

SPRING 2016

75  
YEARS STRONG

# UVU magazine

UTAH VALLEY UNIVERSITY ALUMNI MAGAZINE

## THE SOUND OF SCIENCE

EX-ROCKER USES MUSIC TO MAKE WAVES IN PHYSICS \ \ PG. 24

ALSO INSIDE \ \

CONNECTING THE DOTS \ \ PG. 12

ARTIST ALLEY \ \ PG. 34



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Pictured in Background, Utah Trade Technical Institute Nurses in 1963.  
Current UVU student nurse giving physicals to children in Samoa [Foreground].





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Once a UVU RCA recruit, Jackie Berg now helps train future firefighters and paramedics

## ON THE COVER: THE SOUND OF SCIENCE

UVU physics student and rock guitarist Brian Patchett is using his music background to make waves in the world of medical science.

Cover photo by August Miller



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## Bold Vision and Strong Determination



PHOTO BY AUGUST MILLER

This institution was founded with a bold vision for the future and a strong determination in the present. In the 75 years since we opened our doors, we have continued to work and dream our way into becoming what is now one of the largest and most dynamic institutions of higher learning in the nation.

Consider the arts at UVU as a very recent and specific manifestation of this pattern. The arts are key to a full university experience. Yet, to make things work with available resources, UVU's School of the Arts has been housed among woodworking labs and auto body shops. It is quite an experience here to listen to musicians and choirs practice among clashing sounds from other dedicated students getting an education in the trades. Nevertheless, we've built great programs while planning for a better day for our facilities.

That day is here! Alumni, donors, and friends have stepped up to address our needs in a big way. Our arts building campaign has raised \$20 million in just 18 months! That's an institutional record. It was also a strong signal to the legislature, which recently awarded us \$32 million for the project over the next two years. This puts us on pace for a groundbreaking this fall.

The new building will provide showpiece facilities for our arts programs and the University in general. It will also serve as the gleaming home for Utah Symphony performances in Utah County.

Not only for the arts, but for the whole institution, our best days are not behind us, but in front of us. For more illustrations of how our determined dreaming of the past and present betokens a most exciting future, enjoy the rest of this issue.

Warmest regards,

A handwritten signature in black ink that reads "Matthew S. Holland". The signature is written in a cursive, flowing style.

Matthew S. Holland  
President

## Trustees approve plans for five new master's degree programs

In order to meet regional needs of growing industries and advanced degree-seeking students, Utah Valley University recently created the Office of Graduate Studies and formally formed a Graduate Council. With that framework in place, the Utah Valley University Board of Trustees announced March 30 that UVU plans to offer five new master's degree programs, potentially bringing the total offered at the institution to eight.

The new graduate degrees, set to begin in fall 2017, consist of Master of Computer Science; Master of Public Service; Master of Social Work; Master of Accountancy; and Master of Science in Cybersecurity. Each of these degrees is pending approval of the Utah State Board of Regents and the accreditation of the Northwest Commission on Colleges and Universities.

"This announcement marks the culmination of a major effort to expand the range of, and give institutional support to, graduate education at UVU. This is a monumental step forward for the University," said President Matthew S. Holland. "By design, these five programs respond to some of the area's most pressing needs in business and the social sector. The new student opportunities this creates for learning and employment are just outstanding."

University officials anticipate a high demand for these master's programs, especially computer science. With the current high emphasis on STEM areas, this program allows UVU to meet the needs of both students and regional businesses.

In preparation for offering more graduate degrees, UVU established an Office of Graduate Studies, directed by Jim Bailey, and a Graduate Council, as well as creating and revising policies and procedures governing approval of programs.





PRELIMINARY RENDERING

## Performing arts facility at UVU to become reality as Utah Legislature grants remaining funding

After privately raising a record \$20 million in just 18 months toward construction of a new performing arts building, Utah Valley University will receive \$32 million from the Utah Legislature over the next two years for the same purpose.

“We believe this solidifies just how important the arts are to the community and state,” said UVU President Matthew S. Holland. “This is a crucial piece in providing a full university experience and atmosphere. Among other things, exposure to the arts inculcates the dynamism and excellence increasingly required of our students.”

The new UVU building was one of four Utah System of Higher Education (USHE) capital development priorities that received approval for state funding as the 2016 session came to a close.

Architectural plans will be completed this fall, with a groundbreaking projected for November. “We appreciate the legislature’s recognition of the need for this building and dedication to finding a creative way to fund it,” said President Holland. “We acknowledge there is a limited amount of money with a lot of needs out there.”

UVU fine arts students are currently educated in repurposed space within the trades and technology building. The University has more than 1,500 arts majors, second most among state institutions, and

8,000 students take at least one arts course each semester. The new 140,000-square-foot facility will include:

- Concert hall
- Proscenium theater
- Music recital/lecture hall
- Dance recital hall
- Atrium and hosting space
- 40 offices
- 23 labs/practice rooms

Major donors include the Ray and Tye Noorda Foundation, Utah County, Kem and Carolyn Gardner, Nu Skin Enterprises, the Scott M and Karen P Smith Foundation, the Larry H. and Gail Miller Family Foundation, O.C. Tanner, and Zions Bank.

In addition to serving the University’s educational needs, the arts building will also serve as a venue for Utah Symphony performances in Utah County.

“We know how vital the right labs are for STEM education,” said K. Newell Dayley, dean of the School of the Arts. “But we sometimes forget how crucial the right labs are for those who are seriously studying the arts. With thorough preparation they will entertain, enlighten, edify, delight, and inspire the communities of the future.”

## UVU hosts Pacific Alliance Economic Summit



PHOTO BY NATHANIEL RAY EDWARDS

Utah Valley University, in cooperation with the Governor’s Office of Economic Development and the World Trade Center Utah, hosted ambassadors to the United States from Chile, Colombia, Mexico, and Perú when the Pacific Alliance held an economic summit on the University’s Orem Campus in March.

The Pacific Alliance is an initiative of regional integration and trade cooperation comprised of the four founding countries. The ambassadors included Juan Gabriel Valdés Soubllette, Chile; Juan Carlos Pinzón, Colombia; and Luis Miguel Castilla, Perú. Eduardo Arnal, consul of Mexico, who resides in Salt Lake City, represented Miguel Basanez Ebergenyi, the ambassador of Mexico who was ill and could not attend.

“This was the first time we’ve gathered such high-profile ambassadors in Utah,” said Baldomero Lago, senior director of the University’s Office of International & Multicultural Studies. “It was an honor for UVU to be the hosting university.”

The event, which required 17 months of planning, was held at UVU in an effort to expose students to cultures of these Latin American countries, and to develop introductions to further trade relations between the United States and the Pacific Alliance, said Lago.

## Culinary arts major wins western region student chef of the year award



Michelle Stephenson, a culinary arts major, has won the honor of Western Region Student Chef of the Year at the American Culinary Federation competition held in Reno, Nevada. She now advances to the national competition held July 15–19 in Phoenix, Ariz.

UVU alumnus Andrew Carrao won first place in the baking competition, earning him a gold medal, and the UVU student team took third place overall. The Western Region consists of teams from Arizona, California, Colorado, Hawaii, Nevada, Oregon and Utah.

“These wins are a great tribute to our past and present culinary efforts,” said Chef Todd Leonard, director of UVU’s Culinary Arts Institute. “I am so proud of our students. They worked hard as they prepared for these competitions. Our team is well coached, and the amount of experience gained through this competition is priceless.”

The regional competition consists of two phases: skills and cooking. During the skills phase, team members compete in a relay-style format with a total of 80 minutes to complete four skills. During the cooking phase, each team prepares four portions of a fish starter, salad, dessert, and pre-assigned classical entrée Poulet Sauté Saint-Lambert, as well as two appropriate sides to accompany the entrée.



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ENGAGE

PHOTOS COURTESY OF SAGAR BASNET

# BUILDING an Education

Sagar Basnet rebuilds his village's school after the devastating 2015 Nepal earthquake

**O**n April 25, 2015, Sagar Basnet's native country had just been ravaged by a 7.8-magnitude earthquake that killed more than 8,000 people and laid waste to numerous parts of Nepal — a small Asian country just north of India and home to some of the world's tallest mountain peaks.

The epicenter of the quake was just 15 miles from Basnet's home village of Gorkha.

"After the earthquake, I wanted to find a way to help," says Basnet, a senior majoring in integrated studies at Utah Valley University. "My inspiration came when a member of UNICEF tweeted that thousands of schools were turned into rubble and millions of students had been affected."

UVU's integrated studies program gives students a chance to take two different disciplines — sociology and business in Basnet's case — and merge them to create an intense learning experience that lets students think through and solve complex problems and challenges. To graduate from the program, students must complete a capstone project. For Basnet, that meant taking his sociology and business background and returning to Nepal to rebuild his village's school.

He left for Nepal shortly after spring 2015 semester, relying on the generous donations of others to help fund the building. He served as the contractor, designer, negotiator, government liaison, financial manager, and more in his effort to rebuild a sustainable, quakeproof school for half the estimated price.

"Sagar came to me after the earthquake, obviously devastated by what had

happened," says Greg Jackson, an instructor in the integrated studies program and a mentor to Basnet. "He wanted to be proactive and help, and the idea came up to rebuild his village's school. We thought that rather than attach himself to an organization, he might be able to cut through red tape and get going if he organized it himself."

When Basnet arrived in Nepal, the students were studying in hastily assembled tents that provided little protection from the harsh Nepal wind and weather. When he left, the students were studying in a beautiful schoolhouse that will last far into the future.

"When I got to Nepal, I had several obstacles," Basnet says. "I had to face everything on my own. It was frustrating at times, but when I would see the kids, it took away my frustration and gave me new energy. Now the kids are happy, and I can see the smiles on their faces. We as a people are standing up again. I know I can't rebuild a thousand schools there, but this small effort means a lot to those innocent kids and their future."

It was the ultimate engaged learning experience and one that has left an indelible impression on Basnet and his village, along with those who were part of the project.

"Sagar has accomplished something amazing," Jackson says. "Integrated studies is about doing something meaningful and thinking outside the box, and he's done that."

— *Spencer E. Wright*





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And More



# THE HOTTEST CAREER AROUND

## Once a UVU RCA recruit, Jackie Berg now helps train future firefighters and paramedics

**J**ackie Berg was in a massage therapy program in 2011, on track to become a massage therapist. As part of the program, the aspiring therapists enrolled in a course on CPR and first aid. On the last day of class, the teacher held a mock disaster for the students and chose six rescuers for the demonstration. Berg was one of those six, and with that her career goals shifted completely.

“At that moment,” says Berg, “I started talking about firefighting and becoming a paramedic. I was excited to learn more about that field.”

She researched different firefighter academies and found the Utah Valley University Recruit Candidate Academy, eventually deciding to enroll there.

Since its first class in April 1998, the RCA has graduated more than 1,000 recruit candidates in more than 70 classes. RCA students participate in more than 40 live fires while in the academy and are also required to have 300 hours of classroom instruction, plus an additional 300 hours of college-level prerequisite coursework.

“Here in the academy,” says Berg, “it’s tough. We’re challenged every day, and it’s a struggle at times. But we overcome it, we keep going, and we learn that we can do hard things. You learn dedication, hard work, discipline, and perseverance. All that carries into other areas of my life and makes me a better person overall.”

As proof of her hard work and diligence, Berg was awarded the Anne McCormick Sullivan Foundation firefighting scholarship. The foundation is a nonprofit organization

founded in 2014 after four Houston firefighters, including Sullivan, were killed in a fire. The foundation hopes to increase the number of female firefighters by providing opportunities to women who are pursuing careers in the firefighting profession.

“We are extremely proud of Jackie Berg,” says Andy Byrnes, RCA coordinator. “This award is given to a female firefighter recruit who exemplifies integrity and responsibility, and exhibits a never-quit attitude and the discipline and commitment to be the best. Berg is all of those things. She is an outstanding representative of the quality of our students at the UVU RCA.”

Berg graduated from the RCA in fall 2015 as one of the top recruits in her class. Since then, she’s been hired as a part-time physical training instructor at the UVU RCA, helping new recruits train to become firefighters. But she isn’t content to train them from the sidelines.

“I work out with them as much as I can. Of course, I’m going to push them,” she says, “because this job is hard, and you can’t quit.”

In addition to being an instructor, Berg is also an intern with the Unified Fire Authority in Magna, Utah. She suits up with the firefighters and goes out on calls with the crew, observing, learning, and helping out where she can.

“It’s tough and stressful, even for an intern,” says Berg. “You’re limited with what you can do to help, but at the same time, if it comes time to perform, you need to do your job.”

— Genna Erickson



PHOTO BY NATHANIEL RAY EDWARDS

**“You learn dedication, hard work, discipline, and perseverance. All that carries into other areas of my life and makes me a better person overall.”**





# Connecting the Dots

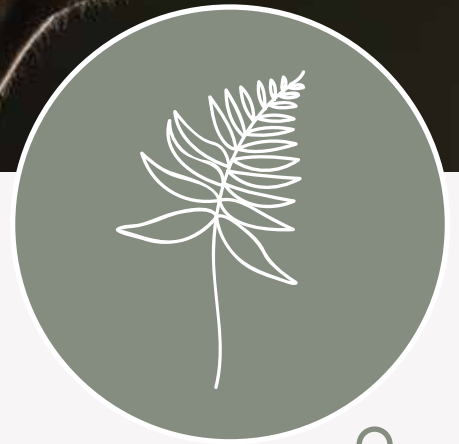
UVU biology professor Paul Bybee's diverse interests and vast knowledge help him teach students how the world works

by  
Kellene Ricks Adams

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Photography by  
Nathaniel Ray Edwards





When Paul Bybee flunked out of college, his next-best option seemed to be the military, so he enlisted, eventually serving as a medic in the Army Special Forces during the Vietnam War. One day, during routine chemical, biological, and radiological training, a commanding officer watched him pass off each workstation effortlessly as he rattled off all sorts of scientific information that the other soldiers seemed to know nothing about.

“Do you have a college degree?” the sergeant asked. When Bybee responded no, the older man said, “You need to get one. You have an aptitude for this stuff.”

Bybee was dumbfounded. He’d always struggled in school, barely graduating from high school. “I had always felt stupid and insecure,” he recalls. “This man was the first person to tell me I was smart.”

Like a good soldier, Bybee did what he was told. Using his GI bill, he returned to his home state of Utah, signed up for classes at Weber State University, and posted a 4.0 GPA for the next nine semesters, eventually earning a bachelor’s degree in zoology, with minors in geology, botany, and chemistry.

Now a professor in Utah Valley University’s biology department, Bybee

didn’t stop there. He went on to earn a master’s degree in ecology and a doctorate in zoology. His degrees are representative of his diverse interests and expertise.

“I have Attention Deficit Disorder (ADD), so I couldn’t ever focus in school,” Bybee explains. “I devoured books on dinosaurs and loved learning about science but didn’t pay attention in class or complete my assignments. It wasn’t until I matured a little and learned discipline in the military that I went back to school and ate everything up.”

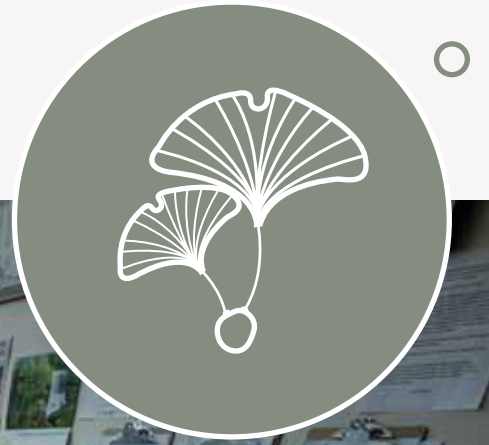
Bybee’s interest in dinosaurs began when he was five years old and his parents took him to the Dinosaur National Monument in Vernal, Utah. “I saw the big diplodocus standing outside the natural history museum there, and I was enamored almost immediately,” he recalls. “Then we went to the monument, and I was hooked.”

By the time he reached junior high, he had fallen in love with science as well. “I started reading chemistry books for the fun of it, and I have a well-worn copy of Isaac Asimov’s ‘Building Blocks of the Universe’ that is as nostalgic as all get out.

“But I knew I was dumb,” he continues. “And with everything I’d learned about dinosaurs and science, I remember thinking

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“I’m constantly doing research and updating information. That’s the thing with science. Shakespeare doesn’t change, but science does. . . and if I’m not staying updated, I’m not doing my job.”



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**“I devoured books on dinosaurs and loved learning about science but didn’t pay attention in class or complete my assignments. It wasn’t until I matured a little and learned discipline in the military that I went back to school and ate everything up.”**



if I'm dumb, everyone else must be brilliant. And that just made me feel more stupid."

While his ADD certainly created challenges, Bybee credits it for his diverse interests and expertise. His knowledge base is vast; his degrees have included minors and emphases in statistics, mathematics, evolutionary biology, and vertebrate paleobiology. He's studied fossils and mineralogy, earned a fourth-degree black belt in martial arts, certified in scuba diving (which he'd learned as a combat diver in the Army), and worked as an unofficial dinosaur expert on the "Jurassic Park" movies and as a consultant on the BBC's "Walking with Dinosaurs" series.

"Jack Horner and Gregory Paul were the official experts on 'Jurassic,'" explains Bybee, who became friends with Horner when Bybee was doing his doctorate research at Montana State University. "They have great knowledge, but sometimes they'd need expertise in specific areas, so they'd consult with others. I was one of those, kind of an advisor to the advisors, I guess."

Bybee may never have quit taking classes and earning degrees, except for one thing: his GI bill ran out. "I wasn't really working toward any particular career," he explains. "I just wanted the knowledge. But once the money was gone, I had to get a job."

Bybee had worked as a custodian in just about every place he'd studied as an undergrad. "It was one of my favorite jobs," he explains. "You know what's expected, and nobody needs to boss you around. And while you're running a vacuum or pushing a broom or swabbing a toilet, you can think. I liked that." Unfortunately, he figured that wouldn't pay the bills, so with his degrees and experience as a graduate assistant, he got a job in 1996 teaching geology at UVU; a few years later, he moved over to the biology department.

As a teacher, he no longer earns degrees, but Bybee has earned a plethora of UVU accolades. He's been named teacher of the year and outstanding educator of the year, as well as received the dean's award, a TRIO outstanding instructor award, distinguished

faculty awards, and an award of excellence. He and his constant companion, a tiny Chihuahua service dog named Moki, are student favorites, and his reputation for being an outstanding teacher extends beyond the biology department.

"I don't know that I do anything special," observes Bybee. "But I did find out I like being a teacher as much as I like being a custodian. Professors played a significant role in my life at every university and college I attended, and I like being able to do the same with my students. I teach with enthusiasm because I'm enthusiastic about the subject. It's neat to see how we can take this bit of information here and connect it with this piece of information, and we show how the world works by connecting the dots."

Awards aren't all that Bybee has added to his life at UVU; he met his wife, Shirley, here as well. As a veterinary technician, Shirley's interest in living animals nicely balances out Bybee's interest in those that are extinct. "She's a firecracker," he says. "She keeps me on my toes and puts up with my short attention span. She and Moki keep me centered."

Bybee's passion for learning hasn't abated through the years. One of the aspects he enjoys most about teaching is that there are always new things to learn. "I'm constantly doing research and updating information," he says, pointing to a two-foot stack of papers and books on the floor next to his desk. "That's the thing with science. Shakespeare doesn't change, but science does. There's always brand-new information being discovered and brand-new papers being published, and if I'm not staying updated, I'm not doing my job."

Another important part of his job, says Bybee, is to try to do for others what his Army sergeant did for him decades ago. "He changed my life," Bybee recalls. "He made me stop and think that maybe I was smarter than I thought and maybe I could do more than I imagined. He gave me confidence — something I'd never had before — and if I can do that for someone else, it's all been worth it."



"Professors played a significant role in my life at every university and college I attended, and I like being able to do the same with my students."



SPOTLIGHT



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# LEARNING THE LANGUAGE OF BUSINESS

Bluehost CEO says working to earn his MBA from UVU was an influential piece of his success

by Kellene Ricks Adams | photography by Jay Drowns

At age 17, James Grierson was selling digital advertising in a CD-ROM magazine, the youngest rep on a seasoned sales force. But he wasn't intimidated; he closed the magazine's first big deal sitting in his basement in between working on homework assignments.

"I did the whole thing online," Grierson explains. "And for a brand-new start-up, it was an amazing sale. That's when I realized I was pretty good at that kind of stuff, so I stuck with it."

Grierson's career in online sales and marketing seems almost charmed — he worked in the digital media world, sealing deals for successful high-tech magazines and well-known movie studios. As the Internet exploded, so did his opportunities. He moved from sales to management to executive positions; in December 2015, he was named CEO of Utah-based Bluehost, one of the top web-hosting companies in the world, with more than 700 employees working to support more than 2 million websites.

If Grierson's journey to the top appears to have come easily, it hasn't. He's worked hard to turn his natural talents and interests into skills and expertise that have translated into an impressive track record and effective leadership. Part of that journey included enrolling in Utah Valley University's two-year, part-time professional MBA program; he is slated to graduate this August.

"That was an important part in my being promoted to CEO," observes Grierson, who had been serving as COO before his promotion. "They talked to me about my future with the company more than a year ago, and I told them I was pursuing an MBA. I had almost nine years with the company, and I was going to be an MBA-educated person who could do the job they needed. It was extremely influential."

Grierson, who earned his undergraduate degree from Brigham Young University, chose UVU for his MBA for several reasons. "The program caters to professionals," he says. "There's no way I could have done this and still worked full time otherwise."





Because Grierson currently lives in Springville, Utah, with his wife, Meg, and their two children, the easy access to UVU off I-15 was also a big plus.

“And the quality of faculty here is as good as anywhere in the state,” he continues. “One of my professors teaches part time at Berkeley; we’re getting the same experience right here in Utah as someone going to school there.”

Grierson — and Bluehost — have already benefitted from his MBA experience. He has used real Bluehost scenarios as case studies and has started to implement changes in the

company based on what he’s learned in the classroom.

“For a market data class, we sent out a survey to customers to determine how they interacted with us,” Grierson says. “We discovered that many of our customers were using our self-help arena because they actually wanted to find the answer themselves. However, that method was also one of our least helpful customer-service areas. Because of that data, we were able to pinpoint areas of improvement and are now investing in making that area stronger. That’s just one example where the classroom experience

## Becoming Value Creators

UVU first began offering a part-time, two-year MBA program in 2010; the full-time, one-year program launched in 2014. In addition, plans are in place for a new executive MBA program, which will be available for senior-level executives and successful entrepreneurs.

“We have focused our curriculum and classroom strategies to help aspiring professionals become value creators,” explains William G. Neal, director of the MBA program. “Our alumni and students, such as James, indicate that we are succeeding.”

Another unique aspect of the program, says Neal, is the international engagement experience, where students participate in a consulting project with an international firm, ultimately presenting a written and oral report to that company. Last year MBA students consulted with a firm in designing a stand-up paddle board and then saw the product come off the assembly line when the group traveled to China. Students also prepared a report for the Rio 2016 Olympics Committee and presented the results on a visit to Brazil.

The MBA program currently comprises 156 students divided into five groups, or cohorts: one full-time and four part-time groups. Three cohorts meet on the Orem Campus, with one part-time cohort meeting at Thanksgiving Point and another, specifically for Adobe employees, on the Adobe campus in Lehi. The part-time cohorts meet twice a week on Tuesday and Thursday evenings for two years; the full-time cohort meets all day Monday through Thursday for one year.

“We have adopted the campus theme of providing engaged learning by focusing on team-based experiences through simulations, case studies, team projects, and the local and international consulting projects,” Neal says. “We are also providing opportunities to obtain project management certification as well as the CFA certification in the finance area. Students often comment on the high value they receive for the relatively lower cost of tuition.”

**“When I earned my bachelor’s, I just needed the piece of paper. But now I’m going for the education.”**

has proven to be a win-win for everyone. Improving self-help options has been on our list at Bluehost to work on, and UVU's MBA program provided the impetus to make it happen."

Taking what he learns and using it every day is really at the heart of why Grierson opted to pursue a master's degree. "When I earned my bachelor's, I just needed the piece of paper," he observes. "But now I'm going for the education."

Grierson points out that one of the most common reasons entrepreneurs fail is because they can't share their knowledge with others. "It's like trying to explain the wind to someone when you don't understand the science behind it," he says. "You say things like, 'It pushes stuff around.' But when you talk about how temperature changes cause currents of air to move to and from high-pressure areas, people understand the ideas and concepts you're talking about.

"As a leader, you have to be able to explain your concepts and ideas," he concludes. "I knew how to do a lot of things, but I didn't know how to explain them or teach them to my peers. Learning the language of business and being able to articulate what I know has been crucial. When you can communicate effectively with others, you don't have to micromanage every project. Instead, you can teach others, and you can work toward success together. That's why education is so important."



From left: David Rogers, James Grierson, and Drew Wilde are enrolled in UVU's MBA program.

## Preaching from the **Pulpit of Experience**

Grierson enrolled in the MBA program with two other Bluehost employees: vice president of sales David Rogers and brand program manager Drew Wilde.

"I knew that UVU's MBA program had only been around for a few years, so I was excited to join a program that wanted to define itself and was likely more motivated to innovate and invest in its students than more established programs," says Rogers, who notes that the classes on subjects he's not as familiar with have been particularly beneficial.

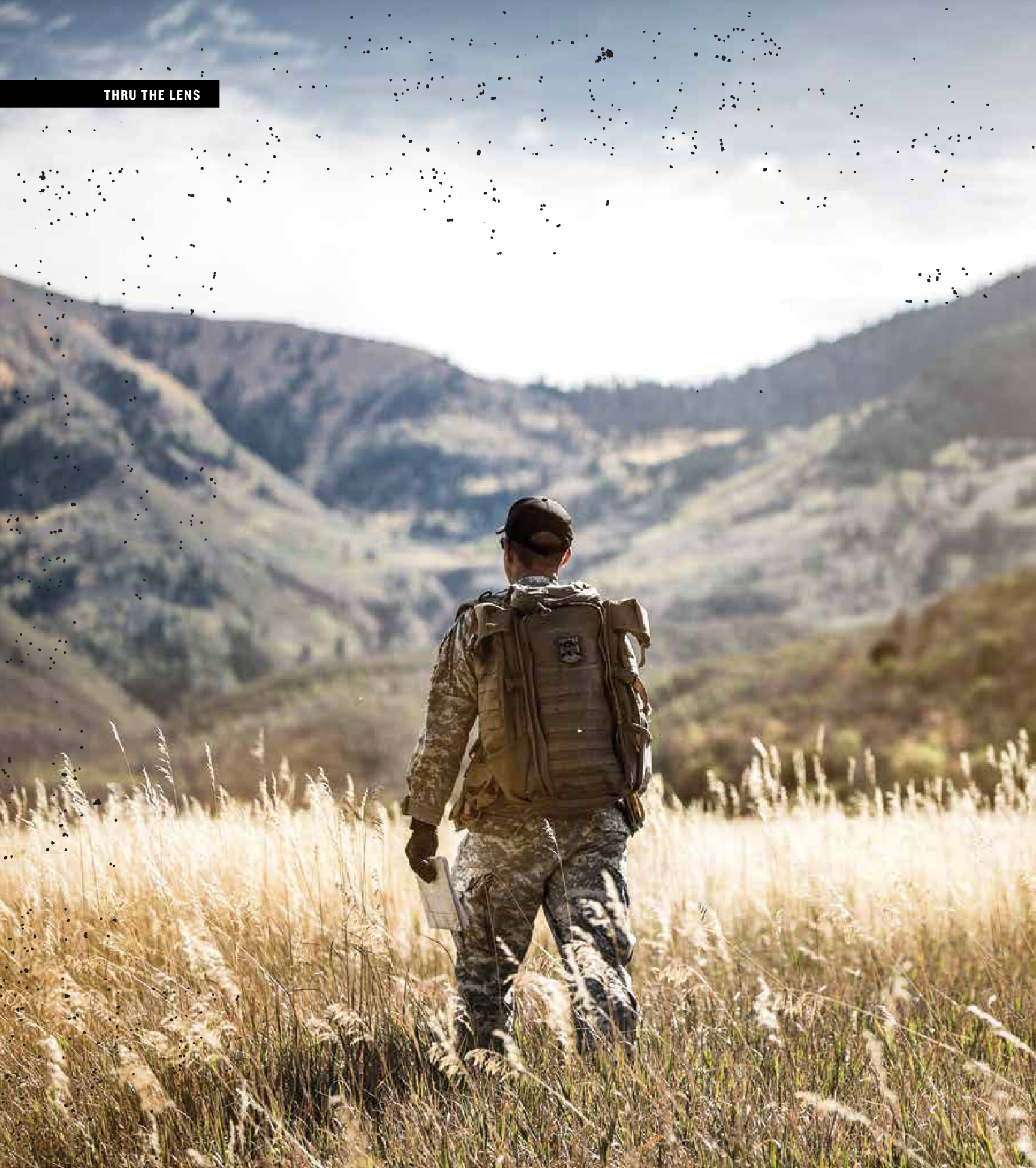
"I also enjoy classes where the teacher has had some significant industry experience prior to coming to the classroom," he continues. "It makes the subject matter more credible when it's coming from someone who has walked the walk. For example, visiting professor Cary Wasden taught our finance class, and I loved learning from him because he was an energy analyst on Wall Street who could preach from the pulpit of experience."

In addition, Rogers says he's learned as much from his fellow students as he has from the professors because everyone brings unique backgrounds and skill sets to the table.

Both Grierson and Rogers credit Wilde with telling them about the program. After he attended an information night hosted by the University's MBA program, Wilde spread the word. "UVU offered the best fit for me in terms of cost and accessibility," explains Wilde, who said he signed up hoping to expand his business acumen, network with peers, and foster his pursuit of management in marketing.

Wilde has most enjoyed working closely with his six-member MBA team. "We work together every semester on our group projects, and it has been a great experience in team dynamics," he says. "I understand the power of delegation and the importance of working together better than ever. Moreover, the diversity of the group has taught me to include opinions from everyone."









# WOLVERINE STRONG

Photography by Nathaniel Ray Edwards

Since its inception in 1862, the goal of the Reserve Officers' Training Corps (ROTC) program has been to produce high-caliber officers for the nation's armed forces. The Army ROTC is the largest, with 20,000 ROTC cadets in 273 ROTC programs at major universities throughout the nation. Approximately 70 of those cadets are enrolled at Utah Valley University, where their training forges strong bonds in the field and the classroom.



**I AM A GUARDIAN OF  
FREEDOM AND THE  
AMERICAN WAY OF  
LIFE. I AM AN  
AMERICAN SOLDIER.**







UVU's ROTC cadets take part in squad attack training at Big Springs in nearby Provo Canyon, where they use paintball weapons to simulate and prepare for the real battlefield.

"UVU ROTC is committed to educating, training, and inspiring cadets so each graduate is a commissioned leader of character, committed to living the Soldier's Creed, competent in the basic skills of their chosen profession and prepared for a lifetime of excellence and service to the nation as an officer in the United States Army," says Maj. Michael Kjar, assistant professor of military science.







# THE SOUND OF SCIENCE

UVU physics student and rock guitarist Brian Patchett is making waves in the medical world

by Layton Shumway | photography by August Miller

**WHEN UTAH VALLEY UNIVERSITY** physics undergraduate Brian Patchett took the stage to present his work at the 170th annual conference of the Acoustical Society of America in Florida last November, he felt something he hadn't felt in his 15 years as a rock guitarist.

He was nervous.

"I've played in front of crowds of 15,000 people, so I'm not intimidated getting up in front of people at all," Patchett says. "But that was when I had a guitar to do the talking for me. Now I'm in front of a group of academics, with decades more training than I have, and I'm trying to impress them with something that no one had been able to do up to that point. It was very intimidating."



“

**When you're a musician on stage,  
you're larger than life. . . .**

”

**But these people were treating me as a peer.**

On top of that, the presenter before Patchett — a Harvard professor who is one of the predominant researchers in his field — had run over his scheduled time by 10 minutes, cutting Patchett's time in half.

Patchett sped through his slides, demonstrating his research into the use of ultrasound to levitate biological materials and test them for various diseases. “I did a 10-minute presentation in four minutes because I wanted to leave time for questions,” Patchett says.

When he finished, every hand in the room was raised.

When his time was up, the director of the conference told him to keep going. That lasted another 20 minutes, twice as long as his original allotment.

And when the session finally ended and Patchett left the stage, he was mobbed by the professors who'd previously terrified him. They called him “Dr. Patchett,” even though he was an undergraduate. They excitedly showed him their own notes and research, imploring him to tell them where they were going wrong.

At that point, the difference between being a rock star and a physicist didn't seem so great — with one significant exception.

“When you're a musician on stage, people look at you in a way that's not realistic,” Patchett says. “You're larger than life. You're something that is unattainable. But these people were treating me as a peer. It was a feeling of community, a scientific community that I'd never experienced before. And UVU had everything to do with my being able to do it.”

#### ANYTHING BUT NORMAL

Patchett's path to this point in his career has been anything but normal. As a teenager growing up in Provo, Utah, he was kicked out of his senior year of high school for truancy. Problems at home played a factor, Patchett says, but more than that, he just couldn't handle going to class. He kept busy as an assistant for an art teacher at the school, but eventually he was forced to transfer to an alternative school, where students were only allowed to bring a notepad and a pencil to class for security reasons.

It was the best thing that could have happened, Patchett says. “The types of people there can be rough. But it was also good for people like me who needed attention. I needed my teachers to actually care that I was paying attention and listening and learning, because I hadn't had that before.”

Patchett had promised his mother he would get his high school diploma, so he plowed through four years' worth of homeschool assignments in only two semesters. But when he subsequently began classes at UVU in 2000, he realized he simply wasn't prepared for the college experience. At the same time, Patchett's interest in music was peaking, along with an aptitude for music theory.

“I loved music theory; it just clicked with me. But I couldn't go to class,” Patchett says. “I hated the structure of school. I didn't feel like I could do it. I figured it just wasn't for me.”

Patchett had connections in the music scene. He'd been playing in rock bands since he was a teenager, and he grew up across the street from well-known punk drummer Branden Steineckert. Before long, Patchett dropped out of UVU and began working as a stage manager and guitar technician for bands such as The Used, joining them for international tours across the United States and Europe. His own band, Broke, landed a record deal as well, leading to gigs opening for bands such as My Chemical Romance in front of crowds of more than 15,000 people.





The work was creatively fulfilling, but it was difficult for Patchett to leave his family while on tour. He had gotten married soon after high school, and by the time he was touring with his own band, he had three children at home to consider. His wife, Hilary, urged Patchett to reconsider careers, and after a red-eye flight back to Utah from Moscow, he ran into an old acquaintance in the airport, who offered him a job on the spot managing a local music store and fixing guitars and amplifiers.

## A PRACTICAL BACKGROUND

As a stage manager, Patchett had gained a strong practical background in acoustic science and electrical engineering. “I worked in an industry where the control of sound in a live environment is everything,” he says. “They do a lot of sound checking in live productions for safety concerns. They don’t want to resonate the building in a way that will cause the building to collapse. So I was very familiar with how sounds are manipulated, how sound comes out of a speaker, how sound comes into a microphone. I knew that stuff like the back of my hand.”

Patchett got the idea to return to school from a guitar teacher at his store, who was also a UVU student. The notion immediately appealed to Patchett’s wife, who had always encouraged him to return and finish his education. So he enrolled at UVU again, at the age of 36, with the goal of becoming a physicist.

This time going to class was no problem. “I just fit with physics,” Patchett says. “I realized that in my first class. I focused on doing homework every night. I wanted to learn even more than we had been taught in the class. I loved what I was learning, more than I had ever done before.”

At first, Patchett anticipated spending only a year or two at UVU before transferring to another school. But he began catching the eyes of the physics professors at UVU, especially Phil Matheson and Timothy Doyle. They gave Patchett unique opportunities — working in labs, teaching classes, and collaborating on research projects — that he wouldn’t have gotten anywhere else.

In fact, when Patchett asked an advisor from another university how to best prepare to transfer, the advisor told him to stay put.

“He said, ‘If you come here, you’re going to be competing with 500 physics majors to do this same work,’” Patchett says. “If you have the opportunity to work with these professors, to do these things, stay there!”

These engaged learning opportunities aren’t unusual for Doyle’s students. In 2014, Doyle took two UVU students to Vienna, Austria, at the invitation of the Ludwig Boltzmann Institute. There they expanded their research in using ultrasound technology to detect breast cancer during surgery and regrow blood vessels.

That kind of experience is usually reserved for students beyond the undergraduate level, according to Doyle. But UVU’s student scientists get to take advantage of those experiences and form a close working relationship with professors.

## THE KEY MOMENT

For Patchett, connecting with Doyle was the key moment — “serendipity,” Patchett calls it. Initially, the two had scheduled a half-hour meeting to discuss possible research. But when Doyle found out about Patchett’s background in music and acoustic engineering, that half hour turned into an hour, then two, then three and a half.

“When he found out I was a roadie, he just lit up,” Patchett recalls. “It was just a perfect fit. It reminded me of getting a record deal. Having the right skills, being the right type of people in the right place at the right time is how bands become huge. This was very similar.”

The project Doyle and Patchett would end up collaborating on — acoustical levitation — called for a handmade amplifier to generate sound waves as a key component. Patchett’s background was tailor-made for it. And the device worked perfectly the first time they turned it on.

“Before coming to college, I must have made 50 different amplifiers that didn’t work the first time, and I would spend the next 10 hours figuring out how to make them turn on,” Patchett says. “Compared to that, this was such a simple design that there was no doubt in my mind it would work the second I turned it on. And it did exactly what we calculated it would do.”

The project’s success led to the invitation to present at the Acoustical Society of America conference — an extremely rare honor for an undergraduate. Patchett was the only presenter who didn’t have a doctorate degree.

“

**This school has, I think,  
a mental background like mine.**

**You need to learn by doing.**

”

“People are shocked by the fact that the students I take to these meetings are undergraduates,” Doyle says. “But I think such experiences are invaluable.”

Despite his lack of experience, Patchett wowed the audience, who gave him a rock-star reception of a different kind. In fact, when Doyle tried to congratulate his student after the presentation, he couldn’t fight through the crowd to reach him.

“Based on how I had answered their questions and how much knowledge I had on the topic, everyone just assumed I had a Ph.D.,” Patchett says. “And that came from the training I got at UVU. That came from the professors in the physics department. That came from Tim Doyle. He made sure I was ready.”

As a senior, Patchett will soon move on to graduate school, but he says the experience he’s had at UVU will help him throughout his career.

“The longer I stay here, the more I realize this school gives people better training than a lot of other schools,” Patchett says. “This school has, I think, a mental background like mine. You need to learn by doing, not just sitting in a classroom.”

That attitude is even more important in physics, says Patchett, because “the days of the lone-wolf physicist are over.” Recent discoveries in physics have all been community efforts, achieved by the combined efforts of thousands of scientists working in harmony. And Patchett says that’s a principle UVU understands and believes in.

“We have great scientists, and they are genuinely concerned with how well every physics student is doing,” he says. “Every one of them will drop everything to talk to you about a homework problem or the project you’re working on or future projects. They want students here to be successful.”





# UTAH VALLEY UNIVERSITY BASEBALL



N. DAKOTA	1	N. COLORADO	8	NM STATE	15	UTAH	19	SEATTLE U	22	BAKERSFIELD	29
	2		9		16				23		30
UTAH	5		10		17			BYU	26		

APRIL

BAKERSFIELD	1	BYU	3	SAC STATE	6	UTRGV	13	CHICAGO ST	19
					7		14		20
					8		15		21

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# UVU'S BEST DAYS ARE AHEAD

Our present is so much grander than our past, but it is not nearly as grand as our future

Photography by August Miller

**Editor's Note:** *President Matthew S. Holland launched the University's 75th anniversary with his State of the University address given Jan. 26. The following is an excerpt of that address.*

I have spoken often about Wilson Sorensen. It was my privilege to meet Wilson just weeks after I had been appointed president of UVU and just weeks before he passed away. It felt like a meant-to-be moment. I'll never forget walking into the assisted living facility where he resided and seeing him for the first time. He was seated in a wheelchair and appeared even older and feebler than I was anticipating. Instantly his face lit up, a gigantic grin broke across his face, and without saying a word, he pointed with a beaming, palpable pride to the brand-new UVU swag he was wearing.

For some time, I sat and listened to him talk with delight and emotion concerning the institution he did so much to create — virtually from scratch — and lead for 37 years. I made him a solemn promise that day that I would do everything I possibly could to preserve and extend his magnificent accomplishments in building up this “miracle in the valley” we now call Utah Valley University. I keep a photo of that moment prominently displayed on my credenza, and I look at it every single day. It never fails to

fill me with a potent sense of responsibility and spirit of work.

Today is the major launch of this institution's 75th anniversary. If we turn back the clock 75 years to 1941, the focal point of our vision would not be Wilson Sorensen but rather this institution's first leader, the too-often-overlooked and underappreciated Hyrum Johnson. His story also daily fills me with inspiration.



During the 1930s, as the Great Depression wore on, many individuals who survived on various public works programs became increasingly anxious to upgrade their skills to obtain better jobs. The local school districts were not in a position to provide adequate resources and supervision for such

programs. Consequently, on April 5, 1938, Hyrum Johnson was appointed to the new position of coordinator of Trade, Industrial, and Distributive Education of Utah County Schools. For the next three years, the son of Swedish immigrants worked as practically a “one-man band,” creating classes, developing curriculum, and hiring teachers.

It is reported that he often hired people to start new classes and bought equipment for them with his own money, without knowing whether or when reimbursement or funding would come. Here was a man with a vital mission but virtually no staff, no money, and no campus. Cramped in various and random quarters around Utah County and Heber Valley, instructors met with eager — even desperate — students, delivering instruction wherever shared or donated space could be found. Hyrum worked out of a dungeon-like office in the basement of Provo High School and operated on a meager budget of less than \$800.

Hyrum had barely been at this heroic effort for a year when, on the morning of Sept. 1, 1939, he, like the rest of the country, was jolted by the news that Adolf Hitler and his Nazi thugs had invaded Poland — an awful omen of the broader and brutal armed conflict that would soon enough engulf much of the world. As the nation began to put itself on war footing, demand for vocational training surged even stronger. Clearly,



▲ PHOTO BY NATHANIEL RAY EDWARDS | PORTRAITS BY ROBERT T. BARRETT ▶

to meet this demand, a central base of operations was required. But when has it ever been the case in the history of this institution that obvious and critical need translated into immediate and universal support to provide it? By all accounts, many school boards and state and local leaders were either skeptical about such an ambitious new educational project or felt threatened by the prospect of redirected resources. Only on his third try with local authorities was Mr. Johnson successful in securing the old Provo Fairgrounds as home to the school the community so badly needed.

The facilities, which included former barracks used by the Civilian Conservation Corps and two brick exhibit halls, were unfit for use and required significant repair. With winter as a deadline, students and instructors were put to work replacing windows, rewiring buildings, welding stoves, repairing benches and tables, building furniture, even converting a pigpen into a foundry. Much of this work was performed as part of course instruction, launching what was, for all intents and purposes, this institution's first and foundational commitment to engaged learning. In any case, with that can-do, never-say-die spirit that has been in our

DNA ever since, Hyrum Johnson and that first set of faculty had things far enough along that by the end of the summer of 1941, the doors opened for what was called the Central Utah Vocational School.

Since then, the institution has been on a steady — sometimes breathtaking — climb of dynamic physical and programmatic development. But what I love the most

**“We are celebrating 75 years of helping students improve the quality of their professional, public, and personal lives.”**

about this institution and its past, as well as its present, and hopefully always its future, is what it does for students. As I have said before, and repeatedly, student success is the core of our core. Yes, we talk and act endlessly around here about being serious, engaged, and inclusive. But the real power of these core themes comes in the fact that they are goods in the service of something else, and that something else is student success. We strive to be serious, engaged, and

inclusive because that is what we must do in order to help students from every walk of life in our service region find and develop those competencies that best promote a life of financial stability, social connectedness, individual fulfillment, and civic contribution. Thus, for me, if we are celebrating anything about our 75 years of history, we are celebrating 75 years of helping students improve the quality of their professional, public, and personal lives.

In so many respects, the courses and programs that drove the creation of this institution and remain vital to its existence are those of the trades and technical education. Again and again, these programs have lifted and transformed the opportunities of citizens who otherwise might have been lost in more traditional programs of public and higher education.

This institution has a trajectory and destiny that is so much greater than any one area, project, or person. Think of where we have come from and where we are today. Now just imagine where we are going. Our present is so much grander than our past, but it is not nearly as grand as our future. Our best days and finest accomplishments are ahead of us, not behind us.



**DECADES OF  
DEDICATED LEADERSHIP**



**HYRUM E. JOHNSON**  
(1941–1946)

- First director of the institution
- Highly respected craftsman and teacher
- “Never-say-die” attitude was instrumental in getting the Central Utah Vocational School started



**KERRY D. ROMESBURG**  
(1988–2002)

- The college changed its mission from a two-year community college to a four-year state college
- Student enrollment skyrocketed from 8,700 to more than 20,000
- College’s endowment increased from \$280,000 to more than \$41 million



**WILSON W. SORENSEN**  
(1946–1982)

- Served as acting director and as president of Central Utah Vocational School, Utah Trade Technical Institute, and Utah Technical College
- Instrumental in moving the school from the Fairgrounds Campus to the Provo Campus, and then to the Orem Campus
- Main focus was providing classes to train individuals for the job market, especially in technical areas



**WILLIAM A. SEDERBURG**  
(2003–2008)

- Greatest accomplishment was achieving university status resulting in a mission and name change from Utah Valley State College to Utah Valley University
- The new 190,000 square-foot library was dedicated on July 1, 2008, the same day UVSC officially became Utah Valley University
- Added 26 new baccalaureate degrees and the institution’s first master degree (Master of Education) as well as increasing the institutional budget by 65.4 percent



**J. MARVIN HIGBEE**  
(1982–1987)

- Oversaw transition from an institute to a community college in 1987
- Saw the need in the community for a college that would not only meet the needs of the trades but would also expand into the liberal arts and more technical fields
- Established the college’s first alumni association, designed to boost school loyalty and pride



**MATTHEW S. HOLLAND**  
(2008–Present)

- Enrollment reaches 33,395, making UVU Utah’s largest public university; structured enrollment implemented
- Acquisition of 225 acres for future expansion in Vineyard
- Legislature appropriates \$21 million in acute equity funding for UVU and approves remaining funding for new performing arts building
- Added seven new master degrees: nursing, business administration, computer science, public service, social work, accountancy, and cybersecurity

# ARTIST ALLEY

**EVEN BEFORE THEY GRADUATE, UVU STUDENTS  
MAKE A NAME FOR THEMSELVES AS ARTISTS  
AND ILLUSTRATORS**

**BY ALEX SOUSA  
PHOTOGRAPHY BY AUGUST MILLER**

**T**revor Downs is an artist. He's been drawing pictures for as long as he can remember — maybe even longer. In less than a year, he'll graduate from Utah Valley University with a bachelor's degree in illustration. But for right now, he's working hard at honing his skills and selling his art at Salt Lake Comic Con.

"I got into this gig because I enjoy my alone time. I'm at my most productive and creative when I'm working alone in a studio all day without having to interact with anyone," says Downs. "The Comic Con experience is such a wildly radical shift from the norm that it always leaves me on the edge of exhaustion after it's over, but it's totally worth it. You really get a sense of the image you are presenting to the world, and each convention I've done has been invaluable in

engineering my personal brand. "

With a sketchbook and pen in hand, he's perched on a stool at his booth in Artist Alley, two dozen rows packed with other illustrators of varying notoriety. Some of them are local; others hail from around the country and even the world. Most of them are established artists with long and storied careers in the comic book industry, while some design for video games and animated films. Their credentials are impressive.

A few are like Downs, scrappy beginners just embarking on their journey as artists and creators. And in the tight corridors of Artist Alley, they're competing neck and neck with the big names around them.

As an incentive to his customers, Downs offers a free comic book anthology of original projects that he's developed working









**THE ABILITY TO LOOK AT MY WORK CRITICALLY AND TO KNOW WHAT TO FOCUS ON ARE THE MOST USEFUL SKILLS I'VE DEVELOPED AT UVU.**

**—TREVOR DOWNS**

BACKGROUND ILLUSTRATIONS BY TREVOR DOWNS

alongside his creative partner — a close friend he's known since they were 10 years old. With every purchase of a print, he gives away a free digital copy. A pulp-style poster announces the promotions at his table; "Ingrid Alesiter's House of Horrors," "Phantasmagoria: Hard-Boiled Gothic Horror," and "The Kogans" are only some of the stories he's giving away, an indication of his influences and goals.

His table is covered with art, much of it based on popular franchises such as "Star Wars," "Doctor Who," and the Marvel Cinematic Universe. His participation in Comic Con has been a productive way to sharpen his skills and start getting his name out there, finding a following as more than 100,000 fans flood the Salt Palace for three days, twice a year. It's a method that works,

catching the eyes of fans and then introducing them to his original properties.

"Comic Con is an opportunity to talk to people about my art and other things I love. It's one thing to complete a piece and be personally satisfied with it, but it's something else entirely to see someone's face light up when they see that piece," Downs says. "It's a helpful experience as a craftsman and an entrepreneur, but its greatest value is facilitating connections with people who are just as passionate about this stuff as I am"

In the booth next door, a classmate of Downs's is selling his own art. Eden Sanders, like Downs, is working toward his bachelor's degree in fine arts at UVU, but he recognized Salt Lake Comic Con for the immense opportunity it presents for artists to get started.

"I love the Comic Con environment in the sense that you're surrounded by creative people and by ideas that have grown beyond themselves," Sanders says. "It's nice to go out there and share the things I've created with people."

Sanders was the type of child who drew everywhere he went, wandering with pen and paper in hand looking for inspiration. But it wasn't until his final year of high school that he realized his dream was to work as an animator.

Like Downs, Sanders also has an original comic, an epic tale called "Down Below" about a robot that he has described as a "good pile of pistons." It's a project he wishes he could dedicate more time to, but with school and other obligations, it's sometimes shelved.



Still, the project functions as a way for Sanders to explore his own beliefs and ideas about life, while focusing on the aesthetics he is drawn to most: hulking, rusty mechanisms. “It’s fun to be able to draw and express ideas, but I love being able to tell stories through drawing,” he notes.

Illustration students at UVU come from a pedigreed history of notable alumni. Artists such as Adam Munoa, Kyle Wiggins, and JJ Harrison have all shared floor space with current UVU students at Salt Lake Comic Con. While they may not be household names yet — and few illustrators are — they are well respected and often world renowned.

Harrison is one of the most accomplished illustrators to come out of UVU. It’s been nearly a decade since he graduated, and in that time he’s found success working for some of the largest animation houses such as Nickelodeon, Cartoon Network, and Disney.

Since he graduated, the world of illustration has changed for Harrison. He remembers the day when it was common practice to print postcards with his art and send them to editors across the nation with a hope and a prayer that those editors would like them. Now with the ubiquity of the Internet, and the popularity of conventions such as Salt Lake Comic Con, he’s seen the success that can be found by hitting the right nerve of dedicated fandoms.

While Harrison’s favorite piece from his portfolio is a “Duck Tales” poster he drew on commission from Disney, the piece he is best known for is a now-infamous mash-up of two beloved children’s properties: Cartoon Network’s “Adventure Time” and the much-adored anime from director Hayao Miyazaki, “My Neighbor Totoro.”

“That image will haunt me until the end of my career,” he says, laughing but only half-joking. The image, the rights to which he sold for a fair but unremarkable price, has been printed on posters, T-shirts, and stickers all over the world. It was a success that might not have been possible 10 years ago, and one that perpetuated the wholesome and fun sensibilities he’s always sought to perpetuate with his art.

Harrison fills his days by drawing things that make him happy with the hope of



**IT'S FUN TO BE  
ABLE TO DRAW AND  
EXPRESS IDEAS, BUT  
I LOVE BEING ABLE TO  
TELL STORIES THROUGH  
DRAWING.**

**—EDEN SANDERS**



spreading that happiness. His method seems to work, as seen in the long line in front of his table at Comic Con. His art is bright, vibrant, and youthful, and its energy can be seen through fans who are thrilled to be meeting an artist who has brought so much enjoyment to their lives.

"I work in a bubble a lot of times. But when you actually get to go to something like Comic Con, you get to see the faces of people who you didn't even know were fans," says Harrison. "It gets me even more excited about what I do. I come away from that experience with so much energy to do more, to make more art so they have something to enjoy."

Ultimately, Harrison attributes much of his success to his studies at UVU. He says he was fortunate, having been able to work with instructors whose work he admired. Those instructors encouraged him and prepared him for the world of illustration and the work required in it.

A man with dark hair and glasses, wearing a black t-shirt, is shown from the waist up. He is looking slightly to his right. He is holding a white sign with a black border and a jagged top edge, as if it's a piece of paper or a sign he's presenting. The sign contains a quote in bold, black, sans-serif capital letters. The background behind him is a yellow and white polka-dot pattern.

**IT GETS  
ME EVEN MORE  
EXCITED ABOUT WHAT I  
DO. I COME AWAY FROM THAT  
EXPERIENCE WITH SO MUCH  
ENERGY TO DO MORE, TO MAKE  
MORE ART SO THEY HAVE  
SOMETHING TO ENJOY.**

**-JJ HARRISON**

The illustration program at UVU is a celebrated one. It boasts a nationally renowned staff of professional artists, state-of-the-art software, and well-rounded, practical learning experiences.

"One of the things we're trying to do is not only teach students about the fundamentals of drawing and communicating visually but also teach them to interact and work with people in an environment that hasn't always been around," says Howard Fullmer, an assistant professor of illustration.

Fullmer has been teaching at UVU for seven years after a temporary position blossomed into full-time work. The walls of his small office, a room with no windows tucked away in a corner of the Gunther Technology Building, is covered in art from students he's taught over the years. His strength, he says, has always been ideas, and he loves the opportunity to help students realize their own.

"The biggest success for me is when students find their voice," Fullmer says. "A lot of students think they need to do work just like their professors, but when they discover what they can do and what they love, and they start working that way, that's the greatest thing we can do."

Helping students succeed by discovering themselves as artists is the driving philosophy behind UVU's illustration program. In a world overrun with visual elements, it's become more important for illustrators to find their style and spend time developing it.

Fullmer admits how hard it can be to accomplish that, though. There are no stepping stones in illustration like there are in other fields. It can be hard for students and beginners to break in and find their niche, especially when they are competing with professionals who have been in the game for decades.

"Getting their work out is the most important thing students can do," he says. "There's no magical point when you get your





ILLUSTRATION BY JJ HARRISON

degree that you become a professional illustrator. So many of these students can start working beforehand; they can start trying to develop their work and get it out there.”

On the convention floor at Salt Lake Comic Con, plenty of UVU students do just that. Before they’ve even graduated, they’re putting themselves out there and trying to gain a following.

“The ability to look at my work critically and to know what to focus on are the most useful skills I’ve developed at UVU,” says Downs. “There are an infinite number of things you can study, an infinite number of ways to practice, an infinite number of drawing exercises — sometimes it can feel overwhelming. But the benefit of studying under the faculty at UVU is having access to the guidance of people who have already been through it all. They’ve helped me know what to look for and what to focus on, and to really recognize what is or isn’t working about my art.”

Salt Lake Comic Con has lit a fire within the state, one that has benefitted students and alumni in UVU’s illustration program.

“Stories, images, and ideas affect people,” says Downs. “Art can uplift, and art can discourage. It has the power to change minds. It’s both a blessing and responsibility.”

As soon as one convention ends, Downs begins preparing for the next, and he’s always looking for ways to improve his work. He knows that every six months he’ll have a new convention to go to, just a few miles from his home. And every time he looks forward to providing new material to fans and talking to them about the things they love and share in common.

In doing so, he’ll continue gaining an audience and promoting his works. He’ll keep giving away his comic books with each purchase with the hope of making it big — and with each new fan that potential becomes more of a reality.



PHOTOS BY JAY DROWNS

# *Never Alone*

NEW VETERAN SUCCESS CENTER PROVIDES  
INDIVIDUALIZED RESOURCES TO HELP  
VETERANS SUCCEED AT UVU



**M**ore than 150,000 veterans live in Utah, with 20,000 of those living within a seven-mile radius of Utah Valley University. To better serve and support veterans who attend the University, UVU recently opened a dedicated Veteran Success Center to reinforce existing resources. Director Sheldon Holgreen is a veteran himself, having served in the Army, one tour in Iraq and another in Afghanistan. He remains on active duty with the Utah National Guard. A first-generation college graduate, Holgreen intimately knows how difficult the transition from serving in the military to attending college can be.

### *How did the Veteran Success Center come about?*

There are no federal or state mandates that UVU has to have a veteran center. It came about because individuals recognized the need for a dedicated center. Veterans have always recognized the need for a space. Michelle Taylor, vice president of student affairs, and Liz Childs, assistant vice president for enrollment management, were instrumental in getting the center funded. The center was designed and constructed by UVU's own, and it was accomplished at one-fifth the cost of what an outside bid would have been. It has been a labor of love for so many.

### *What makes veteran students different from other students?*

A lot of the differences lie within how veterans feel. They feel old. They feel disconnected. They don't feel like they can relate or connect to other students. These perceptions make it difficult for them to attend college and feel like they fit in.

### *What is the purpose of the center?*

Within the veteran world, there is a huge amount of information. We see it as our job to package that information for each veteran in a consumable way. Each veteran's needs are individual. We also see the center as a

literal and figurative gathering place for our veterans. Since opening in September 2015, it has become a place where veterans study together, prepare for class, and socialize.

### *How does being a veteran assist you as the director of the center?*

A lot of times what veterans portray on their faces is not what they are feeling inside. As a veteran, I have empathy for that and can recognize that. College is a terribly difficult process to navigate for a lot of students, but veterans sometimes have experiences that make these things even more stressful and challenging. It's hard to understand the stress, frustration, and anxiety that comes from simply registering for classes. But I've been there and felt the same way. Empathy goes a long way when working with veterans. I joined the military between my junior and senior year in high school. My service in the military has allowed me to access benefits that helped me graduate from college. That degree brought me out of poverty. More importantly, the military is my family. It has changed my family tree.

### *What do veteran students add to the student body at UVU?*

The greatest thing they add is the leadership component. Veterans have been leaders in extremely difficult circumstances. They can translate that real-world experience into classroom and community leadership. I have heard time and time again that their contributions in classes inspire other students.

### *What is your greatest concern for veteran students?*

Mental health is a huge concern — everything from suicide to lack of confidence.

Any time a veteran walks through our door, the first person they meet is another veteran. The center is staffed by work-study students, all of whom are fellow veterans. They are experiencing the same things our veterans are. Our veterans go through UVU

with a peer network. Juniors and seniors mentor freshmen and sophomores.

### *What does the center provide?*

Veterans across the country struggle with mental health issues, and we are not excluded from that at UVU. We work individually with veterans to get them the personalized care they need to be successful in college — and in life. We provide in-depth knowledge of all veteran affairs education programs available through UVU. We sit down with our veterans and go through each resource line by line to determine what benefits they qualify for. We also provide access to scholarships and programs that advance veterans' awareness and success, both inside and outside the University setting.

### *Why is this center so personal to you?*

I came to UVU after my last deployment in Afghanistan. Like many vets who did not fit in, I was absolutely frustrated. One vet explained it like this: "I felt like I was an astronaut being told by an astronomer what the moon was like."

I eventually stopped attending UVU and completed my degree through an online school. I graduated with a degree that I didn't really want, but I knew I needed a degree of some kind.

If I would have had a network of people when I attended UVU, I wouldn't have felt so isolated. This center enables relationships to be built among our veteran students.

When you're in the military, you are never alone. But many veterans feel very alone when they attend college. They would rather go on deployment again than go back to school. We continually tell them that UVU is the school they need, and it can provide them with a great education.

I see UVU as the place that can take our veterans and propel them out of poverty, discouragement, and depression. We offer a broad spectrum of affordable educational options. We can provide great, quality programs that offer them meaningful jobs.



MATTHEW DRAPER

CHUCK ALLISON

KERI MEASOM

## UVU 2016 OUTSTANDING EDUCATOR AWARDS

PHOTOGRAPHY BY JAY DROWNS

**MATTHEW DRAPER**, *College of Humanities & Social Sciences, professor*

Draper has taught at five different institutions working closely with students is his favorite part of teaching. "A close second," he said, "is struggling with students over difficult concepts and hearing ideas and critical analysis from them beyond what they believed possible. Third are the 'oh, yes' moments when students discover this passion." Draper is most proud of the way UVU students undertake a remarkable number of service hours in the community. "I also feel pride when my students exceed expectations they have for themselves or that others have for them in terms of their learning, career growth, and personal development."

**CHUCK ALLISON**, *College of Technology & Computing, professor*

As a professor, Allison has contributed to the University in many areas, including serving as faculty senate president and department chair. He has published papers on the art of teaching difficult technical and scientific material but says his favorite part of teaching is the relationships he creates with students and the role he plays in preparing them for careers. In addition to genuinely caring about students, Allison feels his greatest asset is the ability to explain material so people can understand and apply it. "My maxim is Feynman's comment: 'If you can't explain it to college freshmen, you don't really understand it.'"

**KERI MEASOM**, *School of Education, lecturer*

When she was in the eighth grade, Measom's dad offered her \$100 to read "How to Win Friends and Influence People" by Dale Carnegie. "Of course I did," she said, "and I re-read it often. One part that I put into practice was 'become genuinely interested in people.' I love people." Measom's goal is to engage all learners, and she uses a variety of strategies to ensure student learning. "I joke in my classroom that if a 'regular' adult walked in, I might be a little embarrassed, but I keep engaging my students, and they then take these strategies into their elementary classrooms and actively engage their little learners."





KEITH WHITE

RODGER BROOMÉ

CRAIG D. THULIN

**KEITH WHITE**, *University College, associate professor*

Although White is an associate professor of math, he doesn't teach math. "I teach students and help them learn math," he said. "I think there's a significant difference between those two mindsets." White says many students have entered his classroom without a single positive math experience in their lives. His primary objective is to create a learning environment that is optimal for student success. "There's nothing better than seeing students' faces when they get their first 'A' ever on a math test. I want every one of my students to be successful, and everything I do in the classroom is geared toward supporting that."

**RODGER BROOMÉ**, *College of Aviation & Public Services, assistant professor*

As a UVU alumnus and first-generation student, Broomé loves seeing students where he once was and helping those students develop into emergency professionals. With an eclectic professional career consisting of police, fire-fighting, and emergency medical work as well as a doctorate degree in psychology, Broomé offers real-world experience with some of the tougher sides of society along with teaching, service, and scholarship. "I love passing on what I have learned to others, particularly with respect to the psychology of police, fire, and EMS work," he said. "Stronger minds operating skilled hands serve our citizens better and keep our emergency responders more resilient."

**CRAIG D. THULIN**, *College of Science & Health, associate professor*

In school, Thulin studied biomedical science but chose to pursue a Ph.D. instead of an M.D. for many reasons, including his desire to be a life-long student and to help students discover that science is both useful and interesting. "I don't save lives," he said, "but many of my students do, and I had a hand in their becoming who they became professionally." Thulin works hard to help his students understand that the class isn't his class, it's theirs. "I want them to see their education as theirs, not someone else's," he said. "My favorite part of teaching is watching the lights come on in a student and witnesses the 'aha' moments."



ANGELA BANCHERO-KELLEHER

PATRICK MILLIGAN

**ANGELA BANCHERO-KELLEHER, School of the Arts, professor**

Angela Banchemo-Kelleher says that one of the most rewarding aspects of teaching at UVU is the opportunity “to continually expand my own thinking as a result of working with students on their research. I value the collegial atmosphere that is cultivated in the class and in our independent discussions.” She also says she is proud of the department’s growth. “We have students who are professional dancers in internationally recognized companies, 100 percent placement of our dance education graduates, and students who present scholarly research in prestigious conferences, as well as receiving significant funding in Ph.D. programs. Our department represents the best that the learning environment at UVU fosters.”

**PATRICK MILLIGAN, Woodbury School of Business, professor**

A Chinese proverb states, “Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.” Milligan believes that in order to successfully transfer knowledge in ways that students can be effective in their respective occupations, an interactive and reciprocal education experience is imperative. “Student and teacher are joint stakeholders,” he said. “This type of learning environment gives me true joy and satisfaction.” Milligan also maintains that a business degree is not worth the paper it’s written on if students can’t earn a good living after graduation. “Happy and employed students is really the key performance indicator that we are doing our jobs.”



## Celebrating 75 Years in Pieces

It’s not often that we get to celebrate something that has lasted 75 years, an anniversary that marks perseverance and permanence. No wonder it’s called the diamond anniversary. UVU has now reached this impressive anniversary, and we’re celebrating in style.

It’s appropriate to celebrate milestones such as 75 years with history books, photos, and parties. We’ll have all of those things in the next year, but the Alumni Association also wanted to commemorate the 75th anniversary in a fun and memorable way. Enter Utah artist Eric Dowdle and his folk art.

Who doesn’t love Dowdle art and puzzles? We’ve met many people who own every puzzle Dowdle has produced — and haven’t even assembled any of them. The die-hard puzzlers can’t wait to tackle the next release. Puzzling is often a family affair with a wide age range of participants all working together.

We were charmed by Dowdle and his art from the first moment we broached the idea of a UVU puzzle. We learned that Dowdle has his own way of gathering information, which included lists of items

and photos from us but also included spending time wandering around campus, gathering impressions and talking to people in the hallways. He became the curious fly on the concrete and brick walls to produce a piece of art from his own unique perspective of UVU.

Eight months after our initial talks, the artwork and puzzles are complete and ready for you to explore. They are filled with all kinds of delightful information and history about UVU, but only some of these things are obvious. They have to be found by the viewer, who is often surprised and enchanted with the discovery.

UVU has evolved and grown over 75 years, and this commemorative puzzle reflects that growth and change. Celebrate where we’ve been, where we are, and where we’re going as you study each piece, and enjoy a few surprises along the way. And be sure to join us at the parties, concerts, and other events throughout the year. We’re celebrating in style and in puzzle pieces!

Jeri Allphin  
Senior Director, Alumni Relations & Annual Giving

Order your puzzle or art at [uvualumni.org/dowdle](http://uvualumni.org/dowdle)





D·O·W·D·L·E

# UVU 75<sup>TH</sup> ANNIVERSARY PUZZLE

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# KEIRA SLOAN SCHOLZ

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**I am UVU**

*KEIRA SLOAN SCHOLZ.* Wife, mother, director of The Provo Promise nonprofit, and owner of Scholzsouls.com. B.S. Behavioral Science, cum laude.

"My success in life is directly attributable to my opportunity to rub shoulders with doctorate-holding professors, impactful community leaders, inventive business persons and driven litigators. UVU is where your dreams become your reality. I am UVU."

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