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VOL.23, NO. 1 SPRING 2017

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UTAH STATE

Vol. 23, No. 1 | **SPRING 2017**
www.utahstate.usu.edu

3 NEWS@USU
Mata Hari was a complicated, conflicted woman and not a good spy, someone not at all as history depicts her. Even more fascinating: USU's Tammy Proctor is an expert in such matters and was recently featured on a BBC forum about the World War I woman of mystery.

10 ON ABILITIES, STRENGTHS and SHEEP EYELASHES
She's been a shining example of Utah State University leadership for years, but you may be surprised by some of the unique lessons that have shaped the continuing education of newly named President Noelle Cockett.

24 FINDING THEIR NAVAJO WAY
'I don't see color…' Teresa Frazier says, but she and her husband, Curtis Frazier, have certainly had their eyes opened after making the move to try to balance their adopted Anglo-American heritage with the Navajo culture they were born into and now seek to better understand.

SEXUAL VIOLENCE: THE COMPLEX AND HORRIFYING NATIONAL PROBLEM 16

Over 200 student volunteers at Utah State have stepped up to bring about positive change. Some 4,000 Aggie students, faculty, staff and alumni have signed pledges to foster prevention. "We have our very best experts here working to confront the problem and all its complex angles," says USU's new president Noelle Cockett, "but there is always more we can do." And … 'We Will."

ON THE COVER
Some of the 4,000 USU students and others who have pledged to create an environment in which sexual assault is intolerable and survivors are supported.

Fencing and other treatments show promise in protecting trees of Utah's Pando aspen clone, often cited as the world's largest living organism.

Aspen Restoration Efforts May Be Working

If you're depending on a room filled with 90-year-olds to repopulate and save the human race, you may be setting your hopes a little too high.

That's an analogy Utah State University researcher Paul Rogers uses to explain the challenges before Pando, a massive aspen clone in south central Utah thought to be the largest living organism on Earth.

"Pando is an iconic example of an aspen community undergoing rapid decline due to overstory mortality and chronic recruitment failure," says Rogers, director of the USU-based Western Aspen Alliance and adjunct associate professor in the Department of Wildland Resources and USU Ecology Center.

Yet, restoration treatments by the USU scientist and colleagues may be working. Rogers and Jody Gale of USU Extension Sevier County published findings indicating evidence of Pando's recovery in the Jan. 19, 2017 issue of *Ecosphere.*

The USU scientists' research was supported by the U.S. Forest Service, the Secure Rural Schools program, the Utah forest Restoration Working Group, USU Extension and WAA's Pando Fund.

"Quaking aspen across the American West are stressed by a combination of sources, including drought, hungry herbivores, fire suppression, development and past management practices," Rogers says. "As part of a larger project to restore Pando, we fenced, treated and monitored a portion of this famous grove with the intent of documenting regeneration responses and using such practices at larger scales."

He and his team placed 27 randomly stratified monitoring plots across the 43-ha aspen community to monitor herbivory and regeneration responses to distinct treatment categories. Treatments included plots left unprotected and protected by fencing, passive (fenced only) treatment and active treatments such as burning, shrub removal and selective overstory cutting.

"At each site, we made extensive measurements of treatment responses," Rogers says. "Our results confirmed a positive regeneration response to limiting access to munching deer and other herbivores with fences, whereas non-fenced areas showed no improvement."

He notes both active and passive treatments produced regeneration levels sufficient to protect young aspen suckers, until they grow beyond the reach of ravenous browsers.

USU ecologist Paul Rogers.

"Our results support a growing body of research, which suggests if managers invest in continuous protection from herbivory, they'll give Pando, as well as other western aspen communities, a fighting chance," Rogers says.

— Mary-Ann Muffoletto '94 MA

USU's Proctor a Featured Expert on Exotic WWI Spy Mata Hari

She's known to history as one of the world's most legendary spy-seductresses. In actuality, Mata Hari was a complicated, conflicted woman, says Tammy Proctor, chair of the Utah State University Department of History and a participant in a worldwide BBC forum about the World War I spy.

Proctor, an expert in World War I espionage, was featured with two other experts in a recent episode of BBC Forum, a weekly general-subject radio program of the BBC World Service found at www.bbc.co.uk/programmes/p04plxq2.

In the panel discussion, recorded in London, Proctor, the author of "*Female Intelligence: Women and Espionage in the First World War*" (2003, New York University Press) joined Mata Hari biographer Julie Wheelwright and Dutch journalist Hanneke Boonstra.

Espionage expert Tammy Proctor, featured on the BBC.

It's now been 100 years since the execution of Mata Hari, whose actions, according to the French government, caused the deaths of hundreds of thousands of soldiers.

Proctor said that during the pre-recording of *Mata Hari: Dancer, Lover, Spy*, the panel experts generally concluded that Mata Hari "wasn't a very good spy." In fact, Proctor added, "she was a very bad spy. And she surely didn't send 750,000 men to their deaths."

The iconic image of the raven-haired exotic dancer encircled in jewel-crusted scarfs is credited as the origin of the mysterious seductress-traitor stereotype we know from James Bond films.

Mata Hari: 'A complicated and conflicted woman.'

But this legacy, said Proctor, obscures the woman herself. And, in part, it pulls attention from the thousands of women spies who quietly and courageously aided their countries, said Proctor.

Proctor's research has focused on this corps of largely unknown women spies. Still, "I was interested with why there's this long memory of Mata Hari and why she's such a trope," said Proctor. "Why is there this persistent idea that this is how women in espionage work? It's not true."

Contrary to the myth Mata Hari created for herself, she was born a Dutch citizen. As a young woman, she escaped an ugly childhood to marry an army colonel in the Dutch East Indies. Following an equally ugly marriage with her abusive husband, she returned to Paris. She was forced to leave her daughter, her only child after a young son had died previously.

To support herself, the then-Margaretha Zelle took up teaching and nude modeling for artists to fund her fight for custody of her daughter, said Proctor. When that failed, Zelle found that audiences liked her willowy exotic dances. She copied dance moves she'd learned in Indonesia and promoted a story that as Mata Hari she was a foreign princess.

It worked, and audiences flocked to see her. "I think everyone (on the panel) had a grudging respect for what she was able to do with herself," said Proctor, "at the same time recognizing that she lived in a total world of fantasy."

Then came 1914 and theaters were closed with the launch of the Great War. As a Dutch citizen and enemy alien, Mata Hari had her assets frozen by the French government, leaving her helpless and desperate.

The spy chapter of her life began when she sought permission from the French government to enter a war zone to visit a lover who had been wounded. The details are unclear, said Proctor, obscured by myth-making and lack of records. French officials offered her money to spy for them.

She in turn approached the Germans offering to be a double agent.

"Her motivations are hard to pick apart," said Proctor. "She takes money from the Germans. But she claims all along that she's a French patriot, and she takes money from the French, saying she's going to pass the German information to the French."

Mata Hari is believed to have been set up and she was soon captured by French officials. Mata Hari, said Proctor, was likely "played to a certain extent."

"But I think she liked the idea of the glamour of it. She made promises of things she couldn't deliver on, and she didn't have a lot of military secrets to pass on. Successful spies are the ones who are not splashy."

Following a trumped-up trial with fabricated evidence, Mata Hari faced the firing squad on Oct, 15, 1917 at the age of 41. Memorably, she refused a blindfold.

The image of the sexy, mysterious female spy was magnified in subsequent decades, largely in the memoirs of early intelligence officers, said Proctor. "They very much played on these stereotypes, downplayed the role of women and making heroes of the male agents," said Proctor. "I think it speaks to the idea of male vulnerability — these women somehow catching men at their most vulnerable, in the bed. I think that continues in the way espionage is covered."

But for every Bond girl, said Proctor, here's a Miss Moneypenny, the dependable stalwart who gets things done.

"That's the hidden reality underneath," she said. MI-5, the British spy agency, for instance, employed some 800 women in World War I.

Adds Proctor, "I think those stories are more interesting than the mystique."

— Janelle Hyatt

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Governor's Medals for Science and Technology Honor Three at USU

Utah State University faculty members Terry Messmer, John Morrey and Debra Spielmaker are among the 2017 recipients of the Governor's Medal for Excellence in Science and Technology.

The honor is awarded annually to selected residents and companies that have provided distinguished service or made significant contributions to Utah's advanced scientific and technological knowledge, education and industry.

"The medal recipients are true leaders in innovation, serving as educators, mentors and influencers statewide," Utah Gov. Gary Herbert said. "I commend the winners for excellence in their fields and for their important work, which will benefit Utah residents for generations."

USU President Noelle Cockett said, "I am very pleased to congratulate these members of our faculty for their outstanding work and achievements. The diversity of disciplines they represent illustrates the excellence we find throughout the university. Also, these individuals showcase USU's commitment to helping people in Utah and beyond through our land-grant mission of discovery, learning and outreach."

Terry Messmer

Terry Messmer has accomplished much during his 25-year career at USU, including the creation of an award-winning conservation program. The USU Extension wildlife specialist and professor in the Department of Wildland Resources, directs the Utah Community-Based Conservation Program (CBCP), which, working in concert with state and federal partners, has restored more than 500,000 acres of sage-grouse habitat and protected more than 94 percent of the state's sage-grouse populations on 7.5 million acres. The CBCP was recently honored by The Wildlife Society for its contributions to local, state, regional, national and international conservation.

In addition, Messmer was recently honored with two national awards from different organizations recognizing the conservation impacts of the CBCP and his applied research programs. Both awards recognize his leadership and communication abilities and the conservation impacts of his integrated research and Extension programs.

Messmer is noted for his diverse abilities and his passion for the land, stewardship, wildlife and helping those most affected by conservation policies. Whether mentoring graduate students, riding an ATV in the dark to capture sage-grouse, coordinating with the governor's office or working with federal agencies in Washington, D.C., he is motivated by a deep concern for natural resources and the people who depend on them.

John Morrey

John Morrey has built a career understanding and fighting viruses that cause devastating diseases. He is a research professor in USU's Department of Animal, Dairy and Veterinary Sciences and director of the university's Institute for Antiviral Research, which marked a milestone last year of having acquired more than $107 million in research funding since the institute's founding in 1977. The institute's core of faculty scientists, technicians and student researchers have used this funding to study viruses, including Zika, West Nile, hantavirus, avian influenza, swine flu, SARS, yellow fever, dengue and others. They also test possible treatments and vaccines that are important in treating diseases worldwide.

Morrey's own research of the past several years has focused on West Nile virus. With funding from the National Institutes of Health, Morrey and his team have made important discoveries about neurological disease caused by West Nile virus. His work has led to world-recognized advances in understanding and treating viral diseases of the brain and liver. His productive career has resulted in 132 peer-reviewed publications, primarily in the areas of virology, neurology, immunology and therapeutics. In addition, instructional videos on recombinant DNA laboratory techniques produced by Morrey's private venture have been used by scientists worldwide.

Debra Spielmaker

Debra Spielmaker has been an educator for more than 30 years, starting as a high school and middle school agricultural science teacher. She directed the Utah Agriculture in the Classroom program with USU Extension for 18 years, and provided professional development to over 15,000 K-12 practicing and pre-service teachers. She developed a comprehensive, dynamic and nationally recognized Agriculture in the Classroom program. Resources she developed for the Utah K-12 science core curriculum standards use agriculture as a context for learning

science related to weather, soil, water, land use, microorganisms, genetics, sustainability, environmental science and plant and animal science. She is currently director of USDA's National Agriculture in the Classroom program and also a professor teaching and conducting research with practicing teachers enrolled in graduate programs in USU's School of Applied Sciences, Technology and Education.

Spielmaker has been project director for the USDA-National Institute of Food and Agriculture's (NIFA) Agricultural Literacy program since 2012 and is responsible for all national electronic resources, the Agriculture in the Classroom National Agricultural Curriculum Matrix, professional development and agricultural literacy research. In 2015, she completed work on the new Utah seventh grade required course, *College and Career Awareness*. She was responsible for the development of project-based learning instruction integrating STEM and careers as well as teacher professional development.

— Lynnette Harris '88

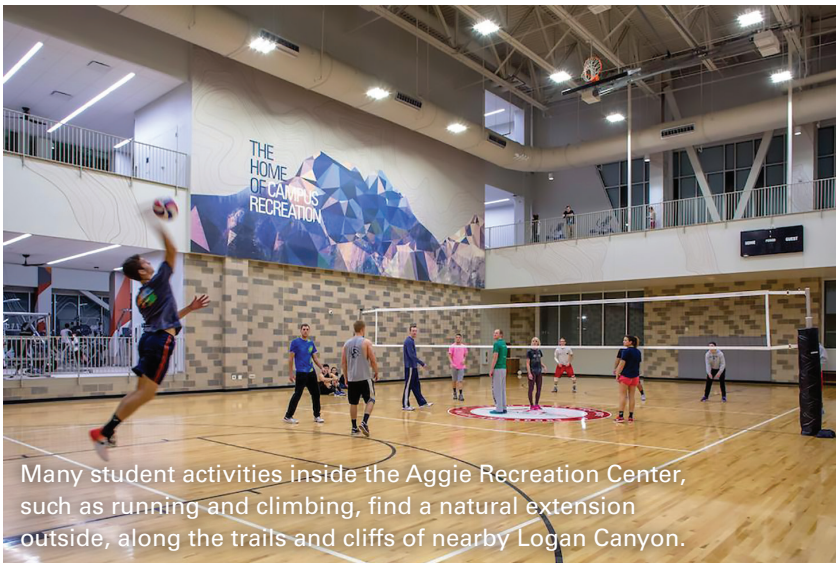
Aggie Rec Center Named 2017 Outstanding Sports Facility

The student Aggie Recreation Center is now both an eye-catcher and an award-winner.

The chic brown and silver structure, with its immense windows and sharp-jutting angles, was just named this year's Outstanding Sports Facility by the National Intramural and Sports Recreation Association, during its annual conference and Campus Recreation and Wellness Exposition in National Harbor, Maryland.

Other awards and recognition the new rec center has garnered since its opening 15 months ago include a coveted LEED Gold certification. It was named the Outstanding Sports and Recreation Facility for 2016 by *Utah Design and Construction* magazine. It received the 2016 merit award for recreation and sports facilities for Best Project by the Mountain States Region from *Engineering News Record*. It also received a 2016 merit design award from the Utah Masonry Council.

"These awards and recognition underscore the high-quality, collaborative effort put forth by everyone involved in designing



Many student activities inside the Aggie Recreation Center, such as running and climbing, find a natural extension outside, along the trails and cliffs of nearby Logan Canyon.

and constructing this wonderful facility for our students," said James Morales, USU vice president for Student Affairs. "We have every reason to be extremely proud of our Aggie Recreation Center."

The USU recognition is especially meaningful considering there are 5,000 NIRSA members in the United States, including six NIRSA universities in Utah, says Chase Ellis, director of USU Campus Recreation.The competition is steep for this kind of honor and bodes well for both USU's outdoor recreation department and for the university as a whole.

Grand by design, it is a fitness and wellness center that reflects the mountains and valleys that surround it — a facility conducive to looking up and looking out while building up and working out. Even its acronym, "ARC," speaks to its expansiveness.

"The unique thing about this building is how we are able to incorporate the Utah environment inside it," Ellis says. "It really brings the outside and inside environments together."

The idea being that many of the activities the students do inside the ARC, such as running and climbing, find a natural extension along the trails and cliffs of nearby Logan Canyon.

Hanah Nickerson, a USU senior in dietetics from Cedar City, Utah, started at USU when the field house across the street was the main attraction for students to recreate. She still loves the old facility, but there was no looking back after looking up in the ARC.

"It's so unique and big, especially coming from the field house," she says. "I think just walking in you can see that it's an inviting environment. It is nice. I like to work out here because we have the space, we have the equipment and the resources that we need and I think it's definitely eye-catching."

She is not alone. The center recorded 137,926 total visits last fall.

"We have had at least 50 percent of the total student population come into the building at least one time, compared to a 15 to 20 percent national average," Ellis says. "We're just excited that the students love it and that so many of them are always here."

And, apparently, more than just to exercise.

"Usually you don't go to a rec center to study, but we actually have a lot of students that are in here in the evenings," Ellis says. "Some are in the lounge; some are upstairs watching basketball games while others are studying. It's really becoming a student-life building."

Nickerson says the open space naturally encourages interaction, making it a perfect place to work out and hang out.

"I love that people come here with their friends to work out together," she says.

Whatever the reason for being there, anybody driving past the ARC, especially at night, can't help but notice how a once quiet corner of campus on 700 East and 800 North, now buzzes with students.

"This is the center of campus in the evenings when classes are out," Ellis says. "It can get crazy!"

"I love coming here," says Phillip Lundell, who exercises at the ARC six days a week. He's a senior from Salem, Utah, majoring in biological anthropology. "It's just a great atmosphere that really brings the students together."

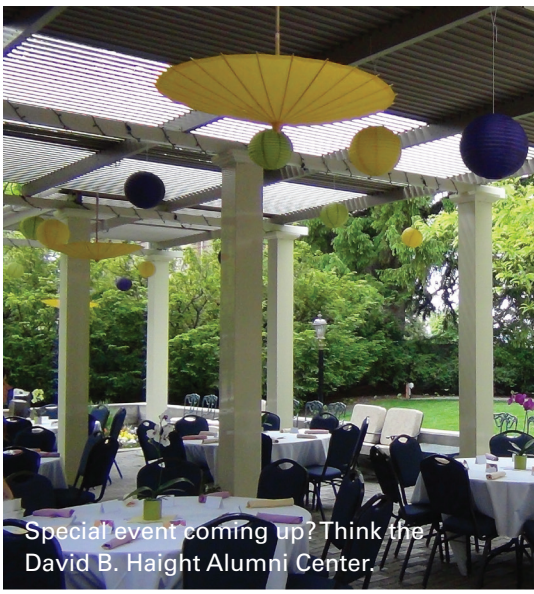
Ellis says they are happy with the amount of use the facility is getting and that there is even more room to grow. The current structure is actually phase I. Phase II comes with an aquatic center. The plan, at least five years out, is to replace the current swimming pools in the Health, Physical Education and Recreation building, which are now nearly 50-years-old, and then add a wing that would attach the ARC to the back portion of the HPER.

In the meantime, students will just have to make do with their dazzling, outstanding and award-winning building.

— John DeVilbiss

Talk about institutional *MEMORY!*

Add Your Stories to the History of the Haight Alumni Center


Special event coming up? Think the David B. Haight Alumni Center.

The David B. Haight Alumni Center on the Utah State University campus is the oldest state-built residence in Utah. It's rather interesting then — we think — that it wasn't actually built by the state and is no longer serving as a residence.

Located north of Old Main and just west of Widtsoe Hall, the Haight Alumni Center was originally constructed by the Territory of Utah as a model farm house. Only later did it serve as The President's House, welcoming 12 presidents of the university and their families through nearly a combined century of Aggie history.

The first director of the Agricultural Experiment Station in Logan, Jeremiah Wilson Sanborn, successfully lobbied the Territorial Assembly for construction funds, a mere four months after his arrival in January of 1890. He and Old Main architect C.L. Thompson quickly drew plans and The Board of Trustees slapped a building estimate on the house of $4,000. The contract was part of a plan to have three buildings (including Old Main and a model barn) completed by August 1, 1890, a month before the college was scheduled to open. Work on what is now the Alumni Center ran a month over time and came in at a cost of $4,322.10.

... the house served USU presidents and their families continuously from 1896 to 1983, including the near three decades it hosted the young family of Elmer George Peterson ...

The David B. Haight Alumni Center

Reserve inviting indoor and outdoor space for weddings and meetings.

President Sanborn oversaw the completion of the house and the board traded him the house for the five-room suite on the second floor of Old Main that he had previously been utilizing.

After further authority was given in August 1891 to purchase lamps, window shades and an organ for the house, it stood as a fine example of the Queen Ann style, with nine main rooms on the first floor, cut-shingle gables, channel-rustic siding, porches adorned with elaborate fretwork and turned posts, double-windows in the principal rooms and two-toned paint.

The living arrangements for Sanborn were thought to be temporary, however, and an early college catalog suggested that while the president lived in the house, its ice house and dairy rooms were used by the Home Economics Department. Joshua H. Paul was Sanborn's successor and found on-campus living not to his liking. In September of 1895 he moved downtown and the home was used as a girls' dorm for a year. The college's third president, Joseph Marion Tanner, returned to the model farm house in 1896 and it again became known as the President's House.

Tanner soon asked that the home be electrified, as were Old Main and most of the instructional and laboratory buildings at the time. He also requested indoor plumbing, which eventually eliminated an outhouse that had been shared with the director of the Experiment Station, whose house was situated just to the north of the President's House. Tanner also asked that a furnace be installed, replacing separate coal stoves in each of the rooms. And, in 1896, he also brought a telephone to the home. One had already arrived at Old Main in 1894.

With ongoing changes to reflect the years (porches enlarged and screened, the kitchen changed, room openings growing to improve traffic, a stairway removed) the house served USU presidents and their families continuously from 1896 to 1983, including the near three decades it hosted the young family of Elmer George Peterson, who, beginning as a 34-year-old, served as president from 1916 to 1945.

It has housed the Department of Languages and Philosophy, the Alumni Association and in 1971, was added to the Utah Register of Historic Homes. Imagine the stories it holds.

But perhaps the most meaningful change came in June of 1991, when, after substantial renovations, including adding an adjoining banquet and reception hall and new wings and outdoor spaces to accommodate meetings, workshops, weddings and receptions of every kind— all powered by a generous gift from the Huntsman Chemical Corporation — the complex was named in honor of alum David B. Haight, business and civic leader and member of the Council of the Twelve Apostles of the Church of Jesus-Christ of Latter-day Saints.

Those interested in booking the alumni center for special-occasion, corporate and family gatherings and events may contact Lana Archibald at: lana.archibald@usu.edu; 437-797-9693; www.usu.edu/alumni.

Spring gardens at the Haight Alumni Center add to the draw of its Aggie stories.

President Noelle Cockett: "Inheriting the leadership of an already strong university allows me the opportunity to work on my priorities and dreams."

On Abilities, Strengths and Sheep Eyelashes

UNIQUE *lessons*

The Continuing Education of President Noelle Cockett

Newly named Utah State University President Noelle Cockett has agreed to another interview. It is mid January, 2017. She's been on the job just a couple of weeks now but the requests for her time keep rolling in — newspapers, community organizations, magazines. Every one of the petitioners is probing for insight, digging for hints as to her vision, earnestly asking what the first female president in the 129-year history of the university has in mind for both its short- and long-term future.

And then the magic word is uttered and one single corner of our understanding of USU's new CEO speedily deepens. Research. What's the payday? It can be such a tremendous, focused labor … what's the thrill there? How does it get to the point when you say, "This is the best thing ever!?"

"Oh my gosh!" What's the thrill?!," repeats Cockett, who, throughout her numerous years and administrative positions at USU, has excised deep personal pride from the artful act of listening — intently. "The thrill is a *constant* thing."

It's not a fair question, really, not for someone as connected in international circles as is Cockett. Research is, of course, exhilarating. She's part of the team that sequenced the sheep genome after all and she's been affiliated with the International Sheep Genomics Consortium for better than two decades, the last 10 years of which, she's been working with the United States Department of Agriculture to secure funding for the group's various initiatives.

"These people …" says Cockett in obvious respect and adoration "… I mean I see them more than I see some of my brothers and sisters."

There is always a meeting in January, another in the summer, the rhythmic exchange of emails and conference calls throughout the year, revolving around details and minutiae, yes, but also around fascinating, new discoveries. "The kinds of things that keep me going," Cockett says.

And just like that, her office — the president's office in the northwest corner of Champ Hall in Old Main — becomes an energized launching pad for a riveting revelation on sheep eyelashes.

President Cockett addresses this year's Founders Day gathering.

"In the old days it was just 'here's a gene that makes a protein that does something in the body,'" Cockett says. "And this is very, very true, but what we have all come to realize is that it's the regulation of when that protein appears and when it disappears and how much of that protein is making you "*you*" and me "*me*."

"There are only about 25,000 genes in mammals, but the key is *when* they're turned on and what else is turned on in all of that," Cockett says. "It's the timing. So, we're involved in a new project to figure out those regulators for the sheep genome. It's one of those things that will never be quite done," she says with a laugh.

The new president and multi-title, proven administrator at Utah State University continues to explain a single daunting challenge that has become just *one* of her many passions. Newborn sheep are sometimes born with their bottom eyelids rolled under, she says. The eyelashes on the rolled eyelids can cause irritation. "Crusties" and tears form that sometimes bring infections.

"So, you have to fix it," Cockett says. "We do a surgical staple."

When the staple is removed a couple of weeks later, if all does not go perfectly, the irritation can sometimes cause blindness in the sheep.

"Everybody deals with it and it's tempting to say, 'well that's just because of the way they lay in utero,' or just 'too bad, so sad, little lamb,'" Cockett says.

But through analyzing genetics, Cockett and her research colleagues around the world are suspecting that the eyelash problem is an inherited trait.

"We're zeroing in on the defect, the genetic mutation," she says. "If we can verify this, then we'll have a genetic test that producers can actually use to make decisions. If you have two rams of equal worth — this one has it, this one doesn't — you can be sure you'd take the one that doesn't have it."

That's probably not the kind of insight and passion one expects to hear from a typical university president, so maybe it's just easier to accept the fact that Cockett — who was named USU's 16th president in October — is really not that typical in most of the experiences and strengths she brings to the office.

A rugby player on the pitch for two different universities, both as an undergrad and graduate student? Seriously?

"Oh my gosh! I have to watch it, you know, I actually can be pretty rough," Cockett says. "But yeah, for years I'd dream that I was still playing rugby. And now I don't think I could even run down the field … which is pretty sad." Also likely untrue — given her commonly noted, ceaseless energy inside Old Main and throughout other corners of campus.

"The beauty of that is I met my husband (John Cockett)," the president says. "He was playing men's lacrosse at Oregon State University and I was playing women's rugby and so we'd have activities together and that's how I met him."

Sequencing the sheep genome, breaking free from a scrum; whatever USU's future holds, Cockett is clearly capable of facing its challenges head-on.

WHERE THE SAGEBRUSH GROWS

Noelle Cockett's self-described serendipitous journey to Utah State University and its top office begins — to the delight of *Scotsman*-singing Aggies everywhere — "where the sagebrush grows:" Miles City, eastern Montana's farm and ranch country. Years later, while serving as vice president of Extension at USU, she finds herself driving through the cattle-dotted sagebrush hills of Rich County, Utah, east of Bear Lake. She has the sudden realization that she couldn't be in a more "beautiful place," that she needs to return here with her kids someday. "Then it dawns on me … it reminds me of eastern Montana," she says. "It reminds me of home."

The third of six kids, her education begins at a parochial school in a building

that hosts grades 1 through 12. She's driving by the time she's 9-years-old (around her uncle's ranch) and will start college at 17. Her inherent love of animals and strong academic showings in math and science have her leaning toward becoming a veterinarian.

Years before, the president's mother — who still follows Cockett's successes from the family home in Miles City — is working as a bookkeeper at the local hardware store when the president's father, a farmer, is diagnosed with Hodgkin's disease and dies rather quickly. As incredible as it is, Cockett says, her father secures a death-bed promise from her mother that she would send all of their children to college.

"Hodgkin's, I've heard, was often found in farmers," says Cockett, who was 8-years-old at the time of her father's death, "because in those days they hadn't heard much about pesticides and herbicides and fertilizers."

A suddenly single mother, a high school diploma, six kids ranging in age from 2 to 12, and now a formidable promise to honor. "One of the things she did was that my two older brothers and I worked with *her* brother, who had a beef cattle ranch," Cockett says. And, true to form, the future university president takes the opportunity to enlarge her own education.

Most people who work on ranches claim the experience provides the opportunity to learn the value of hard work. Cockett is no exception. But even more than that, USU's new president — before the question is even finished being asked — says that problem solving is her biggest gain from the experience.

"It was, you know … here you go … you've got to make this work," Cockett explains.

"And I really think that experience also dispelled any concerns I had about doing this job," she continues. "I think a non-agricultural person for some reason thinks, you know, it's the men folk and the women folk. Well, I worked on the ranch and I knew my brothers could lift more than I could, right? But there were other things at which I was better.

"I literally built a house for my uncle — along with my sister — because the thinking was, 'Noelle will be more careful, she's got a better eye for how we're going to do this.'

"I think that made me realize it's not female vs. male, it's abilities and strengths and you ask for help if you need it," Cockett says. At the end of her junior year at Montana State University and after a well-timed phone call from her mother asking when she would be finishing college, Cockett takes stock of the path she is on and realizes she absolutely *loves* genetics. "To combine math and science/biology, the things that I really enjoy the most … I mean it was perfect," she says.

She next approaches her genetics professor asking, "If I went into genetics,

"I literally built a house for my uncle — along with my sister — because the thinking was, 'Noelle will be more careful, she's got a better eye for how we're going to do this.'

"I think that made me realize it's not female vs. male, it's abilities and strengths and you ask for help if you need it," Cockett says.

President Noelle Cockett: "Each experience in leadership has built my administrative strength."

Serving in a variety of leadership positions has given the president cherished admiration for USU's people.

At memorial services held in the Dee Glen Smith Spectrum, she speaks of the ***"precious truths,"*** brought to her personally and to the forefront by tragedy: "That being ***true to family and friends*** is really what matters …

"That ***working with your hands*** is an honorable profession …

"That ***gifts from the heart*** mean the most …

"That I should never hesitate to ***give a kind word or smile*** …

"That I ***give my full attention to my kids*** when I'm with them …

"That I should ***tell my husband that I love him*** when he leaves in the morning to work."

if that's what I said I would graduate in, what would I do?" He tells her she could become like him, which she naively takes to mean working as a teacher at a university. It is the only side of him she knows. The fact that someone could be a researcher is never even on her radar, the president says. With the help of her professor, though, Cockett is soon exploring animal genetics programs around the country, her professor assisting her by reaching out to his own group of colleagues. She lands at Oregon State, where she'll receive both a master's and Ph.D.

"I'm a person who believes that every decision is a fork in the road and then it just keeps forking until you get where you're at," Cockett says.

In Corvallis, the president's acute love for research blossoms. She begins to understand why faculty *love* being at a university. "You get to make discoveries, I mean, it's amazing," she says. "It's data-checking and hypothesis and then you see it all unfold.

"I'm still doing research right now because it's just something I love," Cockett adds. "Administration was actually a very unintended direction."

VALUABLE LEARNING ALL ALONG THE WAY

It's funny that Utah State University's new president never intends a career in administration, when the truth is, she's probably the most seasoned administrator to ever hold the office. Before being named to the top post, Cockett serves as executive vice president and provost and, prior to that, as vice president for Extension and Agriculture. She's been dean of the College of Agriculture and Applied Sciences, director of the Utah Agriculture Experiment Station and interim dean of USU's Office of Research and Graduate Studies.

"Everything except director of Athletics," she jokes.

But just as she did growing up, Cockett has used each step along the way, each role and situation she's been placed in, as another opportunity to expand her own education.

"I would say each has built my

administrative strength," she says, before listing at least one lesson she treasures from every position of leadership she's held at the university: if you make an exception to policy, you have made a new policy … the faculty are passionate and individualistic … people care about USU, deeply … the State of Utah sincerely cares about Utah State and we truly are a family of Aggies, it's a feeling we're creating … the responsibilities of people to keep this university going are great, but our people have and share great ideas, always.

Cockett openly wonders if her early career rise in administration has perhaps hampered her full growth and contributions in research.

"It's a pull for me and it always has been," she says. Yet within every new arena she's been surprised by how much she *didn't* know before her arrival, astonished by the depth and breadth of the work, thunderstruck by the willingness of countless and diverse people to dig in and to help make a real difference.

It's her own unique brand of continuing education and it's a perfect fit.

ON LEADERSHIP AND PURPOSE

Utah State University's new president feels empowered when her fingers are buried in the soil. She finds comfort and purpose in the constant and varied labors that enable both her flower and vegetable gardens to thrive and to reach their fullest potential. As she does in every other job she approaches, she knows she tends to go all "Type A … over the top." (She has a hoop house and remembers feeling "so pumped" when Extension horticulture agents visit to say her peas are further along than their own). Still, she makes it a point to try something new every year; Brussels sprouts, celery, eggplant, spinach. She makes it a point not because she needs something else to *do*, but maybe because she needs something else to *learn* — always. Fresh discoveries, knowledge and growth seem to be a part of her DNA.

"My father was a farmer," she says, "and I actually think … well … I believe in genetics. I *love* to garden; it's the dirt and the watering and then seeing things grow, whatever they may be." A garden or a university.

In September of 2005 the USU family is rattled to its core when a van carrying agriculture students and an instructor blows a tire and rolls off the interstate on return from a field trip. The instructor is killed as are eight Aggie students. Other lives are changed forever, in an instant.

Cockett, who is serving as the dean of the College of Agriculture at the time, joins her president predecessor, Stan Albrecht, as a public face of leadership in the university's most trying hour of grief and devastation.

At memorial services held in the Dee Glen Smith Spectrum, she speaks of the "precious truths," brought to the forefront, and to her personally, by tragedy:

"That being true to family and friends is really what matters …

"That working with your hands is an honorable profession …

"That gifts from the heart mean the most …

"That I should never hesitate to give a kind word or smile …

"That I give my full attention to my kids when I'm with them …

"That I should tell my husband that I love him when he leaves in the morning to work."

In mid January of this year, during a harried run of daily interviews and ceaseless questions about Utah State University's future, our new president is asked how that experience shapes what she thinks about leadership and what *leadership* can actually aspire to be.

"Every person matters," she says softly.

She has no idea where her words come from the day of that memorial. She thinks they aren't entirely hers. But she knows she has been afforded the opportunity to bring Aggies everywhere together, to champion USU's collective strengths and to honor its very purpose.

It's another lesson she'll embrace as she continues her own education — now as Utah State University's 16th president.

—Jared Thayne '99

USU's newly named President Noelle Cockett and her predecessor Stan Albrecht.

FACING UP

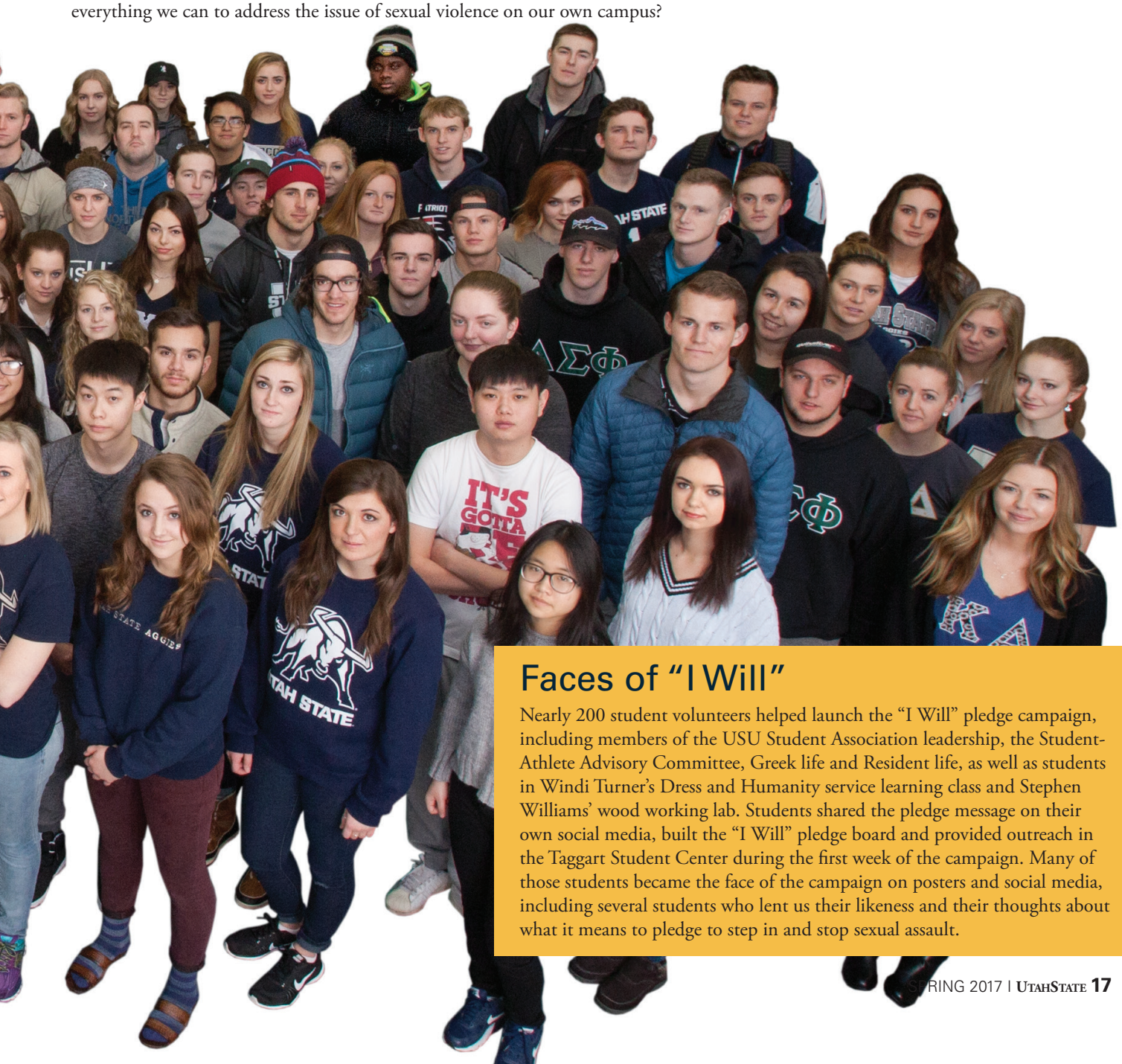
to Sexual Violence

USU Addressing the Issue

As this magazine issue goes to print, there are more than 300 universities under active investigation by the Department of Education's Office for Civil Rights for the way they have handled sexual violence on campus. Universities are facing a grave problem, but they are not alone.

For USU, the need for better education and response has been brought into sharp focus as the university responds to high-profile cases related to two former USU students, Jason Relopez and Torrey Green. The intense media spotlight on these two cases has illuminated the immensely complicated, multi-layered and extremely difficult problem of how to address sexual violence that universities face and — more broadly and more importantly — that society itself faces.

Some national studies show that as many as one in five women in the United States have been victims of rape — on campus and off. Statistics vary, but all paint a terrible picture: the issue of sexual violence is a severe national problem, and there is no state in the country that has not had its universities asking a fundamental question: Are we doing everything we can to address the issue of sexual violence on our own campus?



Faces of "I Will"

Nearly 200 student volunteers helped launch the "I Will" pledge campaign, including members of the USU Student Association leadership, the Student-Athlete Advisory Committee, Greek life and Resident life, as well as students in Windi Turner's Dress and Humanity service learning class and Stephen Williams' wood working lab. Students shared the pledge message on their own social media, built the "I Will" pledge board and provided outreach in the Taggart Student Center during the first week of the campaign. Many of those students became the face of the campaign on posters and social media, including several students who lent us their likeness and their thoughts about what it means to pledge to step in and stop sexual assault.

Mike Twohig

On Complexities and Intricacies: Q&A with the Chair

Mike Twohig, an associate professor in USU's Department of Psychology, is chairing the Prevention, Education and Training Working Group. The committee is developing and ensuring implementation of sexual violence prevention efforts, including bystander training, student education and other training and outreach efforts. Before coming to USU, Professor Twohig was a coordinator of the University of Nevada-Reno's Sexual Assault Prevention and Counseling Program where he organized and delivered sexual assault prevention programs and served as a therapist for survivors.

CAN WE MAKE A DIFFERENCE?

The short answer is yes. There is research on prevention programs on college campuses and those programs do change at least predictors to sexual assault. By that I mean we can change, for instance, knowledge about what constitutes an assault, broad-scope attitudes regarding sexual violence, other things like intentions, or knowledge about the connections between alcohol and sexual assault. These kinds of educational campaigns can make a difference.

WHAT ARE SOME HURDLES?

One major hurdle is time. If we want to put in place a comprehensive prevention program, it takes time to fit that program into the busy lives of students. Time, not money, is really the issue. Effective intervention efforts mean students have to receive hours of training. The complexity that brings is that students at a typical campus also might need intervention "training" on, say, suicide intervention, binge drinking, social interactions, or even study habits and other academic success help, for example.

IS USU PLAYING CATCH-UP OR ARE WE AHEAD ON THE ISSUE?

No universities are at the level they want to be. We all have work to do. To defend USU — to defend all universities, in fact — I would say that people don't understand how incredibly complicated it is to manage all the components of this problem. As just one example, to pursue a case on campus, you need a report to Title IX, but students come to us in many ways: the SAAVI office and Counseling and Psychological Services provide confidential advocacy and counseling, Student Health provides medical services and trusted professors are asked for help. All are reasonable places to go, but they have different responsibilities. These are coordination complexities that universities are working hard to manage. Then, of course, there is the issue of police investigations and prosecuting cases, which are national problems. It is a very difficult process for victims, not made easier by all of these intricacies.

WHERE DO WE GO FROM HERE?

To be clear and to be fair to the university, we do have measures in place currently, and those efforts will continue with improvements. We need mandatory training, so we at least reach everyone new to campus. Ultimately, our suggestions probably will be that we implement some kind of overall program across campus, then engage a targeted prevention training group to hit one-on-one trainings with needed groups. So, something campus-wide, then in addition, something specific in group-by-group training that reaches populations that might be of higher concern: freshmen in dorms, students who have alcohol violations, perhaps the Greek community, athletes. We should make sure the training matches the population, so, for instance, training could differ for sororities versus fraternities, or freshmen versus graduate students. In the end, we also want to measure year after year to see if what we are doing is making any difference. Then, you continue what works, and adjust what isn't working.

"We have our very best experts here working hard to confront the problem and all of its complex angles," said USU's new president, Noelle Cockett. "But there always is more we can do."

"Educating our campus community about preventing and properly responding to incidents of sexual assault affects not just the campus — it affects our society as a whole. Our students carry what they learn at USU and the attitudes they adopt here out into new communities and new circles of influence."

This horrifying crime and its consequences do not begin or end at the geographic borders of university campuses. All across the nation, social workers, mental health counselors, medical staffs, victim advocacy groups, legislators, police, prosecutors, congress … and many more … are wrestling with ways to wrap their arms, and their voices, around the issue's many aspects. And many traumas.

Any resolution of the issue will involve addressing often complicated, sometimes competing and always difficult details that include prevention measures, reporting complexities, communications management, attitudinal shifts, investigation and disciplinary adjustments and, always, increasing resources. These issues were among the many points addressed in the recommendations USU has adopted for improving its approach to sexual violence (see the complete list of recommendations in a sidebar).

THE COMPLEX ISSUE OF "CONFIDENTIAL REPORTING"

Responding to the allegations related to former USU students Green and Relopez, USU has noted in a number of statements that its then-existing processes and programs for responding to sexual violence fell short. Nevertheless, the university remains confident that these were system and process failures and that there was no attempt to conceal wrongdoing by the university; that USU athletes, including Green, did not receive any kind of preferential treatment; and, that no one discouraged any victim from reporting

Pres. Noelle Cockett, right, and USUSA President Ashley Waddoups add their support to the 'I Will' pledge, joining more than 4,000 Aggie students, faculty, staff and alumni.

to police or to the university. In fact, the case is just the opposite.

To be clear, when the university noted in public statements that it "fell short," it is talking about fixing issues of communication between different offices on campus, improving the effectiveness of its faculty and employee training and educating campus on how USU responds to information that comes to the university either anonymously or under promises of complete confidentiality. Victims often report anonymously or seek confidential counseling or advocacy, with the promise that the advocate or the university not disclose any names or any information about the incident, including with the accused.

As the White House Task Force reported in April 2014, providing a confidential space for students to disclose they have experienced sexual violence and seek assistance is a key component to providing sexual assault crisis intervention and victim-service resources. According to the White House Task Force White Paper: "These resources are invaluable to survivors of sexual assault; they can help ensure future physical safety, as well as mitigate the mental and emotional harm caused by sexual assault." (See the report at https://www.justice.gov/ovw/page/file/910266/download.)

Confidential services are a critical part of helping victims receive support services they need, because in many, many cases, victims do not want to publicly confront their perpetrators for a variety of personal reasons, including fears about their own safety or fears about publicly sharing extremely painful details with anyone. Providing them with confidential services and allowing them to report anonymously puts victims in control after a traumatic event where they were deprived of all control and autonomy.

"So we allow anonymous reporting because we want victims to feel as comfortable as possible as they process what happened," said Stacy Sturgeon, USU's Title IX coordinator. "We want to help them by providing critical psychological services, victims' advocate mentoring advice, academic support as they struggle with classes, advice about law enforcement options, housing options, safety options and other protective services."

But there is also a challenging consequence to anonymous and confidential reporting — limitations on the action the university can take. As with the criminal system, it is difficult to take disciplinary action against any student if his or her accuser is not willing to come forward.

"That's one of the many reasons dealing with sexual violence is so heartbreakingly complex," Sturgeon said.

As critically important as it is to provide the opportunity for victims to remain anonymous and for the university to keep that information completely confidential, it is also critical that the university provide a fair and equitable process for accused students. Due process is always required.

POLICY CHANGES ALREADY IN PLACE

In fall 2016 USU made some immediate changes to its processes and procedures for preventing and responding to sexual violence.

At the beginning of the 2016-17 academic year, the university introduced an online reporting system with a centralized database. This online report-

ing system makes reporting incidents of sexual violence much easier and has also improved the efficiency and effectiveness of USU's response to such reports because it allows for better communication across various offices that deal with this issue.

This academic year, USU also carried out two targeted education campaigns: a 10-week "Consent Is" campaign to educate the campus community about consent for sexual activity and a six-week "I Will" pledge campaign to challenge students to step in and stop sexual assault. (See sidebars for more details.)

CONSENT IS and I WILL Campaigns

While dozens of faculty, staff and students work within sexual assault working groups to determine the best ways to prevent and respond to sexual assault at USU, the university has already moved forward with several awareness campaigns to expand the conversation about sexual assault.

Consent Is

In fall 2016, USU launched a campaign called "Consent Is" to educate students about how USU defines consent for sexual activity. On campuses across the nation, there is confusion among students about what constitutes sexual assault and how consent is defined, particularly when alcohol is involved. Many students also automatically equate sexual assault with rape, but sexual assault is defined as any unwanted sexual touching.

According to a 2007 Campus Sexual Assault Study by the U.S. Department of Justice, more than 50 percent of sexual assaults on college campuses occur between the beginning of fall semester and Thanksgiving break. USU launched "Consent Is" at the beginning of the semester to reach students during that time.

Through posters, bus advertising, digital signs across campus and social media, USU spread the message that consent is "verbal, enthusiastic, non-coerced, mutual, clear-minded (cannot be given when incapacitated), not implied by a relationship and can be withdrawn at any time."

The "Consent Is" campaign also included a message aimed at educating students about digital sexual harassment, with the message: "Sending explicit images, messages, text, videos and snaps without consent is sexual harassment."

The 'I Will' Pledge

At the end of January, USU launched the "I Will" pledge drive to encourage students to step in and stop sexual assaults. According to one study, bystanders prevented an average of 1.2 million violent victimizations per year. The key to unlocking this potential is turning passive third parties into engaged bystanders who are able to detect the warning signs of sexual assault and have the confidence to appropriately intervene.

The challenge is getting past the "bystander effect," a term used to describe the public's unwillingness to step in and help people in distress when witnessing a crime. Recognizing that a sexual crime is taking place relies on a good understanding of what constitutes consent for sexual activity. In this way, the "I Will" campaign builds off the "Consent Is" campaign implemented during the fall.

More than 4,000 people have taken the "I Will" pledge "to create an environment in which sexual assault is intolerable and survivors are supported." Though undergraduates make up the bulk of this number, it also includes 400 staff, faculty and alumni. The "I Will" pledge is a reminder that preventing sexual assault is everyone's business and everyone has a role to play in making our campus safer.

Sexual assault CAN BE prevented.

i will

step in and stop sexual assault.

Nearly 200 student volunteers helped launch the 'I Will' pledge, some becoming the face of the campaign on posters and social media.

USU's staff continue to work on employee training materials, including targeted training materials for housing personnel and faculty about their role in reporting sexual assault and sexual harassment to USU's Title IX office and the resources they can use to assist and support a student if the student discloses incidents of sexual violence.

The university has also teamed even more closely with local community support and advocacy groups such as CAPSA (Citizens Against Physical and Sexual Abuse) and is in the process of developing an agreement with local law enforcement about how and when it can share information about incidents of sexual violence.

In an effort to better inform the campus community about how the university responds to incidents of sexual violence, including confidential and anonymous reports, USU codified existing practices into permanent policies in the Student Code. The university also codified its longstanding practice of providing amnesty from student code violations, including those related to alcohol, for victims and bystanders who report incidents of sexual violence.

In addition to those changes, in the prior year USU revised its investigation and adjudication processes concerning allegations of sexual violence to make them even more transparent and equitable. These changes were designed to ensure that students had equitable access to appeals and other steps in the complaint process.

TAKING PRO-ACTIVE STEPS TO ENSURE CAMPUS SAFETY AND ADDRESS SEXUAL VIOLENCE

In addition to the immediate changes USU has already made to its process, last fall USU announced the formation of a number of committees and working groups to further evaluate how to improve the university's efforts to prevent sexual violence. These new groups are in place and meeting regularly. The groups are: (1) a Sexual Violence Task Force; (2) three "Working Groups" to investigate the current situation and suggest steps forward; and (3) an "Implementation and Coordinating" Committee.

The Sexual Violence Task Force is establishing an overarching strategic plan to address and prevent sexual violence in the campus community. It is receiving recommendations from and providing guidance to the Working Groups to advance systemic changes and overall improvements to the university's efforts. President Cockett was named to chair this task force by then-President Stan Albrecht, and she announced after becoming president that she would continue to lead this group.

The Prevention, Education and Training Working Group is developing and ensuring implementation of sexual violence prevention efforts, including bystander training, student education and other training and outreach efforts. This Working Group is chaired by Professor Mike Twohig, associate professor in the Department of Psychology.

The Policy and Process Working Group is responsible for revising complaint and investigation processes and drafting or continually updating university policies and codes that reflect current national best practices. The Working Group is chaired by University Counsel Mica McKinney.

The Campus Climate and Survey Working Group is developing an ongoing campus climate survey and other efforts to assess campus attitudes and knowledge of issues related to sexual violence. It is chaired by Michael Torrens, director of

USU's Office of Analysis, Assessment and Accreditation.

The Implementation and Coordinating Committee is responsible for the day-to-day implementation of Title IX policies, education and training, prevention, compliance efforts and all communications regarding these efforts. This committee reports directly to President Cockett.

All of the Working Groups and the overarching Sexual Violence Task Force are comprised of both subject-matter experts with expertise specific to the assigned working group as well as a diverse mix of individual representatives from across our campus-constituent groups.

As President Albrecht wrote to the campus community in the fall: "We are deeply disturbed by any incident of sexual assault and we recognize the impact sexual assault has on the lives of victims. We know that even in our idyllic surroundings, we are not immune from societal ills. Sexual violence affects every college campus; it affects every community."

"We are far from done," said President Cockett. "We are committed to tackling this issue and to ensuring a safe and respectful learning environment at USU."

Recommendation for an Improved Approach to Sexual Violence in the USU Community

Utah State University is making a number of changes to its processes preventing and responding to sexual violence. These changes build on USU's ongoing review of its sexual assault response and prevention efforts, which address the pressing concern of sexual assault in the campus community. Many of the changes USU has begun to implement already, but they also detail numerous, important additional steps we can take.

1. Centralize and coordinate oversight and responsibility for sexual assault prevention and response. Create a permanent coordinating committee to ensure effective implementation of investigation and adjudication processes, training for faculty and staff, education of students, prevention efforts and other related Title IX compliance efforts.

2. Ensure that all faculty and staff comply with reporting obligations. Evaluate current sexual harassment training materials for effectiveness, including clear instructions for how and where to report incidents of sexual misconduct.

3. Develop education opportunities and improve notice of policies so students and the entire campus community understand reporting options at USU. Expand current training and education opportunities for USU students regarding the nature and meaning of consent, bystander intervention, USU's policies and procedures and confidential, non-confidential and anonymous reporting options at USU.

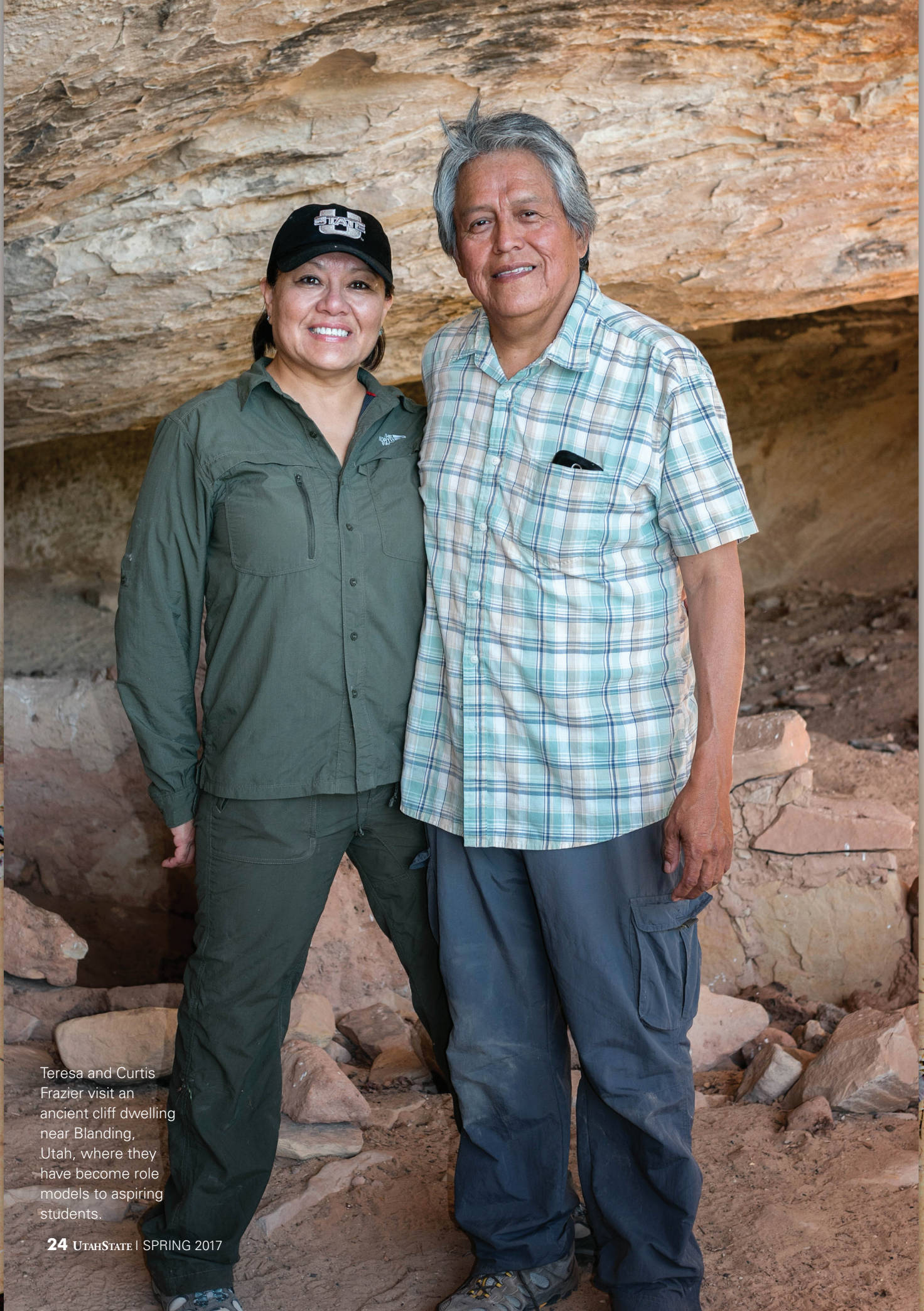
4. Improve recordkeeping and linking between records maintained by distinct offices. Continue rollout of Maxient software, purchased Spring 2016, which will link records between housing, student conduct and Title IX (with confidentiality protections in place). It also will provide an online reporting option for members of the campus community to report instances of sexual misconduct.

5. Continue with already-implemented policy changes to improve investigation and disciplinary processes. Continue with revisions of policies and procedures so current practices are fully transparent and easy to locate. While balancing due process rights of the accused, develop a clear process for how to proceed when a victim is unwilling or unable to participate or when information about an incident is limited. Develop a standardized process for responding to anonymous reports of sexual misconduct, including where such reports are recorded, who responds to such reports and how such reports are resolved.

6. Address attitudes and campus culture regarding sexual misconduct. Expand efforts to address student attitudes regarding sexual misconduct and stigmas related to reporting sexual assault by a fellow student.

7. Improve relationships with local law enforcement and other community partners. Continue to develop the appropriate chain of communication and other cooperative relationships with local law enforcement and other community partners.

8. Continually evaluate effectiveness of USU's response to sexual assault in our campus community, including education, adjudication and resources. Conduct campus climate surveys and create forums that encourage candid discussion about USU's efforts to address the issues of sexual assault.



Teresa and Curtis Frazier visit an ancient cliff dwelling near Blanding, Utah, where they have become role models to aspiring students.

Finding their Navajo Way

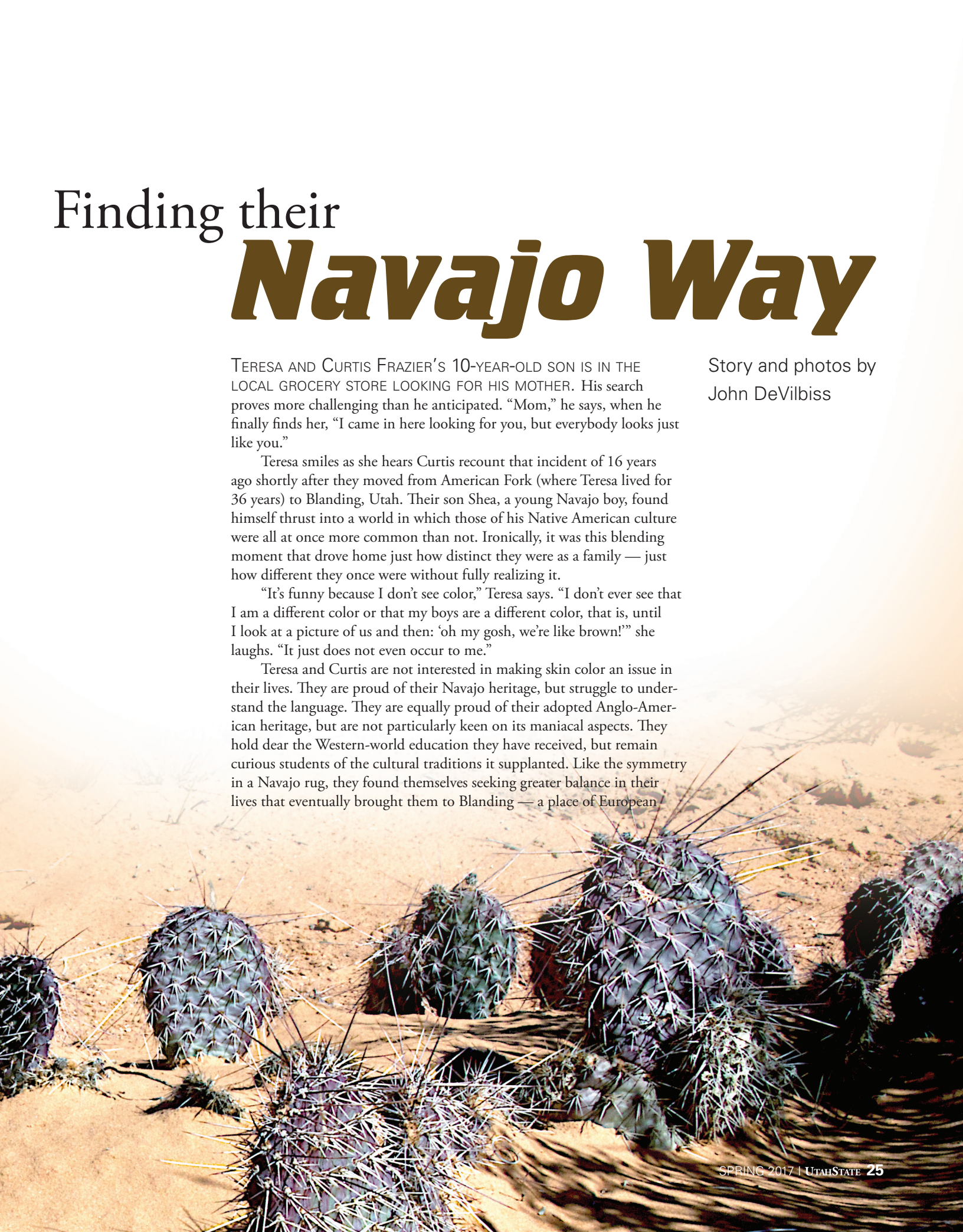
Story and photos by John DeVilbiss

Teresa and Curtis Frazier's 10-year-old son is in the local grocery store looking for his mother. His search proves more challenging than he anticipated. "Mom," he says, when he finally finds her, "I came in here looking for you, but everybody looks just like you."

Teresa smiles as she hears Curtis recount that incident of 16 years ago shortly after they moved from American Fork (where Teresa lived for 36 years) to Blanding, Utah. Their son Shea, a young Navajo boy, found himself thrust into a world in which those of his Native American culture were all at once more common than not. Ironically, it was this blending moment that drove home just how distinct they were as a family — just how different they once were without fully realizing it.

"It's funny because I don't see color," Teresa says. "I don't ever see that I am a different color or that my boys are a different color, that is, until I look at a picture of us and then: 'oh my gosh, we're like brown!'" she laughs. "It just does not even occur to me."

Teresa and Curtis are not interested in making skin color an issue in their lives. They are proud of their Navajo heritage, but struggle to understand the language. They are equally proud of their adopted Anglo-American heritage, but are not particularly keen on its maniacal aspects. They hold dear the Western-world education they have received, but remain curious students of the cultural traditions it supplanted. Like the symmetry in a Navajo rug, they found themselves seeking greater balance in their lives that eventually brought them to Blanding — a place of European



pioneer stock with a campus mostly made up of Native Americans, prominently Navajo.

They are employed at Utah State University Eastern, Blanding. Curtis is in the Technology and Engineering Education Department over the engineering portion of the college's science, technology, engineering and math initiative. He also teaches mathematics. Teresa is director of the campus Upward Bound program. Both specialize in helping students qualify and succeed in college once enrolled. They are engaged in occupations in which they blend with the students and in a cause that perfectly meshes with their personal belief that education is the great equalizer.

"I know we are role models," Curtis says. "We want Native students to know that they can achieve success and that nothing is given, but earned. I think that's the message that we provide."

Part of that success story includes their college degrees (a bachelor's for Teresa in elementary education and a master's in education leadership; a BA in engineering and master's in math for Curtis), a comfortable home, four flourishing sons, and pathways of opportunity stretching before them.

Their oldest, Curtis (Bud), a highly regarded ICU nurse at Mountain View Hospital in Lehi, has one semester to go before completing a bachelor's of nursing from the University of Utah; their second-born, Tyler, graduated in 2006 from Utah Valley University with a bachelor's in business leadership. He is now working for Service Titan, a Los Angeles marketing firm. Their third child, Travis, earned a bachelor's in French from Brigham Young University and then went on to earn certifications as a nursing assistant and medical assistant. He is now attending the University of New Mexico School of Medicine, after being accepted to three other medical schools, where he is studying to become a general practitioner. Their youngest, Shea, graduated with his associates of science in 2015 from the Blanding campus. His interest is in music. All four boys are Blanding campus alumni.

The "nothing is given, everything is earned" part of their message speaks to sacrifices. It was a sacrifice for the Fraziers to give up a generous six-figure annual income to move to Blanding, but that's only the half of it. The other half — their beginnings on the reservation and transition into white culture — makes it all the more remarkable. They say the reservation still looks much the same as when they left it as children, but now it feels entirely different to them. While they may look the part, they can't act it. Not for a lack of trying, but for a lack of mannerisms, intonations and humor (yes, humor) that only comes by living on the reservation. They both get that and appreciate it when they see it. These are precious moments of self-realization — like gazing into a mirror and seeing who you are even though you might not recognize the voice if it spoke back to you.

Today they work on a college campus with a core mission of serving the underserved — a particularly important focus to them because only one percent of Native Americans receives a college degree each year. This, despite the fact that the *one* factor that does the most to increase the odds of employment for Native Americans is higher education.

"American Indians with advanced degrees have seven times the odds of American Indians with less than a high school education," according to Algernon Austin in a Dec. 17, 2013, report, *Native Americans and Jobs: The Challenge and the Promise.*

Between Two Worlds

The Fraziers prove that higher education increases the probability of success and their presence in Blanding is a promise to help others succeed. It is the Golden Rule in Judeo-Christian terms. For Navajos, it's more The Blessing Way, part of a sacred ceremony that espouses harmony and equilibrium.

Among the Blanding Navajo students acutely aware of living in such balance, they refer to it as giving back to

their people. The conversation usually turns to how they hope to eventually return to the reservation to put their skills to good use. It is a theme in their dialogue that runs like a thread through Teresa's signature turquoise jewelry.

"It's one of the enduring qualities of being a Navajo," Curtis says. It's a homing call, of sorts.

Curtis and Teresa will tell you their move to Blanding was because they needed to get out of the traffic jams. But it is not a coincidence that they moved to within a 30-minute drive of the reservation and to a county where 50.4 percent of its 14,746 population is Native American. They needed to be there, Teresa says, even though at first they were not quite sure why. They especially had their doubts when they saw how challenging it was for their boys to move from an area in which they looked different from their friends but felt the same as them, to a novel place in which they looked the same as many of their new friends but felt different from *them*.

"I feel like our kids have missed out," Teresa says. "I feel like they missed that part … they have tried to learn the Navajo language and they tried to be more in tune with their grandma, who still weaves rugs … I wish they would have had more of that. I think that would have helped them a lot. They had such a difficult time going from one world to another world that I do think they missed out on that."

She recounts an incident when Travis was in middle school. One day after class he had walked into a friendly snowball fight between his friends from church and his Navajo school friends. "When they spotted Travis, both sides began yelling 'come over here, Travis.' 'No! Come over here!' And Travis was like: 'I didn't even know where to go.'"

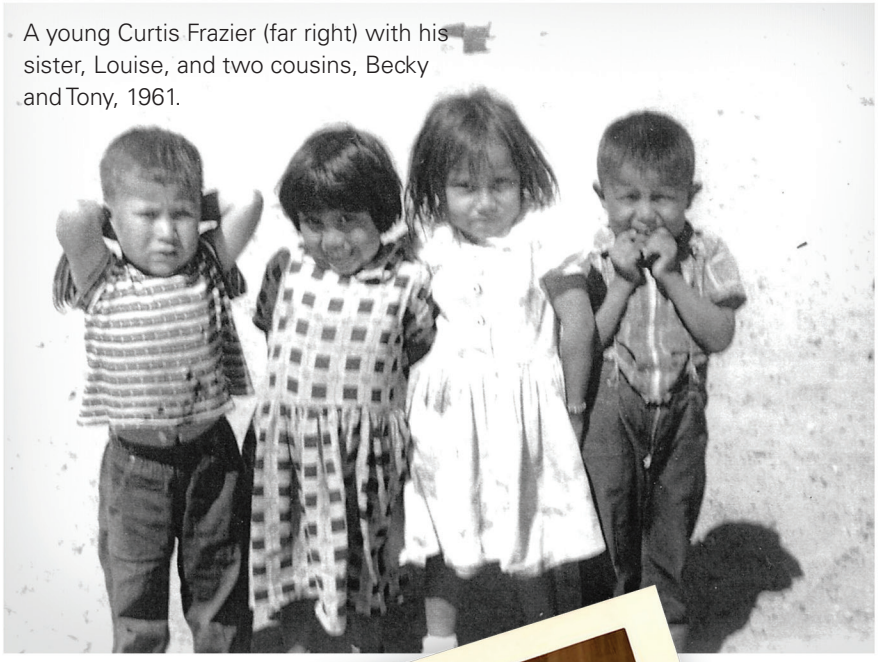
Their church was one place they knew they could go to escape the dissonance. It provided comforting familiarity in their new surroundings. They were both raised in the Church of Jesus Christ of Latter-day Saints. Unique to the Mormon faith is its scriptural ties to Native Americans that refers to them as "Lamanites" in the Book of Mormon. The LDS Church has always felt an obligation to care for Native Americans. One way to do this was to provide social and educational opportunities that led to the establishment of the Indian Placement Program in 1954. The unique program peaked in the 1970s and ended in the 1990s, due to increased opportunities for schooling on the reservation, according to Genevieve De Hoyos in a 1992 publication, *Indian Student Placement Services.*

In all, more than 70,000 young Native Americans participated in the placement program. Collectively, they

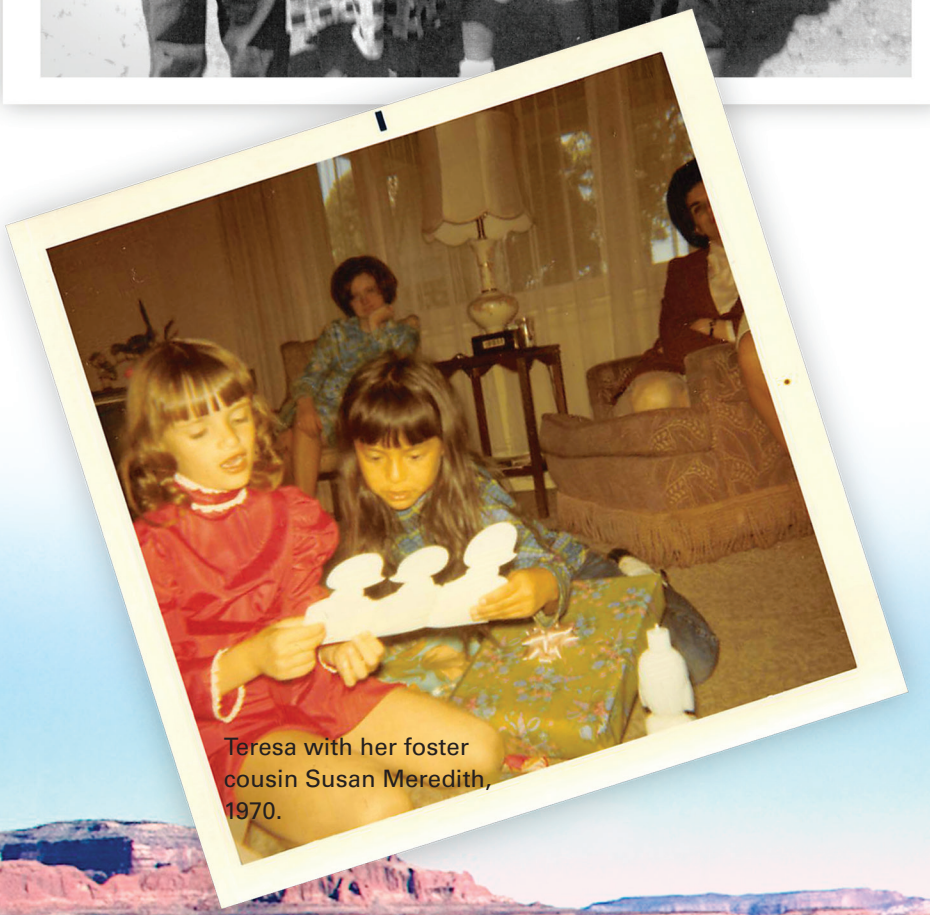
Among the Blanding Navajo students acutely aware of living in such balance, they refer to it as giving back to their people. The conversation usually turns to how they hope to eventually return to the reservation to put their skills to good use. It is a theme in their dialogue that runs like a thread through Teresa's signature turquoise jewelry.

"It's one of the enduring qualities of being a Navajo," Curtis says. It's a homing call, of sorts.

Opposite page: A marriage of two cultures: Curtis with foster parents LeLand and Clara Cottle from Trenton, Utah. Curtis and his mother, Lucy. Teresa and her foster parents, Junior and Gladys Williamson, from American, Fork Utah. Above: Teresa visits with her grandmother and mother, Bahe (seated) and Mary Boone, 1972, later realizing how much her family sacrificed to secure her education.



A young Curtis Frazier (far right) with his sister, Louise, and two cousins, Becky and Tony, 1961.



Teresa with her foster cousin Susan Meredith, 1970.

walked away with significantly higher educational attainments than those who did not participate, according to Bruce A. Chadwick and Thomas Garrow writing in the 1992 *Encyclopedia of Mormonism*.

Curtis and Teresa both attest to this. They wonder where they would be today without the education and social opportunities afforded them through the LDS Placement Program and its members.

From Place to Placement

Curtis says he thinks that the LDS Church achieved amply its objective of providing opportunities that were not readily available on the reservation at the time. Indirectly, the program also ensured that these children were well-fed and clothed, something he knows was a serious concern for his mother. He says it was likely her reason for sending him (fifth of nine children) to the Sanostee Boarding School in Shiprock, New Mexico, at the tender age of six, and further impetus for her, who by then was a young widow, to send him at age nine to Trenton, Utah, to be in the placement program.

It was not a traumatic experience for Curtis, despite his young age, maybe because he got to ride on the bus with his two older sisters bound for Ogden where their placement families were waiting for them. Curtis, easy-going by nature, quickly adapted to his new rural surroundings. Even though he was farther from home than he had ever been, he says he was much happier to be there on the dairy farm than to be on the reservation stuck in a boarding school.

"Boarding school was loneliness and isolation because of a separation from parents at an early age," he says. "My foster parents provided a safe and healthy home for me, where I was valued as an individual. Of course, there was a period of adjustment, but I was a quick learner."

His foster parents, the late LeLand and Clara Cottle, were Cache Valley mainstays and a new staying power in the life of a young Curtis. He wasn't their first placement student though. His oldest brother, Herb, had already lived in the Cottle home for three years — a stay cut short by the sudden death of their father during his sophomore year in high school. Curtis came along a year later. Herb would eventually go on to earn a doctorate in education.

Typically, these placement students lived with their LDS families for the school year and would go back to the reservation only for the summer. Many (from 8-years-old and up) would return to their foster homes year after year until graduating from high school.

For Teresa, it was different. She was four when she was sent to live with the Williamson family in American Fork, Utah. She was too young to be on the Placement Program, so Junior and Gladys Williamson took her in as their foster daughter. And unlike placement students who would go home for the summer, Teresa would stay year-round.

"So I went into this new home in American Fork and it was traumatizing to me, she says. "I was four years old and I didn't know what I was doing. I was just left in this home and I remember crying and crying. My foster mom would later tell me that she had to finally buy a radio to put by my bed and so …." As Teresa reflects on that time, tears well in her eyes and the room becomes still. "My mom was … um … she was just busy, she just…" She stops again and takes a deep breath as she dabs tears from her eyes. "My foster parents were my mom and dad."

She would not return to the reservation again until she was 11 when the Williamson family drove her down for a short visit. Now, as they look back on those long separations, they better appreciate how much their birth parents had given up to let them go. If the tables were turned, Teresa says it is a sacrifice she would never make with her own children.

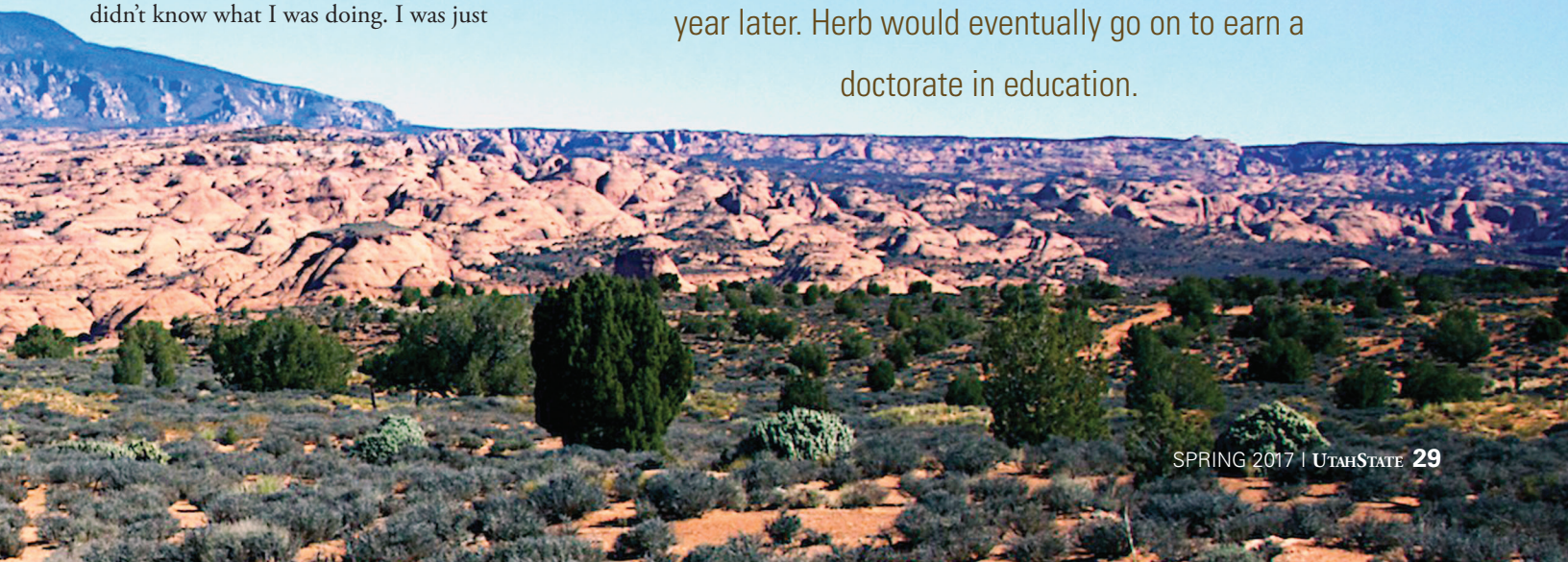
"Because we didn't live on the reservation, it created an isolation between us and our families," Curtis says. "I remember when we would go to my mom's place and she would say, 'I wish more of my kids would come and visit me, you know? I'm lonely; there's nobody here.'"

It was not until Teresa was in high school that she would actually go and stay with her mom for extended periods. Curtis says that it was during those times that Teresa's foster parents were apprehensive about those lengthier reservation stays. Once, after Teresa had been away for more than four days, they became so anxious about her that they drove down and picked her up.

Teresa chuckles as she recalls that incident. "They were scared that I was going to be hurt and they were scared, I think, of the poverty. I don't know."

Curtis says it is an example of how wholeheartedly the Williamson family had taken Teresa into their lives and hearts. "And you know, the thing is, it extends to our kids because they look at Junior and Gladys as their grandma and grandpa," Curtis says. "I don't know how

His foster parents, the late LeLand and Clara Cottle, were Cache Valley mainstays and a new staying power in the life of a young Curtis. He wasn't their first placement student though. His oldest brother, Herb, had already lived in the Cottle home for three years — a stay cut short by the sudden death of their father during his sophomore year in high school. Curtis came along a year later. Herb would eventually go on to earn a doctorate in education.



"It's been a good journey…" Teresa and Curtis Frazier surrounded by their four sons (left to right), Shea, Travis, Tyler, and Curtis (Bud). Family photos courtesy of Teresa and Curtis Frazier.

many times we've been to restaurants where our sons would say something like 'hey grandpa, pass me the salt' and the waitress would give a double take. I remember one even asking, 'now how are you related?'"

This story is played out many times over across both families. On Curtis's side, eight of his nine brothers and sisters were in the placement program. While all of them still consider the reservation to be their traditional home, all remain scattered and off the reservation save for one sister who recently returned.

His two youngest brothers were eventually put in the same foster home in Huntsville, Utah, "and to this day they are still part of that family — regular members of the family," he says. "All my brothers and sisters (and all but three with college degrees) are having their own kids and grandkids and when we get together for holidays, it's with our foster families, not with each other."

That likely has amounted to a great deal of double takes over the years. But it is not turning heads that matter to either of them. It is turning minds, through education, that makes up for the sacrifice of family and culture they missed along the way.

A Bridge of Unyielding Aspirations

The Fraziers credit education for helping to shape the people they are today and bundled into that is their LDS Church upbringing and its emphasis on higher education. No surprise, then, that both found themselves at Brigham Young University in the early 80s, but what was a little surprising was how many other Native Americans who were also there. Native American enrollment at BYU was peaking. In all, more than 500 Indian students, mostly LDS, from 71 tribes were there each year of the 1970s, according to Chadwick and Garrow.

Curtis and Teresa felt at home with their mostly Anglo student peers, but they also formed tight alliances with Native Americans, many of whom participated in clubs and entertainment organizations such as the "Tribe of Many Feathers" (where Curtis first laid eyes on Teresa) and the "Lamanite Generation." It was not the fervor of the feathers that bonded them as Native Americans, however, as much as it was a shared yearning to earn their feathers for the betterment of their people.

No song captured that sentiment more ably than *Go My Son*, a crowd favorite performed by the Lamanite Generation throughout Utah and many parts of the nation. It was written and performed by two BYU students, Arlene Nofchissey Williams and Carnes Burson, a Navajo and Ute respectively. It begins with a spoken introduction: "Long ago an Indian War Chief counseled his people in the way they should walk. He wisely told them that education is the ladder to success and happiness. 'Go my son, and climb that ladder…'"

The song remains a favorite among many Native Americans to this day and, in recent years, was even included in the repertoire of a short-lived Blanding campus Native American performing group. Teresa says her foster parents especially loved it and played a recording of it often. Maybe because they knew that Teresa, whom they loved as their own, was also a beloved daughter of a Navajo mother and father.

"We are kind of unusual and odd," Teresa says with a grin. "It's been a good journey. I've learned a lot about my people and my culture even though there's so much more to learn, but just being part of the student's lives has really been good. It's taught us a lot."

If that ladder to success is education, it is also a bridge for Curtis and Teresa between two cultures in the form of unyielding aspirations held for a son and daughter by parents on both sides of the void. "…. From on the ladder of an education, you can see to help your Indian Nation, then reach, my son, and lift your people up with you."

It is a lofty view the Fraziers share. Perhaps that is why, from way up there, the color of a person's skin is so hard for them to see.

1970s

Kenneth P. Beaton '78 is a retired secondary teacher residing in Carson City, Nev. He has written a total of nine articles in three magazines and numerous commentaries in the community's newspaper, the *Nevada Appeal*. He has written *The Bulldog Brigade: Every Day Red and Gray*, a coming-of-age memoir. The book is available in print or eBook at Amazon.

1980s

Bruce H. White '85 has been named shareholder at the Salt Lake City law office of Parsons Behle and Latimer. White is a member of the corporate transactions and securities department and concentrates his practice on all aspects of corporate law, business transactions, corporate financing and corporate reorganizations. Prior to joining the firm, he was a shareholder at both Greenberg Traurig and Patton Boggs in Dallas. White received a juris doctor degree from Creighton University School of Law.

Mark W. McK. Bannatyne '88, '91 MS has been appointed Professor Doctor Habilitation by the University of Information Technology and Management (UITM) in Rzeszow, Poland. Dr. Bannatyne also serves at UITM as the chair of the industrial design department and is a faculty member in the computer graphics technology program within the Purdue school of engineering and technology on the IUPUI campus in Indianapolis, Indiana.

1990s

Darrin Brooks '95, '05 MFA, owner of Brooks Design Associates in Salt Lake won the Design Excellence Award for Commercial Design for his work on the Kent Concert Hall. The honor was presented by The American Society of Interior Designers Intermountain Chapter, covering Idaho, Utah, Montana and Wyoming at its annual meeting in Park City, Utah. The Kent Concert Hall Atrium is an addition to the Chase Fine Arts Center on the USU Campus in Logan, Utah. The project involved increasing accessibility by adding an elevator, restrooms and improved circulation. The new atrium facilitates entry into the fine arts complex and provides a gathering space with a grand staircase leading up to the concert hall.

Jacob A. Santini '99 has been named shareholder at the Salt Lake City law office of Parsons Behle and Latimer. He is a member of the firm's environmental, energy and natural resources and litigation departments. He concentrates on regulatory and permitting issues, focusing on air-quality law. After graduating from Utah State University, he received a juris doctor degree from the University of Utah.

2000s

After leaving USU, **Jackson Olsen '09** and **Celeste Olsen '07**, joined Teach For America and moved to North Carolina. Jackson recently wrote a book about his experience with TFA, entitled, *Teaching For America: Life in the Struggle for 'One Day,'* which is said to paint a vivid picture of the inequities and injustices in our public school system and tells the powerful stories of the students and teachers who are impacted by them. A free preview can be found on Amazon.

1930s

Marge Bower (Boyle) '39, Dec. 29, UT
Lucas M. Dargan '38, Dec. 14, SC

1940s

Elaine N. Bateson '48, Nov. 16, UT
Sterling E. Bench '47, Oct. 30, UT
David E. Benton '43, Dec. 12, UT
Barton L. Bethers '49, '73PHD, Jan. 5, UT
E. L. Bindrup '46 Att, Nov. 30, NV
Afton Bitton '46, Jan. 2, ID
Karl N. Butler '48, Dec. 5, CO
Arthur A. Campbell '42, '50, Jul. 17, WA
Lynn B. Crookston '45, Nov. 26, UT
Margaret Crystal '43 Att, Dec. 6, VA
Golden F. Gardiner '49, Dec. 4, ID
Ezra W. Geddes '42, '46MS, Jan. 11, CA
Isabel S. Gooch (Wade) '41 Att, Dec. 18, UT
Norma Hansen (Price) '49 Att, Jan. 23, UT
Ned R. Jackson '48, Dec. 15, UT
Scott E. Jackson '44 Att, Jan. 4, UT
Reuel G. Janson '40, '46MS, Jan. 2, MT
Beth S. Lambert '48, Jan. 20, CA
Theron Leishman '44 Att, Jan. 14, UT
John W. Loosle '49, Jan. 14, UT
Edna D. Morrell (Stewart) '41, Sept. 19, TN
Jay C. Neilson '47, Dec. 26, NE
Fawn McFarland Rasmuson '41, Dec. 31, UT
Mary L. Rector (Hale) '44, Dec. 5, CA
Maridean M. Ryberg '43, Jan. 5, UT
Joyce B. Seamons (Beutler) '49 Att, Dec. 25, UT
Patricia Hatch Sonne '47, Dec. 31, NV
Frances Glassett Taylor '41, '70MS, Oct. 30, IA
Lawrence D. Wilde, Jr. '47, Dec. 28, AK
Mavis S. Worley (Garrard) '46 Att, Dec. 12, UT
Rulon J. Yorgason '47, Jan. 11, UT

1950s

Marva Funk Apostol '50, Nov. 25, UT
Joseph S. Baugh '54, Nov. 23, UT
Robert E. Bell '56, Nov. 23, WI
Vernon G. Berry '53, Jun. 9, MN
Cordell J. Brown '55, Nov. 3, UT
Shirl H. Bunting '54, Jan. 2, UT
Burl J. Bushman '57, Oct. 29, CA
Jay Thurston Chambers '50, Nov. 1, ID
Duard G. Chugg '53 Att, Dec. 6, UT
Donald B. Davis '54 Att, Dec. 21, UT
William F. Deady '55, Jan. 15, MA
LaVell Edwards '52, Dec. 29, UT
Larre Nyman Egbert '59, Dec. 16, UT
Ree B. Erickson '59, '80MS, Jan. 1, UT
Devere Fowler '57 Att, Jan. 24, UT
Mona Fullmer (Dalton) '51, Dec. 20, UT
Robert L. Fulton '50, '54MS, Nov. 27, VA
Elaine Greathouse (Thompson) '56, Jan. 6, UT
Eda Alene Hansen '59, '68MS, Dec. 1, UT
W. Eugene Hansen '50, Nov. 5, UT
Rose M. Hatch (Schank) '50, Jan. 17, UT
John H. Heaton '59, Dec. 6, UT
George E. Hellewell '52, Apr. 25, ID
Allen A. Hill '53, Nov. 23, NM
Judy Hill (Pond) '59, Jan. 10, UT
Bonnie Hirschi (Hansen) '54, Dec. 29, UT
George Lydell Jensen '58, Apr. 1, CA
Thales Leroy Johnson '57, '69MS, Dec. 31, ID
Blaine J. Kay '50, Dec. 16, UT
Donald Kreitman '51, Jul. 20, WA
Ruth D. Lichfield '57, Nov. 14, UT
John Marshall '53, '57MS, Dec. 22, UT
Charles W. Martin '54, '59MS, Jan. 20, AZ
Carol M. McCandless (Nielson) '55, Dec. 4, ID
Joyce P. McCollough '52, Jan. 24, UT
Keith J. Meldrum '56, Nov. 4, UT
Mary A. Nyman (Sullivan) '52, Dec. 13, UT
Clayton V. Olds '57, Jan. 1, UT
Evan L. Olsen '54 Att, Nov. 7, UT
Bonnie J. Peck (Kirkham) '51, Oct. 23, CA
Richard W. Perkins '50, '53MS, Dec. 29, WA
Earl L. Peterson '51 Att, Jan. 14, UT
Ray P. Petterborg '53, Nov. 1, ID
Clifford Ray Pettingill '50 Att, Jan. 8, UT
Charles Erle Reese '53, Dec. 10, CA
Jack Rindlisbacher '59, Nov. 22, UT
Evan N. Rudd '56, Dec. 14, UT
Dallas W. Sandall '56, Jan. 23, UT
Dorothy Schmidt (Klenke) '56, Aug. 16, CA
Wayne Archie Sims '58, Oct. 29, UT
Garald Lester Skinner '57, Nov. 20, ID
Rena Stallings (Graham) '56, Nov. 6, UT
Wallace V. Teuscher '51 Att, Aug. 24, WA
Barbara Jean Thackeray (Snow) '50, Dec. 3, CA
Joseph L. Thorne '50, Dec. 29, UT
Sami N. Tibshirani '53, Aug. 28, ON
Lajuan West (Bybee) '56 Att, Nov. 12, UT
Van N. Wheeler '50 Att, Dec. 18, AZ
Erwin D. Wiser '50, Dec. 23, UT
Grant R. Wood '54, '60MS, Dec. 17, UT
Ivan L. Woodruff '56, Jan. 12, UT
Geraldine M. Woodward (McBride) '52, Nov. 13, IN
Dahl L. Zohner '59, Dec. 6, ID

1960s

Delmar Anderson '68 Att, Jan. 25, UT
Stephen C. Anderson '64, Dec. 18, OR
Sarkis Arslanian '62, Dec. 11, UT
Mohammed Beheshti '65MS, Jan. 16, UT
Varnell A. Bench '63, '68MS, '72EDD, Dec. 22, UT
Sherman Bright Boyce '60, Nov. 30, ID
Donald V. Brown '66, Nov. 6, TN
Joanne Wright Burnett '65, '74MED, Jan. 26, UT
Phillip Chase Carter '60, Dec. 25, UT
Kathlene Hansen Christensen '66, Dec. 29, UT
Lagrande Christiansen '60, Jan. 6, UT
Raoel H. Clark '65, Nov. 6, ID
Robert L. Cobb '66, '70MS, Dec. 25, UT
Leonora S. Cook '62, Nov. 22, UT
David Crowell '69MED, Mar. 11, OK
Bonnie Jean Dastrup (Scovil) '60, Dec. 20, UT
Paul A. Dupin '64, Jan. 22, UT
Douglas D. Ericksen '69 Att, Dec. 19, UT
Naunie B. Gardner '64, Oct. 29, NV
Jerald Denzel Hansen '61, Nov. 7, ID
Robert D. Hill '61MS, Jan. 19, FL
Gerald V. Hurst '64, Dec. 6, ID
Mark H. Imai '67, '76MAC, Jan. 26, UT
Elwynn H. Jensen '60, Dec. 11, UT
Mary Lou P. Johnson '68, Dec. 28, OR
George J. Kidd '67EDD, Dec. 29, UT
Harley D. King '61, '65MS, Sept. 14, CO
Rudolph A. Larcher '60, Nov. 10, NM
Maurice E. Marler '64, Jan. 27, WA
Daniel Alfred Marshall '63, '65MS, Nov. 17, UT
Glayd Mather '64, '65MS, Dec. 2, AZ
Afton Meldrum (Anderson) '60, Jan. 24, ID
Irving L. Munford '60, '75MED, Oct. 28, UT
Michael H. Munk '65 Att, Dec. 7, UT

IN MEMORIAM

Through October 31, 2016

Ralph P. Olson '63, Nov. 20, UT
Virgil C. Pierce '62, '67MS, Nov. 23, HI
Irvin J. Quale '60, Sept. 8, WA
Jerry R. Riding '62, Jan. 11, UT
Robert H. Seegmiller '62, Nov. 16, UT
Samuel M. Singleton '69MS, Nov. 26, UT
Gary Smith '65 Att, Dec. 1, ID
Paul L. Stephens '68MA, Dec. 25, UT
Bruce L. Stransky '69, Dec. 12, NJ
Jay B. Taggart '66MED, Dec. 6, UT
Richard Trask '62, Sept. 2, MO
LaDell W. Vance '62, Oct. 29, WA

1970s

Robert S. Adamson '70, Jan. 26, UT
Dale A. Bolingbroke '71MA, Jan. 17, ID
David Arthur Bott '72, Nov. 7, UT
Jerry Glen Bott '72, '77MBA, Dec. 2, UT
Jerry R. Bratt '71, Jan. 19, UT
Bruce W. Burtenshaw '72, Nov. 10, ID
Richard C. Dickinson '74, Dec. 24, NV
Calvin V. Edlund '71MS, Jan. 13, CA
Ralph L. Erickson '77, '87MSS, Dec. 1, UT
Keith R. Fillmore '70MS, Dec. 14, UT
Kathleen Fitzgerald '76 Att, Dec. 28, UT
Maureen Pack Gleim '72, Jan. 2, UT
Alvin G. Green '71MED, Dec. 4, UT
Ann H. Hankla '75MED, Jan. 14, TX
Brent F. Hansen '71 Att, Nov. 11, UT
Garry Richard Hansen '78 Att, Dec. 25, UT
John R. Hinchman '72MS, Dec. 27, UT
Clarann C. Larsen '78 Att, Jan. 23, UT
Curtis J. Muramoto '75 Att, Nov. 25, UT
Kent A. Nebeker '77MS, Jan. 8, UT
Erle C. Oman '72, Jan. 6, UT
Norma J. Schmutz (Thompson) '70, Jan. 4, UT
Duane Paul Shock '73MMA, Jul. 8, UT
Quentin Esca Snow '76, '83MED, Nov. 15, UT
Brent R. Stevenson '70, Nov. 16, ID
Michael J. Tremblay '77MS, Jan. 19, ID
Shauna Gay Turner (Whittier) '73 Att, Oct. 27, UT
Alice Ann Urry (McMurrin) '71, Jan. 1, UT
Barbara Wagner '72, Jan. 11, WY
Sharol Joy Wilson '73MED, Dec. 25, UT
Lewis F. Wiser '76, Dec. 3, UT

1980s

Jana Christine Godfrey (Rhodes Dudley) '81, Oct. 25, ID
Elizabeth A. Griffith (Maire) '80MS, Nov. 27, UT
Steven M. Guy '84, Dec. 5, UT
Annajill Hanny '82, Dec. 12, UT
Rosie M. Harris '84 Att, Dec. 17, UT
Kerry Maurice Hinton '88, Nov. 5, UT
Eugene A. Luzietti '83, Dec. 25, TX
R. Craig Morrison '80, Jan. 11, UT
Jeffrey P. Mortimer '84, Nov. 4, UT
Michael F. Peterson '85, '90MSS, Oct. 31, UT
Carole Vee Price '85MSS, Dec. 16, UT
Merrellyn Solmonson (Miles) '87, Jul. 28, UT
Lewis W. Wood '83, Nov. 17, MO

1990s

Sheryl P. Christensen '92, Nov. 22, UT
Kimberly L. Ford '95, Jan. 12, UT
Susan M. Fowler '95MS, Nov. 11, UT
Nancy E. Gray '92, Jan. 26, UT
Ron F. Nielsen '93 Att, Jan. 5, AK

2000s

Myrna Christiansen Broschinsky '00MED, Jan. 12, UT
Devin Hepner '07, Jan. 16, OR

2010s

Karen A. Atencio '15, Nov. 21, UT
Craig Evans Barratt '15 Att, Jan. 1, UT
Chad Coats '10, Dec. 27, UT
Gerilyn Dominguez '11, Apr. 18, UT
Steven Espinoza '13, Jan. 23, UT
Paul Evans '17 Att, Jan. 21, UT
Casey Justin Hafla '15, Dec. 23, CO
Brandon B. Hancock '15 Att, Jan. 1, NV
Eric M. Heins '15 Att, Nov. 6, WA
Henry Stepherson '16 Att, Oct. 31, NV
Rodney W. Whitlock '15 Att, Dec. 13, UT
Bayley J. Zollinger '15 Att, Dec. 19, UT

FRIENDS

Dean H. Allen Jan. 6, UT
Wilmer C. Allen Jan. 27, UT
Jay R. Allgood Dec. 18, UT
Ronald C. Arnett Dec. 16, UT
DeLoy E. Bench Jan. 11, UT
Jay M. Bennett Dec. 29, UT
Irwin E. Berry Nov. 24, UT
Siv O. Blanchard Jan. 21, UT
Richard F. Bodell Jan. 16, UT
Rodney H. Brady Jan. 9, UT
Elaine Brandenburg Jan. 20, UT
Anna S. Breznick (Smolich) Dec. 24
William Buckley Dec. 24, UT
Ronald Burton Nov. 24, ID
Phillip R. Carlson Jan. 21, UT
Dev Clark Jan. 23, CA
Harry Cohn Nov. 8, UT
Gayle B. Coleman (Batchelor) Jan. 8, UT
Robert Cook Jan. 11, UT
Deanna Poppleton Murray Coombs Dec. 4
Chris S. Coray Jan. 3, UT
Calvin Cornia Jan. 8, UT
Doris A. Daley Jan. 26, UT
Marilyn Davis (Bennion) Dec. 8, UT
Randal Day Jan. 17, WA
John E. Denhalter Dec. 27, UT
Milan M. Dukich Sept. 3, WA
James Meyers Dunn Jan. 24, UT
Cleve Esplin Dec. 20, ID
Helen Eugster Dec. 2, UT
Beth Fadel Dec. 22, UT
Edna P. Felt Dec. 15, UT
David Finlinson Nov. 17, UT
Loyal W. Flynn Nov. 6, UT
Barry M. Franklin Jan. 15, UT
Revell George Dec. 7, UT
Robert Gerlach Dec. 8, UT
Dale Gibson Nov. 29, UT
Eric Giles Dec. 9, UT
Orrin D. Golightly Jan. 4
Elwood M. Gurney Dec. 17, UT
John Leroy Hansen Nov. 19
Harold Heath Dec. 17, UT
Margaret Henderson Jan. 1, UT
David Hilding Nov. 5, UT
Bruce Holmes Oct. 28, UT
Roxie O. Huntington (Oviatt) Nov. 7, UT
W. Kevin Johnson Dec. 11, UT
William K. Johnson Dec. 11, UT
James B. Jones Nov. 24, ID
Ron Keller Jan. 13, ID
Marlon Kent Dec. 12, UT
Ted Kindred Jan. 3, UT
Deon Kingsford Dec. 28, ID
Valice M. Laramee Nov. 9, UT
Beulah E. Law Dec. 5, OH
Kenneth Lindquist Jan. 9, UT
Ernest R. Little Jan. 4, UT
Hazen Locke Jan. 26, UT
David Lodefink Nov. 26, AZ
John C. Marriott Nov. 21, UT
Lloyd R. McGee Jan. 7, UT
Donald K. Mckinnon Dec. 14
Hector Mendiola Apr. 14, UT
Vera Miller Jan. 9, UT
Lewis Miner Dec. 6, UT
Gay D. Mitton Nov. 2, UT
Walter E. Mullins Nov. 5, UT
Dale Nebeker Dec. 29, UT
Dottie G. Nelson Jan. 1, VA
Luke Pappas Jan. 9, CA
Bonnie Paur (Nelson) Nov. 21, UT
Leva Pearce Dec. 20, UT
Peggy Pearson Jan. 5, UT
Delbert Petersen Nov. 9, UT
Dennis G. Pincock Nov. 2, UT
Janet C. Randall (Cannon) Jan. 9, UT
Kathy Redd Dec. 17, UT
Judy R. Reese Nov. 10, AZ
Lillian Rigby (Low) Dec. 6, UT
H.D. Romero Nov. 13
Alta R. Roskelley Nov. 19, UT
Monte Rudd Dec. 2, UT
Kristin Sarkady Jan. 16, UT
Inez L. Schoulte Nov. 15, SD
Roger L. Sharples, Jr. Nov. 18, UT
Nadine S. Skriner (Senechal) Dec. 28, UT
David G. Smart Dec. 2, NV
Homer R. Smith Nov. 28, UT
Joy Lee Smith Dec. 9, UT
Michael H. Summers Dec. 30, UT
Carlla J. Wallace Jan. 12, UT
Nadine Ward Dec. 29, UT
William F. Weber Nov. 7, UT
Alvin F. Wells Dec. 24, UT
Vivian P. Wetzel (Peacock) Jan. 4, UT
Allen G. Wheeler Nov. 21, UT
Wilford Whitaker Jan. 27, UT
William Wolfley Jan. 5, ID
Charles L. Wood Jan. 17, NV
Marinus L. Wouden Nov. 25, UT
Clint Yonk Dec. 27, UT

ATTENDERS

Kameron T. Addley Att, Nov. 23, UT
Geneva M. Bailey Att, Oct. 22
Mary Jean Ballingham Att, Dec. 9
John Kenneth Barton Att, Dec. 4
Glenn Baugh '50, Aug. 31
Sandra Beckstrand Att, Dec. 19
Clair C. Bennett Att, Nov. 30, UT
Dahrl Thompson Billings Att, Jan. 19
Bob Bishop Att, Nov. 27, UT
Morris E. Blackburn Att, Dec. 9, UT
George L. Bodine Att, Jan. 14
Gene Lee Brady Att, Dec. 25, UT
Michael Orion Brown Att, Dec. 4
Bruce Bryner Att, Oct. 28, CA
Shirley G Burgess (Gentry) Att, Nov. 17, UT
Dean P. Callister Att, Dec. 6, UT
Helen Stevens Carter Att, Nov. 16
Rebecca Dale Charles Att, Nov. 7
Keith Critchfield Att, Dec. 15
Suzan Elaine Critchlow Att, Dec. 3
Judith W. Crittenden Att, Dec. 23
Carol L Crogan (Larsen) Att, Nov. 19, UT
Marion J. Davis Att, Nov. 30
Joan Atkinson Dutson Att, Nov. 27
Eddie E. Edwards Att, Jan. 18, WY
Jacqueline L. Evans Att, Dec. 18
Boyd K. Faris Att, Jan. 8
David Fogg Att, Nov. 1, UT
Frank Fossey Att, Nov. 17, UT
Julie Hansen Grant Att, Jan. 4
Ellen Greenwell Att, Jan. 16
Gerald Duane Guest Att, Nov. 21
Earlene Atkinson Hale Att, Jan. 1
Chad S. Hansen Att, Jan. 22, UT
Kathleen Peery Hansen Att, Dec. 7
Gary Jason Hart Att, Dec. 24, UT
Lowell John Hoopes Att, Nov. 14
Janna Hunter Att, Jan. 19, UT
Stanley Martin Jacobson Att, Jan. 24
Robert T. Jaramillo Att, Nov. 20, UT
Shirley Jensen (Hill) Att, Dec. 4, UT
Cornelius Marten Lanting Att, Dec. 18
Willis Jacob Leonhardt Att, Jan. 6, UT
Earl Lund Att, Nov. 2, UT
Verl J. Madsen Att, Jan. 8
Gus Magann Nov. 11, UT
Heidi Ann Martin Att, Jan. 12, UT
Andrea Martinez (Ramirez) Att, Dec. 26, UT
Mike Marvidakis Att, Jan. 12, UT
Robert Arthur Mathis Att, Nov. 27
Geary McCandless Att, Jan. 4, UT
Clifford Gibbs Merrill Att, Nov. 28
Paul T. Moore Att, Nov. 12, UT
George Marvin Nelson Att, Jan. 4, WA
Rebecca F. Niederhauser Att, Dec. 11, UT
Gloria M. Nielson Att, Nov. 6
Albert Klar Ogden Att, Nov. 27
Norman G. Olsen Att, Jan. 21
Donald Pauley Att, Nov. 15, GA
John Peczuh Att, Dec. 15, UT
Merle Peratis Att, Nov. 3, UT
Nephi R. Poecker Att, Dec. 27, AZ
Dennis Mel Poorman Att, Jan. 16
Gary F. Prazen Att, Nov. 19, UT
Flora J. Prieto Att, Nov. 10, UT
Eugene Pusey Att, Nov. 25
Marjorie O. Ralphs Att, Dec. 14
Shirlee W. Reid (Winkenwerder) Att, Nov. 27, UT
Jewel E. Roundy Att, Jan. 15, AZ
Betty June Salvo Att, Dec. 13
Calvin Simms Att, Dec. 14
Randy N. Sitterud Att, Dec. 12, UT
John M. Skerl Att, Jan. 12, UT
Ruland L. Skipps Att, Dec. 25, UT
Joan M. Snow Att, Jan. 10, UT
Matthew Morris Stucki Att, Oct. 29, UT
Regina Lynn Thompsen Att, Nov. 6
Ivan Lee Thompson Att, Jul. 6
Christine Louise Torma Jan. 7, PA
Phillip Turner Att, Jan. 13, UT
Anthony Urban Att, Dec. 29
Donald Varner Att, Jan. 16, UT
Robert Lee Vest Att, Jan. 21
Dorothy H. Vlamakis (Hardee) Att, Dec. 30, UT
Wendell Wakefield Att, Nov. 25, NM
Darryl Walker Att, Oct. 28, ID
Alex E. Wallin Att, Dec. 4, UT
Reese Warburton Att, Dec. 18
Miranda L. Wecker Att, Nov. 6, UT
Della Wood (Cooley) Att, Jan. 6, UT

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