

# UVU magazine

ALSO INSIDE \\  
BUSINESS ENGAGEMENT STRATEGY \\  
ADJUNCT FACULTY & STUDENT SUCCESS \\  
PG. 24  
PG. 32

## CIRCLE OF INCLUSION

ONE NAVAJO WOMAN'S UVU  
EDUCATION LIT A FIRE THAT COULD  
IMPACT GENERATIONS



# ***CONGRATULATIONS!***

## ***BEN KJAR, NCAA ALL-AMERICAN***

*Utah Valley University Senior Benjamin Kjar (125 pounds) placed fourth at the 2011 NCAA Division I wrestling championships to become UVU's first-ever wrestling All-American.*



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### ON THE COVER

CHEVONNE TODICHEENY FOUND POWER IN HER HIGHER EDUCATION. NOW SHE'S TRYING TO BRING THE SAME OPPORTUNITY TO HER KINFOLK.



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## Bridge Building and UVU

PHOTO BY JACOB SCOTT



**F**ROM TIME TO TIME, INSTITUTIONS OF higher learning go through the process of accreditation to ensure that their practices, planning and curriculum measure up. For Utah Valley University, this occurred recently when a delegation from the Northwest Commission on Colleges and Universities (NWCCU), our regional accrediting body, visited UVU to assess the institution for the first time since it attained university status in 2008. Adding to the weightiness of this assessment was the fact that it was UVU's first at the master's degree level.

This process was tremendously gratifying for me, not only because UVU passed the various tests of accreditation with flying colors, but also because the NWCCU representatives commended the institution in three areas that speak volumes about UVU's commitment to its core ideals and mission. Specifically, NWCCU praised UVU for doing more with less in accommodating record growth, remaining student centered amid rapid transformation, and maintaining the institution's important dual roles of providing access to higher education while maintaining quality.

These three subjects are interconnected in a powerful way. As I discussed at length in my recent State of the University remarks, UVU continues to absorb record enrollment growth while simultaneously maintaining and, indeed, improving its levels of quality. Some do not believe it possible to continue along these lines. I see things differently. I believe that it is not only possible but absolutely critical that UVU continue to serve as a point of broad access to higher education without compromising the quality expected of a first-rate teaching university.

I do not pretend that it will be easy to continue serving these dual roles, but as I outlined in my address (which is published, in its entirety, in this magazine), UVU is akin to the famed Brooklyn Bridge in its ambition to be both broad and strong. We will need the support of state policymakers, visionary philanthropists and the community in general to make this happen. But our plan for getting there is absolutely feasible, and I am confident that we can sustain our mission as our friends and supporters catch the vision of what we're doing and why it's not only important, but necessary.

Sincerely,

Matthew S. Holland  
President

## UVU Professor Selected as Fulbright Scholar to Belarus

**J**ONATHAN H. WESTOVER, A UVU ASSISTANT professor of business management, will relocate with his young family to Minsk, Belarus, for a four-month stint while he teaches MBA students at the School of Business and Management of Technology at Belarussian State University on a prestigious Fulbright scholarship. As part of the Fulbright grant, he'll also consult members of a new Belarussian Hi Tech Park, the area chamber of commerce, and other business and civic groups.

Westover has a wealth of expertise in human resource development and performance management, both from his own research and as the owner of a business management consultation firm.

"My professional, research and educational background fits well with the unique political and economic context in Belarus," he says. "I think the level of fit definitely helped me" in the Fulbright Scholar application process. "I am grateful for the opportunity, and we could not be more excited for the adventure ahead."

Founded in 1946, the Fulbright Program offers competitive, merit-based grants for international education exchange for students, scholars, professionals and scientists. It is one of the most prestigious global awards programs in academia present in more than 155 countries.

## Famed Civil Rights Leader Speaks at UVU's MLK Jr. Commemoration

**C**IVIL RIGHTS LEADER AND FORMER UNITED Nations Ambassador Andrew Young delivered the keynote address at Utah Valley University's 17th Annual Martin Luther King

Jr. Commemoration on Jan. 12. The Presidential Medal of Freedom recipient has a long résumé in human rights advocacy on both sides of the aisle — from King’s own shoulder to the halls of Congress, and from the Atlanta mayoral seat to the nation of Namibia.

Young shared his experiences working closely with King as a strategist and negotia-

tor in the non-violent civil rights movements that brought forth the Civil Rights Act of 1964 and the Voting Rights Act of 1965. He headlined the University’s commemoration that examines equality issues past and present within artistic and academic presentations from guest lecturers, faculty and students.

## UVU Alumna a Semifinalist in 2011 Miss America Pageant

**C**HRISTINA LOWE, A UTAH VALLEY UNIVERSITY alumna and the reigning Miss Utah, finished eleventh among semifinalists in the 2011 Miss America Pageant during a national ABC telecast on Jan. 15 from Las Vegas. The Midway, Utah, native was cheered on during the broadcast by well-wishers from a pageant viewing party at UVU’s Sorensen Student Center.

Lowe is the first UVU alumna to compete in the Miss America Pageant.

Crowned Miss Utah in June, Lowe studied international relations at UVU and has been actively involved in student government, campus voter registration efforts, and is known for her singing talent.



## New Dean Selected to Head School of the Arts



PHOTO BY JACOB SCOTT

**K**NEWELL DAYLEY WAS APPOINTED AS the new dean of UVU’s School of the Arts in early February. An emeritus professor of music at Brigham Young University, Dayley taught trumpet, brass pedagogy, jazz, music theory, orchestration, film scoring and music business. He also served as conductor of the Symphonic Band, Symphonic Wind Ensemble, and Symphony orchestra. While at BYU he filled a number of administrative positions, including associate academic vice president for undergraduate studies and dean of the College of Fine Arts and Communications.

“We’re very excited to have someone of Newell’s stature, experience and reputation to be dean of the School of the Arts,” says Ian Wilson, UVU’s vice president for academic affairs, of Dayley’s hire. “He comes with a wealth of experience that will help us take the School of the Arts to the next level.”

## UVU Tapped for 2011 Partnership Program with China

**I**N NOVEMBER, UVU WAS SELECTED as one of 10 higher education institutions in the U.S. to participate in the International Academic Partnership Program.

Participating campuses will develop a strategic plan to partner with China. They will participate in an integrated series of training activities focused on implementing and sustaining relationships with institutions in China, and a study tour to China in spring 2011 to meet with potential partner campuses.

This partnership opportunity comes at a time when UVU has introduced a number of initiatives that emphasize China's growing influence as a world cultural, social and economic power.

"This institution's selection as a participant in the International Academic Partnership Program with China underscores UVU's dedication to offering programs and degrees that are in demand and that will help our graduates find employment in an ever-changing world market," President Holland says.

## UVU Sports Two All-American Student-Athletes in Same Year

**B**ENJAMIN KJAR (WRESTLING) AND Isiah Williams (men's basketball) became the first UVU Wolverine student-athletes to be named NCAA Division I All-Americans in a single academic year, 2010-2011.

Kjar, a senior, became UVU's most decorated wrestler and its first wrestling All-American by placing fourth nationally in the 125-pound class at the 2011 NCAA Division I Wrestling Championships March 18 in Philadelphia. He rounds out his wrestling ca-

reer at UVU with an impressive 129-35 career record.

Meanwhile, Williams was named an All-American honorable mention on March 28 after leading the UVU men's basketball team to the Great West Conference Championship and earning GWC Player of the Year accolades.

A junior guard, Williams averaged 17.4 points per game in his first year as a Wolverine. He made significant contributions to the team that went 19-11 overall and 11-1 in conference play.



## Woodbury Art Museum Gives Forum to Youth Artists with 'Hidden Voices' Exhibit



**I**N A FEATURED EXHIBIT THAT RAN through March 5 at the Woodbury Art Museum, UVU helped give a voice to under-represented Utah County youth artists. Titled "Hidden Voices," the presentation permitted a talented group of teens to share the perspective that, for many, graffiti "isn't about gangs, it's about expression."

Kyle Reyes, special assistant to President Holland and an organizer of the exhibit, wanted to create something that would empower the youth and help them find legitimate outlets for their artwork. Organizers hope the exhibit will foster greater dialogue in the community about why graffiti is a form of expression for some youths and extend greater educational opportunities to under-represented youth.

Two of the top artists were awarded full-tuition scholarships to UVU.

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**UVU**  
ALUMNI

*Q&A*





## Val Peterson UVU Vice President of Finance & Administration

By Ashley Bott | Photography by Jacob Scott

FROM LEGISLATIVE LIAISON FOR UTAH VALLEY UNIVERSITY to legislator in the Utah House of Representatives, Val Peterson, UVU's vice president of finance & administration has taken on a new, ambitious, political role representing Utah's District 59 (Orem).

### ***What motivated you to run for political office?***

I was motivated to run for political office because I believe in the system and that the process is only as good as the people who run and participate in it. This opportunity arose, and it seemed like a good way to provide public service. I have been associated with the process for a long time. I was the university liaison, but even prior to that I was a page for the Idaho Legislature in high school.

### ***Describe the overall experience of your first legislative session.***

There is a lot of learning about the process and how it works in the freshman year. My committee assignments are transportation, economic development, workforce services, and business economic development for appropriation. Those are assignments that I requested because it is what I am interested in and some of the key things that I want to accomplish during my term in office.

### ***What key issues do you feel need to be addressed concerning the community?***

There were some pressing key issues. During this session, there was some pressure coming from states to push our federal government into action regarding immigration. Another key issue is the economy. One of the reasons I asked to serve on the economic development and workforce services committees is [because] Utah is a competitive state as far as economy and attracting new business to our area. I think that will continue to be an issue — to continually grow our economy to make sure we are a business-friendly environment.

### ***As an elected Utah representative, what changes do you plan on bringing to the educational system in Utah?***

I don't sit on any education committees, but education is a tough issue in the state for a number of reasons. When you look at the primary education system, we are the lowest in the country as far as spending per pupil. The problem is there is a high number of children in the school system and a low number of taxpayers. There are certain realities; funding is an issue that is driven by the demographics of our state. I think we have to look at those issues that we have but also realize the importance of inspiring our students to achieve at a higher level.

### ***What challenges will you face in your new position?***

One of the challenges of any new legislator is to understand the large breadth of issues and have enough understanding to make good decisions about what should happen as far as what direction the state should go.

### ***How has your perspective on political issues been affected by your long-term service in the Utah National Guard?***

The National Guard gives me the perspective of defense of our environment, our homeland and our borders. I have always thought that defense is one of our No. 1 issues, whether on the federal or state level. Also, I think I bring the perspective of public service. I have seen the sacrifices that our soldiers and their families have made in order to defend our freedoms.

### ***Which professional achievements make you most proud?***

I've had a long career at Utah Valley University and I am very proud of what UVU has evolved into. One of the highlights of my career is I had the opportunity to work on gaining university status for UVU. Also, I am proud of

my National Guard career of 27 years, where I have been able to serve and have the opportunity to work with soldiers who are top-notch patriots. I can't think of more dedicated people than those soldiers that I served with.

### ***What are you looking forward to most in your political future?***

As a new representative, I am looking forward to representing my district at the capitol. That is an honor, to be able to go and represent the people of Orem.

### ***You have been an integral part of UVU for some time and facilitated many changes, what do you hope to see for the future of UVU?***

We have made a lot of changes, but the main thing now is to mature as an institution and fill our role as a regional university. I think that we have a great administrative team here. President Holland has a lot of vision for where he wants the institution to go, and the team is invested in making sure we have a quality higher education product for this region. There is a lot more out there for us to address and accomplish from a facilities and financial standpoint.

### ***Finally, what would you like to share with the readers of UVU Magazine?***

Both my wife and kids have had to sacrifice for all of this to come about, here at Utah Valley, the Guard and now the Legislature. They are an integral part of the success and I need to thank them for their support.

When you start talking about Utah Valley University, it is personal because my own children are here being educated, and as a parent, you want to make sure they are receiving a quality product. I want to make sure they have an education they can be proud of and take forward along with every other student at Utah Valley.



# STATE *of the* UNIVERSITY

*President Matthew S. Holland / February 16, 2011*

## *UVU: The Bridge to Success*

*Editor's note: The following is a transcript of the annual State of the University address delivered by President Matthew S. Holland on February 16, 2011, at the UVU Ragan Theater.*

I extend a warm welcome to the faculty, staff, administrators, Trustees and community members who are joining us today here in the Ragan Theater or across our campus via the Internet. I thank the members of the cabinet for coming today. Thanks to all of you for your hard work and constant service to the students who walk our halls and fill our classrooms. And, to any of those students who are here with us today, I extend a special welcome. You are the reason we do what we do here at UVU.

It remains such an honor to serve this institution. I regularly mention to my wife, Paige, and my children just how lucky I feel to be at this University with such caring, intelligent and admirable individuals . . . as well as people like Ian Wilson. We all love Vice President Wilson, our local Canadian super hero. When I was complaining the other day about the cold, Ian smirked that at 60 degrees, Americans turn on the heat and the Canadians plant gardens. With escalating tones of Great White North patriotism, he continued that at 20 degrees Utahns wrap up in coats, scarves, and hats but Canadians throw on a T-shirt, and at 10 degrees below zero, Californians fly away to Mexico when Canadians don only a light jacket. In a closing note of brava-do, he boasted that at 20 degrees below zero, people in Miami cease to exist, but Canadians go lick flagpoles. I believe I bested him, though, when I stated — and this is rock-solid fact — that at 150 degrees below zero, hell freezes over and the Toronto Raptors finally win an NBA title.

On a more serious note, I would like to express my profound appreciation to Ian for the way he has ef-

fectively stepped into the academic vice president's role, accepted the position on a permanent basis, and led out with his characteristic blend of fairness and firmness in the cause of increasing our academic excellence.

I wish we had the time for me to mention by name so many of the rest of you and what you have done for me personally or, more importantly, what you have done for this campus. I freely confess that one of the best parts of my job is the chance I get to brag about you, whether it be to a parent of a prospective student, a new legislator, a large gathering of community members, or even someone sitting next to me on a plane — like the nuclear engineer I visited with last week on a flight home from Washington, D.C. I never shy away from sharing my admiration and respect for the tremendous faculty, staff, and students we have on this campus.

It used to be a tradition in this country that, if circumstances warranted it, when the president of the United States began the State of the Union address, he would begin with the simple declaration, “the state of the Union is sound.” Today, as an institution, we are facing some extremely challenging issues and circumstances. Yet, in spite of those issues and challenges, I say, without an ounce of reservation, that the state of the University is sound. This is so because of you. It is because of your countless hours of effort, your spirit of ingenuity, your passion for ideas, progress, and doing what needs to be done to help students succeed.

It is worth noting here that these are not just the ramblings of a blindly proud president. This also happens to be the disinterested perspective of the Northwest Commission of Colleges and Universities (NWCCU), the acclaimed and authoritative accrediting agency for institutions of higher education in our region. Although I recently sent notice through e-mail, I would like to announce, once again, that our accreditation has been reaffirmed at the associate and baccalaureate degree levels, and we now are accredited at the master's degree level. These designations are a tribute to all of you. Here, I must also give a shout out, again, to our accreditation executive team for their yeoman's effort in preparing our self-study and hosting the site team. Thanks to all those who worked so hard on this effort, led by Linda Makin, Linda Pierce, and Mohammad El-Saidi, who, rumor has it, established on Monday a political action committee as he contemplates a run for president of Egypt. In any case, after a thorough review of our self-study and every corner of our institution, the accreditation site team that visited our campus came away mightily impressed by the institution as a whole but especially by the individuals they met. If I may, I would like to

highlight just a few of the final commendations we received.

- 1. The committee commends the faculty, staff, administration and Trustees of UVU for their extraordinary efforts to accommodate the rapid growth of the institution, for their willing spirit as they have consequently done more with less, and for their engagement with the institution and its programs.*
- 2. The committee commends UVU for remaining student-centered throughout the transition in status and the transformation in size.*
- 3. The committee commends the institution for undertaking important additional work on academic, faculty, and student issues required for the maintenance of its unique dual mission through the “Advisory Council on Our Unique Educational Mission.”*



Indeed, the state of the University is sound. In thinking about this great vote of confidence in the quality of what we are doing at UVU in the midst of such challenge, my mind goes back to a distinct image. Two months ago, I was on the east coast for a few days of university business that took me to New York, New Jersey, and Pennsylvania. Very late one night, after an event in Manhattan, the streets were remarkably empty, and I took a slight detour back to my hotel to drive by, and then over, perhaps my favorite

sight on that storied island — the Brooklyn Bridge.

Coming at it at night, as I drove down East River Drive, the floodlights cast what was for me an electrifying glow on the bridge's long and intricate web of suspension wire, as well as the majestic limestone towers, which stand as indomitable pillars of support, massive passageways, and great works of architectural art themselves with their neo-Gothic arches. It is truly an engineering and artistic marvel, rightly considered one of the seven wonders of the industrial world. It is also, for me, an apt symbol for what we are about here at UVU.

In many different ways, I see UVU as the region's most important and attractive bridge. First and foremost, it is a bridge of success for thousands and thousands of students every year — many of whom would otherwise languish for the rest of their lives in economic doldrums, intellectual ignorance, and civic obscurity were it not for the substance and skills they acquire as they pass through the portals of this campus. It is also a bridge between the needs and resources of the University on one hand and the community on the other. Such a bridge is more critical than ever for providing our students with the kind of projects, mentors, and supporters required to make engaged learning practical and meaningful, as well as for providing our surrounding community with the kind of economic development and regional problem solving needed to sustain a stable and healthy civic infrastructure, which is key for delivering a host of public goods, including education.

As we face new and unprecedented levels of growth in this region, both the need and difficulty of providing an adequate educational bridge of success is more pronounced than ever. The challenge facing the developers of the Brooklyn Bridge was that conventional wisdom had most people convinced that you could build a long, large bridge that was structurally weak or a short, narrow bridge that could withstand volume and weight. And, in the case of the Brooklyn Bridge, a long and wide bridge traversing the East River, which is more like an oceanic tide than a lazy river, the threat of structural instability seemed almost guaranteed.

Today, at UVU, we face some similar challenges. Conventional wisdom suggests that we must choose between being a large-scale provider of an educational product of marginal quality, or we can stop growing and become a much more selective institution of “grade-A” university offerings. Restrictive and sturdy, or expansive and weak — those would seem to be our choices as we face a torrential stream of new students over the next 10 years. But, like the daring Roebling family who envisioned the possibility of the Brooklyn Bridge, then gave it their all, quite literally, to see it

executed, we see a third alternative. We see an educational bridge that is, at once, inclusive and serious. More on those themes and their relationship shortly.

Thanks to our predecessors, and the work we have done already, construction of this bridge is underway. In some ways, it is already built. As our accrediting report indicates, we are providing a large-scale, university-quality product that retains a remarkable degree of student focus and attention as well as a core set of community college offerings. But the demands and volume of those who are to pass over our UVU bridge are increasing rapidly, and it does not appear that flow will abate any time soon. Whether we are building or simply expanding such a bridge, the requirements are the same. It will require thoughtful and careful planning, as well as disciplined, long-term commitment in terms of construction. So, what, specifically, are we to do? Some of it we have done, or are already doing and simply need to continuously improve. Other plans are still in development and require a bit more consideration by the cabinet and the campus as a whole before we move more aggressively into the construction phase, so to speak.

Perhaps the most convenient way to address this is to turn to several elements noted in our commendations from the Northwest accrediting agency, which nicely line up with our core themes and planning principles.

### *More engaged than ever*

The Northwest Commission was particularly and explicitly struck with how “engaged” the whole institution — faculty, staff and administration — is with carrying out the mission and key aspirations of the University. As most of you know, engaged learning has been a defining feature of UVU's evolving identity for the past four years. The University's commitment to this distinctive approach to teaching and learning has deepened in recent months with organizational changes we believe set us on a solid course for many years to come.

Upon my arrival, I recognized that engaged learning was a model uniquely suited for our teaching mission — a way to encourage scholarly activity and research that draws out the best energies and interests of our faculty and students without putting us on a path to become another Research I university, a model we cannot afford and the state does not need right now. As a result, I was determined to integrate engaged learning into the academic backbone of the campus. After a period of planning and transition, we developed a new administrative structure that could move us forward with purpose and resolve.

In August, we reconfigured Val Hale's responsibilities, moving alumni and development under newly

hired Vice President Marc Archambault, tasking Val to spend roughly half of his time as vice president of university relations, actively meeting with and seeking out corporate and civic partners for various engaged learning projects and activities. At that same time, after a robust national search for an associate vice president for academic affairs who would oversee the academic side of engaged learning activity and work across campus to develop the programming and support necessary to advance this core theme, we hired our own Brian Birch — a veteran faculty member in philosophy and religious studies who was active in engaged learning long before the term became fashionable.

Our aim here is nothing less than to create a culture of engagement on the campus such that these practices are naturally part of what we do in every department and discipline. Vice President Wilson and I will continue to work with Brian Birch and Val Hale and others across campus to provide support for the integration of engaged learning into the curriculum. We will work toward providing faculty and students the resources they need to find projects and activities that are meaningful and will provide the vital experience necessary for students in their pursuits as professionals, citizens, and life-long learners.

### *Accommodating the rapid growth by doing more with less*

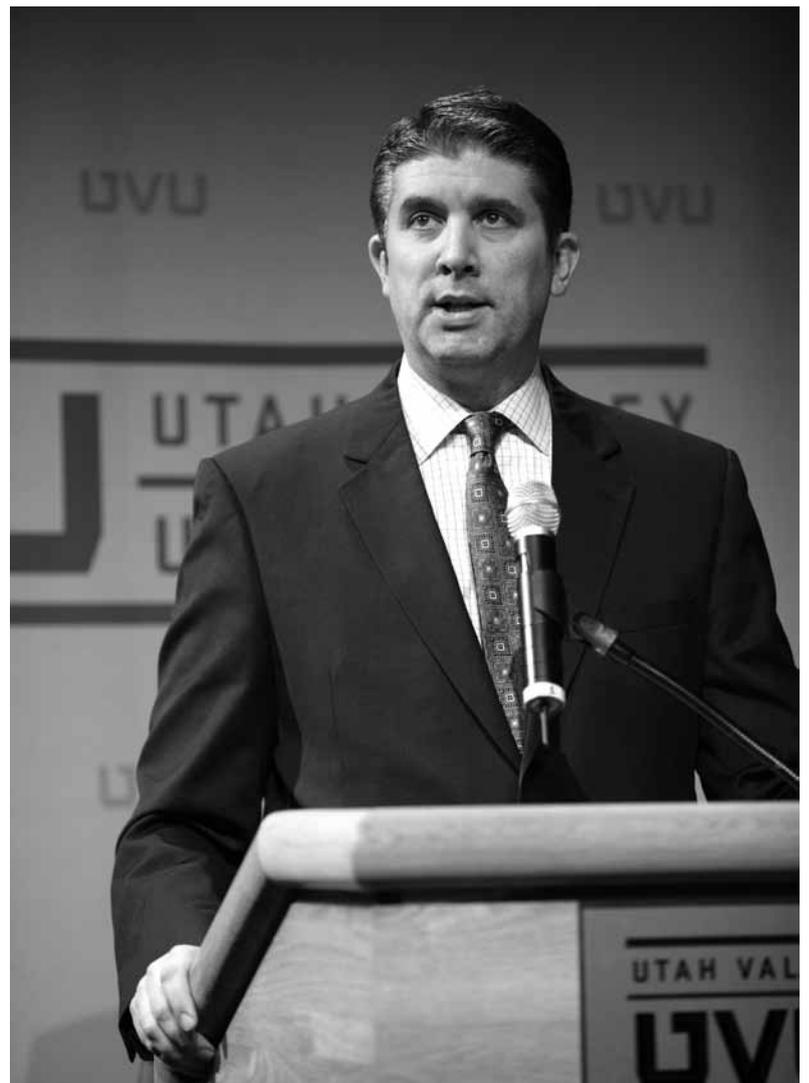
Another point of praise from the Northwest Commission was the way we have been able to handle rapid growth, perceived as a function of our spirit and ability to do more with less. We have certainly done that. From Jim Michaelis, scrambling to build out 15 offices over the summer in hallway space, to department chair Rob Cousins, adding dozens and dozens of English sections in the month of August, this campus rose up and collectively found a way to handle a record-breaking enrollment of 32,670 students. The collective opinion of most educators throughout this state is that this coming fall (2011), UVU will be the state's largest public university in terms of headcount.

Here it must be noted that while Northwest was duly impressed with our ability to do so much more with less, our growth rate does give them — as it has already given us — significant cause for concern. Perhaps the most sobering element of the whole report reads:

“The Evaluation Committee recommends that Utah Valley University complete its work on a strategic plan for managing growth so it is clear that additional resources must accompany additional growth. While the institution has accommodated recent rapid

growth in enrollment and has acquired some additional human, physical and financial resources for that endeavor, it is clear to the committee that a goal of additional growth must be consistent with both UVU's mission and its resources.”

Said another way, the Commission is telling us we are to be commended for doing more with less, but we cannot continue on this trajectory and survive. Also, they emphasize that we must rapidly finish what — fortunately — we had already started before the site visit . . . that is a formal plan for dealing with all of this growth. Special thanks here to Linda Makin and her committee who were tasked with developing “phase one” of this plan, which consists of identifying just how much growth is coming and detailing every legitimate option for managing that growth. After laying out a clear case for action — given our mission and the best analytics we have ever done on enrollment forecasting — her report offers more than 170 possible tools for tackling this problem. The cabinet is in the process of winnowing down and prioritizing this list for a broader University conversation come next month. What I



can share with you now are the preliminary findings on just how much we think we will grow and what that will require in terms of expanding our current resources — the first and most important approach that Linda and her committee recommended.

Before sharing that, though, I think it is important to stress why we are even contemplating trying to accommodate the future demand we anticipate. It goes back to this vision of UVU as a bridge, a big, wide-open structure artfully accommodating as many travelers as possible. Among other things, such a vision is rooted in our institutional DNA.

Over the last year, as I have toured the campus and visited with many of you individually and in smaller groups, my clear sense is that most of us genuinely desire to live up our to our mission of being the higher educational service provider in our region, reaching students where they are. Put another way, this vision speaks to our core theme of inclusive. Now, inclusive means several things, including making UVU a safe place for people of differing ethnicities and political, moral and religious viewpoints. But it also means that we actively reach out to students who need a second chance and a leg up academically. It is inclusive in this second sense that drives us to keep open enrollment and to service as many students as possible who want to come to UVU and are willing to do the work.

Increasing access to and participation in higher education are not only an important part of our institutional mission, but the Utah System of Higher Education has included participation as one of its three primary goals (along with completion and economic development). The Board of Regents and the Commissioner's office have also declared goals in the HigherEdUtah 2020 plan that would necessitate an additional 70,000 to 100,000 students entering the Utah higher education pipeline. This is in an effort to achieve the goal of 66 percent of Utah adults with some form of collegiate or university training at the certificate level or above. Currently, only 39 percent

of Utah adults have completed a degree or certificate. That number used to be higher. We used to be a top-10 state in terms of percentages of adults with some form of higher education. We are now 24th. We are headed in the wrong direction. More than ever, we, as a whole state, need to be looking at how to get more students into the system, not weed more of them out. All of these things, and others, thus point us toward handling substantial amounts of growth in the years ahead. So, does this mean we just need to plan on taking every student who wants to walk through our doors in the future no matter what? Of course not, this would be inconsistent with our other core theme and aspiration to be a "serious" institution of higher learning, with solid academic expectations and proper institutional support for those who come and study here. What it does mean, I believe, is that we should plan to accommodate as much of the demand for higher education in our region as we can, as long as we can get sufficient resources to maintain a robust university infrastructure and climate. To the degree we cannot get the latter, we will have to diminish our commitment to the former.

Planning for growth requires data about the indicators and projections of future growth. In this analysis, we have factored in the following data, demands, and projections:

- 1. Historical enrollment data. Cues from past demographic patterns have helped shaped assumptions about how UVU's service region will grow in the coming years as the primary seat of expansion in a dynamic, fast-growing state.*
- 2. UVU's own changing student demographics — for instance, the increasing rate at which junior and senior students are staying enrolled here at UVU.*
- 3. Regional and state population projections. Over the decade, this county alone will see an influx of 24,000 who fall within the 18 to 21 age demographic. The majority of these who will go on to college will likely come to UVU.*
- 4. USHE projections*
- 5. Participation improvement initiatives for under-represented groups. As we make special efforts at outreach, say to young women, who have historically under-enrolled at UVU, we will see additional increases in our student population.*

Working closely with the Commissioner's office on this, we now have, for the first time in the history of the institution, a UVU projection model that matches and can be duplicated by the analysts at the Utah System of Higher Education. Based on all of these indicators mentioned, UVU is projected to enroll 46,340 students in headcount and 37,330 full-time equivalent students by the end of the decade.

Now, before you all faint in your seats, let me il-



lustrate how this target just may be in reach. In order to plan for this growth projection, what do we need to add to the University over the coming decade to maintain our current benchmarks of university quality? Here are the numbers:

- *1.4 million square feet of space (102 gross square feet per fall FTE student)*
- *4,900 parking stalls (one stall per three students)*
- *350 salaried FTE faculty (55 percent of instructional credit hours by salaried faculty—our target for university status)*
- *272 adjunct FTE faculty*
- *503 staff (one staff per 25 students)*
- *\$45.6 million in tax fund revenue (\$3,145 per FTE student)*

On the square footage aim, we think an ambitious but still realizable effort would be to request three buildings from the state over the next 10 years. This would actually be a rate not too different from our historical average. If, in addition to this, we could pick up two buildings on our own through some creative local gifting, bonding and lease arrangements — options we are actively pursuing right now — we would be coming fairly close to 1 million square feet of space. Of course, a gap remains. The difference would then have to be made up through other internal efficiencies, like delivering a greater percentage of our curriculum online, or through other distance education technologies. Moving to expand summer school registration, as well as weekend and evening scheduling, would also have to become high priorities.

The parking, of course, might be the biggest hurdle of all. It is, already, the No. 1 issue of complaint that comes into my office. Let me just say here that we are at work on the parking problem. This past year we converted Lot B into a new visitor lot and gained greater utilization of Lot D by making it an employee lot. We have received permission from the Corps of Engineers to convert the brush on the west side of campus into a new, 400-stall parking lot. We have also proposed to the Legislature, as part of the new Student Life and Wellness Building, our first parking structure, which will be built into the center of campus and add another 536 stalls at a cost of \$8 million, to be funded by revenues generated by parking fees. For a more-detailed report about our long range planning on parking — including that notion that we, like the rest of the county, are simply going to have to become more aggressive users of public transportation in the years ahead — please see Val Peterson's

very good piece on parking on the UVU blog at the University's website.

On the faculty hiring aim, this target would mean hiring roughly 30 faculty a year. Last year we hired 44 new faculty. So, this hardly seems beyond the pale.

As for the base budget, we could deal with growth through tuition hikes. But, of course, for an institution trying to make higher education more accessible, not less, tuition hikes cannot solve this problem alone for us. We will have to have help from the state. And, if for whatever reason, down the road it becomes clear that the state cannot provide that help in terms of buildings and base budgets, we will then have to open a dialogue with our Trustees and Regents about reconsidering our mission and our commitments to handling the kind of the growth the state right now would like us to try to handle. Meanwhile, it is my personal commitment that we will do everything we possibly can to draw additional efficiencies from the institution. As I mentioned before, Linda Makin's committee came forward with more than 170 suggested tools for dealing with this growth. The tools can be categorized roughly under the following headings:

- *Expand resources (efforts to secure state funding for buildings and base budgets)*
- *Maximize efficiency of existing resources*
- *Expand delivery options for programs*
- *Streamline the curriculum*
- *Provide student support for timely graduation*
- *Shape enrollment growth*
- *Restrict enrollment growth*

Again, over the coming weeks the cabinet will sift and prioritize a set of objectives for the campus to weigh in on this spring. Also, please note that dead last on the list, a tool of last resort is restricting enrollment growth. Now, let me be perfectly clear. I do not want to restrict enrollment — doing so would fly in the face of our broad institutional commitment, and my own personal commitment, to access and opportunity. But let me tell you why it must remain an option. As mentioned earlier, we have to have resources to match our enrollment growth. If adequate resources for faculty, advisers, support staff, buildings, and parking do not accompany student growth in the years ahead, we must be prepared to act in such a way to protect the integrity and quality of education offered at Utah Valley University. It does students no good to welcome more and more of them with open

arms only to fail them in providing meaningful educational experiences and reasonable avenues to timely graduation. Such a move would suggest negotiating a fundamental change in our institutional mission and role within the Utah System of Higher Education, but we must be prepared to move that direction if we are left without the support necessary to sustain sterling university credentials and infrastructure.

### *Our unique educational mission*

As we wrestle here with the ways that high rates of growth add challenge to pursuing our unique educational mission, growth is not the only issue on the table. You will recall that earlier in the year, I commissioned an advisory council to meet regularly and come forward with a report and set of recommendations on how we deal with some very specific issues related to student transitions, faculty qualifications and academic programming in order to advance the university offerings and academic standards of the institution even as we remain steadfastly committed to access for students of different aptitudes and provide the kind of certificate and two year programs more generally associated with a community college. This group met regularly through fall semester and into spring semester, taking their responsibility very seriously. They have also just recently provided to me a fairly thick binder of recommendations with the rationale behind such.

I am just now working through this material myself. It is clear that the group recognized that it was only an advisory group, offering, in many cases, several thoughtful options for how to deal with these issues. As with the material from “phase one” of the strategic plan for growth, my plan is to work with the cabinet in winnowing down things to a manageable size, indicating the next steps that we believe should be taken. However, before any final decisions are made, this synthesized material, along with the material from the strategic plan for growth, will first be discussed in various leadership/governance groups (the deans council, UPAC, faculty senate, etc.). After revising things based on those exercises, as undoubtedly we will, the revised material will be posted on the Web for anyone on campus to review. A mailbox will be established to submit comments and reactions from anyone on campus who wishes to weigh in on these topics. I commit to do what I have always done so far with such exercises, which is personally read every comment submitted and revise our positions as seems warranted. Again, it is of note, I believe, that the Northwest Commission has tacitly acknowledged its approval of our “dual mission” and explicitly applauded us for this process of determining the concrete ways of bringing it into existence.

### *Student centered*

In conclusion, let me note, again, the Northwest Commission’s commendation that made me proud-est. It is the remark that despite massive growth and dramatic mission change, this institution has kept a student-centered focus. This is most gratifying in that student success is at the heart of our institutional mission. UVU’s students are excelling in the classroom and in so many other ways. Part of this is because we have such extraordinary students. But a big part of it is because of you, the extra efforts you make to reach out and lift up young people who otherwise would not see their own potential or have the opportunity to flourish. I encounter these stories every week of my life, as I sit lunching with students in the Valley View room, or getting letters of thanks and appreciation about things you have done. I wish I could share them all, but let me just a note a few.

Recently, Rusty Butler played a key role in getting UVU and some other Utah schools to be part of a delegation of student leaders to visit Russia. As a result of this, Richard Portwood, our student body president, not only joined the trip, but emerged as the de facto leader of the delegation, which included student body presidents from nearly all of the Ivy League schools. Just last week I witnessed Richard deliver a report to a delegation at the Library of Congress in Washington, D.C. He was so impressive that the librarian of congress requested his presence in a number of other private meetings with other leaders for purposes of follow-up projects and activities. Richard has expressed that his success has been made possible because of the support he has received from so many of you, starting with Rusty Butler’s initiative.

For those of you who read our UVU Magazine, which should be all of you, you will have seen the inspiring story of Daniel Parkins. He endured a volatile family situation and attended three different high schools while working full time to help support his family. His parents were divorced and he found himself at a difficult stage where he rebelled against a lot of things — most notably, education. He received a diploma, but was not expecting to do anything with his life. In fact, by the time he graduated high school, he had been kicked out of his house and was living in his car. His GPA and ACT scores were low. His educational future looked bleak, let alone his future prospects for work and a stable life. One day he was approached by Dr. Laura Hamblin, professor of English at UVU. After hearing about Daniel’s story, Dr. Hamblin took it upon herself to ensure that Daniel had an advocate. After reading some of his writing, Laura suggested that Daniel pursue the honor’s program. He was accepted into the program, and currently has a 3.7 GPA majoring in English and is absolutely flourishing.

Emily Ballstaedt was a single mother who didn't know how she was going to provide for herself and her two kids. She was scared and didn't know what to do. A friend of hers suggested that she meet with Turning Point, which then partnered her with the Women's Resource Center. She was introduced to Peggy Pasin, who found Emily a sponsor, as well as helped her find resources so that Emily could focus on her schoolwork and family. Peggy checked in with Emily regularly and worked to motivate, inspire, and support Emily constantly. Due to Emily's ability to focus on school, Emily joined the Public Relations Student Society of America (PRSSA) and was selected as one of seven of UVU's top public relations students. With this small group, she was able to go to New York, where she met with top business professionals in elite companies such as Pfizer Pharmaceuticals, Nestle and Johnson & Johnson, and talked to them about the PR industry. This engaged learning experience opened her world in remarkable ways. Emily said the following: "The thing that has helped me the most at UVU is the access to resources they have for single parents. I would not have been able to complete my education without Turning Point and the Women's Resource

architect of his day, first had the vision that the Brooklyn Bridge really could be built — despite what all the cautious naysayers around him said. Sadly, shortly after work began, he suffered a crushing blow to his foot when it got pinned between a ferry and a piling. The injury was so bad that he had to have his foot amputated. Not long after this, an infection set in from the surgery and he died. His son, Washington Roebling, devastated but undaunted, stepped in to fill his father's shoes. But tragedy soon struck again. By spending so much time in the underwater caissons, Washington contracted compression sickness. He did not die, but became so debilitated that he could not oversee the project first-hand. At this point, his wife, Emily Warren Roebling, a life-long learner who had been working with her husband to learn principles of math and engineering, rose to the occasion and for 11 years served as the critical link between the mind of her husband and those engineers on the site executing the project. This is just a glimpse of the challenges that had to be overcome to complete this project. And, how fortunate that those founders and builders never gave up, never quit, never gave into the temptation to conclude it



Center. Without a bachelor's degree from UVU, I would be in a dead-end job, struggling from paycheck to paycheck. I have no idea what I would have done without UVU."

Thank you Rusty, Laura, Peggy and hundreds others just like you who are out there making a difference, a huge difference, one student at a time.

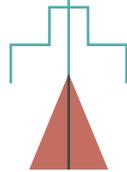
Now the tasks before us remain great. We are indeed building a massive bridge of success, a bridge looking to be long and wide and sturdy. Just like the builders of the noted Brooklyn Bridge discovered, world-changing works typically require tremendous fortitude. John Augustus Roebling, the leading bridge

was too hard and the naysayers were right.

Ladies and gentlemen, we need that same kind of fortitude. We need it because at some level, I believe we face challenges of similar magnitude. More importantly, though, it is my conviction that we are in the process of building a bridge even more significant than the one they built, for we are not building a bridge simply to transport millions of human beings from geographic point A to geographic point B; we are building a bridge that will ultimately transform millions of human minds and human hearts that will in turn transform the world around us for generations to come. There could be no greater work. Thank you. 



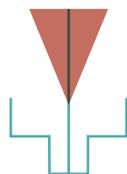
ONE NAVAJO WOMAN'S UVU EDUCATION LIT A FIRE THAT COULD IMPACT GENERATIONS



CIRCLE

OF

INCLUSION



WRITTEN BY KARISSA NEELY PHOTOGRAPHED BY JAC SCOTT



As a little girl growing up on the Navajo Nation Reservation in Teesto, Ariz., Chevonne Todicheeney had very few educational expectations for herself. She first learned English at a school she attended after a daily hour-long bus ride. The school had no cafeteria, so she had to bring enough food to sustain her through her long school days. This did not amount to much, as her family had very little. Needless to say, she didn't like the experience.

Todicheeney didn't have much, but she did have parents who wanted more for their little girl.

"Neither of my parents went to school, but they wanted me to come out of that and do better," says Todicheeney, whose father speaks a little English in addition to Navajo. Her mother speaks only Navajo.

Now at age 30, Todicheeney can say she fulfilled her parents' dream for her, but she's not done yet. A recent graduate of UVU, Todicheeney is in graduate school at Westminster College and plans to take her acquired love of education back to the reservation.

While Todicheeney's path to a university education was anything but typical, and fraught with challenges

along the way, she is now a degree holder and, by helping to facilitate a UVU outreach program, she's positioned to be an ambassador for higher education to a population that has traditionally been underserved in education. Her enthusiasm plays into UVU's broader efforts to connect with the Native American community. In his convocation speech to UVU faculty August 2010, President Matthew S. Holland expressed a commitment to inclusion.

"As we move forward in our efforts to be an inclusive institution, it will become increasingly important to focus on populations that not only have been historically underrepresented in higher education but who are on the lower end of the increasing educational achievement gaps in our state," he said in the speech. "I now see a need to extend our outreach efforts to our surrounding Native American communities. We currently have a number of budding partnerships with the Navajo Nation and will extend our services to other Native American communities. I believe UVU can become a national leader not only in our efforts with indigenous communities, but in our explicit commitment to all underrepresented students."

Because she grew up on a reservation, Todicheeney can





reach Native American youths in a way others might not be able. In her outreach to young people, Todicheeny can talk about many of the challenges her young friends may deal with.

Todicheeny moved to Lindon, Utah, at age 10 as part of a program where Native American children, with the approval of their parents, were placed in Utah County homes during the school year. Initially it was hard for the pre-teen to adjust to a different family, a different lifestyle and culture, but Todicheeny came to love her foster family and thrived on the new schooling opportunities. Plus, she enjoyed being different.

"I liked school. I was unique here. On the res [sic], school was 75 percent Navajo, but in Lindon, it was the opposite," she says.

She graduated from Mountain View High School, but struggled with what to do next.

"After high school, I had no guidance or direction. All of my sisters were out of the house, and I felt I needed to go and do something," she says. She spoke to a navy recruiter in Flagstaff, Ariz., and soon found herself on a one-way flight to boot camp in Illinois.

In 2005, Todicheeny's circumstances became more difficult. Her stint in the navy was over, her marriage was struggling, and she had sole custody of her then 18-month-old-son, Nicholas. She turned to higher education for a fresh start.

"I felt like it was the end of the world, so I came [to UVU] to start over," she says. "I didn't know what to expect — I was leaving a part of my life, and starting a new life here."

She was recruited to UVU by her sister, Reba Begay, who was studying nursing at UVU. For the next few years, they scheduled classes opposite each other, taking turns to care for their children. At UVU, Todicheeny found her love of school again, but this time, it was not because she was different, but because she felt a part of a family.

"This is my second home. In the beginning, I had comfortable spots where I could go and study, after I dropped my son off. I'd spend my whole day here," she says. "UVU is my family — people know me here, and it's always good to see how much they support me."

Of all the time she's spent at UVU, one of her most cherished experiences revolves around that "family." Just before her final semester, she found out her scholarship money was not coming through in time, and she thought she would have to postpone graduation. She credits the Women's Resource Center for closing ranks and finding a solution so she could finish school on time.

"They told me to hang on," she recalls with a wide smile. Financial aid counselors found some temporary

funds to pay her tuition, which she then reimbursed when her scholarship came through. "They knew how close I was to graduating, and they did everything they could. Just that support system — they were there, they were that help when I thought of giving up."

She graduated in the spring of 2010 with a bachelor's degree in community health, at the same time earning the title of UVU Outstanding Student of the Year. She was also one of only 100 selected during the ensuing summer for an internship with the Washington Internship for Native Students program.

Todicheeny is currently pursuing her Master of Public Health degree at Westminster College and plans on doctoral work afterward. She's raising her son, now 7, and her teenage nephew,

Shane. She works part time as a research assistant at UVU and just finished her first semester as an adjunct faculty member at the University, as well.

"As a little girl, no one ever said anything about what was going to happen when I grew up. No one even mentioned high school, so it's kind of amazing — here I am, in a master's program," she says.

As a research assistant, she is working with David Wilson, associate professor of history at UVU, on the American Indian Tribal Communities Project. They are trying to connect students to two tribal communities, assembling documents that will preserve and share the tribes' stories. As an adjunct faculty teaching an Introduction to American Indian Studies class, which focuses on current health, culture and social issues that American Indian reservations face, she hopes to impact her students in a profound way.

"I'd like to think I have the ability to become a good teacher. I love the idea of sharing my culture and teaching others about the Native American people," she says with a grin, then pauses with a look of surprise. "Wow, I never saw myself as a teacher."

Todicheeny has recruited Shane to UVU, and he will start classes in the fall. She has also recruited other family members.

"I'm building backups, people to take over for me when I leave," she jokes.

After earning a doctorate degree, Todicheeny hopes to become a physician's assistant and return to her reservation in Arizona. She yearns to take her son and return to the open expanse of her reservation, and notes that there is a hospital being built near her home. She'd like to eventually work there.

"I intend on going back and helping my own community," she says. "Isn't that how it works? You get educated and then you go back and help your own." 

"I INTEND ON GOING BACK, AND HELPING MY OWN COMMUNITY," SHE SAYS. "ISN'T THAT HOW IT WORKS? YOU GET EDUCATED AND THEN YOU GO BACK AND HELP YOUR OWN."



## GRADUATING GREEN

Utah Valley University students are graduating greener than ever, thanks to a recycling initiative in cooperation with GreenWeaver caps and gowns by Virginia-based Oak Hall Cap & Gown. The regalia fabric is woven with recycled fibers from plastic bottles.

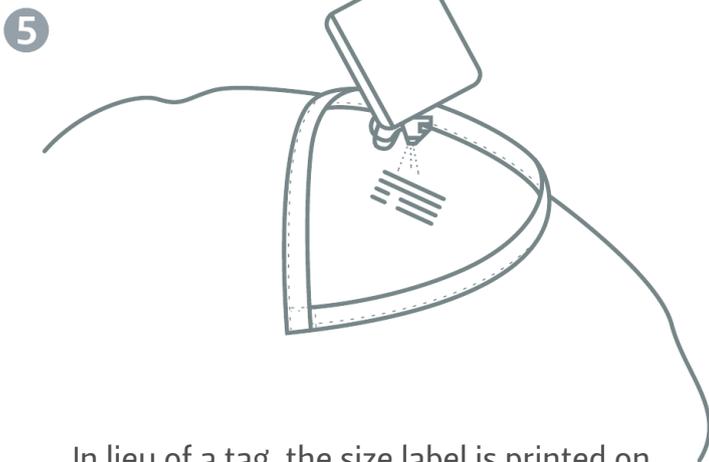
1 Broadly, this initiative is on pace to reclaim

# 7 MILLION

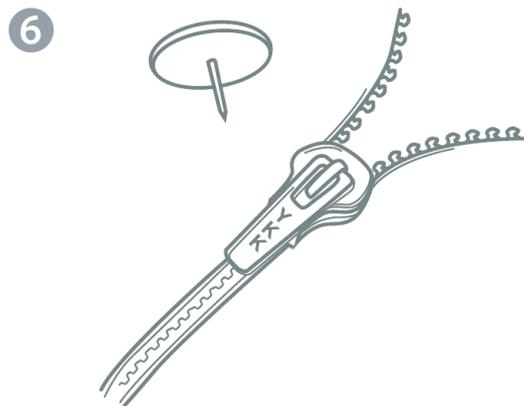
plastic bottles, all post-consumer, from landfills by the end of 2011. UVU is one part of that grand goal.



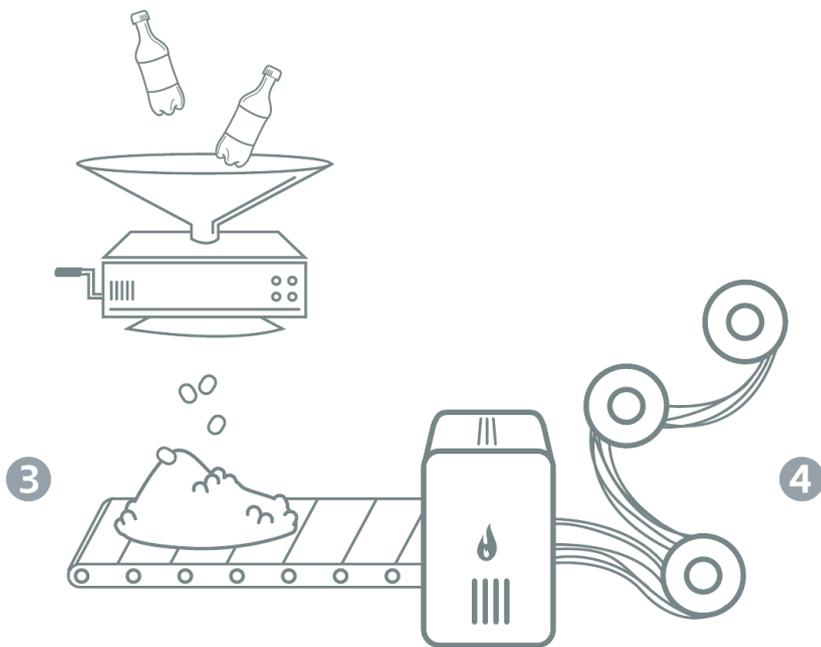
It takes about 23 20-ounce bottles to create one gown.



In lieu of a tag, the size label is printed on the gown using soy ink.



The only non-recycled pieces are the zipper on the gown and the tack that holds the cap's button in place.



Reclaimed bottles are ground up, melted down into pellets, and then extruded to create fibers from which the regalia can be woven.



54.6% ↓

The plastic-to-fabric process emits 54.6 percent less carbon dioxide than the manufacture of virgin polyester gowns.

7 To date, more than 200 schools have gone green in this way. If 100,000 students donned the soda bottle gowns, that'd be

**2.3 MILLION**

bottles that don't need to live in landfills.

The plastic bags and cardboard boxes used to ship the caps and gowns are also built from recycled materials.

8 Want to keep the green going? For hygiene reasons, used regalia can't yet be recycled into new caps and gowns. However, regalia that are returned to the vendor can be repurposed to embrace their inner potential as carpet fibers and down comforters.





# OPEN *for* BUSINESS

UVU's strategy for economic development  
starts with entrepreneurship

**IT'S** 7:30 a.m., and 40 of Utah's top business leaders have descended on a room filled with eight round tables. Each person grabs a bagel or piece of fruit, finds a seat, and then the hum of conversation begins to grow. Around each table, discussion centers on something different, but everything is re-

lated to one end goal: spurring Utah's economy. Bursts of insight are captured on worksheets and the poster boards that stand on easels near each table. A whistle blows, and in a flurry of musical chairs, each table is vacated momentarily before being occupied by a new group. The shuffling stops; the chatter resumes.

*by* **BRAD PLOTHOW**  
*photography by* **JACOB SCOTT**

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**THIS** is not a boardroom in a glassy downtown high-rise. It's Centre Stage, a little nook of Utah Valley University's Sorensen Student Center near the food court, a spot typically reserved for small-to medium-sized campus gatherings. On this morning, however, Centre Stage is a think tank, a breeding ground for the ideas that will form a key economic and business development strategy in Utah's fastest-growing region. Convened at the request of UVU President Matthew Holland, this collection of industry titans is creating the University's Business Engagement Strategy (BES).

That was in late 2009, mere months after Holland officially took office as UVU's sixth president. In January 2010, the group, which included more than 60 people when you include a strategy review committee that met periodically, finalized its recommendations.

"It was a pretty organic process, in terms of how the common themes arose," says Craig Bott, president of Grow Utah Ventures and the group's facilitator. "The driving forces were the vision and experience of the group, which was very well selected."

Comprised of seven initiatives, the plan represents UVU's strategic role in economic and business development going forward. It includes a broad swath of new endeavors for UVU, ranging from the creation of a technology commercialization office to an institutional focus on China as an emerging economic, cultural and political world power.

"The Business Engagement Strategy reflects the way that UVU can best align its resources and efforts to spur economic and business success in Utah," Holland says. "The focused, dedicated and thoughtful work of the committee really steered this process. Because of their commitment to Utah's prosperity, both now and in the future, I believe we have a strategy that connects higher education

with the needs of industry in a very relevant and meaningful way. This is a perfect example of how we can bridge the needs of the community, region and state in the spirit of engagement."

Utah's reputation as a good place to do business has grown markedly over the past decade, and the BES is designed to position Utah, and specifically Utah County, for even greater economic success. The strategy also represents a confluence of ideas and efforts that came together with uncanny timing. Ultimately, the BES represents a deliberate focus on positioning the region for bigger and better things in the years to come.

### AT THE CONFLUENCE

While Holland convened the committee in 2009, the BES represents a collection of efforts that span industry, government and two separate UVU administrations. The roots go back to 2004, when Jon Huntsman was elected governor of Utah. Huntsman very quickly identified economic development as one of his top priorities, going so far as to roll the state economic development agency under the Governor's Office. After Huntsman left Utah to accept an ambassadorship to China, the economic drum continued to beat under a new administration. Current Gov. Gary Herbert, who served as lieutenant governor to Huntsman before moving into the state's top executive chair in 2009, has repeatedly articulated not only the importance of economic development for Utah's future, but the central role education plays in that process. That political soil was fertile ground to give rise to the BES.

As an extension of the state's economic push, the Governor's Office of Economic Development (GOED), in collaboration with the Utah Department of Workforce Services and state higher education system, started a program in the middle of the last decade geared to rev the development of

key industries. As part of this Cluster Acceleration Program (CAP), UVU was identified as a possible host site for an effort to accelerate the state's growing digital media industry. As a precursor to initiating this program, former UVU President William Sederburg began investigating how the institution could play a more integral role in the state's strategic priorities.

As part of this process, Sederburg led a UVU delegation to Northern Kentucky University during the 2006-2007 academic year. NKU was similar to UVU in many ways — a higher education institution called to regional stewardship in a growing, dynamic part of the country — so it was a good test case. The NKU example suggested that UVU could improve its effectiveness as a regional steward by engaging with its partners in the business, civic and social arenas to find solutions to common problems. Convening a group of business leaders to talk about economic development fit nicely under that umbrella.

"For a long time, UVU has been seen as a neutral place to develop economic policy for the region," says Val Peterson, UVU's vice president for finance and administration. "We wanted to move into cluster acceleration, and the state had an interest in us doing so, but our counterparts at NKU had been successful by taking on big initiatives after doing some serious homework. So the decision to bring together business leaders to talk through what's important for Utah seemed to be the next logical step."

In the near-term, the NKU case bolstered the rationale for what was then Utah Valley State College making the jump to university status. In the run-up to 2008, that became the institution's focus. The official move came in July 2008, roughly simultaneous to Sederburg's selection as the state's commissioner of higher education. When Holland took over for Sederburg in June 2009, one of his first big proj-

ects was to grease the wheels of UVU's economic development machine.

"To his credit, Matt Holland understood the need to bring in the right people for this project and then, like all business-savvy people do, he listened," says Greg Butterfield, founder of SageCreek Partners and, along with Sorenson Capitol founder Fraser Bullock, co-chair of the BES group. "We started with a clean slate — no biases — and worked at this thing from the 60,000-foot level."

With UVU sitting at the confluence of these many economic development efforts, the young institution was also beginning to realize a newfound influence as a university. When Holland unveiled the BES to a group of business leaders at UVU in the fall of 2010, he noted that UVU was already educating more Utahns than any other university, that more than four out of every five of its graduates remain in the state, and returned each state dollar invested more than six-fold.

With that footprint as a baseline, UVU was ready to begin implementing the committee's seven recommended areas of emphasis: technology commercialization, entrepreneurial initiatives, educational rigor, continuing dialogue

between higher ed and industry, cluster acceleration, early identification of career pathways, and institutional emphasis on the emergence of China. As

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## UVU'S ECONOMIC FOOTPRINT

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**\$6.22:** The state's ROI per dollar invested in UVU

**\$370 million:** UVU's annual economic impact

**87%:** The ratio of UVU grads who remain in Utah

**1.** UVU's global rank among universities in terms of total Utahns educated

**1.** The Woodbury School of Business's statewide rank in terms of enrollment

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the main priority, the group suggested focusing UVU's efforts on revving small business.

## FACILITATING ENTREPRENEURSHIP

Small business is the thread in Utah's economic fabric. According to the Small Business Administration, Utah can thank the state's

57,000 small employers for providing 97 percent of the state's employment, including about half of the state's private-sector employment. So while the state has been more active in attracting large firms to Utah in recent years, the importance of the Utah entrepreneur can't be ignored.

The committee recognized this when it prioritized its recommendations for the BES. Right at the top, the group listed initiatives for spurring entrepreneurship and creating a clearinghouse for technology commercialization — two interrelated functions that have the potential to build business from the ground up.

"The leaders in the group were saying, 'If we do anything at all, it should be this,'" Bott says. "These dynamics were discussed at length. We know that Utah's small businesses are so important, and the intellectual property that's developed in Utah County is an underutilized asset."

In truth, UVU's curriculum and programs have reflected an emphasis on entrepreneurship for some time. In the classroom, students in Peter Robinson's entrepreneurship class have five weeks to parlay \$1 in startup capital

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## LEANING ON THE SBDC

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In 2006, Laura Felt decided to take the plunge. She had wanted to start a business for some time, but she had never gotten beyond toeing the edge of the water. Finally, she was ready.

Felt's concept was to fill what she saw as a missing niche by selling moderately-priced women's shoes at a brick-and-mortar retail outlet. Problem was, she knew nothing about the details of business ownership and management.

"I didn't have a degree in business or anything. I didn't know the business lingo," says Felt, owner of Sole Envy.

Felt turned to the SBDC, which gave her advice on getting funding and negotiating the terms of the lease on her retail space. If not for the help she received, Felt says she probably wouldn't have gotten the funding to start her business, and the economics of her initial lease arrangement would have forced her to close during some lean months amid the crush of the recession.

"I'm only 23 now, and I didn't want one business failure to define my life," she says. "I'm glad for the help of the SBDC and that they were very realistic with me."

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*"I'm only 23 now,  
and I didn't want  
one business failure  
to define my life."*

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into a legal, ethical and commercially viable business, and their grade for the assignment is partly based on how much money they make. Some of his students have made more than \$3,000 in that short time by selling concert T-shirts, installing siding or doing videography.

Outside the classroom, UVU has assisted countless budding entrepreneurs through the institution's Small Business Development Center. Headed by Ken Fakler, the SBDC is a one-stop shop for would-be entrepreneurs who want a little help with the finer points of starting up a business, such as finding funding and setting up a legal structure. In 2010, the SBDC served 652 clients, resulting in 72 business starts, the creation of 221 jobs in Utah, \$7.6 million in capital formation, and an increase in sales of nearly \$6 million.

"That's our mission: to help start businesses, and to help entrepreneurs grow their businesses from one level to the next," Fakler says. "We are the liaison between the small business community and UVU."

The SBDC serves many of the purposes outlined in the BES recommendations, including providing a spot for business incubation. In the fall, the SBDC will move to a new facility west of the main UVU campus that will house a dozen 250-square-foot incubator spaces for budding firms that need a semi-temporary space from which to do business.

Utah's entrepreneurial culture leads to lots of small businesses, but sometimes good ideas

don't get shaped up to the point of being commercially viable. Enter UVU's new Technology Commercialization Office. Under the direction of former UVU entrepreneur-in-residence Kent Millington, the office was formed as a direct result of the BES recommendations and will help turn the technology developed at the valley's universities (UVU and BYU), as well as intellectual property created by the proverbial "guy in the garage," into legitimate, money-making ventures.

"The TCO is a really critical bridge between the technologies, processes and ideas that percolate to the top, and the business structure that allows them to thrive in the marketplace," says Millington. "There really is a terrific opportunity for UVU to take a leadership role in this area, which will be so key to this region's economic success. We will work with faculty and students as a primary source of technologies, but will also work with non-students to move their technical ideas forward."

## OPEN CHANNELS

The BES was not a flash in the pan. The group acknowledged that today's business and economic cycles change more rapidly than ever before. To stay ahead of the curve, the group recommended establishing a formal and on-going business advisory group.

"In Utah, we have many disparate areas of leadership, but we lack a broader interface," Bott says. "UVU will play an ongoing role in convening key leaders to have these discussions."

This standing committee's role is especially important, Bott says, because one of the group's realizations was that the region could benefit from more regular collaboration. The goal going forward: stay ahead of economic trends by talking more often.

"There is an extraordinary energy in this region. The amount of economic potential is tremendous, and UVU will play an integral role in realizing that potential," Holland says. "My vision is to see Utah become a national, and potentially international, model for robust private-public partnerships in economic development. This work of the business engagement group provides critical focus that can help get us there." 



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## ROUNDING OUT THE LINEUP

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*The BES committee's recommendations for small business development took center stage, but the group also had other specific recommendations for how UVU could facilitate business and economic development. Here are the remaining four initiatives, which demonstrate UVU's local focus with consideration of the global business context.*

**Academic rigor:** There seems to be nearly universal recognition that higher education will be key in Utah's continued economic competitiveness, as evidenced by the Prosperity 2020 goal of increasing the number of college-prepared adults from 39 percent to 66 percent during this decade. But far too many students enter college underprepared, which takes a toll on the students, the educational system and the state.

To promote seamless transitions and more college-educated Utahns, UVU is leading the state in its K-16 collaboration efforts. UVU is developing a variety of summer bridge programs for incoming students and meets with the seven superintendents from the region every two months to discuss two goals: First, reducing the number of students who need remedial math. Second, increasing communication with K-12 counselors for clarity of expectations and seamless transitions to UVU.

**Cluster acceleration:** With a prime location in one of the nation's fastest-growing and most dynamic regions, UVU is uniquely positioned to connect its resources and expertise with the public and private sectors for cluster acceleration. UVU was recently selected as the host site for a digital media Cluster Acceleration Program (CAP) funded by a grant from the Utah System of Higher Education, Governor's Office of Economic Development, and Department of Workforce Services.

While not a CAP program, the state's Manufacturing Extension Partnership is also administered by UVU. In 2009 alone, the MEP saved or created nearly 2,300 jobs for \$659 in industry output and nearly \$15 million in new taxes added to state coffers.

**Career pathways:** Even as a university, UVU provides career training across the curriculum, which is absolutely necessary to fill the needs of local employers, Bott says: "It's a matching game — let's match up the needs of industry with what's taught in education."

A point of emphasis at UVU is to help students identify their courses of study early in the university experience. To aid students in identifying career pathways, UVU recently adopted two initiatives: the Electronic Student Education Occupation Plan (eSEOP), and Wolverine Tracks.

Launched during spring 2010, the eSEOP connects UVU advisers with the career planning efforts of high school students. Once the student is at UVU, Wolverine Tracks helps students set up and monitor their personal degree completion plans. By August 2011, about 60 percent of first-year students will have a customized graduation plan on Wolverine Tracks.

**Focus on China:** China's relevance in terms of the world economy cannot be ignored. China is not only the world's most populous country, with more than 1.3 billion people, but in 2010 it also became the globe's second-largest economy behind the U.S. with a gross domestic product of nearly \$10 trillion.

UVU began taking special notice of China in 2010 through academic programs and other initiatives. In 2011, UVU was one of 10 institutions nationally to be selected for a special China initiative sponsored by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education. UVU was tapped to participate in the International Academic Partnerships Program, a major initiative of the Institute of International Education designed to increase the number of international partnerships between higher education institutions in the U.S. and those in China.

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## GET INVOLVED

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*You can help UVU grow the economic and business prospects for the state and region. To learn more about opportunities to participate in UVU's business engagement strategy, please contact Val Hale, vice president for university relations, at 801-863-8335 or [val.hale@uvu.edu](mailto:val.hale@uvu.edu).*

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## Students Create Historical Virtual Tours

**S**OME HISTORICAL PLACES ARE NOT easily accessible to the general public. Paul Cheney, assistant professor of digital media at Utah Valley University, and his “Authoring for Virtual Reality” classes are changing that. Twenty students in Cheney’s digital media class recently completed a project that expanded local and global access to the historical beauty of Utah buildings.

The result — a full-context, 360-degree virtual tour of 15 different Utah locations — is available at [virtual.uvu.edu](http://virtual.uvu.edu). In each tour, users feel as if they’ve stepped right into the place featured in the tour. They can study paintings at the Springville Museum of Art, wander down the pews at the Cathedral of the Madeleine in Salt Lake City and feel like they’re almost touching the toy trains at the Brigham City Depot.

Advancements in technology have made this type of opportunity available

to the masses, where only a few years ago, virtual tours felt stilted and flat. A camera with a fisheye lens, which allows 180-degree views, is key.

Using a unique panorama arm labeled with degree increments, each student took 21 shots at each node, or point of reference, in the room. They also shot directly up and down. Then in the lab, using software made specifically for panorama shots — another recent technological advancement — they stitched the pictures together. In a still shot done with a fisheye lens, all the straight lines have a curve to them, especially horizontal lines. But once the students stitched them together, those lines straighten out, and form the inside of a room for the tour.

Digital Media student Rob Schopke said he spent about 60-80 hours total to complete his virtual tour of Washington Square in Salt Lake City, a build-

ing that was historically significant and still relevant to city and county government today.

“I chose the site because of the beauty of the building and history the building played in Utah’s statehood and the early pioneers’ lives,” he says.

Many of Cheney’s students saw this hands-on experience as pertinent to their future career plans. Parker Edwards was hoping for exposure as a photographer when he chose the Thomas Taylor home in Provo, and his tour has now been tapped for a future marketing website for the Taylor home.

“I wanted to make the course a service-learning opportunity,” Cheney says. “We’re preserving history, in case there is a fire, or the building is knocked down. If only we would have been able to recreate the Provo Tabernacle [which burned down in 2010].”

This tour of Utah sites is not just a



PHOTO COURTESY OF SHAWNIE LUCERO

one-time project, though. Future students in the class will add additional student-generated tours, and at some point Cheney hopes to digitize the UVU campus.

“Companies are using this technology more and more,” Cheney says. He mentioned how car companies create virtual tours for consumers to give them a 360-degree view from the driver’s seat. In summer 2010, Cheney and two students created a virtual tour of Beit Lehi, an underground archaeological dig site about 22 miles outside Jerusalem. Cheney, with help from his students, also recently completed a virtual tour for the military that orients doctors for service in active-duty military field hospital tents.

All the current tours can be viewed at [virtual.uvu.edu](http://virtual.uvu.edu), and include Cheney’s tours of Israel and Beit Lehi.



PHOTO BY JACOB SCOTT

BELOW: PANORAMIC INTERIOR VIEW OF THE CATHEDRAL OF THE MADELEINE IN SALT LAKE CITY.

RIGHT: LETTY WORKMAN HELPS STUDENTS CREATE MARKETING PLANS FOR LOCAL SMALL BUSINESSES.

## Students Help Local Businesses Develop Marketing Plans



**E**ACH SEMESTER, ENTREPRENEURS WORKING with UVU’s Small Business Development Center can receive marketing consulting, compliments of UVU students. Students in Letty Workman’s senior-level marketing classes work directly with actual Utah businesses, developing a marketing plan catered specifically to their needs.

“The first day of class, Ken Fakler, (director of the SBDC at UVU) comes into my class with a list of 10–20 clients. My students then get into groups and choose a company to work with,” says Workman, assistant professor of marketing for the Woodbury School of Business.

From there, the students meet with company representatives to get background information and assess current needs. The rest of the semester they build the marketing plan with Workman’s guidance. Included in each plan are analyses of the company, its current customers and target markets. Students, working for roughly 180 hours, then develop a 50- to 100-page plan to either build awareness for the company’s brand or increase its sales.

Todd and Louise Fry, owners of Bonn-

eville School of Sailing & Seamanship based at Utah Lake, teach sailing, host corporate team building exercises, rent sailboats, and conduct social cruises on Utah Lake. They found the students’ work beneficial.

“The students did a great job. They helped us with writing different marketing materials, and they talked with us about Internet marketing and optimizing our website,” Louise says. “That was one of the best things, because the Internet has been our main source of clientele.”

Erica York, a senior marketing student, worked with 26.2 Running Company in Provo and American Fork. Her group worked to create a stronger brand and more meaningful mission statement for the company. They also identified specific advertising avenues for creating new customers and generating customer loyalty.

Providing real, applicable context is Workman’s goal with this service-learning project.

“Students feel they’ve really learned and are ready to go out in the workplace. They are taking part in growing a local business,” Workman said. “It’s a win-win-win for the students, UVU, and the community.”

# ADJUNCTS ACTION

## **A DEEP AND TALENTED POOL OF ADJUNCT FACULTY IN THE AREA IS MAKING A SIGNIFICANT CONTRIBUTION TO STUDENT SUCCESS AT UVU.**

Much of the fortune of any athletics squad can be attributed to teamwork. Individual players working as a tightly cohesive unit with a common objective will score more points, play better defense, and win more games.

Similarly, success in the classroom at Utah Valley University is largely a collaborative effort. It takes a synergy of full-time faculty, department chairs, part-time (adjunct) faculty, and others to provide the high quality instruction UVU students receive on a daily basis. Because most state institutions cannot employ full-time faculty to teach every course, the gap is often bridged by adjunct faculty. And at UVU, there are lots of stars in the adjunct ranks.

While quality adjuncts can be found anywhere, UVU enjoys an unusually deep and talented pool from which to draw. Chalk it up to a well-educated and talented workforce and the presence of two major institutions of higher learning within a few miles of each other.

Not only do many of UVU's adjuncts hold advanced degrees in the fields they work in, but they also bring unique perspectives as current professionals in their various fields. This unique dynamic is invaluable to many students at the University.

Mohammed A. El-Saidi, UVU's associate vice president of academic affairs, holds a doctorate in mathematics and statistics from the University of Memphis, and at times has thrown his own hat into the adjunct ring, teaching classes at the Woodbury School of Business. With experience as an administrator at several U.S. universities, El-Saidi says UVU

is fortunate to have a bumper crop of local talent from which to select adjuncts. One of his stints was an academic dean at Texas A&M-Central Texas, a university known for the quality of its adjuncts, he says. "Compared to Texas A&M, it's very comparable," El-Saidi says. "In some areas, the pool is much better here at UVU."

And despite adding 44 new members to UVU's full-time faculty corps during fall semester 2010, the institution, after gaining university status in 2008, could not absorb the record enrollment growth during a time of limited resources without the assistance of its adjunct faculty.

"Every semester, when we have classes to cover, and not enough full-time faculty, we call upon our qualified adjunct faculty," says El-Saidi.

Never has this need been greater than fall semester 2010, when UVU's enrollment surged to just under 33,000 students, extending the institution's role of educating more Utahns than any other university in the state.

"Without the outstanding quality of adjunct faculty we have at UVU, we could not sustain the current rate and scale of explosive enrollment growth of the past several years," says Ian Wilson, the institution's vice president of academic affairs. "Adjunct faculty have played a crucial role in helping the University weather the challenges of growth during a time of limited resources and funding. They have helped us maintain a high quality of instruction."

UVU is able to attract some of the best local talent, including many who are leaders in their fields and professions.

**WRITTEN BY MIKE RIGERT  
ILLUSTRATED BY JORY DAYNE**



## SAM CARDON

### MUSIC DEPARTMENT

Sam Cardon has had a successful and sustained career as an Emmy Award-winning composer from his work for ABC's "Good Morning America," and for creating promotional scores for the 1988 Calgary Winter Olympics with Kurt Bestor, among his many accolades. An adjunct faculty in UVU's music department since fall semester 2010, he has taken the collective experience of three decades of scoring material for television, feature films and IMAX documentaries to guide students as they begin to forge their own careers. Last fall, Cardon worked with three students on a project to score experimental commission-quality pieces for the trailer to the 2005 film "The Brothers Grimm," three tracks of which were professionally recorded at June Audio Studio in Provo.

"It's great because there's such a level of open-mindedness among the music department and its faculty. I think the students are very motivated. They're super smart and so far beyond where I was at their age," Cardon says.

Cardon and the music department believe commercial scoring could soon become an area of national excellence at UVU.

"This is an area that I think UVU could absolutely own. My goal would be to turn it into a nationally recognized film-scoring program in five years," on par with the likes of USC, NYU and the Berkeley School of Music, Cardon says.



## GEMA ORTIZ

### LANGUAGES DEPARTMENT

A native of Spain, Gema Ortiz has forged dual careers in foreign language translation and teaching. After completing undergraduate studies at Utah State University, she completed a master's degree in literature and culture from The Ohio State University.

For the last several years she's worked as a translator for the LDS Church on all types of publications and materials. Although Ortiz enjoys the scholarly aspect of her profession, she missed the experience of instructing students as she had in college. After getting the opportunity to substitute teach a few years ago at UVU for a colleague who had been deployed with the military, she got her opportunity. Now she's hooked on the classroom.

"This is kind of my stress reliever," Ortiz says.

As a UVU adjunct in the fall of 2010, she began piloting a new hands-on course that certifies students on state-of-the-art translation software, SDL Trados Suite 2009, which offers a variety of tools for translation work of multiple document formats. A number of students enrolling in the course either work in translation-heavy career fields, such as the court system, are pursuing future careers as translators, or speak foreign languages and want to use the application for personal projects or to help friends, she says. The wow-factor — UVU is one of the few universities in America that teaches the Trados software because few colleges in the nation offer translation programs.



## DENNIE BUTTERFIELD

### SECONDARY EDUCATION DEPARTMENT

With a total of 57 years as an educator, mostly as an administrator and professor, Dennie Butterfield knows what he's talking about when he teaches UVU secondary education students. Butterfield, who holds a doctorate in educational leadership, curriculum and comparative education from UCLA, had a long career as an educational leadership professor at BYU. Prior to that, he was a superintendent of public schools in California for 14 years.

Employed as an adjunct at UVU since 2004, he has taught coursework in educational psychology, curriculum instruction and is currently teaching a Foundations of American Education class which emphasizes the philosophical, historical, legal and ethical aspects of education.

Butterfield applauds the work of administrators and faculty in the School of Education in providing a rigorous and involved environment. "They really have an outstanding program," he says. "It's well-managed, and it's demanding."

As a member of a team of adjunct instructors, Butterfield says, "It's our job to come in and contribute in an effective way, wherever we're needed." Coming out of retirement to be in the classroom, he says he wouldn't be teaching at UVU if he didn't genuinely enjoy every day of it.



## KATE KLEMME

### BUSINESS MANAGEMENT DEPARTMENT

As a UVU adjunct, Kate Klemme's credentials include an MBA from BYU and nearly nine years of experience working for Pfizer Pharmaceuticals.

Never one to wait for an opportunity to come to her, Klemme applied for an adjunct position at the Woodbury School of Business in 2008. Armed with a formidable résumé, irresistible enthusiasm in the classroom, and her "sheer determination," Klemme was soon teaching organizational behavior sections backed by high marks from David McArthur, chair of the business management department.

"I feel like, honestly, teaching is my calling," Klemme says.

To keep it real for students, she finds ways on a daily basis to relate the course material to external resources, literature, research, and the practical side of successfully negotiating the pitfalls and perils of being an employee within a complex organization. Often that consists of videos, audio files and Klemme's own on-the-job work stories.

"I'd like to think that as an adjunct, I can supplement the academic experience with my professional experience that I bring a different perspective," Klemme says.



## MATT RHOADES

### EMERGENCY SERVICES DEPARTMENT

If fire service officials around Utah rave about it, they will come. That's what happened to Matt Rhoades, a full-time firefighter with the Unified Fire Authority in Salt Lake County, whose curiosity about the Utah Fire & Rescue Academy at UVU got the better of the Morgan, Utah, resident.

A blend of the Academy's stellar reputation around Utah and beyond and his diverse skill set from training and working in hazardous materials, heavy rescue, and his background in engineering, led to Rhoades's hiring as a Recruit Candidate Academy instructor, helping students earn certifications in the areas of firefighting, HAZMAT, and operations and awareness.

The thing that sets UFRA apart from other fire academies is not only the quality and professionalism of its staff, but the fact that faculty provide students with an abundance of live fire training, Rhoades says.

Much to his surprise, Rhoades found he not only enjoyed teaching, he thrived on it. His favorite part: the one-on-one interaction with students and the life-long friendships he's formed in the short time he's been with the Academy.

"The more I teach, the more I get attached to the students," says Rhoades. Often he'll get a half-dozen text messages or calls a day from his graduates saying, "I had my first fire, or my first fire extrication."

The Academy provides a vital service to train new firefighters, typically a not program offered at most state universities, he says.



## RACHELLE HART

### EARTH SCIENCE DEPARTMENT

An adjunct instructor who teaches introductory science courses at UVU, Rachelle Hart can relate to students — mainly because she's one of them.

Her objective in earning a master's degree in geology from BYU was to teach Introduction to Geology. Hart says teaching geology is fun, and allows her to pursue her next educational goal: completing a bachelor's degree in nursing in UVU's vaunted program. So though she may stand behind the lectern in her geology and physical science classes, she has found herself on a lab stool beside one of her students in a biology course.

"It is weird when I have a class with one of my students," Hart says. "The nicest part about being a teacher and a student is that I can see things from my students' perspectives; I know how stressful school can be, and I know the parts of class that I like and don't like." Because of that, she avoids a pet peeve of her's — assigning large projects that are due at the end of the semester when students are simultaneously burdened with preparing for final exams.

Obviously the "you-don't-know-what-it's-like" plea doesn't fly with Hart. Though she can relate to the challenges and pressures of being a student with a multitude of responsibilities outside the classroom, she doesn't placate students who fail to give their assignments anything but their best.

"Teaching at the college level is everything I wanted it to be," Hart says.



## DEE JEPSON

### **BASIC COMPOSITION & ESL DEPARTMENT**

A veteran journalist for the military and a long-time fixture among the English faculty at Spanish Fork High School in Spanish Fork, Utah, Dee Jepson believes that strong writing skills are a must, regardless of one's vocation.

Thus it's no surprise that the writer and educator would want to combine those two passions in the five years during which he has spent his nights and weekends away from the Dons' halls teaching writing fundamentals in the classrooms of the Wolverines.

The experience has been more rewarding to him than he could have dreamed. The task of Jepson and his colleagues, he says, is to help students "find a strong voice in writing," in addition to improving their mastery of writing's more technical aspects.

And compared to instilling skills in young teens that typically don't have too many professional aspirations at their age, teaching prose to UVU students is blissful.

"It's really satisfying to teach older, more focused students who know what they want in life, and what they want out of a writing class," Jepson said. "There's a lot of life experiences in older students. You can give an essay assignment and they give you some really interesting commentary." 

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REAL ESTATE BONDS

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# THE Outstanding Educators

The Outstanding Educators award is given annually to one teacher from each school or college at UVU for his or her exceptional teaching practices and dedication to student success. The recipients are chosen by graduating students. Here are the winners for the 2010-2011 academic year.

**GRENAN ANDERSON**

ELEMENTARY EDUCATION,  
SCHOOL OF EDUCATION

**Years at UVU:** 10

**Academic background:** Holds a bachelor's degree in elementary education, a master's degree in child development, and a doctorate in marriage, family and human development.

**Hobbies:** Biking, skiing, running, hiking, swimming, plant cataloging and bird watching.

**Favorite traveling experience:** "I went to Peru on vacation, and got to hike up to Machu Picchu. It was a lot of fun."

**Inspiration:** My father got a doctorate, so I was inspired to get mine. My great-grandmother came from Cambridge, England, to teach in Utah, which inspired me to become a teacher.



# AWARD RECIPIENTS

Photography by Jac Scott

## COURTNEY DAVIS

ART HISTORY,  
SCHOOL OF THE ARTS

**Years at UVU:** 4

**Academic background:** Holds a master's degree in art history and curatorial studies and a juris doctorate.

**Reason for teaching:** "I love teaching, and I have always wanted to see students get excited when they experience something new. If I didn't have a job teaching, I'd still volunteer."

**Interesting fact:** "I love to write fiction, and I am working on a novel that is a ghost story. I love gothic novels."

**Favorite travel experience:** "I took a group of students on a study-abroad program to Italy last summer. I loved all the art in the different cities in Italy, and I loved teaching my students something new in a different place every day."



## KATE McPHERSON

ENGLISH AND LITERATURE,  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

**Years at UVU:** 11

**Academic background:** Holds a master's degree in English literature, and a doctorate in English Renaissance literature.

**Favorite class to teach:** "Any class on Shakespeare or Milton, because of the breadth and depth of their works."

**Favorite teaching experience:** "I take students on study-abroad to England, and I just love to see those students break out of their shells and experience a new culture."

**Hobbies:** "I love to make my own jewelry. It's the only way I get to enjoy wearing jewelry."



A black and white portrait of Paul Mills, a man with glasses, wearing a suit and tie, with his hands near his face in a thoughtful pose.

PAUL MILLS

PHYSICS,  
COLLEGE OF SCIENCE & HEALTH

**Years at UVU:** 30

**Academic background:** Earned bachelor's and master's degrees in physics from BYU.

**Hobbies:** "I love to make movies, and I used to make a lot of them when I was younger."

**Favorite travel experience:** "I went to South Bend, Ind., twice for a science conference and presented papers at Notre Dame on Hipparchus, the ancient Greek astronomer."

A black and white portrait of Rick Mosholder, a man with a goatee, wearing a suit and tie, with his hands clasped in front of him.

RICK MOSHOLDER

COLLEGE SUCCESS STUDIES,  
UNIVERSITY COLLEGE

**Years at UVU:** 4

**Academic background:** Holds five college degrees, including a juris doctorate and a doctorate in educational psychology.

**Reason for teaching:** "I was very successful practicing law and owning my own business. That success made me want to teach others to be successful, as well."

**Favorite class to teach:** "I'm currently teaching a college success class I put together for Native American students, which has made me happy to see these students succeed here."

**Favorite hobbies:** "I love to ski, and try to go as often as I can. In 2010, I went 35 times."

A black and white portrait of Sheldon Smith, a man with glasses, wearing a suit and tie, looking directly at the camera.

SHELDON SMITH

ACCOUNTING,  
WOODBURY SCHOOL OF BUSINESS

**Years at UVU:** 10

**Academic background:** Holds bachelor's and master's degrees in accounting, as well as an MBA and a doctorate.

**Reason for teaching:** "I always wanted to be an accounting teacher. My favorite thing is seeing a student light up when they learn and understand something new."

**Interesting fact:** "I played the clarinet in high school and college. I believe that my professional success was due to having an artistic skill."

**Favorite musician:** "When I was growing up, I liked Chuck Mangione, a soft jazz player. He plays the flugelhorn, which is a larger version of the trumpet [with] a more mellow tone."



**PAT ORMOND**

INFORMATION SYSTEMS AND TECHNOLOGY,  
COLLEGE OF TECHNOLOGY & COMPUTING

*Years at UVU:* 26

**Academic background:** Earned an associate degree in data processing when UVU was Utah Technical College; holds a bachelor's degree in accounting and a master's degree in information systems.

**Favorite class to teach:** "Any class with students who get excited about learning."

**Interesting fact:** "Once I took on the challenge of running down a deer on foot, and I caught it after three-and-a-half hours. It was a lot of fun."

## We Can Save the UVU License Plate



PHOTO BY JACOB SCOTT

THERE ARE FEW THINGS MORE EXCITING than spotting creatures that are rare and elusive. For example, with only 192 California condors in the wild, seeing one of these majestic birds soar over Lake Powell is breathtaking and memorable.

UVU has its own rare and elusive creature: the UVU license plate. With only 142 of them on the road, they are even harder to spot than the

condor. It's always a pleasant surprise to identify another member of our small and exclusive group of UVU supporters by their UVU license plates.

Unfortunately, rare and elusive often becomes endangered and extinct.

Because of their rarity, the UVU plates may soon be a thing of the past, thanks to House Bill 206. Passed by the Utah Legislature in March 2011, HB 206 mandates that by 2013, any group license plate with fewer than 500 plates distributed will be eliminated. This would not only mean the end of a source of alumni pride, but also a source of scholarship funding at UVU.

In 1987, there were no condors left in the wild, and only 22 in existence anywhere. Enter the California Con-

dor Recovery Program, which has successfully increased the number of condors worldwide to 400 with half of them returned to the wild.

Just like the condor, we need a UVU License Plate Recovery Program.

And we won't need a complicated breeding program or custom-made gloves to feed the baby birds. Unlike the condor program, ours is easy.

1. GO TO YOUR LOCAL UTAH DMV OFFICE AND ASK FOR A UVU LICENSE PLATE.
2. MAKE THE \$25 SCHOLARSHIP DONATION AND PAY THE ONE-TIME \$10 PLATE FEE.
3. INSTALL YOUR PLATE ON YOUR CAR AND DRIVE WITH PRIDE, KNOWING YOU'VE DONE YOUR PART.
4. ENCOURAGE FRIENDS, FAMILY AND OTHERS TO FOLLOW YOUR EXAMPLE.

Don't wait — get your license plate today. Just like the condor, we can save the UVU license plate before it's too late!

**Find more information at [uvualumni.org/wvuplate](http://uvualumni.org/wvuplate).**

Sincerely,

Jeri Allphin  
Alumni Director & Publisher  
[jeri.allphin@uvu.edu](mailto:jeri.allphin@uvu.edu)



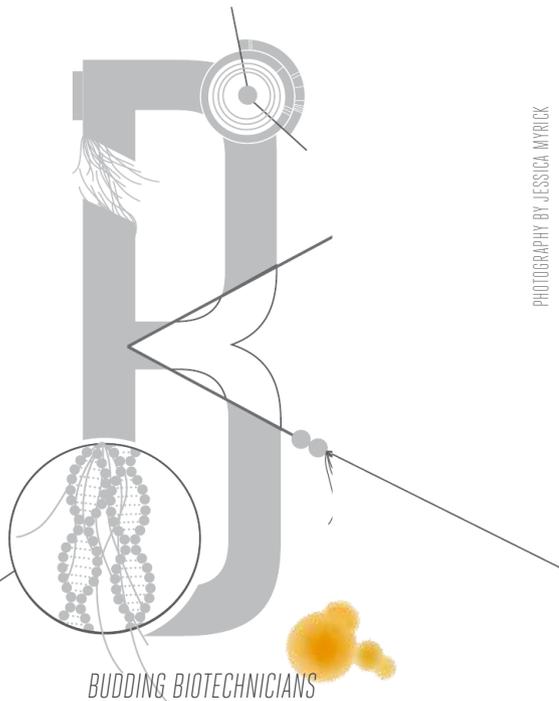
BIOTECHNICIANS



BY MATT REICHMAN  
ILLUSTRATIONS BY AMANDA BOSCHARD

THROUGH A PARTNERSHIP WITH LOCAL HIGH SCHOOLS, UVU IS HELPING PREPARE NEW GENERATIONS FOR CAREERS IN SCIENCE.

Most of us remember dissecting earthworms or growing beansprouts in high school science class. How about cloning DNA, or creating fluorescent *E. coli*? Ever map a genome? ¶ Utah Valley University's Biotechnology program puts these projects in the latex-gloved hands of high school students a half-decade ahead of schedule, thanks to a recent community engagement initiative. Through grant partnerships, the College of Science & Health has disbursed to local high schools more than \$55,000 apiece in big-league gadgets that, outside of graduate school, are usually confined to textbooks. ¶ Now several Utah schools are collaborating with UVU students to map the genome of a microorganism native to the Great Salt Lake. ¶ "We don't know what we're going to find, but we know we're going some place that nobody has ever been before, and the students get to come with us," UVU's director of Biotechnology Jim Price says. "Imagine a scientific publication with 400 Utah high school students as authors."



## BUDDING BIOTECHNICIANS

Amid a typical biology room motif — hanging butterfly collections and algae growing in jars — the curriculum of the Salem Hills High School biotechnology class is decidedly atypical.

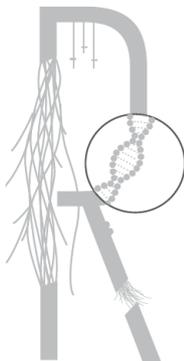
“All this equipment makes me feel like I’m on C.S.I.,” says Salem Hills senior Brayden Parry, referring to the CBS crime drama. (Though in his case, the crime scenes were locker room floors and soda cups from which he extracted bacteria cultures.) He and his fellow students deftly operate micropipettes, microcentrifuges and spectrophotometers, and can quickly glaze the layman’s eyes with cerebral explanations of gene fingerprinting.

“I would guess the majority of the science teachers in the state have never used some of this equipment,” Salem Hills biotechnology teacher Brad Shuler says. Shuler and others availed themselves of training at UVU to prepare for their classes, most of which offer concurrent enrollment credit through UVU.

At Timpanogos High School, senior Amanda Hill is studying the effects of ultraviolet rays, temperature and extreme pH levels on little critters called tardigrades (microorganisms commonly called “water bears”). It’s heavy stuff for an 18-year-old, and that’s what makes biotechnology so appealing, she says.

“Everything else is cookbook science; you know what you’re going to get, and if you don’t, you did it wrong,” she says. “This is how science should be taught — application instead of textbooks.”

PHOTOGRAPHY BY JESSICA MYRICK



## RETURN ON INVESTMENT

The University sees great potential for a trickle-up of sorts in biotechnology. Having cut their teeth on fancy technology while still in high school, students will be familiar with the facilities and projects at UVU — the only institution in the Utah System of Higher Education to offer a four-year biotechnology degree — and carry all that momentum into higher education and the job market, Price says.

“The main goal for us is that we are reaching out to students who may otherwise not be thinking about science,” says Louise Illes, assistant dean of UVU’s College of Science & Health. “It’s also about community engagement — we’ll get kids interested and they’ll stay here in the state and come to Utah’s only public university that offers a four-year biotech degree.”

*“THIS IS HOW SCIENCE SHOULD BE TAUGHT — APPLICATION INSTEAD OF TEXTBOOKS.”*

Take Eliza Shumway, 17, a senior at Pleasant Grove High School. She happened upon a two-day UVU biotechnology summer camp, where she got to analyze Fritos, Corn Chex and Doritos to see if they’d been genetically modified.

“After that, I had to get into biotech,” she says. So she enrolled in David Van Dijk’s course at Pleasant Grove, and wants to keep going, though she’s not sure where. She credits her hands-on lab experience, with all its bells and whistles, for stoking that fire.

“To teach genetic manipulation with books alone would be impossible,” Van Dijk says. “I wouldn’t teach biotech without this equipment.”

It’s all made possible through a series of federal- and state-funded grants that UVU and Salt Lake Community College have acquired and shared, targeting high school classrooms specifically, Illes says. First came about \$630,000 from the Utah Legislature to get biotech rolling at UVU; then almost \$1 million in

WIRED funding (Workforce Innovation in Regional Economic Development), which further beefed up UVU's lab, outfitted the high schools and paid for summer workshops and camps for both prospective students and teachers. Lastly, just shy of \$100 million from a STEP grant (Science Technology and Engineering Program) provided the resources — including a \$129,000 DNA analyzer — for multi-school genome analysis.



*"THIS IS GROUNDBREAKING WORK IN THE SENSE THAT THE GENOME OF THIS ORGANISM HAS NEVER BEEN STUDIED TO ANY EXTENT."*

legwork can be farmed out to kids who only recently got driver's licenses.

"They pushed us into the deep end of the pool, and we had to swim, I guess," says Shuler's student Kaitlyn Jones, 17, from Elk Ridge, who hopes to stick with biotechnology and eventually branch off into pediatric medicine in underdeveloped countries.

The students break the DNA into small, manageable pieces — about 20,000 of them, Price says. Each piece is put through a series of chemical reactions, and sent to the UVU labs in tiny plates that look like little ice cube trays. These get fed into a DNA sequencing machine by UVU students and staff. Each high school class will take at least one field trip to UVU to see what becomes of its month's work. The sequencing results are returned to students over the Internet, so students can also use computers to find genes in the fragments they processed.

Josh Steenstra, 23, from Spanish Fork, is in his junior year in the UVU Biotechnology program, and is one of several assisting in the sequencing and studying of *H. salsolis*.

"I was quite shocked to learn they'd let me play with a thermal cycler," he says. He's shooting for a M.D./Ph.D. degree, and believes a background in biotechnology, especially with his proficiency in high-tech lab work, would help him "not just treat, but cure patients."

It will likely take up to five years and 45 different high school teachers to know *H. salsolis* backward and forward, Price says, but time isn't necessarily an issue.

"The sequencing of a genome is a fringe benefit, a byproduct," he says. "Students will hopefully take away a sense of ownership and pride — they can point to it for the rest of their lives." 

## UVU'S PARTNER HIGH SCHOOLS

- SALEM HILLS
- PROVO
- LONE PEAK
- SPRINGVILLE
- WASATCH
- MOUNTAIN VIEW
- TIMPANOGOS
- PLEASANT GROVE
- GRANTSVILLE

*Where does the funding come from?*

- WIRED grant (Workforce Innovation in Regional Economic Development) from the U.S. Department of Labor. Administered by the Utah Governor's Office of Economic Development and the Utah Department of Workforce Services
- STEP grant (Science Technology and Engineering Program) from the National Science Foundation

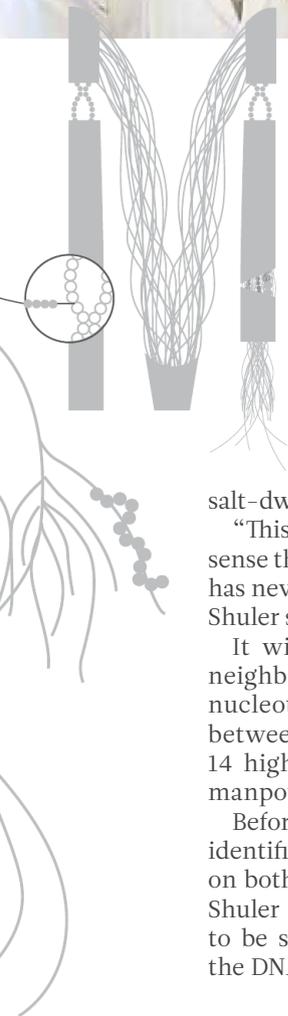
### MANY HANDS MAKE LIGHT WORK

That *Halorubrum Salsolis* makes its home in the Great Salt Lake, a 23-percent salt solution, tells us it's no ordinary microbe, Price says. To know which genes make up such a hardy creature might mean knowing how to use salty environments for agriculture, or how to transfer traits of salt-dwellers to other organisms.

"This is groundbreaking work in the sense that the genome of this organism has never been studied to any extent," Shuler says.

It will take some doing — in the neighborhood of 3 million unknown nucleotides, says Price. Fortunately, between UVU and SLCC, there are 14 high schools that can supply the manpower through students.

Before a single nucleotide can be identified, *H. salsolis* has to be cultured on both a petri dish and liquid media, Shuler says. Then the microbes have to be separated in a centrifuge, then the DNA extracted and copied. All this





# SEEDS OF DIPLOMACY

UTAH VALLEY UNIVERSITY STUDENT  
BODY PRESIDENT **RICHARD PORTWOOD**  
VISITED RUSSIA TWICE THIS YEAR, AND  
NOT JUST BECAUSE HE'S CRAZY FOR  
BORSCHT AND NESTING DOLLS. THE  
PARK CITY NATIVE WAS FORGING  
**DIPLOMATIC TIES** WITH FELLOW  
STUDENTS AND GOVERNMENT  
LEADERS IN THE MOTHERLAND.

BY MATT REICHMAN



*n concert with the U.S.-based Open World Leadership Center, Portwood helped round up a cohort of fellow student body presidents from across the country – including several Ivy Leaguers – to meet with Russian students and key Kremlin dignitaries in November 2010. Though Open World has a mirrored program for Russian youth already in place, the trek was the first of its kind from here to there.*

*Government officials on both sides liked what they saw. Portwood was invited to report on the trip at the annual meeting of Open World's Board of Trustees on Feb. 8 at the Library of Congress in Washington, D.C. – a distinct honor for a non-board member. Russian leaders were so impressed with the trip that they opted for three more in 2011. A new batch of student leaders was selected for a March trip, and Portwood was invited back to helm them.*

*"It appears that your visit may well turn into a benchmark in U.S.-Russian relations in the humanitarian sphere," wrote Mikhail Mamonov, an official of the Federal Agency on Youth Affairs of the Russian Federation, which hosts the visits.*

## PORTWOOD'S PERSONAL IMPRESSIONS

Each day was filled with moments that seemed unreal – moments that happen and you say to yourself, "I will never forget this."

In Russia, I experienced such moments every day. Not only because of the country's rich history and world-renowned landmarks, but also, and even

where I feel I can help make a positive difference, however big or small. My participation in the first-ever visit of U.S. student body presidents to Russia and my subsequent involvement have been no exception to this personal pursuit. Increasing interaction between a young generation of Russians and Americans is not only good for the future bilateral relations of our countries but, presumably, for more peace around the world as well.

Perhaps one of the most impactful moments of my first trip occurred on my final evening with Russian college students. They asked me what the difference was between my "American friends" and them. As I thought through the question and tried to identify what these differences might be, I came to a very important realization that I hadn't fully grasped until then: we are more similar than people think, and finding areas to collaborate is much easier than searching for differences. Much time could be spent in explaining why our generation is so similar, but it is the realization of this that is important – a recognition that I strongly believe all should have.

The future leaders of all countries are at a similar age and, like never before, there is opportunity for interaction. These interactions can affect the future of international relations and diplomacy. Skepticism can be replaced with understanding; hatred can be replaced with friendship. Picture the world in 40 years, when government and business leaders around the world better understand each

more so, because of the significance of our visit and the impact it is having on U.S.-Russian relations now and in the future. To stand in Red Square, or sit across from some of the most powerful men in Russia, or hear the U.S. vice president publicly acknowledge that the visit you're part of is making a difference – it's unforgettable. You know your part of something historic.

Throughout my life, I have always been drawn toward positions or areas

other and can focus on their similarities to find overlapping consensus. This, of course, doesn't assert that each country won't have differences, or there won't be times of disagreement, but it does speak to the potential for more peace around the world.

Because of my interest in seeing that this collaboration continues between our countries in matters of youth interaction, I have stayed quite involved. I didn't want to just say in 20 years that I visited Russia, and it was great. I feel a sense of responsibility to build upon something we started. With such revealing experiences and unique connections, to do nothing about it would be disingenuous. 

## FROM RUSSIA WITH TWEETS

**14 NOV**  
*Any foreign relations should begin at the grass roots level—real people interacting & understanding each other—it changes my views of Russia*

**18 NOV**  
*I felt the mtg was monumental in US-Russia relations as we strive to "reset" – exactly what the civil society workgroup in the BPC needs*

**28 NOV**  
*At the Moscow airport to return home. Visit has been life changing & monumental in creating improved & sustainable US-Russia relations*

**9 FEB**  
*Meeting with Rep Matheson, Rep Chaffetz, Rep Bishop, Sen Hatch, & Sen Lee entire delegation throughout the day with @prezholland*

**9 MAR**  
*Biden in Moscow: "Contacts among citizens are critical, almost as critical as the contacts between our governments" @usaporuski @OWprogram*

**18 MAR**  
*Listened to VP Biden speak at Moscow St University about @usrussiabpc & our trip of student body presidents—gave us #shoutout @USApoRusski*

**14 MAR**  
*Meeting with Senator Torshin of the Federation Council – very enthusiastic about more exchanges btwn US & Russian youth @OWprogram*



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