a nationally recognized program. The reality is that the Pac-12 was the best option for U athletics and for the entire university.

Q: Before you became AD, you were a coach and a teacher at the high school and college levels, and you worked in fundraising. How did those experiences help you?

A: I cannot express how teaching helped me in all aspects of my life and my career.

The importance of teaching and doing it the right way is a major challenge and a major victory. You cannot fool students in the classroom. All of my positions helped me, and serving as the executive director of United Cerebral Palsy was a special one because it allowed me to grow in a leadership role.

Q: You've made numerous coaching hires that helped change the course of U Athletics. Rick Majerus, Ron McBride, Urban Meyer...to name a few. What traits did you look for during the search process?

A: I have learned a lot over the years both from the hires that we have made and the people who were already in the program and decided to stay. When looking for coaches, we look for someone who matches our culture, is passionate about what they do, is used to winning, and is intelligent. It is clearly an inaccurate science, and in many ways your gut feeling enters into the process.

Q: What is your all-time favorite U sports moment?

A: Easy... when my daughter scored a goal in soccer to tie up the score with our rival.

Q: What do you see as the biggest challenges facing U Athletics in the next five to 10 years?

A: There are several. A big one is the continued salary escalation of coaching staffs, especially in sports such as football. This is a major part of the lawsuits about players being paid. Another challenge is the importance of making sure you understand that everything you do is public and accept that as a reality and a good thing. In addition, as athletics departments' budgets grow, there is a perception that they are flowing with cash, and that is just not the case. This belief can cause a division between Athletics and the rest of campus, but I just don't see that will ever change. And finally, the Pac-12 TV contract and the lack of revenues is a concern as we look to keep up with our peer conferences.

Q: What parting advice do you have for student-athletes?

A: I would say, be positive no matter how you feel about your personal situation.

Take advantage of all our student support services, and don't waste a minute. Playing college sports is a once-in-a-lifetime experience that cannot be replicated and goes by fast. Also, in exit interviews, nearly all student-athletes—no matter how great their career—state that the "coaches show favorites." Please throw that idea in the circular file.

Q: You've been at the job for three decades and you haven't shown many signs of slowing down in recent years. Why did you decide to retire now?

A: Many times, we overanalyze things, but as with all major decisions, we go with our heart. My heart told me it was the right time for me to retire. I also felt that the program was in good shape, which gave me permission to make this major change in my life.

Q: What's next for you?

A: First of all, I want to take a breath. I have been talking with a consulting firm that would like me to get involved in some of their projects. Although my résumé is a little boring, there may be some opportunities that come up that I did not expect. I would like to spend more time with my family and friends (that is, of course, if they want to spend time with me). I want to sleep better at night and practice slowing down—stopping at a yellow light instead of speeding up! But I do not want to be one of those guys who says 'I'm busier than I've ever been.' **U**

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HANG UP

THE U'S NATIONAL EXPERT LAYS OUT THE
DANGERS OF DRIVING UNDER THE INFLUENCE
(OF CELL PHONES).

AND DRIVE

Story by Heather May :: Illustrations by Øivind Hovland

t goes without saying that David L. Strayer never uses a cell phone while driving. Not even a hands-free one. And you won't find him talking to Siri or a newer car's voice-command center to navigate the best route, not even at stop lights.

As a cognitive neuroscientist, he's been researching distracted driving for nearly two decades at the University of Utah's Applied Cognition Lab. During that time, study participants have driven enough miles in a simulator and on Salt Lake City streets to go around the world 15 times while researchers have tracked their eye movements, response times, and brain activity. The takeaway: "Humans are really bad at multitasking," Strayer told *Continuum*. "We think that we're good at it, but in fact we're not. It's causing injuries and fatalities on the roadway all the time."

National estimates suggest roughly 20,000 people die each year in distracted-driving crashes. That's equivalent, Strayer noted, to the U's undergraduate class. "We're killing people because we're not taking driving as seriously as we should."

When Strayer talks, we should listen. He's widely seen as the country's leading

authority on distracted driving. His work has been named one of the top 100 science stories for two years, and he's given countless interviews and presentations around the world. More importantly, his work is motivating safer driving policies. Nearly all states ban texting while driving, and most have outlawed all cell phone use by new drivers.

Since the late 1990s, Strayer and his colleagues have built a case against talking and driving, texting and driving, and, most recently, against the ways vehicles have become extensions of our smartphones. New cars are built with software that connects to smartphones, along with built-in infotainment systems that enable calling, texting, and using apps.

Since 2011, Strayer's team has worked with the AAA Foundation for Traffic Safety to create a framework to measure the mental workload drivers are under while interacting with technology. It's led to rating new cars' infotainment systems, presenting to the U.S. Congress and key transportation agencies such as the National Highway Traffic Safety Administration, and consulting with car manufacturers to make vehicles safer.

"I don't think any of this impact would have happened if not for the work that we've done with Dave Strayer and the University of Utah," says Jake Nelson, AAA director of Traffic Safety and Research. "We have fundamentally changed the national debate on driver distraction and vehicle technology to where mental distraction is considered as industry has built its product."

Much of what you know about the dangers of driving distracted comes from the U's lab. Here are the top takeaways:

DON'T TAKE THAT CALL

One of Strayer's first cell phone studies, in 2001, sought to clarify if cell use interferes with driving and if so, how? He found it was the phone conversation itself that was the issue—not the distraction that might arise by fumbling with the phone.

Participants used a joystick to maneuver a cursor on a computer display to keep it aligned to a moving target. The ones who used cell phones had to

WHAT IT TAKES TO DRIVE SAFELY

Experienced drivers are so used to taking the wheel that they may take for granted just how mentally demanding driving can be. U Professor David Strayer and Donald Fisher, a professor of mechanical and industrial engineering at the University of Massachusetts at Amherst, developed a model that explains the key mental processes that are impaired when drivers are distracted. It's called SPIDER:

- **Scanning:** Drivers may stop scanning the periphery and side mirrors to find potential crash risks.
- **Predicting:** They may be less likely to look for possible threats such as pedestrians, bicycles, and other vehicles.
- **Identifying:** They look at but fail to see visible threats, which is a form of inattentional blindness.
- **Decision Making:** Drivers can't decide when to act or what to do, resulting in mistakes such as unsafe lane changes, failure to use a turn signal, etc.
- **Executing Responses:** Their brake time is delayed by up to 20 percent while talking on a cell phone and 40 percent while sending texts or using voice commands.

discuss one of two timely topics of the day: President Bill Clinton's impeachment or the Salt Lake City Olympic Committee bribery scandal.

Whether they used handheld or hands-free phones, they missed twice as many simulated traffic signals and took longer to react to those signals than the control group, which listened to the radio or a book on tape. That suggested that the slowed response wasn't from listening to verbal material but was due to actively participating in a phone conversation.

WORSE THAN DRUNK DRIVING

By the early 2000s, study participants were driving in a simulator modeled like a Ford Crown Victoria sedan, surrounded by three screens showing freeway scenes and traffic. Strayer rocketed to fame at that time after one of his simulator studies found that motorists using cell phones are more impaired than drunk drivers. "Literally, my phone didn't stop ringing

for 24 hours," he says, referring to the media frenzy that ensued.

Using the driving simulator, participants were told to follow a pace car on a freeway. They first simply drove to establish a baseline. Then they drove while on a cell phone and later after drinking enough vodka and orange juice to reach a blood alcohol concentration of 0.08, or the common legal limit for a DUI.

Performance was worse when drivers were on the phone than when the same drivers were drunk. They were involved in more rear-end collisions and took longer to recover the speed they had lost while braking.

don't realize they almost ran through a red light or almost hit somebody. Until an accident happens, they're kind of clueless, like [the nearsighted cartoon character] Mr. Magoo, driving around and causing all kinds of mayhem."

TEXTING IS NO BETTER

By 2009, there was little doubt that talking on a cell phone worsens driving. But what about texting?

Driving simulator participants, who were experienced texters and admitted to texting while driving, were told to follow a pace car that intermittently braked as faster cars drove past in a neighboring lane. They used their own cell phones and made plans for the evening via text.

The study suggested that drivers who text didn't divide their attention between texting and driving, but switched from one to the other. While texting, they more often inadvertently drifted in their lanes, and they reacted a median 30 percent more slowly to the braking pace car. Most alarmingly, the study found that the risk of crashes increased sixfold while texting compared to simply driving.

FIGHT THE URGE TO MULTITASK

You'd think that the drivers most likely to text, talk, or send an email while driving would be the best at it. In fact, they are the worst, according to a 2013 study. Participants ranked their perceived ability to multitask compared to others, how much they used various forms of media at the same time (surfing the web while watching TV, for example), and how often they drove while on their phones. Finally, their actual ability to multitask was taxed via a test in which they had to memorize a series of letters interspersed with math problems.

5,748 crashes in Utah in 2016 were caused by distracted driving, resulting in **3,303** injuries and **27** deaths.

(Utah Highway Safety Office)

WHY YOU CAN'T TALK AND DRIVE

A 2003 Strayer study showed that just because drivers look at road conditions doesn't mean they see them. Using the driving simulator, participants were asked to follow rules of the road and make right- and left-hand turns when directed. Billboards were interspersed in the scene, and the participants were later tested to see what they recalled. Data from eye-tracking devices showed that the drivers had looked at the signs. But the drivers talking on phones registered up to 50 percent less of the signs. Another study found that the brain activity needed to safely drive a car is suppressed while talking on a phone.

"The brain's being hijacked by the phone conversation," Strayer says. "When we're speaking, our brain is doing a lot of work to organize our thoughts and make sure the words come out in the right order. That brain power that we take for granted interferes with a lot of different things."

With 68 percent of 2016 survey respondents telling the AAA Foundation for Traffic Safety that they talked on their cell phones while driving, motorists are in denial, Strayer says. "They may think, 'I was fine, I didn't have any problems.' They



WHAT THE LAW SAYS

No state bans all cell phone use for all drivers, but:

- 38 states and D.C. ban new drivers from all cell phone use
- 20 states and D.C. prohibit all cell phone use for school bus drivers
- 15 states and D.C. prohibit all drivers from using handheld devices
- 47 states and D.C. ban text messaging for all drivers (including Utah)

(Governors Highway Safety Association)

Most of them thought they were better at multitasking than they actually were. And the ones who were most likely to use their phones while driving were empirically worse at multitasking. "It is great to have research like this to back us up and say, 'You cannot multitask,'" says Brent Wilhite, a representative of the Zero Fatalities campaign in Utah.

Yet short of hiding your cell phone, it can seem almost impossible to resist the lure of the ringing and pinging. Those noises release a burst of the neurotransmitter dopamine, which causes pleasure. "The very primitive parts of the reward circuit of the brain are activated. They take over the decision-making centers that say, 'I shouldn't do this,'" Strayer says.

He tells of a father he met through his work who lost his 10-year-old son in a distracted driving accident. Even he still wanted to pick up his phone when it rang while he drove. He finally had to eliminate the temptation by locking his phone in the trunk.

SAY 'NO' TO VOICE COMMANDS

You've bought a new car meant to keep your eyes on the road and hands on the wheel by giving voice commands to change the radio station, make phone calls, send texts, etc. It must be safe, right? Wrong. Strayer's most recent research with AAA found that voice-based and touch-screen infotainment systems in new cars are so dangerous (in some cases allowing Facebook posts and web surfing) or unusable (calling Home Depot when you want them to call home), they shouldn't be used while the car is in motion.

It might take two seconds to change the radio in older cars. In the new ones: 15 seconds. Texting took an average of 30 seconds. Entering a destination in navigation systems took the longest, an average of 40 seconds and sometimes up to several minutes. Other research

has shown that it takes just two seconds of visual distraction to double the risk of a crash.

The infotainment systems are most mentally taxing for older drivers, who are more likely to purchase new cars, according to a different Strayer study, which also found that practicing didn't seem to reduce the difficulty. And Siri and other smartphone assistants aren't much better. Strayer's prior research rated Siri as a "very high distraction" when it was asked by drivers to send texts, update Facebook, or modify calendar appointments.

And even waiting until a stop light to use the voice commands isn't safe: A Strayer study found that it takes up to 27 seconds to regain full attention after issuing voice commands. A driver traveling 25 mph would cover the length of three football fields during that time. "Just because technology allows you to do xyz doesn't mean you should," says AAA's Nelson. "You should focus on the drive, with your hands on the wheel and eyes on the road."

Still, he knows industry won't return to providing buttons and knobs, so AAA is using the U research to help car makers build safer and easier-to-use systems. For now, there are no regulations, just voluntary guidelines. AAA recommends that manufacturers lock out navigational programming, text messaging, and social media while the car is moving.

Strayer's ultimate goal: that regulations will return some "sanity" to the dashboard. For now, the laws are "letting people decide what is safe. People don't make good judgments about that," he says. **U**

—Heather May BA'98 is a former Salt Lake Tribune reporter who now works as a freelance writer.



Visit continuum.utah.edu to see Strayer's vehicle infotainment study in action.



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When Ruth Watkins was a teenager, she worked as a lifeguard and swim instructor at the Elkader city pool. It was here that she learned a lesson that would shape her outlook for years to come.

Most of the instructors chose to shout directions from the edge of the pool, but not Watkins. If you really want to make a difference, she realized, you have to get in the water and work alongside the swimmers.

Sometimes it was early morning, freezing cold, and the last thing she wanted to do was get in that pool. "But I could see that if I was actually going to be effective at all, I had to be in there with the kids," she explains. "You make things happen by being part of it. If you want to do something, if you want to make something happen, get in there, work hard, and get other people mobilized around you."

It was a lesson that surfaced everywhere in Elkader, Iowa, her small, Midwestern hometown (pop. 1,200). Join in and work hard. Mobilize support. Capitalize on the power of the collective effort to make things happen.

Watkins, who officially became the 16th president of the University of Utah on April 2 and will be inaugurated this fall, now has the biggest stage yet in her academic career to act on that lesson. She succeeds David W. Pershing, who is rejoining the faculty after a six-year presidency notable for promotion of engaged student experiences and donor support that made possible an impressive array of expansion and renovation projects across campus.

At the top of Watkins' to-do list is to hire a new athletic director and a new senior vice president for health sciences. "We don't want to lose any momentum, so it's go, go, go," Watkins says. There has been a transitioning but no break between her old role and her new one. In fact, she has already named her replacement as senior vice president for academic affairs, Daniel A. Reed from the University of Iowa.

Other items on her lengthy list: working more closely with the U's leadership team, and meeting with faculty, university administrators, and staff; key lawmakers, donors, and community stakeholders; and clinicians, researchers, and others in the university's health sciences.

Watkins' ability to find opportunities where others might see only challenges is a trait that impressed those who met with her when she first considered joining the University of Utah as a senior vice president five years ago. Clark Ivory BA'88, a former U trustee who served on that hiring committee, met with Watkins one-on-one and asked what she would do to enhance undergraduate success.

"She said, 'I have 18 items that I think are important. Do you want to hear each one?'" Ivory recalls. "My answer was 'Of course!' We then talked through each point, and I was impressed about how much she had thought about this list and what she wanted to accomplish at the U. She is a doer."

PRESIDENT WATKINS KNOWS WHAT SHE WANTS TO DO

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educational experience—
and let everyone in on
Utah's best-kept secret.

Story by Brooke Adams

Illustration by Philip Bannister



“What is the life-changing innovation for the 21st century that the G.I. Bill was for the 20th?”

MIDWESTERN ROOTS

There is no stoplight in Elkader. No McDonald's. Central Community High School, from which Watkins graduated in 1979, serves seven agricultural communities largely settled by Scandinavian immigrants who recognized home in the barren, brisk beauty of what is known as the Driftless Area.

Watkins' father, Peter Watkins, proved a powerful motivator for his daughter. Peter's mother died giving birth to him in 1932, and he and his sister were raised "wonderfully" by two elderly grandparents. After graduating from high school, Peter spent four years in the Navy—which made him eligible for the G.I. Bill. Among other benefits, it provided "a life-changing opportunity for people to go to college," Watkins says.

"Think about that—how did my dad get from what was a pretty rough start to becoming a doctor of veterinary medicine?" she asks. "It really is remarkable for someone who had no financial help from anybody to make his way through a DVM degree." The G.I. Bill, along with support from Ruth's mother, who worked as a second-grade teacher while Peter completed veterinary school, made the difference.

"How do we make sure that that kind of mobility and change in life happens for people today—not just

access to higher education but upward mobility in terms of achievement?" Watkins asks. "What is the life-changing innovation for the 21st century that the G.I. Bill was for the 20th? That is a question all of us can be asking."

Peter Watkins had what his daughter describes as an "All Creatures Great and Small" kind of practice, referencing the British veterinarian and author James Herriot. He worked with dairy and beef cattle, pigs, and other farm animals, but also "everybody's beloved pets." The entire family, which included two brothers, pitched in. Ruth filled in occasionally as office telephone receptionist.

"It was a good way to grow up," she says.

A GAP YEAR

After high school, it was off to Iowa State University, which her father and other family members had attended. But the university was not the right fit for Watkins. She transferred to the University of Iowa midway through her sophomore year, and then, when summer came, she decided not to re-enroll. "I never felt very connected to an academic program at either of those institutions," she says. "I didn't really know what I wanted to do."

Watkins got a job as a counselor at a summer camp and stayed on when the season was over. Around Thanksgiving, she found a new job working in a public school with a communications disorder specialist—a field of work she would fall in love with. "I worked with individuals who had communication difficulties and learned what a limiter that was on their potential—not because they weren't bright or didn't have

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the talent, but because they couldn't convey it to the rest of the world. I learned about the real power of communication, both in self-empowerment and self-determination and in being able to live up to your potential."

Watkins went back to school—this time at the University of Northern Iowa—with a new focus and zeal for studying speech-language pathology. It was there that Watkins received the nudge that set her

A KNACK FOR NAMES

Mabel Rice had plenty of chances to witness Ruth Watkins' uncanny knack for remembering names and details about people she meets. Watkins was Rice's graduate teaching assistant at the University of Kansas. At the end of the first class, after reviewing course objectives and other matters, Watkins asked each of the 65 students in turn to say his or her name.

"As the class assembled for the second meeting several days later, selecting whichever seat they wished in the room, Ruth asked me if she could start the class," Rice says. "She began by asking the students if they could help her check her memory. She then went around the room and correctly said each student's name and chatted a little about their interests."

That incredible recall and demonstration of her interest in them won Watkins the students' full admiration and devotion to her instructions, Rice says.

Decades later, Watkins' way with names is still wowing people. Watkins says she is terrible at geography and directions. Instead, she has built a map of the university in her head that is all about the people, the roles they are in, and how they contribute to the U.

"You have to listen, and you have to be genuinely interested," she says. "I try to remember something personal and a few key facts. If you listen for a second and then remember one or two things, it tends to stay with you quite a bit better."

Being able to address people by name, Watkins says, makes them feel connected, that she cares, and that she is invested in their success—and also makes them more accountable.

Skyler Deason, logistics manager for the University Ambassador Program, has watched Watkins work her magic at the annual Red, White & U Day in April, when admitted students and their parents visit campus to learn more about attending the university. About 2,000 people typically participate, and Watkins always gets there early to mingle, Deason says.

"I don't think people grasp who she is when she is out talking with students," Deason says.

But then Watkins will take the stage and proceed to call out by name a handful of students she has just met, asking them to stand while she introduces their hometown, academic aspirations, and what they are interested in doing at the U.

"The reaction is amazement," Deason says.

on a career in academia. John E. Bernthal, then a professor in the Communicative Disorders program, suggested Watkins forgo being a practitioner and instead pursue an advanced degree and join the team generating knowledge.

"He was the first person to say, 'You are a very capable person, you're bright, you are a good writer, you should think more expansively about your future,'" Watkins says. "For me, that was a powerful thing. I, of course, had not thought much at all about the possibility of an academic career, and his words created the possibility."

Next stop was the University of Kansas, where Watkins completed master's and doctoral degrees in child language/speech language pathology. Her mentor, Mabel Rice, had created what was at the time an innovative interdisciplinary doctoral program that brought together psychology, linguistics, special education, and speech and hearing science. Watkins says she learned from Rice how to integrate people from different backgrounds and perspectives to understand and solve problems.

Rice is quick to return the compliment. Describing Watkins, she says, "She established a reputation as a strong scholar in the early years before she followed her interest into university-level leadership." And as a graduate student, it was clear Watkins was a natural leader. "She conveys this ability to make meaningful connections with people and to create a sense of team, to pull together and do what is needed to move forward," Rice says.

Watkins launched her academic career at the University of Texas at Dallas and then returned to the Midwest and a tenure-track position at the University of Illinois. Administrative opportunities came not long after she received tenure—first as an associate dean, then associate provost, and then vice provost of academic affairs.

It was during these years as an administrator that Watkins heard her own experience with caring faculty members repeated in countless transformational stories of people she met. "You never know which student or at what moment a student needs to hear that encouragement or is receptive to it," she says. "You just want to be sure, as faculty, that you are providing that as often as you can."

A PLACE WITH POTENTIAL

Watkins was weighing a new administrative opportunity at a large public university when a headhunter representing the University of Utah called. Her visit to Utah was eye opening.

"I could catch the energy, enthusiasm, and potential," she says. "I could see what a promising place this



is. I could see a state with a lot of upside, a university that was blossoming, really ready to embrace new things and very welcoming. It was much easier to get people mobilized around a future."

After she joined the U as senior vice president for academic affairs in August 2013, that perception proved to be reality. And when the president's position opened, Watkins was perfectly positioned to seek it—bolstered by enthusiastic, broad support across campus and in the community. Even members of her homeowner's association, all "loyal supporters of the U," sent in a letter of recommendation, noting Watkins' integrity, experience, love for students, and "superb people skills."

Watkins is the first woman selected as president of Utah's flagship university in its 168-year history. (Jerilyn S. McIntyre led as interim president of the U twice during the 1990s.) The milestone is emphasized by many who are celebrating Watkins' new role. At campus events, she has been approached by many young women as well as mothers who want photos of her with their daughters.

"Ruth was the best candidate, and she happens to be a woman," says Pat Jones BS'93, a member of the Utah State Board of Regents, CEO of the Women's Leadership Institute, and a former lawmaker. "She will be a tremendous asset. She has every skill required and outdistanced some fantastic candidates."

Watkins knows her presidency will serve as a mirror for talented women to see what is possible for them. "What an honor it is to have any small part in showing that to people," Watkins says. "It is an

incredible privilege, but it's also a heavy responsibility. I really want to live up to the trust that people have placed in me."

Rice says Watkins' authenticity and innate talent for leading will serve Utah well. "In a time when leaders engage coaches to teach them how to do this, Ruth brings a genuineness that rings true, harnessed with an incredible intellectual insight about how organizational systems can work and how data analytics can be a fundamental part of the design and evaluation systems," Rice says. "She also brings self-discipline, determination, persistence, and a readiness to read the times for when to stay steady and when to change."

STUDENTS FIRST

Watkins is an early riser. "Five a.m. is precious time," she says. "It's hard to schedule a meeting at that hour." This is when she slips on her sneakers, gets her walking buddy Ben—a rescue golden retriever adopted shortly after the move to Utah—and heads outdoors to power walk and think "about what we're doing, what we need to do."

If an empty Saturday materializes, Watkins is likely to fill it with sports—a workout, bicycling, or occasionally golf with her husband, Bob Young (who is retired), or an evening with friends or at a U event.

But the truth is that such days are few and far between. Watkins is focused on what's next.

The U's future acceleration, as Watkins sees it, will come from ensuring that faculty have the resources, facilities, first-rate colleagues, and high-caliber students they need to excel, as well as opportunities

"I really want to live up to the trust that people have placed in me."



Getty/Hero Images

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STUDENTS-FIRST STRATEGY PAYING OFF

As senior vice president for academic affairs, Ruth Watkins was instrumental in the university's pursuit of four strategic goals—promote student success, generate knowledge, engage communities, and ensure long-term vitality of the U. Here are a few highlights of growth in these areas over the past five years:

- First-year retention rates rose to 90%
- Six-year graduation rate went from 59% to 67%
- Total research funding rose 27%
- Diverse faculty recruitment went up 27%
- Financial aid awards increased 11% and scholarships grew 77%

for new collaborations across campus. She also is carrying forward Pershing's dedication to promoting student success.

"Under her leadership [as a senior vice president], we created many programs to immerse students in their learning process and the campus community, increase graduation rates, provide real-world experiences that lead to jobs, and improve the quality and value of the education they receive," says Pershing. "I am confident President Watkins will add to and improve upon that shared vision, along with implementing her priorities."

Watkins says the U is ready to move student success forward one more step.

"Our colleagues in health sciences have focused sharply on bringing an exceptional patient experience," she says. "I think the next phase for us is thinking about the exceptional educational experience, which can continue to advance the retention and graduation rate outcomes we are striving for."

Watkins will be working to ensure that the University of Utah is recognized nationally for its scholarship and student success, but also that it is seen as the University *for* Utah—the place that draws well-prepared students from throughout the state who receive a first-rate education that prepares them to enter the workforce equipped to meet needs and excel, the place that solves the problems of greatest importance to Utah residents, and the institution that meets communities' health care needs.

"The U has never been stronger, by many measurable indicators," Watkins says. "The largest freshman class, the most academically well-prepared, and the most diverse came to us in the fall of 2017. Overall research funding has increased by \$100 million over the past five years. The university is doing relevant work



that is garnering support of donors. This is a university on the move, doing important work, making great things happen, solving problems, and attracting talent.

"We are the up and comer," Watkins says, "and people see that all around the country. The secret is out. This is Utah's time." 

—Brooke Adams is a communications specialist at University Marketing & Communications.



Follow President Watkins on Twitter and Instagram @ruthvwatkins



Watch a message from President Watkins to the U community and friends at continuum.utah.edu.

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POP QUIZ:

What campus building has been home to:



**BONES
BOOKS
BEAKERS**

AND

**BARE
FEET?**

(not necessarily in that order)

ANSWER: The George Thomas Building

In 1933, the Public Works Administration approved an expenditure of \$550,000 for the University of Utah's first campus library. Two years later, as the Great Depression was waning, the George Thomas Library, named in honor of the university president, opened. Designed in a Neoclassical tradition, the structure was among the last built on what became known as Presidents Circle. Decades later, in 1978, it was named to the National Register of Historic Places. During its 83-year life, the building has housed not only the campus library but also the Utah Museum of Natural History, Tanner Dance, and now, the spectacular Gary and Ann Crocker Science Center, a world-class science education and research facility.



Photo courtesy Special Collections, J. Willard Marriott Library

▲ George Thomas Library | 1935-1968

The new library opened with more than 124,000 volumes. Books in small libraries scattered around campus were brought under one roof in what was the first adequate library in the U's history. More than three decades later, a major increase in student enrollment due to the baby boom after World War II led to an unprecedented and ambitious campus construction program. One of the buildings was a new University Library, opened in 1968 with more than a million volumes and seating for 3,000. One year later, the new library was named in honor of J. Willard Marriott, Sr. BA'26, who contributed \$1 million for library collections.



Photo courtesy Special Collections, J. Willard Marriott Library

◀ Utah Museum of Natural History | 1968-2011

After 33 years, the George Thomas Building was emptied of books, card files, and microfiche machines and renovated to accommodate its new tenants—dinosaurs, rock specimens, and 1.6 million other objects. The Utah Museum of Natural History had recently been established by the state legislature, and the building provided much-needed space for various fossil and archaeology exhibits from around campus. Over the next four decades, the collections continued to expand until the museum finally outgrew the building and moved to its custom-built space in the Rio Tinto Center above Research Park, and changed its name to the Natural History Museum of Utah.

▼ Tanner Dance Program | 2013

After the museum moved out, the building was retrofitted to temporarily house the U's Tanner Dance Program while its permanent home in the new Beverley Taylor Sorenson Arts and Education Complex was under construction. The Thomas Building was remodeled to accommodate the dancers, including the installation of shock-absorbing “sprung floors” in the studios. Tanner Dance kept the pattern of a large dinosaur skeleton on the wall of the main atrium, a remnant of the building’s prior tenant. After the dancers left, the building was used for storage for two years until the College of Science secured it for another purpose.

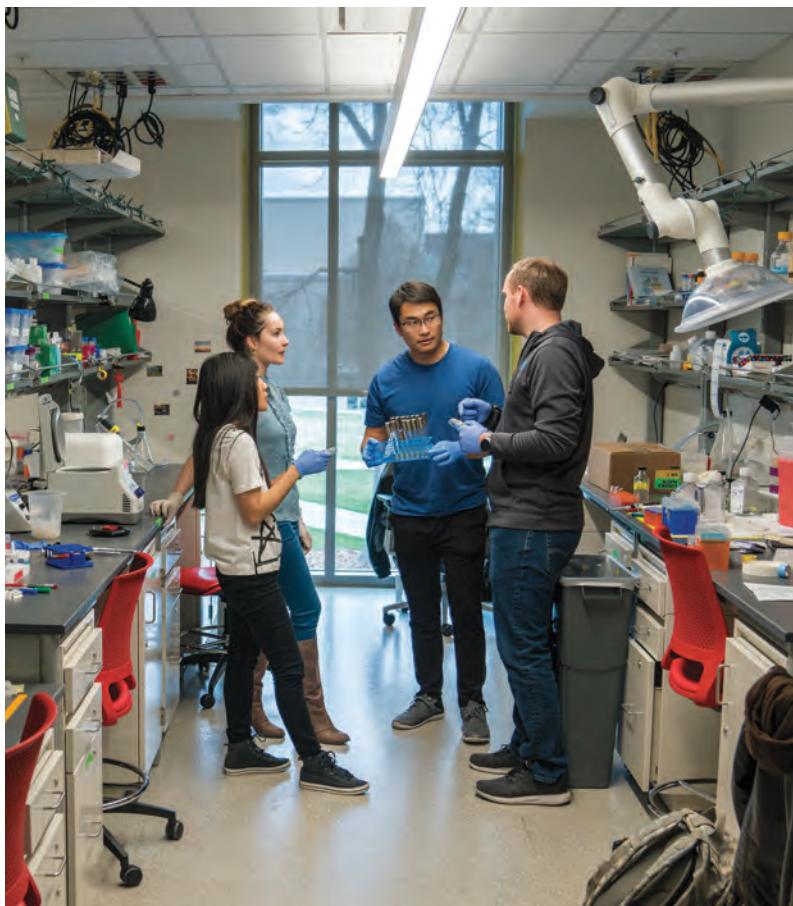


Photo courtesy Twig Media Lab





Gary and Ann Crocker Science Center | 2018



With a \$34 million appropriation from the state legislature in 2016, a lead gift from Ann (BS'74) and Gary Crocker (ex'69), and donations from additional benefactors, the George Thomas Building was transformed once again. The Gary and Ann Crocker Science Center is the new home to the College of Science's research, education, and commerce projects and the students and faculty who bring those all to life.

The center boasts new classrooms, study areas, facilities, and laboratories devoted to interdisciplinary science and math instruction. It also houses the Center for Cell and Genome Science and a world-class technology incubator space. Now considered the science hub of campus, the 83-year-old George Thomas Building is ready to serve a new generation of U students. **U**



Visit continuum.utah.edu to see more photos of the George Thomas Building and a video about the Crocker Science Center.

A Voice for Women in Film

By Amanda Taylor

Christine Walker BA'82 MFA'86 is a producer in the new world of #MeToo and Hollywood taking major steps to ensure that female voices are heard and women are paid equally to men. She also runs the Provincetown Film Festival in Massachusetts and hosts the town's annual Women's Media Summit.

When Walker was in her graduate film studies program at the University of Utah, she was the only female student. "Being the only woman in the film department made a difference. I became much more aware of the lack of women directors," says Walker, speaking from her home back East during a threatening Nor'easter. "Gender equity in film has become a bigger issue to me, as has the impact of the lack of gender equity in storytelling."

Walker describes the job of a producer as being able to do pretty much every job on a film set, for a short period of time, then handing each off to someone who can do the job better and longer than you. And as a woman in the role, she feels compelled to wear yet another hat: activist.

As she walked onto her first professional set, with dozens of actors and crew under her supervision, Walker's male cinematographer started to scream at the female line producer. Tensions were high, and everybody was looking to a higher-up to solve the problem. Walker says that in that moment, she froze and briefly walked away. "I was thinking—what do I do? And then I realized: I'm the producer of the film. If I can't step in, who is going to do it? That was a huge moment for me in accepting my responsibility and whatever power I had to make a difference."

She went back to the set, threatened to fire the cinematographer if he wasn't respectful, and continued on to a 20-year career of many independent features, one of which she wrote herself. "I wasn't intimidated at all," recalls Walker with a laugh. "I'm probably more intimidated now, having gone through that experience. I certainly developed a new and greater appreciation for the writing process and for screenwriters. One of the things I learned a lot about at the University of Utah was the importance of story structure."

Her classes included the study of classic Hollywood films by the likes of John Ford and Alfred Hitchcock. And she believes that education is the basis for much of her success. With a foundation in the greats, she was able to experiment. "Unless you understand



the classical structure—and it's not Hollywood, it's like, Aristotle," Walker emphasizes. "Unless you really understand those rules of storytelling, you can't break them."

That's her biggest piece of advice for filmmakers of any age and stage—do your homework. "I'm always surprised by how many people who work in the industry don't watch movies," Walker says incredulously. "And not just American cinema, but Kurosawa or *Wadja*. You've got to see that, or you know nothing about films!"

But it also requires some fearlessness. Inspired by another Christine, producer Christine Vachon, Walker learned to never back down. Taking on projects that might not seem like a natural fit, and getting out of her comfort zone, has been good for her.

One of her favorite films she's worked on was 2005's *Factotum*, starring Marisa Tomei and Matt Dillon, and based on a book by Charles Bukowski. It's about a hard-drinking, drifting writer type, a departure for Walker. "I grew up in conservative Salt Lake City, and to make a film about a person who is a professional drinker and that's not a problem, and not even addressed as a moral issue or anything else, was kind of freeing for me," Walker says.

Now, she says the time has come to be a part of the movement to bring greater equality and respect to women working in film. "We're at a watershed moment, and it's a great time to bring these ideas and work with other groups, but there's so much more to be done," Walker says. **U**



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Semester starts: Fall

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e-Commerce Mogul in Tanzania

By Thad Kelling

When Bonaventure Mhonda MS'16 was a child in rural Tanzania, he woke up most mornings not knowing where he would get his food that day. The majority of families in his village lived in poverty, struggling to feed themselves. Their children walked miles in darkness to get to school each day. He says their greatest hope was just to survive and stay close to home.

Mhonda had no reason to think he was special. He was on the same track, destined to farm and struggle. But his fortune began to change as he excelled at one state education exam, then another and another. "If you fail, you go home, and if you pass, the government will sponsor the next level," he explains. "You need to pass all of these exams to continue your education. For me to come to the point where I would go to university, it [seemed] impossible."

Yet Mhonda proved to be an exceptional student, eventually achieving the impossible and receiving a scholarship to attend Patrice Lumumba University in Moscow, Russia. It was there that his life really began to take off, thanks to several generous people and organizations. Their support made it possible for him to transfer to Brigham Young University-Hawaii, where he received a bachelor's degree. Then it helped him enter the U to pursue a master's degree in finance.

When Mhonda started taking classes at the U, he knew he wanted to return to Tanzania to help other people like him. And he had an idea for how to do it. His inspiration came from friends in Tanzania who kept asking him to order things for them from Amazon and mail them to Africa.

In Tanzania, there is little industry, so people have to import electronics and most other supplies. But because the country is still developing and lacks reliable distribution channels, companies like Amazon and eBay can't operate there. "We don't have physical addresses, and in order to buy [from Amazon], you need a physical address. Also, custom duties are always fluctuating and

hard to track," he explains. "You really need to have someone on the ground. That's why people fail to invest here. It's hard to get a clear picture of everything."

Mhonda wanted to solve this by creating an e-commerce platform and distribution network that would work in his home country. He first presented his idea to a business professor who liked it and referred him to the Lassonde Entrepreneur Institute, where he received further mentorship and guidance. With this support, he knew his idea could work.

While taking classes at the U and working as a nanny for room and board, Mhonda found angel investors. "Without these people who believed in me and trusted me, my dream would be just nothing," he says. The money made it possible for him to create the website for Eshop Tanzania, which has a tagline of "Cut the middle man."

After graduating from the U in 2016, Mhonda returned to Tanzania to grow his business. He now lives in Dar es Salaam—"the New York City of Tanzania." He hopes to eventually spread Eshop to neighboring countries and across Africa.

Eshop sells both new and used products. Customers can buy from local distributors, or they can buy from Amazon or eBay indirectly through Eshop's website and distribution network. "People are talking about what I'm doing," says Mhonda. "I'm selling all over the country, plus there is more demand than supply, and the market is merging."

More than just being successful for him, Mhonda hopes his company will allow more African people to achieve the same things he has. His goal is to give back to those who are less fortunate. "We don't realize how much impact we have on other people's lives, but each good counts," he says. "Thanks to those who have made an impact on my life, hopefully one day I will have the same opportunity to help other people's lives." **U**

—Thad Kelling MS'10 is marketing director at the U's Lassonde Entrepreneur Institute.

COLLEGE MATRICULATION

100%

Seniors attend four-year colleges & universities

1:35

Student to College Counselor Ratio

1:712

UTAH*

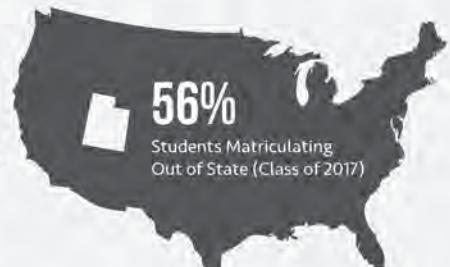
1:470

NATIONAL*

*National Center for Educational Statistics

51%

Students awarded merit-based scholarships, averaging \$30,000



24%

Students attending Top 50 Most Selective Colleges in the U.S.* (*Class of 2017, based on college acceptance rates)

Over the past five years, Waterford students have matriculated to 110 different colleges and universities including:

American	NYU
Brown	UNC Chapel Hill
BYU	UPenn
UC Berkeley	Pratt Institute
Carnegie Mellon	Princeton
Colorado College	Stanford
Columbia	U.S. Naval Academy
Dartmouth	U. of Utah
Harvard	Vanderbilt
MIT	Vassar
Middlebury	Yale

DIVERSE COMMUNITY

23%

Racial diversity

18%

Students receive financial aid

920

Student enrollment PreK-12

DEDICATED TEACHERS

Waterford faculty are experts in their fields and foster critical thinking and character development.



65%

Faculty members hold advanced degrees

FACULTY MEMBERS PREK-12

4

Recipients of Scholastic National Gold Medals

CLASS OF 2017

10/10

AP Photography students received a 5 on their AP Portfolio

COMPETITIVE ATHLETICS

6

Waterford coaches that are members of the "Century Club," amassing 100+ wins in their coaching careers



39

State Championships in 10 different sports

RAVEN Waterford Mascot

50%

Faculty members have 15+ years of tenure at Waterford



50

Annual dance, theater, and music performances

83,500

Combined square footage of Waterford's Visual & Performing Arts buildings

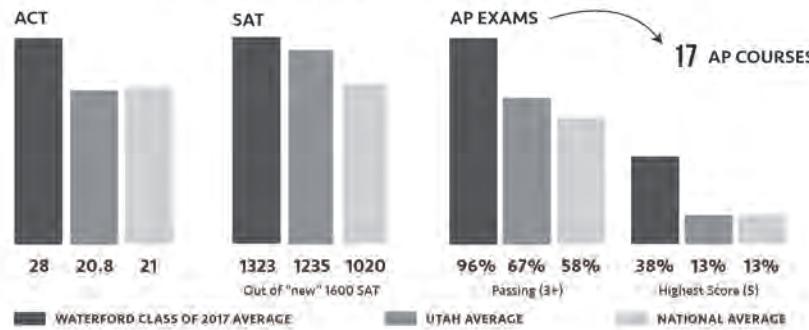
Facilities include a state-of-the-art concert hall, black box theater, art gallery, dance studios, ceramics studio, soundproof practice rooms, digital photography labs & darkrooms

70%

Upper School students compete on at least one varsity team

SCHOLASTIC ACHIEVEMENT

Waterford students consistently outperform their Utah and National peers on standardized tests and Advanced Placement (AP) exams



CLASS OF 2017

6

Presidential Scholar Nominees

8

Cum Laude Inductees

6

National Merit Scholarship Finalists

Waterford is the only school in Utah to have the distinction as a chapter member in the prestigious Cum Laude Society.

INDIVIDUALIZED INSTRUCTION

7:1

Student to Teacher Ratio

16

Average Upper School Class Size

CAMPUS



41

Acres at the foot of the Wasatch Mountains in Sandy, Utah

10

BUILDINGS

6

Waterford coaches that are members of the "Century Club," amassing 100+ wins in their coaching careers



39

State Championships in 10 different sports

RAVEN Waterford Mascot

'60s

**Josephine
'Jody' K. Olsen**

BS'65, currently a visiting professor at the University of Maryland School of Social Work, who is a

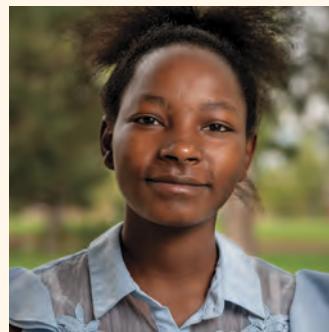
veteran official at the Peace Corps, has been named by President Donald Trump to lead the organization. Olsen, who initially served as a Peace Corps volunteer in Tunisia in the 1960s, went on to hold several high-profile positions with the organization over subsequent decades, including a stint as acting director during the Obama administration. A Utah native, Olsen received a bachelor's degree in sociology from the U and a doctorate from the University of Maryland in 1979. "America and the world need the Peace Corps now more than ever," says Glenn Blumhorst, president and CEO of the National Peace Corps Association. "We're excited Jody has the opportunity to lead it."

'80s

**Marcia L. Lloyd**

EDD'86, a professor emerita of dance at Idaho State University, received a Lifetime Achievement Award from the

National Dance Education Organization last November, in San Antonio, Texas. Lloyd says she would like to share her award with the faculty and staff at the U who helped her to achieve her goal of earning a doctorate in education (1981-86), which led to her receiving promotions and tenure at Idaho State. During her 25 years teaching there, she specialized in creative dance, established a dance minor, and founded a student dance company. She also served as a Fulbright Professor in Dance at the University of Malaya and Universiti Sains Malaysia, and as a visiting professor of dance at several other Malaysian universities.

**Scholarship Spotlight:
From Orphan to Refugee to University**

Jolly Karungi was born in the Democratic Republic of Congo, during the Congo war. Her mother died in childbirth, and she and her four siblings lost their father to the brutality of the war. They fled with an aunt to a refugee camp in Uganda, where conditions were less than humane.

After some time, she and her siblings came to Utah, where Karungi was raised through foster care by a family in Herriman. Her overall experience was phenomenally improved, and she was given many more opportunities, but she was still

separated from her siblings and missed them dearly. Nonetheless, in her new surroundings, she committed to her studies, and to bettering herself.

Karungi worked hard in high school and was able to graduate in two and a half years, even though she was behind when she started and didn't speak any English. Impressively, she now speaks six different languages.

As a freshman at the U, she is studying accounting and political science. "Most of all, my biggest goal is to make my family proud," she says. "I want to dedicate myself to giving back to the community, and I am very enthusiastic and motivated to do so. I want to be involved in something greater than myself."

Karungi was honored at the Alumni Association's Spring Awards banquet in April along with more than 80 other recipients of UUAA scholarships, with amounts ranging from \$500 to \$8,000 per student.

**Law School Counselor Honored
for Superb Student Service**

The association's Spring Awards ceremony also included the Perlman Award for Excellence in Student Counseling, which is given annually to a faculty or staff member who has made an outstanding contribution to the university through student advising and counseling. This year's recipient is Barbara Dickey BA'75 MA'80 JD'87, associate dean for student affairs at the S.J. Quinney College of Law.

Dickey started her career as an attorney and in 1999 took on the role at the law school, where she has become beloved and respected as a student advocate, counselor, and mentor—so much so that the college's student common area has been nicknamed in her honor.

She says she derives unlimited satisfaction from meeting with students. On any given day, she may counsel students who are severely depressed, considering leaving school, facing bankruptcy or divorce, or dealing with the emotional trauma of the death of a parent or child. Dickey says, "We can't lose sight of the fact that behind the numbers and group identities are individuals, each with her or his own story, inner compass, and aspirations."

And while she can't herself solve those problems, Dickey sees a big part of her role as being someone who can make the stress of law school one less thing for a student to worry about when that student is in crisis. The message she tries to convey to law students is posted on her door: "Everything will be okay in the end. If it's not okay, it's not the end."

Hang with Alumni Near You

Recapture the camaraderie of your years at the U by getting involved in a chapter or club in your area. Join other alums at tailgates, game watch parties, networking events, and more.



Arizona
Atlanta
Bay Area
Boise
Chicago
Dallas/Ft. Worth
Denver

Houston
Las Vegas
Los Angeles
New England
New York
Orange County
Portland

San Diego
Seattle
St. George, UT
Washington, D.C.

+12 international clubs



To find events in your area, visit
alumni.utah.edu/chapters

To find out more or to get involved, email:
kevin.stoker@alumni.utah.edu or nelly.divricean@alumni.utah.edu



Ray Peterson
MS'83 PhD'84,
director of technology at Real
Alloy in Knoxville,
Tennessee, has
been inducted
into the 2018

class of Fellows of The Minerals, Metals & Materials Society (TMS). The Fellow award is the highest honor conferred by TMS and is considered a pinnacle achievement in the field of materials science and engineering. TMS is a professional society that connects minerals, metals, and materials scientists and engineers who work in industry, academia, and government positions in 94 countries on six continents. Peterson was honored for his significant contributions to the aluminum industry through his work in aluminum melting and molten metal processing and for his outstanding service to TMS. Peterson has authored 56 papers and holds five U.S. patents for his work in aluminum processing.

'90s



Paige Petersen
BA'94 BS'94 was
sworn in on
January 19 as
Utah's newest
Supreme Court
associate justice.
Petersen grew
up in Emery

County, Utah, and received an associate degree from the College of Eastern Utah. She graduated from the U with bachelor's degrees in political science and English, both *summa cum laude*, and then received her juris doctorate from Yale Law School in 1999. She comes to her new position after a varied 18-year law career, including stints as an assistant U.S. attorney in New York; a prosecutor of war crimes at the International Criminal Tribunal for the former Yugoslavia in The Hague, The Netherlands; an assistant attorney in the federal attorney's office in Utah; and a judge in 3rd District Court.

**Dixie Rasmussen**

MS'98 DNP'17, a certified nurse midwife at Mountain Utah Family Medicine in Richfield, Utah, received

the 2017-18 Excellence in Advancing Nursing Practice Award from the American Association of Colleges of Nursing. Rasmussen is the second person from the U ever to win the national honor. The award recognizes an outstanding final project from a student in a doctor of nursing practice program. Rasmussen's project addressed the question "Can a Rural Hospital Reliably Perform an Emergency Cesarean Section in 30 Minutes or Less?" Her project showed the direct impact on improved patient outcomes and demonstrated an interprofessional impact with a rural/frontier focus. She credits the project's success to Sevier Valley Hospital's quality improvements. Her project was selected as the U's top doctoral project in its College of Nursing.

'10s

**Scott Neville**

BS'17 (mathematics) BS'17 (computer science; both *magna cum laude*) of Clearfield, Utah, has received the

prestigious Churchill Scholarship to study at the University of Cambridge in the U.K. He is one of only 15 students nationally to receive the award this year and is the third Churchill Scholar for the U, all of whom are mathematicians. Neville was drawn to math in high school when he was introduced to the Collatz Conjecture, a well-known math sequence problem first posed in 1937. It captured his attention, and Neville was ecstatic when he realized he could contribute to research mathematics. Neville aspires to become a professor at a research university so he can continue working on math and sharing it with others.

A Warm Welcome to Alumni's New Executive Director

On behalf of the U community, we welcome Todd G. Andrews as the Alumni Association's new executive director. Andrews, starting in his new role in June, comes to us from Brown University in Providence, Rhode Island, where he served as vice president of Alumni Relations for nearly 13 years. Andrews replaces John Ashton BS'66 JD'69, who recently retired after having served as executive director for the past three decades.

Before working at Brown University, Andrews spent nearly eight years directing internal and external communications for CVS, now the largest pharmacy chain in America. Prior to that, he served as deputy chief of staff and communications director for U.S. Senator Jack Reed of Rhode Island.

"I am very pleased to have someone of Todd's extensive experience and record of success as an alumni association leader join the university and lead our efforts on this important front," says President Ruth Watkins. "It's important our graduates understand that the value of their degrees has never been higher and that the university has never been stronger. I look forward to working with Todd to share this message with our wonderful alumni and their families."

Andrews says the depth and breadth of the U's academic programs and its reputation as a premier research institution drew his attention to the U and the position. "After touring the incredible campus, meeting President Watkins, and most of all, listening to the alumni who love the U, I knew I wanted to be a part of the University of Utah community," he says. "I'm excited about joining a collaborative effort with alumni, students, faculty, staff, parents, and friends of the university, to help the U achieve its goals of growth and educational excellence."

Founded in 1886, the U's Alumni Association serves as a bridge to local, national, and international communities. The association provides opportunities to participate in community service projects, raise scholarship funds for students, advocate to the state legislature on behalf of the university and higher education in general, and to join other alums and friends for activities in 18 chapters across the country and 12 international clubs. **U**

Save the Date: Homecoming 2018

Mark your calendar now for this fall's Homecoming week, **October 13-20**. Show your U pride by participating in our scholarship 5K or attending the tailgate before the big game against USC on October 20.

ANOTHER

STUDENT SUCCESS

STORY



Meet Marcos, a third-year medical student and volunteer at Hope Clinic. Born in Argentina and undocumented until age 19, Marcos paid for most of his college by repairing cars and bicycles. Thanks to the Dr. Ernst R. and Dr. Marianne M. Friedrich Scholarship Fund at the School of Medicine, he is now on a full ride scholarship. After graduation, Marcos plans to be a rural family practice physician. Support student success like Marcos' at giving.utah.edu.





Puppy Love

Dogs can be a student's best friend, too—especially during finals week. Thanks to the College of Social Work and Therapy Animals of Utah, registered therapy dogs often visit campus at the end of the semester to provide students, and anyone else who wants it, some good old-fashioned puppy love. Spending time with dogs is said to reduce a person's heart rate, blood pressure, anxiety, and stress levels—making it a great way to prepare for (or recover from) finals.

Photo by Dave Tiffen



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