

WILDCAT

WSU Alumni Magazine | SPRING 2017



TRYING TIMES

A Look into the State of Education



World Class

For 50 years, faculty members in WSU's Department of Radiologic Sciences have successfully prepared students for complex, specialized and rewarding careers.

The Department of Radiologic Sciences was named the top program in the country in 2002 and 2012 and has been ranked in the top five in the U.S. for 10 years.

Thank you to the clinical and community partners, alumni and students who helped make those first 50 years successful.

Visit weber.edu/radsci to learn more about radiologic sciences programs at WSU.



WEBER STATE UNIVERSITY News for Alumni & Friends

WILDCAT

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TO LOOK AMAZING,



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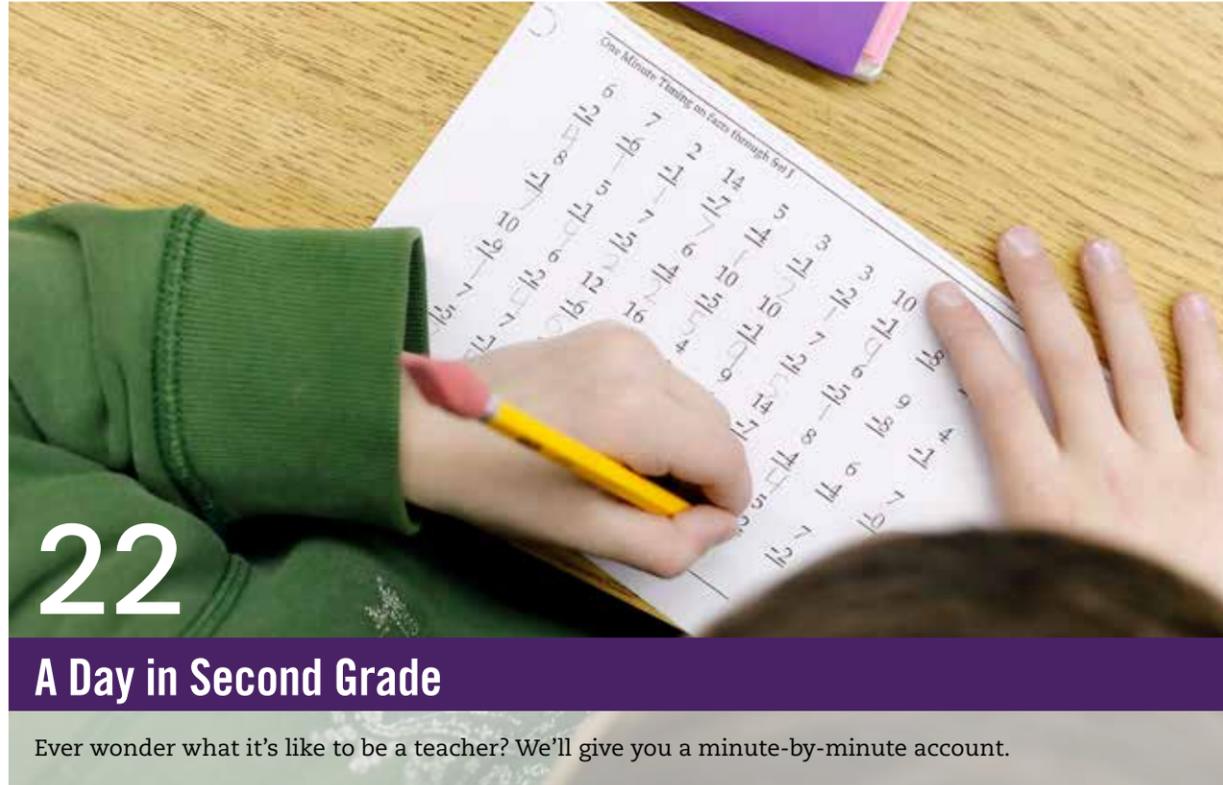
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REMEMBERING

Rod

Weber State University mourns the passing of its former president

When **Rodney H. Brady** was just a senior in high school, he set this goal for himself: "to serve someday as the President of a fine college."

We are proud he chose Weber State as the place to fulfill that goal.

Appointed on June 11, 1978, Brady is credited with beginning a new era at what was then Weber State College. From the beginning of his tenure as president, Brady emphasized the importance of making Weber State a superior undergraduate college, stressing teaching excellence.

"President Brady's belief in humanity and his commitment to outstanding teaching left a lasting impression on this university," said current WSU President **Charles A. Wight**. "We will miss his kindness and wisdom, and we will work to ensure that his legacy will live on in Weber State's commitment to excellence."

To read more about Brady, or to read his recollections as president from the Weber State College Oral History Program, visit weber.edu/wsumagazine.

Rodney H. Brady JAN. 31, 1933 – JAN. 9, 2017



WEBER WATCH

Allison Barlow Hess, Rachel Badali and Amy Renner Hendricks MARKETING & COMMUNICATIONS

SOAK UP THE SUN

Seven acres of newly installed solar panels at WSU Davis will generate 100 percent of electrical power needs at the campus.

The solar array is expected to offset more than 85 million pounds of carbon emissions throughout its lifetime and will provide predictable and stable power for at least the next 20 years.

“The Davis solar project, which will provide virtually all of the electricity

needed for the Davis campus, is a major milestone in WSU’s journey to become carbon neutral by 2050,” said **Jennifer Bodine**, sustainability coordinator for WSU’s Energy & Sustainability Office.

The project is one of the largest solar installations at a Utah public institution.



OUTSTANDING

Radiologic sciences professor **Diane M. Kawamura** AAS '75, BIS '79, M.Ed. '81, BS '82 was named the Most Effective Radiologic Technologist Educator in the nation in the 2016 edition of the Minnies. Published by *AuntMinnie.com*, a comprehensive forum for professionals in the medical imaging field, the Minnies are awarded annually to recognize excellence in radiology.

With 400+ students, WSU’s Department of Radiologic Sciences is the university’s

second-largest department. In 2016-17, it is celebrating its 50th anniversary. Kawamura, who also has a Ph.D. from the University of Utah, has been instrumental in the department’s growth and development for nearly four decades. She is a past president of the Society of Diagnostic Medical Sonography and a Weber State Brady Presidential Distinguished Professor.

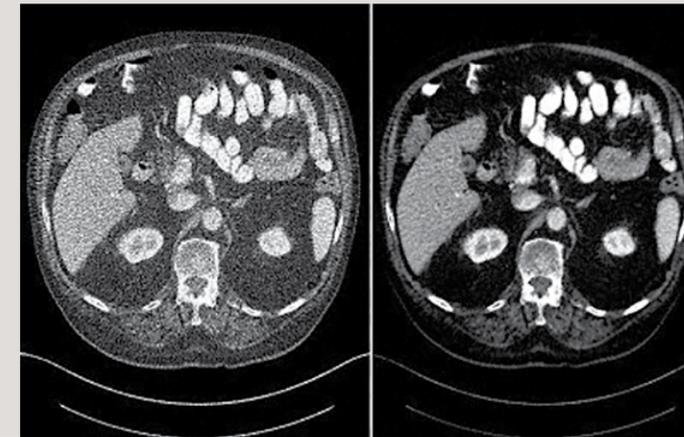
CLEAR VIEW



WSU’s **Larry Zeng** placed third in the world in the Low-Dose CT Grand Challenge, a global contest to produce a clear CT scan using a very low dose of radiation. The contest attracted 103 teams from 26 countries and was sponsored by the National Institute of Biomedical Imaging and Bioengineering, the Mayo Clinic’s CT Clinical Innovation Center and the American Association of Physicists in Medicine (AAPM).

Zeng, an associate professor of electrical and computer engineering, created an algorithm that uses geometry to rapidly detect and remove image

distortions common in CT scans. He was honored by international peers at the AAPM annual dinner in Washington, D.C.



A PERFECT 10

Students pursuing an MBA in the John B. Goddard School of Business & Economics are enrolled in a program that has made Princeton Review’s annual “Best Business Schools” rankings for 10 consecutive years.

Princeton Review surveyed approximately 22,000 students nationwide about their schools’ academics, student body and campus life, and also asked questions about the students’ career plans.

MBA students reported that the quality of instruction and the depth of professors’ knowledge are “high” and that teachers “bring a lot of outside experience to the table.” Students also praised the MBA administration for being “very focused on the success of the students,” “very responsive” and for “seeming to have an honest desire to help students.”

TRAINING ON BASE

WSU's Law Enforcement Academy cadets now have access to buildings and facilities that provide more realistic training opportunities, thanks to a recently signed agreement with Hill Air Force Base. The Law Enforcement Academy, located in WSU's Center for Continuing Education in Clearfield, Utah, is just across the street from the base's south entrance.

"We are proud of our long association with Hill Air Force Base and appreciate the many contributions the U.S. Air Force makes in defending our nation and strengthening our community," said WSU's vice provost and dean of Continuing Education **Bruce Davis BS '79**. "This partnership marks an important milestone in our ongoing relationship and will result in cost savings and greater efficiencies for the base and the university."



After creating an impressive remake of the intro to *The Tonight Show Starring Jimmy Fallon*, WSU communication senior **Nick Garrett** landed a spot as a production intern on Fallon's show.

Garrett's *Tonight Show* intro featured buildings and sights from Salt Lake City, rather than New York City. Garrett played the role of Fallon. Instead of listing guest stars, he listed his qualifications.

"I've just always wanted to work in TV or film," Garrett told news station KSL. "I like making people laugh and that's what he (Fallon) does. And I've just always been a huge fan of Jimmy Fallon. I watch every night, and I've watched him ever since he was on *Saturday Night Live*."

Visit weber.edu/wsumagazine to see the intro for "The Intern Job Starring Nick Garrett."



ON THE TRAIL OF DISCOVERY

Hikers exploring the foothills above Weber State can learn more about the area's natural setting by reading 25 informational signs along the WSU Discovery Loop.

Geosciences alumni, WSU faculty and local volunteers collaborated to place the signs along 1.5 miles of trail, which are a part of the Weber Trails network. The signs include information about

the Wasatch Front's geological history, formation and biology.

"We are excited about the potential to help local teachers, students and the public learn more about our amazing natural setting and its history," said **Dave Matty**, dean of the College of Science.

The trails are accessible from the Par Course parking lot (3990 Skyline Drive) east of Stewart Stadium.



AUTOMOTIVE STAR

Weber State's automotive technology YouTube channel hit a milestone this year. Views have surpassed the 10-million mark, and the channel has nearly 50,000 subscribers.

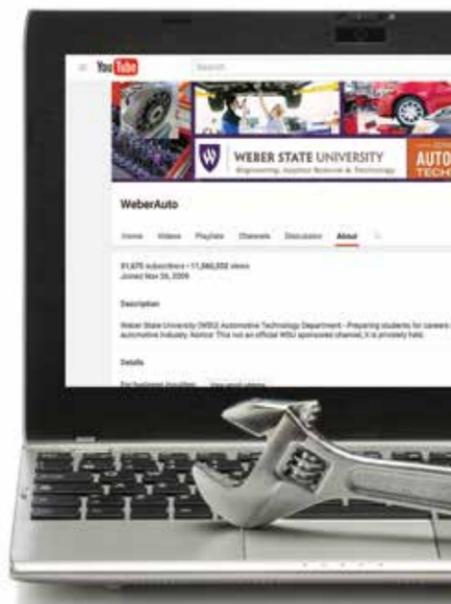
The unlikely video star, automotive technology professor **John Kelly AAS '91, BS '93, M.Ed. '98**, wanted to give students better views of the complex processes he was teaching, so he started filming the lectures and posting them on YouTube.

"It's just taken off like crazy. I can't believe it. That wasn't my intention," Kelly said, laughing. "I have received messages from people all over the world — people who are using my training videos in their own automotive programs

and people who are do-it-yourselfers who want to repair their vehicles."

Faithful viewers have noted changes over the years. Kelly wears a microphone for better audio. He uses two high-resolution cameras for better picture quality and angles. And, Kelly, who has muscular dystrophy, now delivers his lectures from a wheelchair.

"This has turned into my hobby for me. Being in a wheelchair for the past three years limits my hobbies," Kelly said. "My co-workers, when they see me early and late and on Saturdays, say, 'You sure spend a lot of time here.' And I say, 'Well, this is what I do for fun.'"



BREATHING EASIER

In the African country of Ghana, where asthma, emphysema and pulmonary disease are widespread, respiratory therapy training is badly needed. For 10+ years, WSU associate respiratory therapy professor **Lisa Trujillo AAS '98, AS '00, BS '00** has been helping the University of Ghana implement its first Bachelor of Science in Respiratory Therapy program. In the fall of 2016, she proudly watched an inaugural cohort of eight students begin courses at the University of Ghana to become licensed respiratory therapists in their home country.

It is the first program of its kind in Ghana and, to Trujillo's knowledge, the first of its kind in Africa.

For her efforts in helping implement the degree program, Trujillo received the International Council for Respiratory Care's Toshihiko Koga, MD International Medal. The honor recognizes an individual for excellence in promoting the globalization of quality respiratory care.

"Receiving the medal was very humbling," Trujillo said. "It's an award that absolutely needs to be shared. The bachelor's degree program in Ghana was the result of the work of many, many people. I just happened to walk through doors that led me to opportunities, and those opportunities grew and grew and grew."



ETHICS IN LEADERSHIP

Andre Lortz BA '91, M.Acc. '92, the chief financial officer for Maverik, was honored with the Ethical Leadership Award from Weber State's Richard Richards Institute for Ethics.

In addition to his role as a CFO, Lortz volunteers on boards and committees to advance education, technology and jobs.

Lortz currently serves on the WSU Alumni Association Board of Directors, where he is the recent past president, and on the advisory board for WSU's School of Accounting & Taxation.

LIFELIKE TRAINING

Although the patients in WSU's newly updated Annie Taylor Dee Simulation Center aren't real — they're high-tech mannequins — they teach students how to react and perform in a lifelike medical environment.

Improvements took the center from a 10-bed, open-room setting with 10 standard mannequins to a suite with upgraded features, including:

- Five individual simulation rooms equipped with five technologically sophisticated mannequins. Students can ventilate patients, measure blood pressure, check pulses, watch pupils for dilation, observe laryngeal spasms and more.

- A nurse practitioner suite with five rooms, each furnished with specific equipment for pelvic, orthopedic, ear/nose/throat, cardiovascular, pulmonary and metabolic procedures.
- Audio and visual equipment throughout, giving professors the ability to observe students, alter patient scenarios and symptoms, and give immediate feedback.

The Dee Simulation Center, located on the third floor of the Marriott Allied Health building, will allow for interdisciplinary teamwork among nursing, respiratory therapy, emergency care and rescue, and radiologic sciences students.

Visit weber.edu/wsumagazine to watch students work in the lab.

LET'S Talk ABOUT RACE

In an effort to create change and encourage inclusion in the Ogden community, Weber State began hosting town hall conversations about race.

"Too often, our separate experiences create what seems like an unbridgeable gap of understanding within our communities," WSU President Charles A. Wight said. "While valid points emerge from multiple sides, we must ultimately come together to move toward a better world."

The meetings provide a platform for discussion to foster healing and understanding. Topics have included relationships between community and law enforcement, racial violence and post-election tension.





Rio 2016

Bringing Home

Gold!

Wildcat takes first place, sets world record in Rio

Allison Barlow Hess | MARKETING & COMMUNICATIONS

David Blair BS '99 knew he had won gold at the 2016 Paralympic Games in Rio before he picked up the discus for his third and final throw. Going into the championship round, he had secured the top spot, which put him throwing last.

"There was one person before me who could beat me. He threw the discus, and it wasn't far enough," David said. "When I saw his measurement, I thought 'I've won.' That's when the goosebumps started up my back and my neck and my arms. And the crowd started yelling and cheering and clapping. I did my final throw, and right after that, they threw me an American flag, and I got to run around the track and say thank you to the fans in the stands. It is definitely one of those moments I will never forget — ever."

And rightly so. Blair is the only Utah resident to bring home a gold medal from Rio. But David also remembers winning all the foot races on field day in elementary school and even the trike race in first grade. He was born competitive, just as he was born with a small left leg and misshapen foot, commonly known as clubfoot.

Between his birth and 10th grade, David underwent eight surgeries at Shriners Hospital for Children in Salt Lake City. Doctors fused his foot at a 90-degree angle. While the foot has no movement, the surgery allowed him to run, much like a prosthetic would.

David started to run as soon as he could walk. He remembers waiting impatiently to turn 5 so he could play T-ball. He was a pitcher and first baseman all through middle school. He also played high school football and wrestled. In eighth grade, he told his baseball coach he wanted to attend college but would need a scholarship. His coach said, "Drop baseball and go out for track because in track, individual effort stands out, and you'll have a better chance at a scholarship."

David listened and turned his attention to the discus, hammer throw and shot put. He still holds Davis High School records, set in 1993, for all three events. As a senior, he won the state championship for discus.

"People without a 'quote-unquote disability' view disabilities differently than people with disabilities. No question. Always. I'm convinced everybody has some form of disability. It's just some of them are more physically obvious. We all deal with them, and we all plow through," David said.

David succeeded by outworking his competition. His dream of a college scholarship followed. He received offers from both BYU and Weber State. He didn't hesitate to become a Wildcat. It was a bonus that his girlfriend, now wife Cinthia Johnstun Blair BA '98, accepted an

"There was one person before me who could beat me. He threw the discus, and it wasn't far enough. When I saw his measurement, I thought 'I've won.' That's when the goosebumps started up my back and my neck and my arms."



academic scholarship to WSU as well, studying business administration.

"I would travel with him to track meets when I could," Cinthia said. "I liked watching him succeed. It was also stressful for me — it still is — to watch him throw because I'm so vested in him. I almost have to close my eyes. Our whole family loves watching him perform. We were all thrilled the day he won the gold medal. We were running around the house. Even our dog was running around with us."

When David won gold and set the world record in Rio, he had plenty of fans back home, none more excited nor less surprised than WSU track

and field coach **Dan Walker BS '75**. Walker was the assistant coach during David's years at Weber State, and together they had perfected ways to compensate for David's asymmetrical form.

"He has the birth defect, but he also has some genetic gifts," Walker explained. "He is very fast. He can move his arms and legs quickly. That's something a lot of big people can't do. A thrower is kind of like a sprinter; they have to move things quickly, and he could. That was fun to see."

During meets, Walker told David to use his difference to psych out competitors.

"I had him warm up without sweatpants. Because he was throwing so far with his small leg, the other

64.11 METERS, OR 210 FEET AND 4 INCHES:

The length of David Blair's gold-winning, record-setting discus throw at the Paralympic Games

guys would lose all their confidence,” Walker said.

By the time David graduated, he had set six Weber State records in hammer, discus and indoor weight. One of those records, his hammer distance of 200 feet and 8 inches, still stands 18 years later.

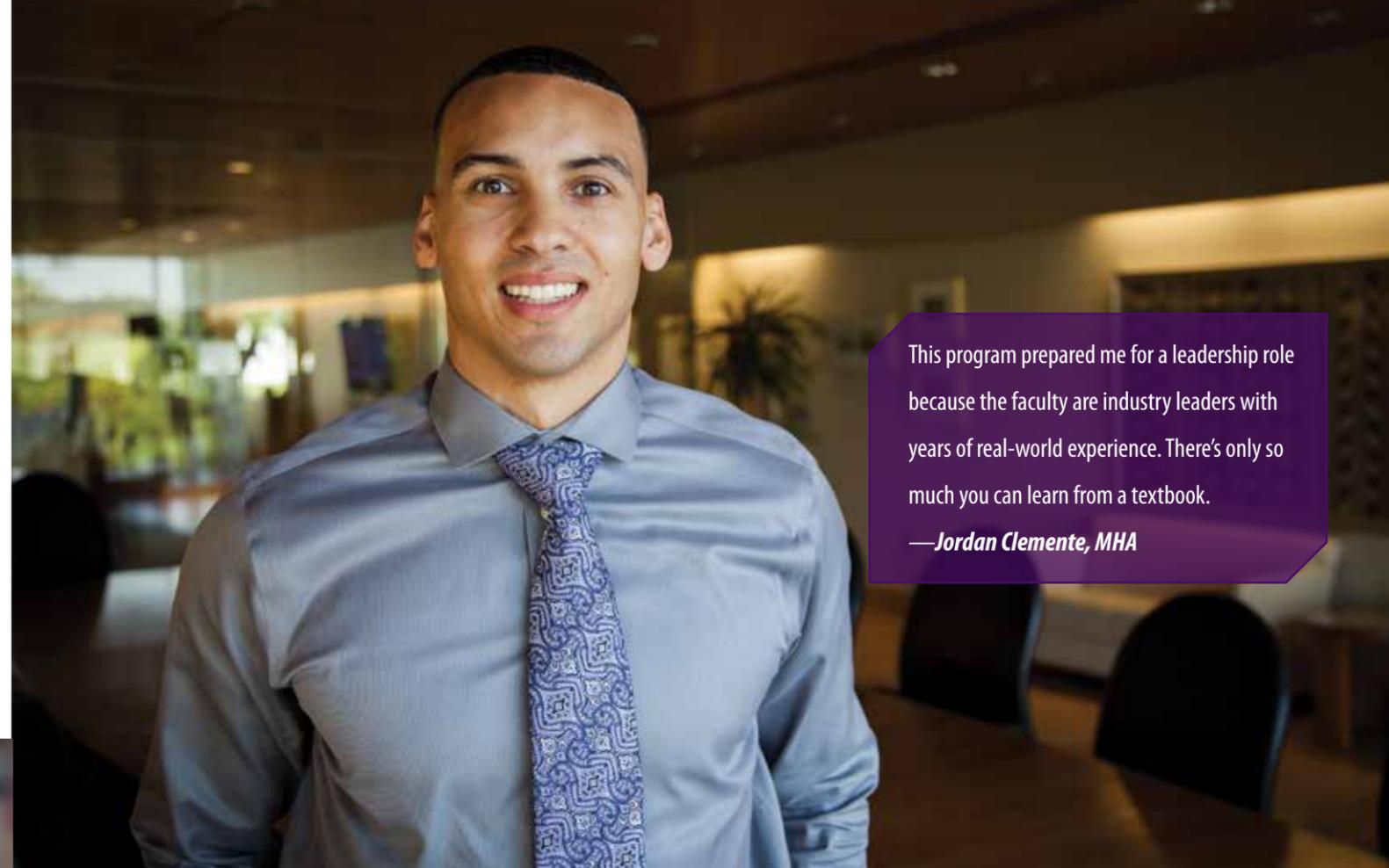
“It’s neat because there are athletes at Weber this year who still use that as their motivation, to break my hammer record. And they’re working their tails off to get it,” David said. “To be honest, if they do, they’ve earned it. It’s a compliment to me that something I did in 1999 can still motivate and drive athletes now.”

After college, David, who majored in technical sales, put down the discus and concentrated on his career in database management and his family — Cinthia and their four daughters. Then in February 2015, he realized he was eligible

to compete in the Paralympics and began a rigorous four-hour-a-day training regimen. In May 2016, he smashed a world record in the F44 discus — for athletes with functional ability in one leg similar to an amputation. That set him up to compete in Rio. His throw of 64.11 meters, or 210 feet and 4 inches, broke his own world record and made him the Paralympic champion.

David said he will now be able to sleep the night before competition because any other victory will be icing on the cake. A born competitor, he wants to make sure that icing is thick, however. He has his sights set on the 2017 World Para Athletics Championships in London.

“The goal this season is to break that world record again and to break it handily,” David said, “so, hopefully it stands for a very long time.”



This program prepared me for a leadership role because the faculty are industry leaders with years of real-world experience. There’s only so much you can learn from a textbook.
—Jordan Clemente, MHA

2017 Weber State FOOTBALL

2017 HOME SCHEDULE

- Sep. 2 Montana Western
- Sep. 23 UC Davis* (Homecoming)
- Oct. 14 Southern Utah*
- Oct. 28 Montana*
- Nov. 18 Idaho State*

* Big Sky Conference Game

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TRYING TIMES

A look into the state of education

Amy Renner Hendricks | MARKETING & COMMUNICATIONS

In ninth grade, **Jennifer Graviet BA '95** was voted Most Shy and Most Talkative. “Figure that out,” the self-described introvert says, laughing. It’s 4:15 p.m. at Sand Ridge Junior High in Roy, Utah. School has been out for an hour already, but Graviet, a ninth-grade English teacher, is still there. She usually arrives at 6 a.m. and leaves 12 hours later. She has her routine down; she’s been doing it for 22 years — at the same school.

“Most teachers don’t stay in junior high as long as I have, but my students, they’re so funny!” she says, her face brightening. “I did change rooms. I used to live across the street (the hallway), but this room became available, and it had windows!”

Two students — a boy and a girl — pop in and ask, “Do you need help with anything today?”

“That is so nice of you, but I don’t need help today,” Graviet answers, smiling. “Have you asked Mrs. Smith, the librarian? She always has projects.”

“We looked in the library, but she wasn’t home,” the boy says.



And the two students head out, in search of a teacher in need of assistance.

Graviet laughs — she does that often — and says, “See, they really do think we live here!”

Suddenly, the intercom switches on, and a man’s voice booms: “Good afternoon, Scorpions. If you are not with a teacher, please find your way to the nearest exit.” And in his best sports announcer voice, he adds, “Have a great afternoon, and stay ‘Scorpicious!’”

Graviet chuckles. “That’s Chris Maag, our Spanish teacher,” she says. “What you just heard is a great example of a junior high school teacher’s personality. For me, there is nothing more enjoyable than this community.”

But as much as she loves her job and as good as she is at it — Graviet was a runner-up for the 2012 Utah Teacher of the Year award — she isn’t 100 percent sure she would recommend

being a teacher. “A part of me would say, ‘Don’t do it,’” she says, crestfallen, whispering the words. “It’s just that so many teachers are exhausted and feel beaten down. Sometimes I feel like I’m mourning the profession I love.”

To explain what she means by that, Graviet compares her first year of teaching to her 22nd.

“So many teachers are exhausted and feel beaten down. Sometimes I feel like I’m mourning the profession I love.”

Teaching Then Versus Now

“When I started teaching English in 1995, we didn’t have standardized tests in English/language arts,” she says. “I’m not saying that extreme is great, but do you know how much we played, and how much we learned while we played?” she asks. “As a young teacher, I may not have known exactly what I was doing, but you know what I did do? I created a family and a culture of learning. Testing wasn’t always at the back of my mind. The only thing at the back of my mind was, ‘What am I going to do to make this lesson a really good learning experience for my kids?’”

Today, Graviet’s ninth-graders miss at least six periods of English in the spring, spending those sessions in the computer lab taking Student Assessment of Growth and Excellence (SAGE) tests, Utah’s comprehensive testing system. They take



Jennifer Graviet greets students outside her Sand Ridge Junior High classroom. Photo by Sheridan Sheffield

two periods to complete a reading test, two to complete an informative essay and two to complete an argumentative essay. Students also miss two periods of science and two periods of math for SAGE tests throughout the year.

It isn’t that Graviet is anti-testing — in fact, she uses the SAGE test as a tool to pinpoint where students need help — but she is opposed to the amount of testing required and the pressure it puts on both kids and teachers.

“Sometimes when we do something fun, but frivolous, the kids will ask, ‘Are we going to be tested on this?’” Graviet says. “Just last week we did some mad libs to lighten it up a bit, but even I was like, ‘OK, tomorrow we have to get back to work, we have to get back to it.’ As their teacher, I know what they’re going to be tested on, so we write informatively, we write argumentatively, but do we write creatively? Hardly ever, because it’s not going to help them on the test. And we want them to succeed — for themselves and because we, as teachers, know we will be judged on how they do.”

The T Word

Good or bad, testing is a reality in U.S. schools.

On the one hand, test scores, like Graviet says, give teachers and schools the ability to assess students better. **Jack Rasmussen**, dean of WSU’s Jerry & Vickie Moyes College of Education, laments not having today’s assessment tools when he was a teacher.

“Teachers are much more sophisticated in their ability to gather data and assess where their kids are,” says Rasmussen, who spent 10 years teaching, mostly at the junior high school level. “For example, I always knew my seventh-graders’ reading levels, but if I had a student who was reading at a fourth-grade level, I couldn’t always pinpoint the problem. Today’s data can help you do that.”

On the other hand, standardized tests don’t always accurately measure students’ abilities.

“We live in a world where numbers create an illusion of accuracy,” Rasmussen says. “In other words, ‘If you can put a number on it, it means something.’ Well, maybe it does, maybe it doesn’t.”

“Our current structure says you can set a standard that everybody can reach, but that’s not true. Kids have different abilities and different learning curves. Even if they can meet the standard, they might not be able to meet it in the time frame given. That doesn’t mean that our schools are failing. It’s like someone deciding all babies should walk by 9 months old. That would never happen, but, for some reason, people think teachers can make it happen in academics.”

Deterring Future Teachers?

If, like Graviet fears, students aren’t enjoying school, why, she asks, would they want to become a teacher? It’s a question she ponders — often.

“When I first started teaching, I’d ask my students, ‘How many of you want to be teachers?’ And the majority of them would raise their hands. Now, not many do,” Graviet says. “I was trying to figure that out, so I thought back to when I was their age. I loved the way I felt in school — the learning, the discovery. I’m not sure kids today, even our very best students, love the way they feel in school. We’re definitely not going to create a new generation of teachers if students hate the way they feel in a classroom.”

She’s right. Enrollment in teacher education programs is

dropping. **Kristin Hadley**, chair of WSU’s Department of Teacher Education, pulls up an enrollment graph on her computer. She looks at the figures and says, “It’s not good.”

From the fall of 2006 to the fall of 2015, the department has had a 24-percent decline in the number of students admitted to its programs, which include early childhood, elementary, secondary and special education.

The problem is not specific to Weber State.

Across Utah, enrollment in teacher preparation programs is declining. According to the 2015 Title II Reports on National Teacher Preparation Data, enrollment in teacher education programs at Utah’s 10 traditional programs (colleges and universities) decreased by 26 percent from 2012-13 to 2013-14.

“There are a number of factors that I think contribute to the enrollment decline,” Hadley explains. “On the positive side, women — and the majority of our students are women — are seeing more options career-wise than they did, say, 20 years ago, and that’s a good thing. On the other hand, when you become a teacher today, you are picking a career that is on the lower end of the pay scale. So, if you are the best and the brightest in your class, unless you just have a sincere passion for teaching, why would you choose that route?”

In addition to declining teacher education enrollments, licensed teachers are leaving the profession at alarming rates. The Utah State Office of Education reports that 42 percent of new teachers quit within five years.

Dale Payne, recruitment coordinator for the Moyes College of Education, says negative messages in the media are a contributing factor, in addition to low compensation, challenging student behaviors and lack of respect.

“Teachers are committed to their kids,” Payne says. “They love them like their own children and spend more time with them in many cases. The thought that somebody is going to hold your career and your livelihood hostage because you couldn’t reach one or two kids is a huge deterrent. And that happens.”

“I loved the way I felt in school — the learning, the discovery. I’m not sure kids today, even our very best students, love the way they feel in school.”

You can get 38 out of 40 kids to do incredible work, but people are going to point to the two you couldn't reach and call you a failure. Unfortunately, those are the messages we're seeing out of education. People don't look at the challenges those kids were facing outside school — perhaps it's an issue of poverty or struggles in their home life — and that the teacher did everything they knew to do."

Whatever the reason, the decline in teachers puts Utah on a dangerous trajectory.

Hadley calls up a PowerPoint presentation prepared by Utah's Office of Legislative Research and General Counsel. "Look at this statistic," she says. "By 2050, the state is expected to be educating 985,000 school-aged children, an increase of 64 percent from 2015. If enrollment in the state's teacher education programs continues to decline and teachers continue to quit the profession, we're in trouble."

The Teacher Shortage

To address the shortage, the Utah State Board of Education, in 2016, unanimously adopted the Academic Pathway to Teaching (APT) rule, which provides individuals with an

alternative method of teaching licensure.

The APT allows individuals who have bachelor's degrees or higher from regionally accredited universities to become teachers after passing content knowledge tests. While the individual is not required to have classroom experience, the APT requires that any "Utah public school district or charter school that chooses to hire an individual holding this type of license must assign a master teacher as the individual's mentor."

A key word in the rule is "choose." A spokesperson for the board described APT as "voluntary," meaning school districts and schools are not required to hire someone with an APT license. The board supported the rule as a method to hire knowledgeable but nontraditional teachers for hard-to-fill spots and to allow those who didn't major in education to have the option to consider public service in education.

Despite the board's intention to help with the teacher shortage, the APT faced criticism from many teachers.

Rasmussen says he understands why.

"Take me, for example. The fact that I was good at math and could present it, didn't mean all of my kids would learn it," Rasmussen says. "If I were, say, teaching ratios, 60 percent of

my kids might get it, but 40 percent might not. I would have to stop and think, 'How do I get these kids to wrap their heads around it?' The ones who are most at risk, teachers need to be prepared to help them the most. Without a teacher education background, I don't think they'll be prepared."

Graviet is opposed to APT, which she made known during her campaign to win a seat on the Utah State Board of Education — yes, she ran for office, putting her introversion aside for the sake of students and schools, and won. On Jan. 12, 2017, she was sworn in as a member of the board, representing the 4th District, which includes parts of Weber and Davis counties.

"Teachers are incredibly important to us. *That's why we need to fight the negativity. That's why we need to stand up for education.*"

"I don't think we should be experimenting on our kids," she says, referring to the APT. "I'm afraid what's going to happen is that we're going to make teaching a profession where even more people leave. If you have nothing in the game, you're just coming in and trying it out, what's going to keep you? For me, the kids keep me, obviously, but also the fact that I spent five years getting two teaching degrees, that I spent four years doing reading endorsements, that I spent two years doing a master's degree in counseling. That's 11 years! I'm invested."

What Else Can Be Done?

The Moyes College of Education is also working to address the teacher shortage. In addition to its undergraduate and graduate degrees, Hadley says the college offers programs aimed at increasing the number of teachers, especially where they're needed most, including special education and English as a Second Language (ESL).

WSU's Project PRIME (Preparing Research-based Inclusive Multidisciplinary Educators) helps increase the number of teachers working with students with disabilities. The program is available to those who have bachelor's degrees and who already are working in local charter and public schools assisting students with mild to moderate disabilities. It is funded by a grant through the Utah State Board of Education.

Weber State's TAPT (Teacher Assistant Pathway to Teaching) is a program that helps teacher assistants become licensed teachers. Originally created in response to critical shortages of ESL teachers, the program has been expanded to include any teacher assistant working in the schools. The TAPT program has a 96 percent graduation rate, resulting in a Utah State teaching license, and is fully funded by private donations.

The Moyes College also offers three graduate certificates in elementary teaching, secondary teaching and special education for students who want to be teachers but received bachelor's degrees in fields other than education.

On a Positive Note

Yes, there are challenges, but at the end of the day, teachers can make a difference, and that's what we should be focusing on, Payne says.

"Weber State created an inspiring video where we asked students to name the last three Oscar winners for Best Actress and the last three NFL MVPs. They didn't do so hot," Payne says, laughing. "But when we asked them to name three teachers who had an impact on them, it was easy.

"That's the thing about education. We just sat here for an hour talking about all of the challenges surrounding education, but the moment you asked us who our favorite teacher was — mine was Mrs. Cashman, fourth grade — the whole weight of the room got lighter, our faces brightened. Why? Because teachers are incredibly important to us. That's why we need to fight the negativity. That's why we need to stand up for education."

Visit weber.edu/wsumagazine to see the video, to share memories of your favorite teacher, and to read a student teacher's perspective on the profession.

Are the numbers ominous? You decide...

985,000

Projected number of school-aged children in Utah by 2050

26%

Decline in enrollment in teacher education in Utah's 10 traditional programs from 2012-13 to 2013-14

10

Average number of days of classroom instruction Utah ninth-graders miss taking SAGE tests

42%

Percentage of new teachers in Utah that quit within five years

The 'Ama-ZING' Teacher

A day in the life story

Amy Renner Hendricks MARKETING & COMMUNICATIONS

“EVERYTHING HURTS, AND I’M DYING.”

That’s what I told my husband after spending all day in Heather Hales’ second-grade classroom at H. Guy Child Elementary in South Ogden. I said it jokingly, just to see if my husband would catch the *Parks & Recreation* television show reference, but two Advil and a nap later, my head, neck, shoulders, legs and feet still ached — a horrible, deep pain. “I was dying earlier today, and then I died. Now I’m dead,” I told my own second-grader. She ignored me, giving me that look that said, “Jeez, Mom, you’re quoting *Parks & Rec* again.”

Teaching is serious business. And teachers are superheroes. Literally. You have to be to do what they do. Here’s what my exhausting, but fun, day in second grade looked like.

7:45 A.M. I arrive. Mrs. Hales has been here since 7 a.m., an hour and 40 minutes before school starts. She is quick to note this is not a requirement. “You definitely don’t have to get here this early to be a good teacher,” she emphasizes. “When my own kids were little, I didn’t get here this early. They’re grown now, so this is just the routine I like.”

7:50 A.M. Mrs. Hales dashes off to a meeting. H. Guy Child is one of 45 schools participating in a state initiative called Assessment to Achievement, which focuses on effectively using data to improve student achievement. Mrs. Hales, along with eight other teachers and the school principal, make up a leadership team that meets weekly. They discuss ways to help improve the grade-level professional learning community (PLC) process to increase student learning. They talk about evidence-based teaching methods to improve student academic success and raise test scores. “Testing is a reality,” Mrs. Hales acknowledges. “We have state tests, but I think it’s hard to have one moment — one test on one day — to show how a student is doing. In the classroom, I like to give quick assessments frequently, so I know exactly where my students are and can respond with the support they need to further their learning progress.”

8:30 A.M. The meeting ends. Mrs. Hales heads back to class.



8:35 A.M. The first bell rings. Mrs. Hales steps outside. All of the second-graders are lined up. She leads them in a lively chant: “Second-graders, get tall and straight. Second grade is really great. We’re here to learn and do our best. We’ll help each other with friendly zest. There’s much to do; it’s time to begin. Get focused and ready; it’s time to go in.”

As the students file by, they hang up their winter gear in the hallway, with the exception of one little boy. “It’s a brand-new coat,” Mrs. Hales explains to me, smiling. “He likes to keep it on.” She tells the students, “Show me you know right what to do.” They know to correct their journal entries from the day before. Problem areas are underlined in purple. “I like the way Natilee got to work,” Mrs. Hales praises.

8:40 A.M. A line of students has formed at Mrs. Hales’ desk. She encourages them to tell her why certain items are underlined. “I didn’t put a date. I need to capitalize that,” students say. Some of the mistakes aren’t as easy. “The word ‘sincerely’ needs to be written full size. Fix those commas,” Mrs. Hales instructs.

8:45 A.M. Mrs. Hales goes to the whiteboard. “Ohayo gozaimasu,” she says. “Ohayo gozaimasu,” the students say in unison. “For our guests in the room, that means good morning in Japanese,” Mrs. Hales explains. “Now, I’m going to check the time. This one is tricky. Can someone tell me what time it is?” Aspen raises her hand. After a long pause, she answers 8:45. “Yes!” Mrs. Hales says. “That was hard! I’m so proud of you! Did you notice how quiet our class was while giving Aspen thinking time? That’s how you support her learning!” (That’s an important theme in Mrs. Hales’ class.)

8:47 A.M. Mrs. Hales sits down briefly at her desk to take attendance while kids quietly continue working on math problems and the day’s journal entries (the new journal entry is about a colorful bird that has been posted on an art easel). Two students come to ask questions: “Can I go to the bathroom?” and, “What kind of a bird is that?” Mrs. Hales rapid-fire answers: “Yes.” And, “Now, what do we do if we don’t know what that bird is? We can look in a reference book. Right now, it’s a mystery.”

8:58 A.M. Mrs. Hales tells the children they have two more minutes for journal time. “How do you spell cockatoo?” a little boy asks. “Oh, you’re asking a question I need a dictionary to answer!” she answers. “OK. It’s spelled a really fun way. C-O-C-K-A-T-O-O.”

9 A.M. Logan leads calendar time, reciting the date, time and season. He predicts the next shape for their pattern. “I think it’s a cube,” he says. “He’s right,” Mrs. Hales announces. “Give him a quiet thumbs up.” Then he reads one of the learning goals for the week.

9:05 A.M. Logan leads the Pledge of Allegiance.

9:06 A.M. The students trade math worksheets and correct each other’s work. Mrs. Hales goes over the answers in detail on her projector. She walks through the rows to describe how the children solved the problems differently. “Madilynn drew 16 circles and crossed out nine to get the answer. Lainey drew dots and counted how many there were between nine and 16. These are smart, smart strategies. I love it!” she says.

9:15 A.M. The students pass the papers back to the owners, and a line forms in front of Mrs. Hales. One student wants to know why his clock was marked incorrectly. “What am I concerned about here? I really like that short hand, but the long hand needs to go all the way up to the 12,” she explains.

9:20 A.M. They transition to sight words. “Let’s all read them together,” Mrs. Hales says. “Get ready. Read.” They are out of sync and speaking very quickly. “Uh-uh!” She stops them. “Let’s start again, and go a little slower.”

9:25 A.M. The class sings a song about contractions. “A contraction has an apostrophe that takes the place of letters, you see,” they belt out together.

9:27 A.M. Mrs. Hales leads the students in fun physical exercises. They do arm circles, counting by 2s, 5s and 10s. They do windmills, counting by 100s. They do football runs, counting by 10,000s.



9:30 A.M. They take a bathroom and drink break.

9:34 A.M. Metacognition superhero time! “Metacognition is a big word,” Mrs. Hales says, doing a superhero pose. “Remember, it means thinking about your thinking. We work to learn. It gets harder. We work to learn more! Metacognition!”

9:35 A.M. Mrs. Hales shows the students a video of a kindergartener assessing her work. “What does assess mean? It means she’s looking at how she’s doing,” she explains.

“Now, look at this journal entry from a second-grader and tell me what we should be concerned about,” Mrs. Hales instructs. The students list what is wrong. They do this for five more examples. She then instructs the students to assess their

own journals. After a few minutes, she says, “Freeze! Who has power over their own learning? You do! You can find mistakes and fix them. You can be successful!”

10 A.M. The students move to the reading alcove, where they all read *It Won’t Be Easy* together aloud. They look for letter combinations that make the long ‘e’ sound. She stops mid-sentence. “Here’s a contraction! It’s a sneaky one! Raise your hand if you can tell me what ‘won’t’ means!” A student answers, “Will not.” “Yes!” and they start to read again.

10:12 A.M. “OK. If your journal is done, you may now go to recess,” Mrs. Hales says.

10:15 A.M. Recess. Are you exhausted yet? I am.

10:30 A.M. The children file back into the classroom. A little boy searches out Mrs. Hales to tell her about an incident on the playground. Two other children say they saw what happened. She asks all of the children involved how the incident made

them feel. They apologize and are over it quickly.

10:36 A.M. They read phonics fluency poems *I Can Feel the Beat* and *Peas*. The peas poem gets a few “Ewwwws!” It starts like this: “I like peas covered with cheese ...” “Don’t say ew!” Mrs. Hales says. “Some people may like their peas covered with cheese.” But then it says, “I like peas in ice cream freeze,” and Mrs. Hales says, “OK, you can make a face like this (a grossed-out face), but don’t make a sound while you’re doing it!”

10:40 A.M. “OK, class, we’re cleaning up our supplies now and are going to practice these poems with a partner,” Mrs. Hales

announces. “Try to practice with someone new!” The kids gather in groups of three to say and act out the poems.

10:50 A.M. The groups present their poems.

11 A.M. Students from a different second-grade class rotate in; one group sits in a circle with Mrs. Hales, another with a volunteer. They take turns reading one line each from a book. “Freeze!” Mrs. Hales says. “Do you see that word that is slanted? That’s called italics. It means we emphasize that word,” she explains. A few minutes later, a student comes across another italicized word and reads it without emphasis, stops and reads it again correctly. “Ooh, I like the way you self-corrected,” Mrs. Hales says, and the student smiles.



11:30 A.M. The students finish reading and transition back to their classes. Mrs. Hales' students complete their planners, writing what they did that morning. "Read 20 minutes. Had special WSU visitors!" they write. "Or, we could call them guests," a student says. "Or company!" another student suggests. Mrs. Hales stops, smiles and says, "Yes! Good synonyms!"

11:35 A.M. The students line up to go to the cafeteria and sing:

"We've washed our hands.
We have our lunch and card and Mrs. Hales' card.
And now we're ready to munch on lunch.
Muncha, muncha, muncha, let's go to lunch!"

And off they go, with Cohen leading the line and Mrs. Hales following behind. Once they're settled in the cafeteria, she goes back to the classroom, stopping by a first-grade class to give the teacher a handful of Pokémon cards. "We've had a little problem with Pokémon cards this week," she explains.

11:45 A.M.-NOON Mrs. Hales eats quickly, then sorts magnifying glasses and penny stamps for her afternoon lesson.

12:15 P.M. The children arrive back to the classroom and sing:

"We munched on our lunch, and we played for a bit.
We'll be ready for more learning in a lickety-split!"

12:20 P.M. They gather at the alcove to read *Flat Stanley*. Stanley gets made fun of, and Mrs. Hales looks at her class and asks, "Do we make fun of people?" "No!" they shout.

12:33 P.M. "The end," Mrs. Hales says, closing *Flat Stanley*.

12:35 P.M. "It's time to do Calendar Math," Mrs. Hales says. "Get your white boards. You may doodle on them if you're quick." They spend the next 20 minutes working on place value (hundreds, tens and ones). One student gives the others a way to remember place value. "Think HTO (hundreds, tens, ones) in your mind," she says. "Yes!" Mrs. Hales praises. "That's a great idea!" They also work on shapes, including quadrilaterals.

1 P.M. They line up to go to computer. On the way, Mrs. Hales stops to help two students tie their shoes. On the way back to her classroom, she goes on a search for white paper. Locating that, she gets back to her own computer and finds a video on YouTube about the penny.

1:30 P.M. Mrs. Hales gets her students from computer.

1:35 P.M. The last students present their phonics poems.

1:43 P.M. Students take a practice math test. "Do your best. Do not get discouraged. We are practicing," Mrs. Hales reminds them, as she walks up and down the rows of students, many of whom are concentrating so hard their tongues are stuck out.



1:50 P.M. Mrs. Hales plays the video about pennies.

1:55 P.M. Students use magnifying glasses to investigate the words and pictures on pennies, and Mrs. Hales lists what they find on the projector. "The second 'l' in Lincoln is silent," one student observes. "Yes, Carden, it is!" Mrs. Hales says. "What do we say?" "Carden, you're ama-ZING!" they answer.

2:15 P.M. Recess.

2:35 P.M. I give a small presentation about Weber State University, tell them what my job is and pass out WSU color-changing pencils.

2:55 P.M. The students work on their pop-up coloring books of the Liberty Bell and Statue of Liberty as part of a social studies lesson. Groups of two are sent to a table where they put penny stamps and stickers on their money worksheets.

3:05 P.M. The students do their classroom jobs, check their cubbies and straighten up their desks. A picture falls off the white board, and Ridge takes a quick break from his job to pick it up. "Hey!" another student says, "we should give him a Charger cheer!" So they do.

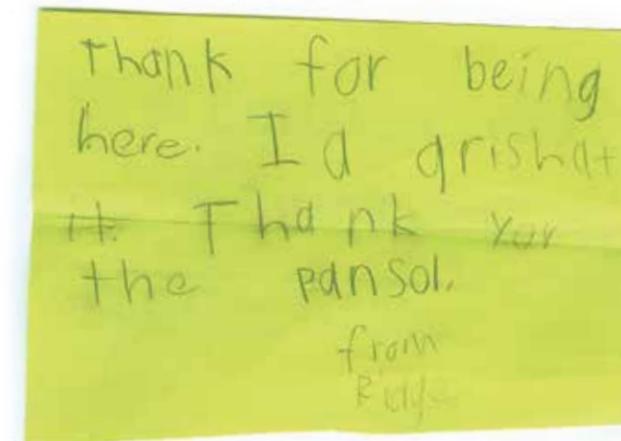
3:15 P.M. The first bell rings, and students line up. Children, in groups of two, say announcements, broadcasting who they thought had the most organized desks, who solved the problem of the day, etc. They sing a song about what they did:

"Goodbye, everybody, goodbye.
Goodbye, everybody, goodbye.
We saw her (pointing at me).
And we went to computers!
And we had a good day!
Ja mata everybody, ja mata (see you later in Japanese)!"

3:20 P.M. The bell rings to go home. Mrs. Hales escorts her children to the pickup line. She has bus duty. She spends 10 minutes in the cold, ensuring children get on the right bus and into the right cars. She rescues one from atop a snowy hill.

3:30 P.M. Mrs. Hales leaves for the day but only because she has an appointment. She brings work home to prep for tomorrow.

3:31 P.M. I leave, exhausted and cold, but holding an ama-ZING thank you note from a student. It reads:



Translation: "Thank you for being here. I appreciate it. Thank you for the pencil." He asked me multiple times if I was going to keep his note. It's hanging in my office. It makes me smile every day and makes me understand why teachers do their very tiring, but rewarding, jobs.

Heather Hales received her bachelor's degree in English from Weber State University in 1991. She earned her master's degree in education from WSU in 2006 and has been a teacher for 16 years. She is the president of the WSU Alumni Association Board of Directors. She wants to thank all of the fabulous parent and grandparent volunteers who help in her class. "They are fantastic," she says. Or, as her class would say, "They're ama-ZING!"

Being Teacher Sherrie

THEN & NOW



Teacher Sherrie with Abigail Evans

2004 & 2017

Now photos by Zac Williams BS '01, MPC '13

Sherrie West brings inspiration, science to the Melba S. Lehner Children's School

Jaime Winston MARKETING & COMMUNICATIONS

Kids love getting dirty. Sherrie West AS '78, BS '82 loves teaching kids.

Last fall, when a boy in her class proudly showed her the gooey earthworm he just captured on the playground, West saw an opportunity to teach. Instead of lecturing on the grossness of worms or the social etiquette of showing one off, West focused on science, explaining that the worm was just what the class needed for its compost pile.

"I am very science-based in my teaching; everything we do is science," said West, a supervising teacher in the Melba S. Lehner Children's School in Weber State University's Department of Child & Family Studies. "Children are natural scientists, so I take advantage of that."

Known for her enthusiasm — and her science projects — "Teacher Sherrie," as students and parents call her, has spent more than 30+ years instilling a love of learning in her students, a love that carries through to college and beyond.

In addition to recycling projects, such as the compost pile, West and her students have created instruments for a faux marching band and built a cardboard rocket ship. She also teaches what she calls "motorcycle math," where the children predict the number of motorcycles they will see on a nearby road and graph the results.

"My favorite thing that we did was grow crystals," said Abigail Evans, one of West's many former students who went on to attend college at WSU. "For sure, it gave me a love of Weber because it was a good learning environment."

Evans currently studies political science and history at Weber State in hopes of one day becoming a United Nations diplomat. West can recall many students who became Weber State college students, including one who attended law school after graduation and another who went on a service trip to India to assist with cleft lip and cleft palate repairs.

Jennifer Evans BS '94, Abigail's mother, recalls meeting with West for parent-teacher conferences and joking about Abigail becoming too smart. "I blamed it on Teacher Sherrie," she said.

West makes sure her students have the confidence to tackle public school. "She let us know that we were all very important people," said Erin Packer AS '07, BS '09, a children's school alumna who went on to graduate from Weber State in nursing. "Just to have that instilled at a young age was something that inspired me."

West's own Weber State education helped prepare her to work with students like Evans and Packer.

After attending Snow College and Brigham Young University-Hawaii, West earned her bachelor's degree in child development, with an emphasis in education, at Weber State in 1982, then received her master's degree in curriculum and instruction from the University of Phoenix in 2009. "When I

"I joked about my daughter Abigail becoming too smart. I blamed it on Teacher Sherrie."

came to Weber as a student, it was such a breath of freshness," West said. "My professors gave me a clear understanding of how children behave. They taught me to create quality programs for children, not just theme-based, let's-talk-about-birds-this-week types of programs."

West learned developmentally appropriate practices for early childhood education from professors like Carol Tribe and Jean Kunz while working part time at the children's school. "I had professors who were actual gurus. They knew what they were doing. They loved it; they lived it," she said.

After graduation, West became a supervising teacher at the school. Prior to that, in 1980, she started a preschool at her home in South Weber, Utah, where she now spends half her day. At Weber State, she has also taught college courses, mentored Head Start teachers and served as the assistant director in curriculum for the children's school. "I have just been so blessed in my life to do what I've done," West said. "I've loved every ounce of teaching."

West actually started her teaching career years before graduating from college.

As a student at Union Elementary in Fort Union, Utah, West gathered extra worksheets from teachers on the last day of school for her own class on her family's patio. "Neighbors brought their kids over, and I taught them all through the summer," she said.

For the Love of Education

Students, parents look back on Teacher Sherrie's legacy

Jasmine Pittman MARKETING & COMMUNICATIONS

Now, she asks the young students who leave her class to try their hand at teaching, too.

"I always invite them back, two or three years in a row after they go to elementary school, to teach a lesson in my class," West said. Last fall, a girl returned to teach the students about rocks. Recently, a boy who had entered first grade came back to her class to teach what he had learned about astronauts. "They have to actually make a plan," she said.

West also taught throughout her junior high school and high school years, volunteering and working at day cares and summer recreation programs. When she was 17, West went on an educational cruise on the Mediterranean Sea. On the trip, she learned about a wide range of cultures and nationalities, from Italy to Egypt to Israel, and soon recognized a commonality: "Children played the same in every country," West said. "I truly believe children learn through play, and they need that now more than ever."

Building on the idea of learning through play, West co-authored two books, *Sand and Water Play* and *Literacy Play*, with teacher Amy Cox BS '90 in 2001 and 2004, respectively. West has also represented Weber State while sharing principles from her books at professional conferences across the country. "Weber State has allowed me to grow and develop," she said.

And she's passed her love for teaching and science on to her own children.

West's daughters Deserae Anderson and Aubrie Epperson BS '09 work as teachers in Oregon. Her youngest daughter, Adrianna West BS '13, is also a supervising teacher at the children's school. Her son, Mark West AS '15, is a Weber State student studying social work, with a minor in psychology.

"I've learned a lot of things from my mom that have helped me become a better teacher," said Adrianna, a children's school alumna and Weber State graduate in early childhood education. "I also see her teaching all of the staff in the school, giving them pointers, helping them come up with ideas of what they need to do to help the children."

For those thinking of going into early childhood education, West has some advice. "Just do it," she said. "If people want to go into early childhood, they will have a happy ride."

Camie Bearden BS '98, M.Ed. '11, director of the children's school, adds that early childhood educators should have a love for young children. "You've got to have a desire to help them grow and develop, and Sherrie definitely has that," she said.

Every time a former student comes to visit, West sees the difference she makes.

"People will knock at my door and say, 'Do you remember me, Teacher Sherrie?'" West said. "Many come back and say, 'Teacher Sherrie, I'm a scientist.'"

For those thinking of going into early childhood education, West has some advice.

"JUST DO IT."



Sherrie West has been a driving force at the Melba S. Lehner Children's School for more than 30 years and has inspired many students to go on to achieve even more at Weber State later in life.

Here's how former students and their parents remember Teacher Sherrie:

“It was preschool, and it was a long time ago, but she stayed in contact with me and my sister. How many people will do that? She stuck with us and genuinely wants to see us and hear about us and still cares about us to this day.”

— Chris Jenkins AAS '11, West's student from 1988 to 1990, studied radiography at WSU

“She always had a smile and a kind word, and I can imagine that early in the morning, this wasn't always easy to do.”

— Mark Maxson BA '92, parent of Micah Maxson, West's former student and current WSU student majoring in theatre arts

“One of the things that always struck me is that she always had a smile on her face. She was always so enthusiastic... I don't know how she had that energy, but it was remarkable.”

— Barbara Wachocki, parent of Daria Sondossi, West's student from 2003 to 2005 and current NUAMES and WSU Early College student

“One word describes Teacher Sherrie:

inspirational.”

— Aimee Galbraith, West's former student, current WSU student majoring in nursing, and parent of one of West's current students

“Sherrie West did a fabulous job of shepherding him through the process of learning how to interact with his peers, and for that we are very grateful.”

— John Sohl, parent of Ian Sohl, Sherrie's student from 1997 to 2000, former WSU Early College student and University of Utah graduate in computer science

“My son is now a doctor, and I give Sherrie a lot of credit for instilling in him, right at age 3, excitement about learning and the importance of learning.”

— Marilyn Diamond BS '04, parent of Jordan Diamond BA '09, BS, '11, student at the children's school from 1987 to 1988 and WSU graduate in Spanish and zoology

“She would always encourage us to do something different, try new things and get me out of my comfort zone.”

— Michael Jenkins BS '15, West's student from 1992 to 1994 and WSU graduate in professional sales

“Teacher Sherrie had a way of making everyone feel unique and remembered.”

— Jenny Hamblin, Sherrie's student from 1983 to 1985 and current WSU nursing student

To share your memories of Teacher Sherrie, visit weber.edu/wsumagazine.



WSU *Salutes*

WSU Salutes 2016 honorees: left to right

Front row, left to right: Natasha Pruhs, Joaquin Zetina Huesca, Nora L. Axton and Ronald M. Axton

Back row, left to right: Thomas K. Welch, Kimberlee Henrichsen, Steven M. Petersen, Jewel Lee Kenley, Jane A. Marquardt and Jason Beardall

See next page for biographies. Photo by Robert Casey



{DISTINGUISHED ALUMNA}

At WSU's School of Nursing, **Kimberlee Henrichsen AS '85** gained the skills she needed to earn a prestigious fellowship from the University of Pennsylvania and forge an impressive career at Intermountain Healthcare. As vice president of clinical operations and chief nursing officer, Henrichsen sets the vision and provides strategic support for Intermountain's collaborative health care system.

{OUTSTANDING YOUNG ALUMNUS}

Technical sales skills acquired at Weber State helped **Jason Beardall BA '06** become a 2014 regional Ernst & Young Entrepreneur of the Year. Today, Beardall is president of England Logistics, a Salt Lake City-based third party-logistics company and freight brokerage firm. At WSU, Beardall is an industry advisor to the Alan E. Hall Center for Sales Excellence.

{DISTINGUISHED SERVICE}

His study of applied technology at Weber State prepared **Steven M. Petersen** for his tenure as president/CEO, and later, chairman of Petersen Incorporated, a manufacturing facility in Ogden with clients worldwide. Petersen serves on WSU's National Advisory Council and advocates for the university on Utah's Capitol Hill. Petersen Incorporated is also a major sponsor of Wildcat Athletics.

{WSU PRESIDENT'S AWARD}

Jane A. Marquardt's engagement with Weber State dates back to the 1980s when she served on the board of trustees. A graduate of the University of Utah's law school, Marquardt began her legal career at Utah Legal Services. Marquardt and her spouse, Tami, established the Marquardt Peace & Possibility Speaker Series as part of WSU's LGBT Resource Center.

{EMERITI LIFETIME ACHIEVEMENT}

Former student body president **Thomas K. Welch's BS '69** luminous career has included positions such as president and CEO of Maverik, a leading convenience store operation, and executive vice president and general counsel for Dee Smith, where he helped grow Smith's Food & Drug into a \$3 billion company. Welch was instrumental in bringing the 2002 Winter Olympics to Utah, serving as the head of the Salt Lake Organizing Committee.

{LEWIS W. SHURTLIFF AWARD FOR CONTRIBUTIONS TO EDUCATION}

To date, more than 60 WSU students have received one of two scholarships **Jewel Lee Kenley** established in memory of her husband and daughter. The owner of a Ford dealership in Layton, Utah, Kenley and her company support local school foundations and raise money for scholarships through multiple initiatives. Kenley is a member of WSU's National Advisory Council.

{EMERITI HOMECOMING ROYALTY}

Ronald M. BS '66 and **Nora L. Axton** vividly remember Ron's struggle to put himself through school. "We did everything we could to make ends meet and didn't get a dime from anyone," Ron said. "Scholarships would have really made a difference for me." To make things easier for current students, the Axtons have endowed a scholarship through WSU's Center for Community Engaged Learning. Ron and Nora have been married 57 years. Now retired, they credit their educational experiences at Weber State with opening doors to career opportunities at Hill Air Force Base.

{STUDENT HOMECOMING ROYALTY}

Joaquin Zetina Huesca AS '13, AAS '15 moved to America when he was 12 and is a three-time recipient of WSU's Oportunidad Scholarship for first-generation college students. A senior majoring in medical laboratory sciences, Huesca, an avid volunteer, maintains a 3.71 GPA and dreams of becoming a physician.

A piano student since age 4, **Natasha Pruhs AS '15** started at Weber State on a music scholarship. While she uses her keyboard skills to support charities, she is now working toward a dental hygiene degree. Her involvement with the WSU Student Association has resulted in numerous recognitions of her leadership.

To view biographical videos on each of the honorees, or nominate outstanding individuals for the 2017 WSU Salutes awards, visit alumni.weber.edu/wsusalutes.

CLASS NOTES

ALUMNI UPDATES

'70s

Charles Kunkle BS '78 recently retired from GW Plastics in Bethel, Vermont, where he had worked as an accountant since 1993. He served in the U.S. Air Force from 1971 to 1991, accepting an officer's commission in 1980. After retiring from the Air Force, Charles and his wife moved to Vermont, where he worked as a business manager for the Vermont Farm Bureau for two years prior to joining GW Plastics. He and his wife live in Williamstown, Vermont.

Karmen Sanone BS '78 is a government affairs liaison and advocacy specialist for the Salt Lake County Recorder's Office. She previously advocated for senior citizens at the Utah State Capitol for more than 30 years. Karmen serves on the WSU Alumni Association Board of Directors as a finance and resource committee member.

'80s

Kristine Heyrend Honein AS '84, BSN '90 is an informatics nurse for University of Utah Health Care. She and her husband, Tony, live in Taylor, Utah, and have one child.

Mary Hall BS '85 has spent the past 20 years in community service. In 2015, she received an honorary Doctor of Humanities degree from WSU, where she has served on the Board of Trustees and as president of the Alumni Association. Other Weber State service highlights include terms on the National Advisory Council, the College of Science advisory board and the Olene S. Walker Institute of Politics & Public Service board. Hall was elected to a term on the Ogden City Council, which she chaired. For six years, she was executive director of the Ogden Nature Center, where, prior to her appointment as director, she taught nature education programs.

Gene Harvey BS '85 is an information technology program manager and team leader for the Internal Revenue Service. He and his wife, Kathie, have two children and five grandchildren. They live in Ogden.

Marianne Palacios BS '86 has 25 years of experience as a progressive human resources executive. She is the principal of Palacios Leadership Consulting and remains involved as a mentor at Weber State through the WSU Alumni Association's Leadership to Legacy mentorship program.

In 2016, **Scott Bennion BS '89, M.Acc. '91** became the CFO of Recurly, a subscription revenue management platform that delivers subscription revenue management and analysis tools to thousands of businesses worldwide. He has been a guest speaker for the Ralph Nye Lecture Series in WSU's John B. Goddard School of Business & Economics. His family

has a long history with Weber State, going back four generations when his great-grandmother attended Weber Stake Academy. Scott and his fiancée, Anni, live in San Francisco.

Troy Child BA '89 is an anesthesiologist in Ogden. After graduating from Weber State, he attended the University of Utah School of Medicine. Troy completed his residency at the University of Kansas in Kansas City. He is affiliated with McKay-Dee Hospital and cooperates with other doctors and specialists in the Mountain West Anesthesia medical group. Troy and his wife, Rena, live in Ogden and have two sons, one of whom is attending WSU. Troy established the O. Rex Child Medical Laboratory Sciences Scholarship at Weber State in honor of his father.

Louise Richards Moulding BS '89, M.Ed. '95 has been a professor in WSU's Department of Teacher Education since 2004. She currently teaches

instructional planning and research methods. Louise has a doctoral degree in research and evaluation methodology from Utah State University. Prior to her Weber State career, she taught science and worked as the director of assessments at the Utah State Office of Education.

'90s

David Richards BA '90 is a leadership development manager at Intel in Portland, Oregon. He is married to **Pam Richards BS '83**. They have three children and six grandchildren. David and Pamela support WSU students through five

scholarships named in honor of David's parents and his paternal and maternal grandparents.

Vicki Stewart AS '90 has worked in intensive care and post-anesthesia care at Davis Hospital for 27 years. Her husband, **Shane Stewart AA '91, BA '93**, received his MBA from Brigham Young University and is the managing senior financial planner for Deseret Mutual. Vicki and Shane have four children and live in Syracuse, Utah.

Sheri Ellis BS '91 is the owner of Certus Environmental Solutions. She works as an archaeologist, and an architectural historical and

general environmental consultant. She received her master's degree in American studies from Utah State University.

Steve Johnstun BS '91 is the owner and president of Steve Johnstun & Associates. He recently finished a three-year term on the WSU Alumni Association Board of Directors. He and his wife, Wendy, have three children, one of whom is attending Weber State.

Matt Morgan AS '92, BA '95 is the site president for Citigroup, a global financial firm. He and his wife, **Shelly R. Kirk Morgan '92**, have two children and live in Layton, Utah. Matt serves on the

WSU Alumni Association Board of Directors.

Sherilyn Olsen AA '92, BA '94 worked for the state of Utah and is currently teaching workshops for the Department of Workforce Services. She is a published author, and her book, *Search the World Over for Elie; An International Adoption Story*, was released in 2016. Sherilyn has served in volunteer leadership roles in the Church of Jesus Christ of Latter-day Saints, including stake Young Women's president. Sherilyn was also a volunteer for the MarLon Hills Elementary and Bonneville High School PTAs. She and her husband, Brady, have four children.

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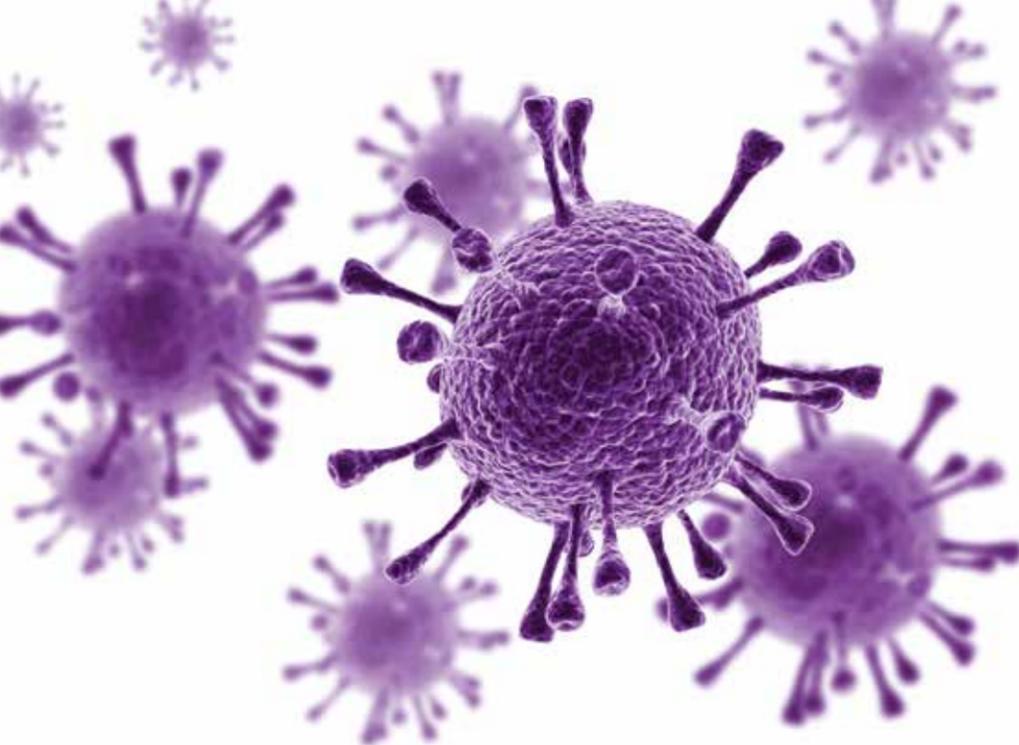
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As a bilingual family physician, **David Miner BA '93** practices medicine at Intermountain Healthcare's Taylorsville Clinic in Salt Lake City. He attended medical school at the University of Utah and completed his residency at the University of Illinois. Dave is a member of the American Academy of Family Physicians and the American Medical Association. He and his wife, **Kerry Miner AS '95**, have five children.

Brent Weil BS '93 is the CEO and president of EmpRes Healthcare, which provides management consulting and other services to health care communities across California, Idaho, Montana, Nevada, Oregon, Washington and Wyoming. Brent's wife, **Mikelle Barberi-Weil BS '14**, is the director of the Alan E. Hall Center for Sales Excellence at WSU and serves as the emeritus direct past board chair of the GOAL Foundation. Brent and Mikelle have three children and live in Ogden.

A Glen Neeley BS '94 is the founder and president of Glen W. Neeley, Attorney at Law P.C. He earned his juris doctorate from the Oklahoma City University School of Law. Glen specializes in criminal defense law. He and his wife, Laura, have three daughters and live in Ogden.

A Danielle Croyle BS '96 is a police lieutenant for the Ogden Police Department, where she has served the community for more than

23 years. She is vice president of the WSU Alumni Association Board of Directors. Danielle and her husband, **Bob Croyle BS '92**, live in Ogden. Bob obtained his MBA from Utah State University in 2002. He is a business analyst for Autoliv, where he has worked in a number of roles over the past 23 years. He currently works in the information technology department, where he is responsible for plant implementations and software development.

Chris Swaner BS '96, M.Acc. '97 is the CFO and co-director of Cottages of Hope, an organization that provides no-cost programs and services that help individuals and households in the Ogden/Weber area realize their potential and achieve greater levels of financial stability. Chris is involved in program development, tax site coordination, fundraising, volunteer coordination, client financial/job coaching and the finance function.

He and his wife, Emily, have six children and live in West Haven, Utah.

Roxanne Hinds AA '99, BA '00 is an adjunct faculty member at West Hills Community College District in the Fresno, California, area. She serves as a board member for Circles Fresno, an organization that helps communities and families resolve poverty and thrive. Roxanne is a member of the National Women's Political Caucus. She also serves on the board of Professional

Women's Resources, which provides grant resources and economic opportunities for women.

For six years, **Melissa Leonard Stuart BS '99** served as a program coordinator for WSU's Alumni Association, where she developed and supported engagement opportunities, such as the annual golf tournament, for current students and alumni groups. She was formerly a WSU women's volleyball coach and student-athlete





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advisor. Melissa and her husband, Justin, have one son. She is currently a stay-at-home mom.

'00s

Dale Johns BS '00 is the CEO of Salt Lake Regional Medical Center, where he served as chief operating officer in 2009. He previously served as the CEO of Town and Country Hospital in Tampa, Florida. He received his initial health care training and certifications while serving in the U.S. Army. In 2005, Dale received his MBA from the University of Utah. He and his wife

live in Kaysville, Utah. They have one daughter and two sons, with one on the way.

Jeffrey Bell BS '02 is a certified computer/mobile device forensic examiner who currently works for the U.S. government in digital forensics. He holds several certifications and is a Global Information Assurance Certification (GIAC)-certified forensic examiner. Jeff also owns and operates Mountain West Forensics & Consulting LLC with his son, Ryan. Prior to working for the government, he worked in law enforcement for 22 years before retiring in 2012.

Eric Coats BS '02, M.Acc. '03 is a managing director in the audit practice of Deloitte & Touche LLP, which provides audit, consulting, tax and advisory services to 80 percent of Fortune 500 companies. He specializes in financial service companies. Eric and his wife, Angie, have four children. They live in Auburn, Washington.

David Joos BS '02 is an orthopaedic surgeon at Intermountain Healthcare's Utah Valley Orthopedics and Sports Medicine in Provo, Utah. He pursued his Doctor of Medicine degree at Vanderbilt University in

Nashville, Tennessee, and completed his residency at the University of Michigan hospital system in Ann Arbor, Michigan. David also completed a fellowship at Washington University Medical Center in St. Louis. He is a member of the American Academy of Orthopaedic Surgeons and the American Orthopaedic Foot & Ankle Society. David is on the medical executive committee for Orem Community Hospital. He and his wife, Jennifer, have three daughters and live in Orem, Utah.

Joe McGill BS '03 is a business manager for Savitsky, Satin & Bacon, a

business management firm that helps entertainment and sports clients maintain and grow their wealth. He is a certified public accountant. He and his wife, Asmeeta, are actively engaged with animal rights and at-risk youth nonprofits. They live in Los Angeles with their Shih Tzu/poodle mix.

Chad Witcher BS '03 is the director and senior vice president of Zions Bank's National Real Estate Department. He has worked at Zions Bank for more than 13 years, holding various positions, including credit analyst, loan officer and department portfolio

manager. Chad and his wife, **Naomi Witcher AA '03, BA '05**, live in Syracuse, Utah. They have three children.

A Ryan Thornock BS '04 is a regional sales manager for Rockwell Window Wells. He serves on the WSU Alumni Association Board of Directors as the executive committee chair of student relations. Ryan and his wife, Natalie, live in South Ogden, Utah, with their four children.

Elizabeth Kay BA '06 is an English faculty member at Metropolitan Community College in Omaha, Nebraska. She is the author of the book, *Monsters: A*

Love Story, and serves as editor and publisher of Spark Wheel Press. Liz holds a Master of Fine Arts degree from the University of Nebraska, where she was the recipient of an Academy of American Poets Prize. Her work has appeared in *Willow Springs*, *Nimrod*, *RHINO*, *Sugar House Review*, and *Beloit Poetry Journal*, and has been nominated for the Pushcart Prize and *Best New Poets* anthology. Kay lives in Omaha with her husband and three children.

JJ Webb BS '06 is the licensed administrator for Apple Valley Post-Acute Rehab, a 95-bed, skilled nursing facility

with a 5-star rating from Medicare. He is also a licensed preceptor, which allows him to train others to become nursing home administrators. JJ and his wife, Rachel, live in Sebastopol, California. They have four children.

For the past five years, **A Rebecca Macias BA '07** has worked as the marketing coordinator for Eide Bailly, the third largest accounting firm in Utah. She is a board member for the Family Counseling Service of Northern Utah and has served as president of the Junior League of Ogden.

A Angela Choberka MA '08 works for United Way of Northern Utah as the assistant director of Ogden United Promise Neighborhood. She and her husband, WSU visual arts associate professor Matthew Choberka, live in Ogden, where Angela volunteers for the Junior League of Ogden. She is involved in advocacy for social justice and equity issues.

Matt Glass BFA '08 co-founded the company HCT.media and the documentary web series *Half Cut Tea*. The company produces a wide variety of content, from documentaries to music videos. HCT.media's clients include Paramount Pictures, The Jim Henson Company, BBC, New Form Digital, LINK TV and KCET. The company's work has been featured on MSNBC, NPR's Fresh Air, A.V. Club, Yahoo, Huffington Post and Entertainment Weekly, and its documentaries have been licensed all over the world. Matt lives in California. He received his Master of Fine Arts degree in photography from Cranbrook Academy of Art.

Jennifer Matthews AS '08 is a graduate research assistant for Arizona State University, where she is earning her doctoral degree in physical activity, nutrition and wellness.

She received her bachelor's degree in exercise and sport science from the University of Utah and her master's degree in exercise and wellness from Arizona State University. Jeni is a self-employed personal trainer and certified yoga instructor. She is the student chair of the national Society of Behavioral Medicine and is a grant reviewer for the Graduate and Professional Student Association of ASU. Jeni and her chihuahua live in Phoenix.

Alexa Hurd AS '09, BS '11, MBA '15 is the sales and marketing operations manager at MarketStar, providing business intelligence analysis, corporate processes and systems integrations, and business strategy execution. She co-chairs the Mentoring Initiative for MarketStar (MIM) Group, which seeks to support, empower and mentor female employees as part of the statewide ElevateHER challenge. She is a member of WSU's Young Alumni Council. Alexa and her daughter live in Layton, Utah.

'10s

Gary Bingham AS '11, BS '12 is a financial business analyst for Deseret First Credit Union and serves on the Syracuse City

Planning Commission. Gary and his wife, Jenessa, live in Syracuse, Utah, with their two children.

Cami Higgs BFA '11 is the marketing manager for Weber State Credit Union. For three years she also owned and operated a graphic design business, Cami Higgs Design. She and her husband, **Brock Higgs AS '14, AS '16**, live in Plain City, Utah. Brock is a registered nurse. They have one daughter.

A board-certified radiology practitioner assistant, **Iris Chen BS '13** co-founded Flexogenix, a company that helps patients with musculoskeletal conditions achieve active and pain-free lifestyles by offering innovative non-surgical solutions. She has been the CEO/chief financial officer since the company was founded in 2013. Iris and her husband, Sean Whalen, live in Los Angeles.

Spencer Boyce BS '14 is the marketing project manager and a producer at Unicity International in Orem, Utah. He helps create strategies and develop marketing campaigns for the company's new product launches in various markets across the globe. Spencer received his MBA from the University of Birmingham in the United Kingdom. He is a certified scrum master. Scrum is a

methodology that allows teams to self-organize and make changes quickly, in accordance with agile principles. He lives in Salt Lake City and currently serves on the WSU Young Alumni Council.

Erik Frazier MBA '14 is a senior specialist in store operations finance with J.C. Penney at the company's headquarters in Plano, Texas, where he lives with his wife and two children.

Justin Neville BA '14 works for BioFire Diagnostics as a human resources generalist in Salt Lake City. In 2016, he received his Senior Professional in Human Resources certification from the Human Resources Certification Institute. Justin serves as the secretary of the Young Democrats of Utah and as a Housing Appeals Advisory Board member for Salt Lake City. He also serves on WSU's Young Alumni Council.

Cierra Valdovinos AS '14, BA '16 focuses on creative work, including painting, drawing, writing and sewing. She and her husband, Carlos, live in Payson, Utah, with their red heeler border collie mix, Quaker parrot and Jenday conure.

Viviana Felix BA '15 is the diversity affairs officer for Ogden City. She works

in the Mayor's Office of Diversity Affairs doing community outreach and collaborating with community organizations and individuals to promote equity, cultivate positivity, and identify and resolve issues within the community. She and her husband, Jorge, live in Roy.

Jiakun Li BS '16 works in accounts payable at Maverik. He is a mentor for the WSU Alumni Association's Leadership to Legacy mentorship program.

Retired from the U.S. Air Force Nurse Corps,

A Suzanne M. LaForest BS '16 has worked more than 30 years as a registered nurse, with more than 20 years in nursing management. Previously, she served as element chief in large family practice clinics and as nurse manager in internal medicine, obstetrics/gynecology and aerospace medicine clinics. As part of the U.S. Armed Forces' Project Retiree, which honors 20 veterans across the country annually, Suzanne's military photo and story were displayed at the Pentagon in November 2015. She volunteers weekly at the Hill Air Force Base pharmacy clinic. She and her husband, **Glen LaForest BS '72**, live in South Ogden, Utah. They have one son.



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