UWYO

THE MAGAZINE FOR ALUMNI AND FRIENDS OF THE UNIVERSITY OF WYOMING

Fall 2010

ENGINEERS WITHOUT BORDERS

LIFE ON SHUFFLE

HEALTHY INTERACTIONS

STUDY HARD, PLAY HARD

Curation...

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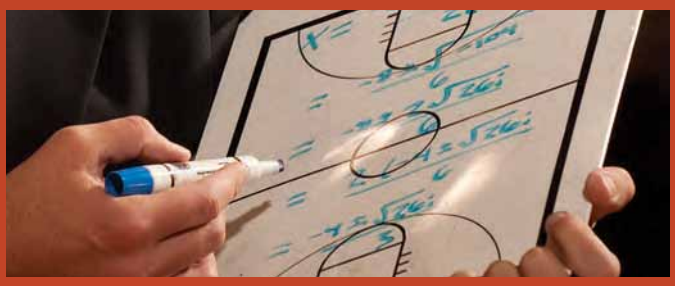
FEATURES

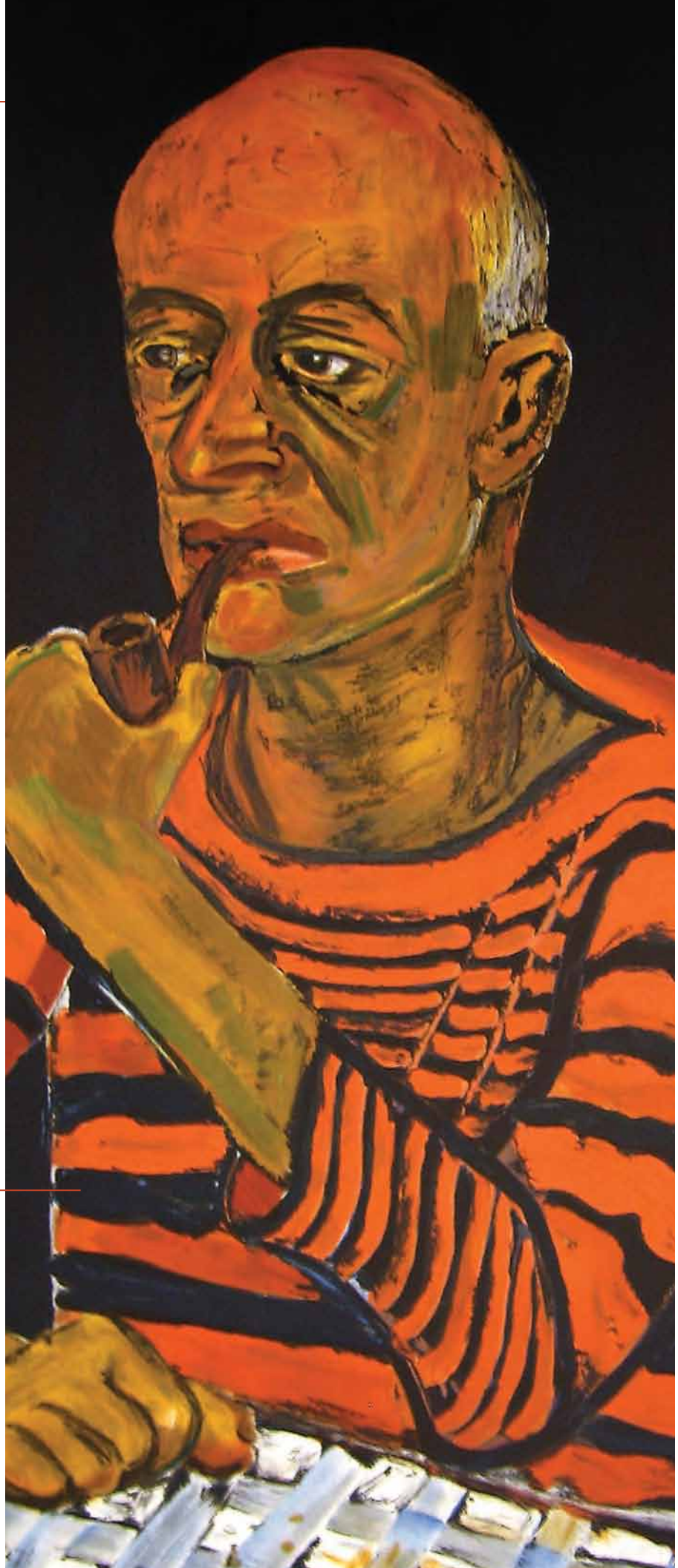
UWYO **Fall 2010** volume 12 number 2



ON THE COVER Members of the University of Wyoming chapter of Engineers Without Borders team with residents of Mbita, Kenya, to provide that village with water. Photo by Eric Nunn.

DEPARTMENTS

UWyo **Fall 2010** volume 12 number 2



Alice Neel, *A Bald Headed Man with a Striped Shirt – Pipe in Mouth* (detail), ed. 73/150, 1980, lithograph, 23 ¾ x 19 1⁄16 inches, gift of Mr. Ernesto Ostheimer, University of Wyoming Art Museum Collection, 1982.180

OCTOBER 11, 2010

UW WEBSITE LAUNCH

Out with the Old, and in with the NEW...UW WEBSITE!

The University of Wyoming is excited to announce the official launch of the new **UW Website**, the **WyoAlumni Website**, and UW's new calendar system, **Tzolk'in!** The migration to the new site will occur in phases over the next few months. Questions? uwmktg@uwyo.edu.

Tzolk'in!
UW's Calendar

UNIVERSITY OF WYOMING

uwyo.edu

CONTRIBUTORS

Shannon Smith

Shannon Smith is a senior journalism major at the University of Wyoming with an academic emphasis in news and editorial. A native of Evanston, Wyoming, Smith is involved on campus with such organizations as Lambda Pi Eta, a communications and journalism honorary, Kappa Kappa Gamma women's fraternity, and Phi Alpha Delta pre-law fraternity. Previously she has been a member of UW chapters of Iron Skull and SPURS. An avid football fan, Smith roots for the New England Patriots and the Wyoming Cowboys. She also enjoys traveling, especially since a 4-month stint studying abroad in Barcelona, Spain. After graduation in May 2011, Smith plans to attend law school.

Engineers Without Borders

Leah Bachert

Allison Beaufort

Josh Fuller

Christina Hachmann

Leah Bachert is a secondary education major from Fairbanks, Alaska. She begins her student teaching in Spring 2011 and will teach math.

Allison Beaufort is an international studies major from Westminster, Colorado, and serves as the secretary of UW's chapter of Engineers Without Borders.

Josh Fuller is a graduate student in civil engineering from Sheridan, Wyoming, and was a student supervisor of the Kenya trip.

Christina Hachmann is a civil engineering major from Buena Vista, Colorado, and is treasurer of UW's chapter of Engineers Without Borders.

UWYO

Fall 2010
Volume 12 Number 2

The Magazine for Alumni and Friends of the University of Wyoming

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UWYO magazine is printed on paper with post-consumer content and is Forest Stewardship Council® Certified.

VIEWPOINT

Consider for a moment what your life would be like if you had to do without the things we take for granted: easy transportation on paved roads, stores with stocked shelves, telephones, and municipal infrastructure.

A group of University of Wyoming students had the opportunity to consider just that when they embarked on a project with Engineers Without Borders, which has taken them to Mbita, a village near the shores of Lake Victoria in Kenya. While this village lies a half-mile from the largest fresh-water lake on the planet, it has no permanent source of water of its own. What water the villagers need, they must haul. The UW chapter of Engineers Without Borders has been working to solve that problem. And while students are working out the best way to build a water supply system without the luxury of popping into the local DIY store for supplies, they are getting a look at a world that's very different from their own. The students in the chapter tell their own story through journal entries and photographs, with assistance from our intern this semester, Shannon Smith (page 20).

We also introduce you to Katie Schmid, who is enrolled in UW's creative writing MFA program. In 2009, she was identified as one of the best new poets in the country, and she's graciously permitted us to bring you the poem that appeared in the anthology recognizing her work among others (page 48).

You may be challenged by time management—as many of us are—so please take a moment to read our feature on UW's student-athletes and how they balance their academic and athletic lives, with the help of UW Athletics.

And if you haven't taken the time to look at UW's new website, please take a moment to do so—it's the same address: www.uwyo.edu, but it's a whole new look. We think you'll be pleased.

Jessica Lowell
Director,
Institutional Communications

Gift will create powerhouse arts center

An artist's ranch in Sheridan County, priceless works of art, and financial holdings comprise an estate gift to the University of Wyoming, the largest in the history of the university.

The gift promises to make UW a powerhouse in the world of arts education and transform UW's role in the visual and literary arts, both in Wyoming and in the United States.

"The UW Neltje Center for the Visual and Literary Arts will connect three programs at the university: the MFA Creative Writing Program, the Department of Art, and the Art Museum," Susan Moldenhauer, director and chief curator of the art museum, says.

When this gift is realized, the home of the self-taught artist Neltje will become the heart of the UW Neltje Center for the Visual and Literary Arts, a place to honor and showcase the contemporary visual and literary arts and an educational facility for residencies, workshops, symposia, conferences, art exhibitions and literary readings. The Neltje Center will be open for UW activities related to the arts and to the public for special events, conferences and celebrations.

"As the Neltje Center, her home, art collections, studio, surrounding land and buildings, and Jentel, her artist residency program, will provide opportunities for students of all ages, faculty and teachers, scholars, and artists to explore, create, and research contemporary and ethnographic arts in the classroom and as personal creative expression," Moldenhauer says. "Very few universities have such a wide-ranging center to support the visual and literary arts."

Neltje was born in New York City and raised in Oyster Bay, Long Island. In 2005, she was recognized as one of Wyoming's preeminent artists with the Governor's Arts Awards. She received an honorary degree from Rocky Mountain College in Billings, Montana, and is the founder and benefactor of the Neltje Blanchan Literary Award in memory of her grandmother. She served on the Board of the Wyoming Arts Council from 1985 to 1988.

No brag, just fact

All Abe Morris' dad wanted was to toughen him up. That's why Morris, a 1981 graduate of the University of Wyoming, spent his summers on a New Jersey farm riding ponies, then horses, then bulls.

"I stayed with [my cousins] for the whole summer, so after three months with them, not only did they toughen me up, they persuaded me to do what they did—they rode horses and bulls," he says.

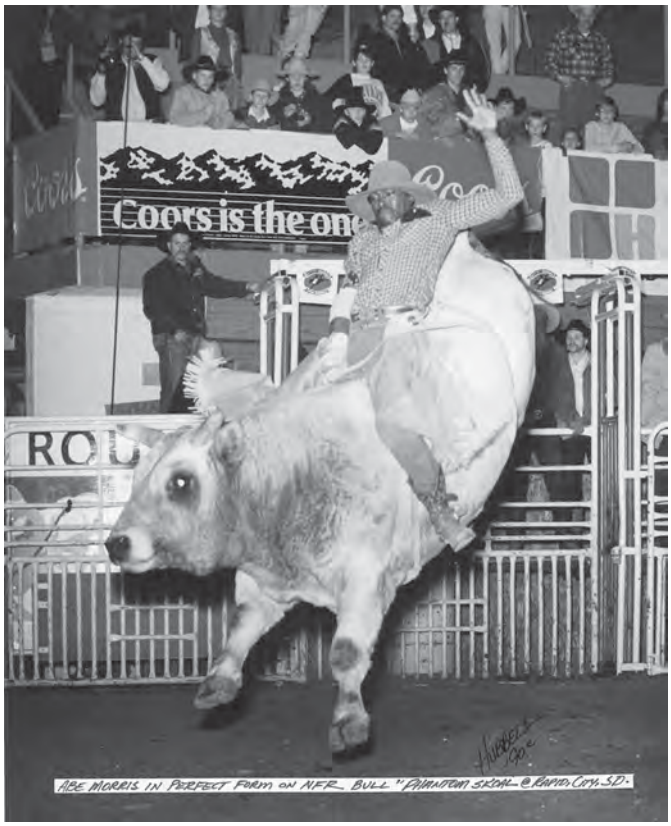
One of those cousins, George Walker, inspired Morris to head west. Walker earned his associate degree at Casper College, and Morris wanted to follow that path. But he earned several academic scholarships that were good only at four-year institutions, so he enrolled at UW and joined the rodeo team.

The native of Woodstown, New Jersey, earned his degree in business administration and spent several years on national and regional bull riding circuits. He qualified eight times for the Mountain States Circuit Finals Rodeo, which pools the best cowboys from Wyoming and Colorado. He also qualified for the National Circuit Finals Rodeo four times.

After he rode his last bull, he earned his announcer's card from the Professional Rodeo Cowboys Association, the only African-American with that distinction. He now works in financial services, serves as a motivational speaker, and has written and published two books.

His rodeo accomplishments have earned him a spot in the hall of fame at the National Multicultural Heritage Museum, formerly the Cowboys of Color Hall of Fame, in Fort Worth, Texas. The hall honors multicultural people from all walks of life for their contributions to preserving the Western way of life.

Morris says while his cousins did well to introduce him to rodeo, he credits his time at UW for making him the bull rider he became as well as the man he is now.



"If I had to choose again, I'd pick UW," he says. "I loved it. People told me at the time I was the first black cowboy to attend the University of Wyoming. The people embraced me and took me under their wings, and that's what made me like it even better."

ON THE WEB Abemorris.com
Cowboysofcolor.org

Stimulating education

The University of Wyoming will receive its latest boost from federal stimulus funding next summer with the arrival of six new low-floor diesel buses, buses that have no steps between the entrances and passenger cabin.

The buses not only will improve the reliability and efficiency of UW's Transportation and Parking Services but allow for the replacement of older buses that the university currently rents to shuttle students, faculty, and staff from various places on and around campus.

A $1.55 million Federal Transit Administration grant, distributed through the Wyoming Department of Transportation, funded the purchase of the new buses.

A $12 million injection of federal stimulus funds also helped UW break its external funding record for the 24th consecutive year.

For fiscal year 2009–10, UW's Research Office logged $101.6 million, up from $81 million last year and $78 million two years ago. External funds are used to support faculty research, research centers and institutional projects, as well as student educational opportunities.

Federal stimulus funds also helped pay for recent upgrades to King Air, the university's uniquely instrumented research aircraft, with numerous specialized meteorological sensors and data recording equipment.

A $470,000 grant from the National Science Foundation (NSF) facilitated upgrades to King Air's instrumentation and radar and to the aircraft itself—highlighted by the

continued on page 9

University to focus on graduate and undergraduate education, distance learning

An excerpt from UW President Tom Buchanan's 2010 Convocation address

...It's time to step up to the next level. We shouldn't be satisfied with the fact that we're in an enviable position compared to most other public universities. And we shouldn't be satisfied that I can rattle off a string of things that we've accomplished over the last handful of years. We need to set our sights higher, we need to expect more from ourselves. We need to take the next step up. I want to mention three initiatives for getting there.

My first initiative for the upcoming year is to step up our attention on graduate education. Our goal of exploring, creating, and sharing knowledge is advanced through graduate study. Graduate students inject enthusiasm, imagination, and commitment, all of which power the university's research enterprise. As teaching assistants they link the laboratory and the classroom and inspire and enhance undergraduate education. They are a critical link in the cascade of knowledge that makes the American research university the most sought-after college experience in the world.

Our ability to step up to the next level will depend to a large degree on the quality of our graduate programs and the students enrolled in them. Graduate student recruitment, graduate student mentoring, degree requirements, length of time to completion, faculty involvement, and of course graduate student funding all need attention. Our graduate council and leadership from academic affairs have guided us well in our transition and have identified the administrative and procedural challenges ahead. This year, I have asked Carol Frost to work in my office, as a direct link with the Offices of Academic Affairs and Research and Economic Development, as we develop a vision for graduate education that will carry us well into the 21st century.

Second, I want to reinforce UW's lasting commitment to excellence in undergraduate education. To be honest, we have some work to do in that arena, too. This year, the Provost will lead the faculty in taking a hard look at our University Studies Program; not only the content, but the structure of the requirements. When I look at other schools that are well recognized for their high quality undergraduate education, I see a commitment to classroom teaching that is almost as strong as our faculty's, but I also see greater simplicity and clarity of purpose in the undergraduate core curriculum. The intentions behind USP are good, but our current rules and requirements are so complicated, confusing, and redundant that we can't really tell what's working and what's not. Don't get me wrong: we need a University Studies Program. But we need one that works well for students in all majors, one that faculty members share a genuine commitment to deliver, one that other universities' students and faculties will envy. I won't pretend that the conversation will be easy. But we can't reach the next level without undertaking this challenge, and we will.

We will take a third important step up by extending our geographic reach. Our staffs in the Division of Information Technology and the UW Outreach School have begun to take statewide leadership in Wyoming's distance learning infrastructure, and we will make a renewed commitment to integrate and enhance statewide videoconferencing facilities and services. Earlier this year the State took a giant step in this direction—and demonstrated its trust in the university—when it funded a new Wyoming Distance Learning Center and Videoconference Enterprise. As this system takes shape, we will cultivate stronger partnerships with our community college colleagues, and most important, we will continue to recognize that we're not the University of Laramie. Our campus has to reach into communities and schools across 100,000 square miles to connect with place-bound and non-traditional students regardless of their location.

There are many other steps we will take in the next few years to move UW up to the next level. So let me summarize this way: we will take the next step by planning our future and making it happen, not by sitting back and letting the future happen to us. That's what our strategic plan is all about. For more than a decade we've been articulating our goals and we've been steadfast in making sure that our words are followed by action. Our credibility with policy makers is strong because we know where we're headed and we remind them regularly.

continued from page 7

acquisition of a four-bladed propeller system that will improve efficiency and performance.

Also, the U.S. Department of Energy (DOE) in September awarded $5 million in American Recovery and Reinvestment Act funding for the Wyoming Carbon Underground Storage Project, a detailed geologic storage site characterization project in Sweetwater County that will benefit future industrial carbon dioxide storage projects by distinguishing regional storage opportunities.

UW faculty also has been awarded many competitive research grants from the NSF, the DOE, the National Institutes of Health and other federal agencies.

Debate reflects heated race

Three weeks before classes began, on August 3, the University of Wyoming hosted debates between gubernatorial candidates from the Democratic and Republican parties.

With no students on campus, Associated Students of University of Wyoming president Cameron Nazminia expected 70–80 attendees.

What he got was a standing-room only crowd of more than 250 people, showing not only major interest in this year's gubernatorial election, but the desire for the student government to be active in political affairs.

"Events like these tell future student governments, 'This should be the precedent,'" Nazminia says. "This is where we should carry ourselves for these kinds of public events. When we have 10,000 students on campus and represent a large population around Laramie, it's our job to step up and represent that large number of the whole community.

"Hopefully we've started a tradition with this."

Even with the majority of students away for the summer, the ballroom at the Wyoming Union was overflowing; those who arrived too late watched on monitors outside the ballroom. UW political science professor Jim King says a debate is similar to any other cultural event on campus—an opportunity to get involved.

"They have an opportunity to see that these are real people. The candidates react as human beings," he says. "That's part of the array of activities that take place on campus where we try to expose students to a variety of things in life, from the arts to the political world. It's important to have these types of things on campus, and more importantly for us to encourage students to attend these events so they get the full measure of what the university has to offer."

Not only did the Republican and Democratic candidates for governor debate again on campus October 12, candidates for state superintendent of public instruction also participated.

Meat judging down under

A group of University of Wyoming students knows quality meat—and they have the international honors to prove it.

In a July competition in Armidale, Australia, the UW meat judging team earned second place in competition with 10 other universities from Australia and Japan.

The competition involved judging beef, lamb and pork in seven different categories, and UW finished first as a team in three of those categories.

"We ended up second in the contest by 26 points," team coach Lander Nicodemus says. "We were first in lamb judging, first in primal and retail identification, and first in questions and reasons. Our results in primal and retail ID and questions and reasons were exciting, because those were categories that we never have here, so to go down there and beat them at their own game was exciting."

ENR's showcase green home opens

The Bim Kendall House (UWYO, Summer 2007) stands as a prime example of affordable green building, for both the University of Wyoming and for the Laramie community, Ingrid (Indy) Burke says.

The director of UW's Environment and National Resources program says the environmentally conscious design of the Kendall House works on a commercial scale, but also on a residential scale.

"Our new office building truly embodies our program," Burke said. "It is a place where faculty and students gather, and where our work and commitment toward natural resource knowledge and collaborative process occurs. Most importantly, this green building and its sustainable design features, represents our commitment—through teaching, research, and service—to sustaining our natural resources." The building was dedicated September 17 in a ribbon-cutting ceremony. It will serve as the home for the UW's ENR program, which includes the Haub School, the William Ruckelshaus Institute, and the Wyoming Conservation Corps.

Nicole Korfanta, the associate director of ENR, says it's a dream come true to see the building finally ready for use.

"I couldn't be happier about how the Kendall House turned out, and the experience of helping to create it was one of the best of my professional life," Korfanta says. "To see how one million tiny decisions translate to a complete building was really a privilege."

The contests in the United States are different, because those contests use standards put forth by the United States Department of Agriculture, which are different from Codex, Australia's answer to the USDA. But the basics of what the students are looking for don't change. Nicodemus says judgers in any country are looking for muscle, trimness, and quality, while keeping in mind consumers' demands and the profitability for producers.

"Students have to identify wholesale primal cuts, if they're cut at the right place, how they're cut and if they're cut properly, as well as identifying the defects of a cut," he says.

The UW team was selected to compete in Australia when a team of Australians in the U.S. for January's National Western Stock Show in Denver made a stop in Laramie. One American university competes in the Australian Intercollegiate Meat Judging Association International competition each year, and this year was UW's turn.

A graduate student in animal science who joined the team as an undergrad, Nicodemus says anyone at UW with an interest in learning about what makes a good cut of meat can join the team, which was established at UW in the 1920s.

ON THE WEB

For more information on UW's meat judging team, go to www.uwyo.edu/anisci/info.asp?p=7813

UW's Web presence gets new look

The University of Wyoming's Web presence recently received a makeover and an addition.

In October, UW launched its new homepage, www.uwyo.edu., debuted the WyoAlumni website, wyoalumni.uwyo.edu, and revamped its calendar page as Tzolk'in (CHOLE-kin), UW's listing of campus activities.

The university's revamped website, www.uwyo.edu, provides added functionality to address user needs, including branded templates, enhanced security features, and Americans with Disabilities Act compliance. Upgrades to the site, developed by the university's institutional marketing department with assistance and support from the president's office, institutional marketing committee, and information technology, will roll out in phases over the next several months with full completion scheduled for fall 2011.

UW's brand is integrated throughout the website, publications and interactive media and supports President Buchanan's vision and goals outlined in UP3, the university's planning document through 2014.

The new site also incorporates WyoAlumni—which connects UW constituents through social networking and groups, online directories and e-mail—and Tzolk'in, the university's new central calendaring system developed by the office of the vice president for student affairs.

WyoAlumni features interactive social and career networking tools through Facebook, LinkedIn and Twitter; an interactive directory of the university's more than 100,000 alumni and friends; and a secure connection for users to update their information, register for events, make a donation, and connect with fellow UW supporters throughout the world.

"WyoAlumni takes the university community a giant step forward in staying connected with up-to-date information about our alumni," vice president for student affairs Sara Axelson says. "Graduates will be elated to hear about the great advances, innovations and event opportunities at UW."

"Our new institutional brand better reflects UW's energy and showcases our tremendous story and achievements for anyone looking at our website, the WyoAlumni site, or Tzolk'in," Buchanan says.

Annually, UW's official website attracts about 54 million unique visitors.

NEWS UPDATE

The Wyoming Cultural Trust Fund awarded $25,000 to the University of Wyoming Art Museum for "Sculpture: A Wyoming Invitational" (UWyo, Summer/Fall 2008). Funds will be used to add several new works of modern or contemporary art to the outdoor exhibition in the coming year.

The UW Art Museum in 2008 launched "Sculpture: A Wyoming Invitational" in response to the interests of the university and Laramie communities for art in public places and to enable the museum to remain active during a year-long closure of its galleries for renovations. Initially planned as a one-year program, its success identifies an ongoing need to continue the exhibition.

A University of Wyoming professor's findings, published in the international journal, Science, may open the door to new designs for inexpensive and higher efficiency solar cells.

Bruce Parkinson (UWyo, Summer/Fall 2008), distinguished professor in the Department of Chemistry and the School of Energy Resources at UW, is one of three authors of the Sept. 30 article, "Multiple Exciton Collection in a Sensitized Photovoltaic System."

University of Wyoming graduate Ryan Thorburn (UWyo, Fall 2009) recently published a book that chronicles UW's now-defunct baseball program. "Lost Cowboys: The Story of Bud Daniel and Wyoming Baseball" mostly covers Daniel's highly successful tenure as UW coach, but also touches on the early years of the program when future Wyoming governor Milward Simpson played for the Cowboys, as well as the later years before the program was discontinued in 1996.

A sports writer at the Boulder (Colo.) Daily Camera, Thorburn also wrote "Black 14: The Rise, Fall, and Rebirth of Wyoming Football."

Nearly 100 scientific publications have resulted from a six-year international geological research project co-led by University of Wyoming professor Carol Frost (UWyo, Summer/Fall 2008).

From 2005–2010, Frost, a professor in the department of geology and geophysics, helped lead an international team of scientists from 42 nations on six continents that researched the origins, age, distribution, physical properties and other aspects of A-type granites.

More information and updates on publications (and other pertinent issues related to the project) can be retrieved from the project website at www.IGCP-510.org.

CALENDAR OF EVENTS

DECEMBER

Friday, December 3
Last day of classes

4 p.m., Arts & Sciences/Agriculture commencement, Arts & Sciences auditorium

6:30 p.m., College of Engineering commencement, Fine Arts Concert Hall

Saturday, December 4
All day, Indoor track and field, UW Power Meet, UW Fieldhouse

10 a.m., College of Business commencement, Arts & Sciences Auditorium

10 a.m., College of Health Sciences commencement, Wyoming Union Ballroom

Noon, Women's basketball, Idaho, Arena-Auditorium

Noon, Women's swimming and diving, Northern Colorado, Corbett Hall

5 p.m., Men's basketball, Indiana State, Arena-Auditorium

8 p.m., Wrestling, Nebraska, UniWyo Sports Complex

Sunday, December 5
11 a.m., Fall Outdoor Gear Swap, Wyoming Union Ballroom

Monday, December 6
Final examinations, through Friday, December 10

Wednesday, December 8
College of Law final examinations, through Friday, December 17

Saturday, December 11
2 p.m., Women's basketball, Westminster College, Arena-Auditorium

Tuesday, December 14
7 p.m., Men's basketball, Denver, Arena-Auditorium
Wednesday, December 15

7 p.m., Women's basketball, Wisconsin, Arena-Auditorium

Friday, December 17
7 p.m., Men's basketball, Western State, Arena-Auditorium

Saturday, December 18
7 p.m., Women's basketball, Washington State, Arena-Auditorium

Monday, December 20
7 p.m., Men's basketball, Centenary, Arena-Auditorium

Wednesday, December 22
7 p.m., Men's basketball, Wisconsin-Green Bay, Arena-Auditorium

Thursday, December 23
Winter closure, through Friday, December 31

Tuesday, December 28
7 p.m., Men's basketball, Kennesaw State, Arena-Auditorium

JANUARY

Wednesday, January 5
7 p.m., Women's basketball, Colorado State, Arena-Auditorium

Saturday, January 8
2 p.m., Men's basketball, New Mexico, Arena-Auditorium

Monday, January 10
Classes begin

Wednesday, January 12
7 p.m., Women's basketball, Texas Christian, Arena-Auditorium

Saturday, January 15
Noon, Swimming and diving, Nevada-Las Vegas, Corbett Pool

1:30 p.m., Men's basketball, Utah, Arena-Auditorium

Monday, January 17
Wyoming Equality Day, classes excused, offices closed

Wednesday, January 19
7 p.m., Women's basketball, Seattle University, Arena-Auditorium

Saturday, January 22
2 p.m., Women's basketball, Air Force, Arena-Auditorium

Tuesday, January 25
8 p.m., Men's basketball, Nevada-Las Vegas, Arena-Auditorium

Friday, January 28
7 p.m., Wrestling, South Dakota State, UniWyo Sports Complex

Saturday, January 29
1:30 p.m., Women's basketball, San Diego State, Arena-Auditorium

7:30 p.m., Music, Brazilian Chamber Music Gems, Fine Arts Concert Hall

Sunday, January 30
1 p.m., Women's tennis, Denver and Metro State, UW Tennis Complex

1 p.m., Wrestling, North Dakota State, UniWyo Sports Complex

FEBRUARY

Wednesday, February 2
6 p.m., Men's basketball, Brigham Young, Arena-Auditorium

Thursday, February 3
6:30 p.m., Wrestling, Air Force, UniWyo Sports Complex

Saturday, February 5
1 p.m., Swimming and diving, Air Force, Corbett Pool

6 p.m., Men's basketball, Colorado State, Arena-Auditorium

Tuesday, February 8
6 p.m., Women's basketball, New Mexico, Arena-Auditorium

Thursday, February 10
7:30 p.m., Music, UW symphony orchestra, Fine Arts Concert Hall

Saturday, February 12
1:30 p.m., Men's basketball, Texas Christian, Arena-Auditorium

Sunday, February 13
7:30 p.m., Music, *Reflections on Love: Songs of Joy, Desire, Madness*, Fine Arts Concert Hall

Friday, February 18
All day, Track and Field, Robert Shine Invitational, UW Fieldhouse

Saturday, February 19
8 a.m., Discovery Days, Wyoming Union Ballroom

Wednesday, February 23,
8 p.m., Men's basketball, Air Force, Arena-Auditorium

Saturday, February 26
2 p.m., Women's basketball, Nevada-Las Vegas, Arena-Auditorium

MARCH

Tuesday, March 1
8 p.m., Men's basketball, San Diego State, Arena-Auditorium

Friday, March 4
7 p.m., Women's tennis, Eastern Washington, UW Tennis Complex

Saturday, March 5
2 p.m., Women's basketball, Brigham Young, Arena-Auditorium

Monday, March 14
Spring break, classes excused, through Friday, March 18

Monday, March 21
7:30 p.m., Music, *Songs from the Past and Present*, Fine Arts Concert Hall

Thursday, March 25
7:30 p.m., Music, Summit Chamber Players, Fine Arts Concert Hall

Monday, March 28
7:30 p.m., Music, Student saxophone quartets and ensemble, Fine Arts Concert Hall

FINE ARTS CENTER BOX OFFICE
(307) 766-6666

ASUW WYOMING UNION
TICKET OFFICE
(307) 766-3327

ATHLETICS TICKET OFFICE
(307) 766-4850

www.uwyo.edu/calendar

PORTRAIT

Photos by Ted Brummond

Katie Kleinhesselink, MPA

Coordinator
Center for Service, Leadership, &
Community Engagement (SLCE)

I grew up a miner's daughter. What a great many folks don't appreciate, I'd venture, is what an introspective and inventive lot miners—and their families—can be. Have to be, even. Every move we made, be it from Idaho, to Colorado, to Montana, to Wyoming, required that we shed off the last town and put on the new one. Over time, I've realized that my sense of place, permanence, "home" if you will, is a crazy, colorful amalgam of experiences that defy geographic location. And that sense pours out in everything I do. My adventures are etched upon my arms, knitted up in scarves, and punctuated with a healthy dose of vintage polyester and bangle bracelets. And I love it.

Katie Schmid

Katie Schmid eavesdropped on a conversation about hard work and turned it into one of the nation's best poems in 2009.

The University of Wyoming student in the Master of Fine Arts program was published in the anthology *Best New Poets 2009*, along with 49 other poets from around the country. Her poem, "Jobs," came from listening to her fiancé and father talk about the various hard jobs they'd had.

"My dad worked in a greenhouse and did landscaping," she says. "My fiancé had a job where he counted soybeans for Monsanto. He actually just sat there and counted beans.

"So I was thinking about these very physical jobs that I've never had, and it just sort of came together. I felt proud of [my fiancé and father], and since I never had that experience, I wanted to inhabit that for a little while to see if I could be sympathetic to it. Each stanza is a different job, and the poem is called 'Jobs.'"

While Schmid says she hasn't had to work a physical job, her first job after graduating from Millikin University in Illinois wasn't the most fulfilling occupation, either. Her outlet while working in a cubicle at a nondescript office building in downtown Chicago was an open mic night at a bar called Chinaski's. There, the introverted Schmid found a community of like-minded, creative individuals.

"Surprisingly, it wasn't a bad open mic; it was just a lot of people who were hungry, young people who were about to go into an MFA program or who had been in an MFA program, and were hungry to not be alone, to hear other people doing the same thing," she says. "It was so supportive, not in a totally uncritical way, but it was great. That was a really great experience.

"I had given up hope of finding some sort of literary community, but it was good to see that there were other people there who were like me—unknown, hungry to be heard."

Still, Schmid says she feels more comfortable in the MFA program at UW, another community of writers where she says she feels like she's found her voice as a poet. Where Chicago's 3 million people can seem overwhelming, Laramie's smaller environment is a perfect fit for Schmid.

"People come to MFA programs to find that community so they're not lonely," she says. "This program attracts a really high level of committed writers, so I think I've been searching for what I've found right here. This has really provided me with that type of support that I've been missing, plus the professors here are so, so stellar. They're so accomplished, such great writers, that I feel lucky to have this two-year opportunity." ❖

Tal Wammen

University of Wyoming junior Tal Wammen made a huge leap during the spring semester.

The civil engineering major served an internship at NASA's Marshall Space Flight Center in Huntsville, Alabama, and his work there impressed enough people that he spent part of this summer in Huntsville working what's called a co-op—he spent two months working a regular job in the facilities planning office, getting paid a regular salary, and gaining experience.

"Marshall Space Flight Center has over 300 structures, including buildings, engine test stands, and laboratories, and our office manages the construction, maintenance, and demolition of these structures on site," Wammen says.

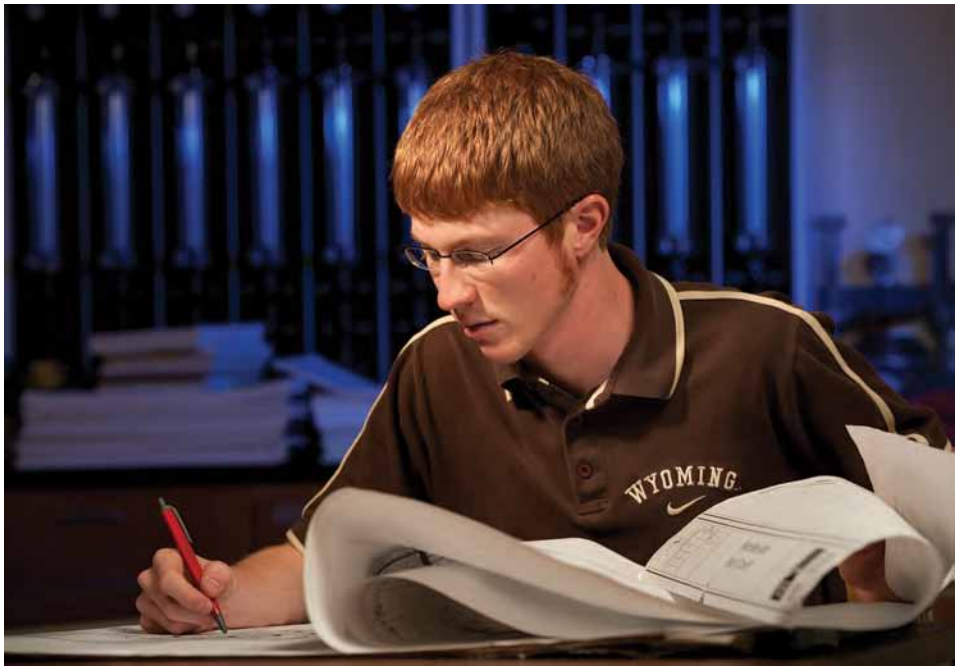
"They kept me real busy. In the internship, they had me doing research on different kinds of structural software, while during the co-op I was focused more on structural design, so that was pretty exciting."

Amazingly, Wammen almost didn't apply for the internship because he wasn't sure what a civil engineering major could do at NASA. He applied for the internship on the last day NASA accepted applications. He earned a spot and started at NASA in January, putting off his spring 2010 coursework but providing him with invaluable experience. Because his internship was research-based, he says he did a project and presented it to his co-workers on his last day before a three-week break that separated the internship and the co-op.

In addition to his day-to-day work, Wammen says he enjoyed being around smart people from every field of engineering imaginable.

"I was told that Huntsville has the most Ph.D.s and engineers per capita than anywhere else in the nation," says Wammen, a native of Buffalo, South Dakota. "Man, that place is smart. You could go downtown to dinner and look across the restaurant, and probably 90 percent of the people there were engineers or doctors. It was really cool because you learn something new every day just by meeting someone new and asking him what he or she does. There are just so many different jobs at NASA in all the science and technical fields."

Wammen will return to Huntsville in January for another internship in the facilities office. In the future, he says he hopes to sell more UW engineering students on internships with the nation's space authority. The well-rounded UW engineering curriculum prepares students for an internship of this nature better than other schools, Wammen says.



"I was talking about building these engine test stands where you have to know about propulsion, different kinds of mechanical and electrical stuff, and those are things I've learned about in my dynamics, physics, and mechanics of materials classes," he says. "That's just something other students haven't been introduced to as well as the Wyoming curriculum does it." ❖

Natalie Dollison

Natalie Dollison's stage tech classes during her undergraduate days in the University of Wyoming's Department of Theatre and Dance came in handy.

The senior stage technician, a 2005 UW graduate, majored in theater with a focus on playwriting, but she took a little detour on her way to the theater. She took a job backstage and taught herself how to do her job as a sound technician.

"When I came into this job, I didn't really know how to turn on a soundboard," she says. "I didn't know anything about anything. I got hired in the summer, so I bought an audio dictionary and watched training videos on YouTube. It's been a lot of trial and error, but four years in I feel pretty good about it."

Indeed, four years after hiring on, Dollison has earned national recognition for her abilities not only behind a soundboard but all around the theater. During the summer, she served as stage manager for the National Audio Theatre Festival (NATF) in West Plains, Missouri. The event includes workshops on audio theater as well as the live production of several scripts.

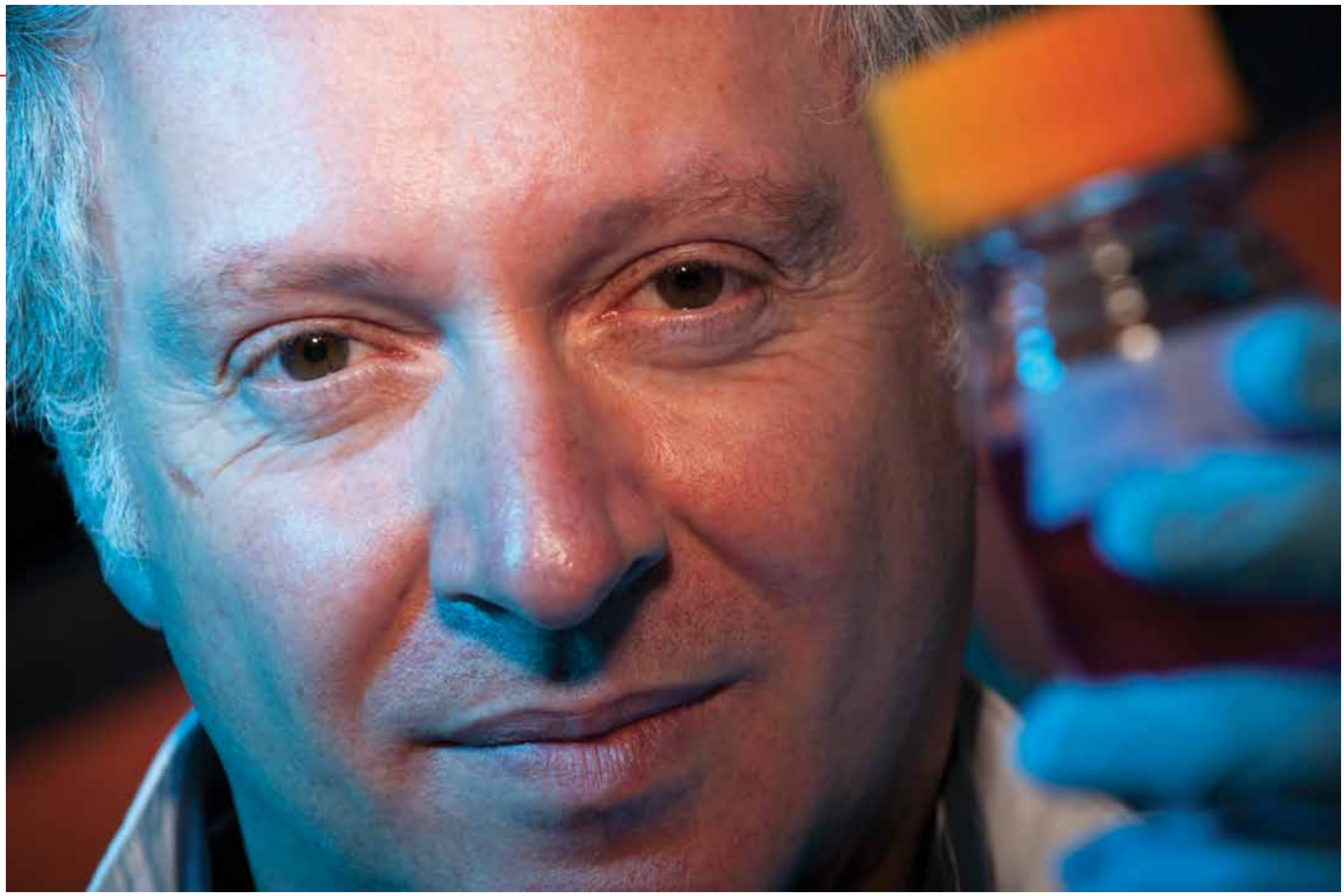
This marked her third year of participation with NATF, a group she found via the Internet when she was looking for professional development. In 2008, her first year, she worked as an assistant director and voice actor. Last year she worked as a sampler artist, who runs recorded sound effects from a laptop computer. Now, she's up for election to NATF's board of directors, which she says is validation for her efforts not only with NATF but in her job at UW.

""I've only been doing this festival for three summers, and some people have been doing this festival for 30 years. I felt good about that," she says.

Growing up in Osage, Wyoming, she poured herself into whatever theater she could find in her corner of northeast Wyoming. Since coming to Laramie, she helped establish the Centennial Community Theatre and the Albany County Theatre, has been a scenic artist in more than 30 productions with those two entities, and has won two acting awards at the annual Rocky Mountain Theater Awards conference.

Her focus turned to writing plays, then to working behind the scenes. Dollison says it didn't matter, just as long as she was working in theater.

"Neither of my parents wanted me to devote my life to theater, and many teachers said it would be more practical do something with my writing besides theater, but when you want to do something, you will find a way to do it," she says. "That's exactly what this job is for me. I will not wait tables, I will not be a server, I will work in theater. I've never lost that train of thought. I work in theater because I have to and because I want to." ❖



Hermann Schatzl

When Hermann Schatzl could not find a disease he wanted to study in Europe, he came to the University of Wyoming.

A prion biologist who once worked with 1997 Nobel laureate Stanley Prusiner, Schatzl studies diseases that involve the abnormal folding of proteins in the brain. Those diseases include chronic wasting disease, a fatal affliction of deer, moose, and elk, and mad cow disease. Both are found in the United States, but not in Europe.

"I had some collaboration with people in Canada and the United States, and we studied chronic wasting disease, but it's basically impossible in Europe," he says. "By chance I heard about this possibility here, and if the mountain does not come to the prophet, the prophet must go to the mountain. There was a competition for candidates, and finally the decision was coming to me."

Schatzl is a Wyoming Excellence Chair and a professor in the Department of Veterinary Science. He studied medicine at Ludwigs-Maximilians-University in his native Munich, Germany, specializing in the study of viruses. In the late 1980s and early 1990s, much research was dedicated to the emerging threat of HIV, and Schatzl participated in that research. But as time went on, he became interested in prion diseases, which don't manifest themselves in symptoms until it's too late.

Furthermore, he says because mad cow disease can transfer to humans, humans need to be prepared for the chance that chronic wasting disease also is contagious. With the state of Wyoming and the university devoting resources to this task, Schatzl says he's in the right place to continue his research, which he started at the Technical University of Munich.

"As a long-term goal, my main challenge is to develop something that really helps to contain the spread of chronic wasting disease," he says. "If it's not transmitted to the human, it's good, but in case it is transmissible, worst-case, you have to be prepared for mid- and long-term. It's incredibly difficult to develop something that really helps, but there is some good indication in our animal models. So for many groups it's worth it to try."

While Schatzl says he enjoys teaching, his first year at UW (he came to Laramie in January) will be dedicated to building his laboratory—setting up the infrastructure, writing grants and gaining funding. He also says he hopes to explore the mountains a bit, which he admits was a small, positive factor in his decision to come to UW.

"I was raised in the countryside, so I like being outdoors," he says. "I'm not doing sports as much anymore. I'm at an age where I want to do something else. I'm not the type who does research from 8 a.m. to midnight. Sometimes you have to take a break and relax." ❖

NO BORDERS HERE

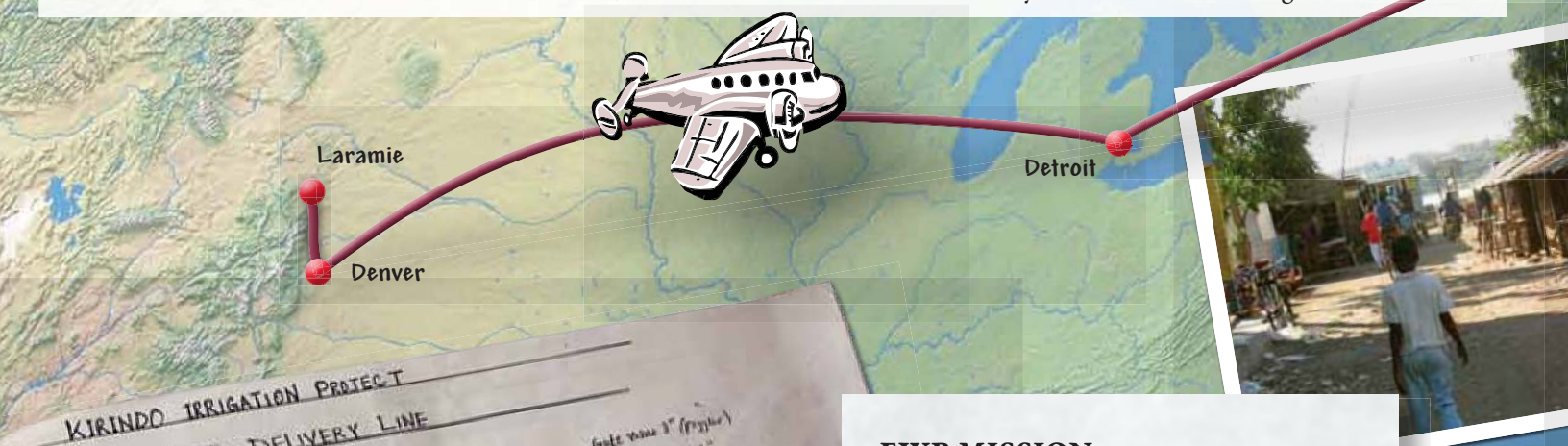
FROM LARAMIE TO HALFWAY AROUND THE WORLD, UW'S ENGINEERS WITHOUT BORDERS ATTEMPT TO ENRICH LIVES IN NEED IN KENYA WHILE DISCOVERING SOME THINGS ABOUT THEMSELVES AND THE WORLD

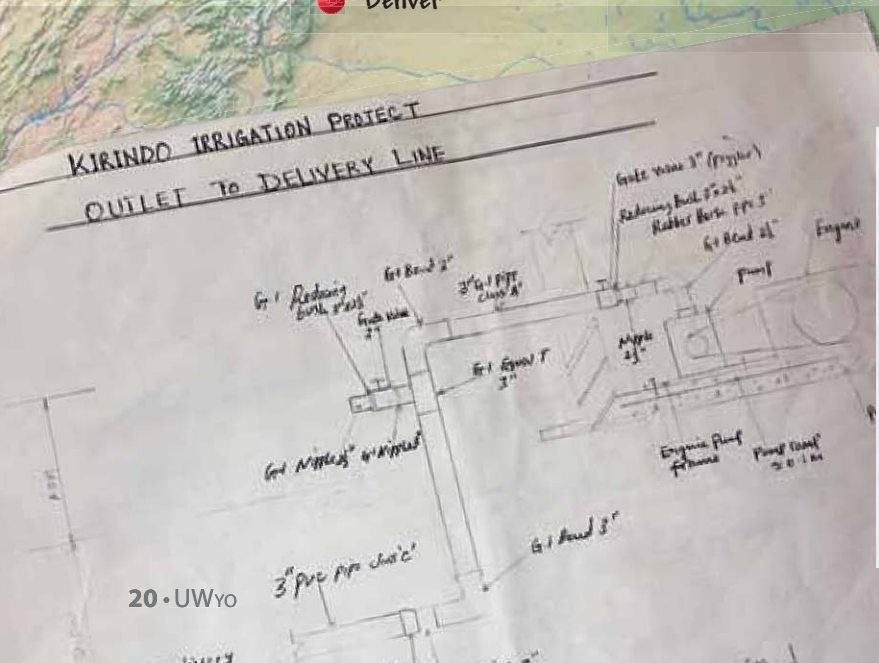
by Shannon Smith with text and photos by members of the UW chapter of Engineers Without Borders

Water brings life, from the growing of crops to feed villages, to bathing at the end of a long day, to transporting people and goods by boat from point to point. People of the village of Mbita (BE-tah), Kenya, are slowly dying from a lack of clean water. In 2008, a pair of Laramie-based nurses traveled to this part of Kenya on behalf of a charity project, and discovered that 80 percent of diseases afflicting the Mbita people could be cured simply with clean water.

Mbita lies two miles from Lake Victoria, the second-largest freshwater lake on Earth, and one of the world's most polluted. The people of Mbita use Lake Victoria as a primary water source. There is no faucet to turn or toilet to flush, only miles of land to cross and water shared with animals to haul back home.

A group of University of Wyoming students set out to change this. In 2010, the UW chapter of Engineers Without Borders (EWB-WYO) made its second trip in the hopes of bringing clean water to the people of Mbita. Here, the students tell the story in their words and images.

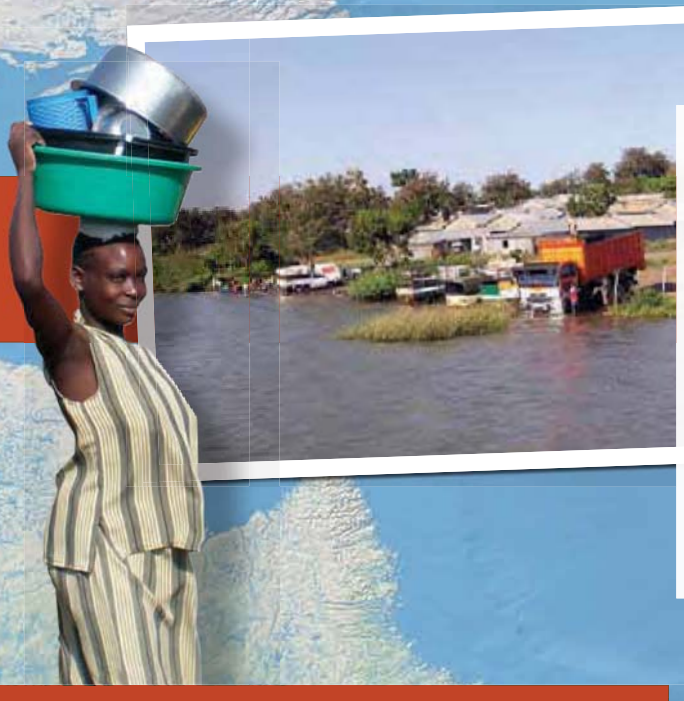




EWB MISSION

"[T]o help disadvantaged communities improve their quality of life through implementation of environmentally and economically sustainable engineering projects, while developing internationally responsible engineering students."

Source: University of Wyoming Engineers Without Borders website: wwweng.uwyo.edu/societies/iec/



The community experiences severe lack of fresh water for most of the year and relies on water from rainwater catchment, local streams, springs and Lake Victoria. Collecting water from these sources takes up to four hours each day and is the responsibility of women and children in the community. This task leaves little times to consider other important issues such as health care, education or income generation.

—2009 EWB-WYO Post Assessment Report

PART I: NO FRESH WATER

Every problem Waondo Secondary School had was because they didn't have water. They couldn't make it a boarding school because they couldn't stay there because they didn't have water. They had planted a bunch of trees to beautify the place but the trees wouldn't grow and were dying because they didn't have water. They had dug new toilets but couldn't use them properly because there was no water.

—Josh Fuller, civil engineering major and project lead

Some of the buildings had rainwater catchment gutters that led to a giant tank, but they told us that it hadn't worked for a while. At one point it would rain and the water would just disappear. They had been told that the tank leaks and is irreparable. They also showed us a well they'd tried to dig, but to no avail. All of the issues were ones I had been reading about for years—but now I was seeing them.

—Allison Beaufort, international studies major and EWB-WYO chapter secretary

The preferred sources of water are boreholes and water from rainwater catchment. Wells have been dry and are not physically or economically feasible in this region. Water is typically stored in jerry cans [handled containers typically used for fuel] or large drums and is rarely treated or purified. Some community members expressed concerns that waste was contaminating water sources. —Assessment report

How do we balance their greatest need with our greatest capability? Our [EWB-WYO] students covered the gamut. It's not just engineering that plays into the club, it's more dealing with people and culture and building relationships. The club has four officers, all of whom are women and three of them are not engineers. The strength is in having people who focus on relationships. —Josh

PART 2: CULTURE: SHOCK, DIFFERENCES, LEARNING, RELATIONSHIPS

A group of UW students set out to accomplish the task of bringing water to Mbita, many not knowing what to expect. Some had never traveled outside of the country, but now were in rural Africa. After days of travel and disruptions in the plan, the team realized that this was not going to be an easy fix, and that the problems in Mbita ran as deep as Lake Victoria herself.

Members of the group had seen pictures of Kenya or heard or read stories about the problems of the area, but experiencing the people and land firsthand seemed more like a documentary than reality at first. The people, language, climate, amenities, and lifestyles the students encountered gave the phrase "developing world" contextual meaning. They not only saw problems in Mbita for the first time, some of the students saw a place where time and money didn't govern the day, where children had to work instead of attend school, where the UW students learned a new definition of prosperity. Part of the project was meeting the villagers and conferring on the work to be done.

Amsterdam

Kenya is seeing a herd of 50 cattle being under the control of an 8-year old boy who throws rocks at them and beats them with a stick. He in turn treats other children the same way. It's seeing a 10-year-old boy running a donkey cart to pull five-gallon buckets of water out of the lake to take to the school, and then to plug the jugs with the water hyacinth which is where all of the terrible diseases thrive. It's seeing a 5-year-old girl bathe her 6-month-old baby brother among the goats and cattle.

–Christina Hachmann, civil engineering major and EWB-WYO chapter treasurer

We continued up the hill until we reached Oseno Primary School. It was in the middle of a parched piece of land in the hills, and nothing seemed to grow there whatsoever. It was a two-roomed school that hosted over 200 students. The classrooms were too small to hold 30 adults, let alone 200 children. It was constructed of branches and mud. We met with the staff of the school as well as some parents and they, like the members of Waondo Secondary School, proclaimed their desire for water. –Allison

To my surprise the room was packed with young and old, businessmen and farmers alike. Children all the way up to old men were there and were interested in what we had to say. To say that that kind of a turnout would EVER happen in the US would be a gross overstatement. —Josh

At ICIPE [International Center for Insect Physiology and Ecology] and Suba District offices, no one, including the water minister, was seemingly very excited about us being there for our water project. It was as though they had seen so many other NGO's [Non-governmental organization] fail before, that we were destined to do the same. —Josh

(top) Christina Hachmann with school children. (above) Leah Bachert (left) and Christine Rumsey test water for drinkability, among other things using the water test kit (right).

Obtaining the pump gave me an insight to "business" in Africa. The man running the pump wouldn't take any instruction from us about how it works, did pretty much nothing, and then wanted 1,000 shillings. They are driven to greed by extreme poverty, and it is hard to see the fine line that lies between the two. –Christina

We walked up the hill, then to a borehole pump. At the well we encountered a woman filling a bucket with water. She only spoke Luo [the regional language]. With Chief Justus Ochwedo and Dr. Patrick Sawa to translate for us, she told us that the well was owned by the Luo man at the homestead we had just passed, and he kept it locked up. In order to have access to it, one had to pay two shillings, the equivalent of about 1 ½ US pennies. This woman was generally unable to afford this water. Two shillings. Two cents. Not even. –Allison

I learned today that only the women who are from wealthy families get to have long hair. The others all shave their heads because they cannot afford the upkeep of long hair. –Christina

What really caught my attention though was a little boy about 2 years old who was just crying the entire time. I tried to play with him and talk to him but he just kept crying. His nose was running and his eyes were yellow. He probably had a fever of 110. When Sawa showed up to pick us up for the day, he noticed the boy right away. He asked around to find the boy's mother. Then, he came over and told me that he had malaria and his parents couldn't afford to take him to the doctor. That is something that will stick with me forever. –Christina

They have nothing and yet they don't complain about the hand they were dealt, they just deal with it. –Josh

We call this place poor and yet the children and the people have so much joy and are full of life. Is this really being poor? Americans base wealth so much on monetary things, however, I really think these people are wealthy in relationships, religion, and living life to the fullest each day.

–Leah Bachert, secondary education major

A young man named Tobias started singing the song "Remember me," and pleaded to us to always remember him. I am positive I will always remember these amazing people until the day I die. –Leah

PART 3: WORK

With no definite plans for water established at their arrival, EWB-WYO set out to test the existing water and assess the area before making a decision. Streams were not an option because of uncertainties about the dry season.

The group needed a consistent supply of water, with plans for treatment after the installation of a functioning pump, so it tapped the deeper waters of Lake Victoria for the source. Coastal water of Lake Victoria hosts more diseases than the deeper lake water EWB-WYO would use, but without treatment the water would not be safe.

With the plan in mind, EWB-WYO worked alongside villagers to dig trenches and lay 1,600 meters (a little less than a mile) of pipe connecting the lake to Kamsama Primary School, one of several schools in the village to be connected.

The goal is to go talk to and explore the community, discover what it's like geographically, do soil testing, talk to people, learn about them, and learn about the resources and capabilities of the area. –Allison

The first idea [using the Lambwe River as a main source] was filled with a few major flaws: a) we had only spent an afternoon with them so we didn't have any idea what they would want, b) this assumed that the river didn't dry up in the dry season, c) this would not be a central location for the community and, d) for the whole plan to come to fruition would take years. –Josh

As we walked the trench, we came upon a 16-year-old boy who explained to us why he was helping to dig the trench. He said that the 100 shillings per 6 meters [approximately $1.24 per 19 feet 7 inches] of trench they we were paying him, he was going to use to pay for school. He had come to work because his parents couldn't afford to send him to school and he wanted an education more than anything. He dug the fastest and straightest trench out of all of them. –Christina

Two other men came by. One fixed my jembe [a short-handled hoe] while the other one laid out string. Neither one expected to be compensated. It was incredible. They just told us how much they wanted to see the project completed. –Christina

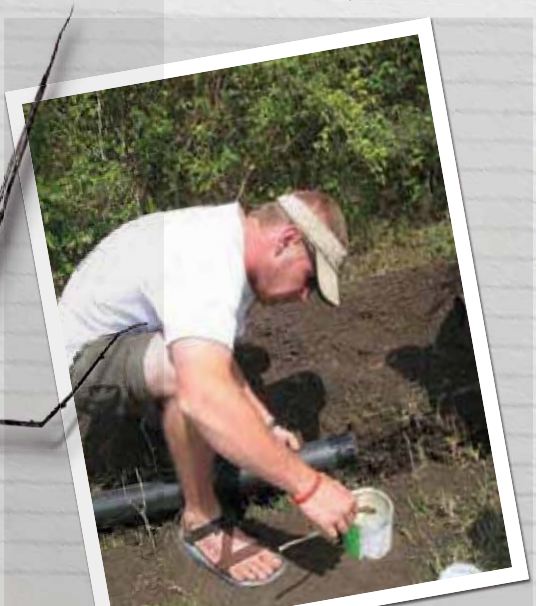
The 1,600 meters of pipe purchased in Nairobi, at a cost of $7,000, was not of high quality. The pipe was labeled at a diameter of 3 inches, but actually ranged between 2⅞ inches and 3⅛ inches. The sections of pipe were attached with pipe cement that set quickly, but other problems arose.

PART 4: WILL IT WORK?

When we got to the beach we discovered that the [black] pipeline had gotten way too hot baking in the sun all day and began to expand. Then, overnight it contracted and broke apart. –Christina

They opened the dam and water from the lake started flowing alongside the pipe. The last two joints were not sealed completely so they began to leak. However, the leak was coming from the top of the pipe which ultimately meant that the pipe was full. Our gravity feed was working. Which means the pump will be primed and we can run water through the pipes! –Leah

The pump would be turned on and a few spits of water would emerge after the check valve was installed. We all would become thrilled. Then it would stop flowing water and simply blow air. This continued as the sun set in the African sky. I felt horrible. I felt like crying. After all this hard work, after seeing the look of anticipation and disappointment on so many of the people's faces, we didn't get them water. –Leah



In an exact and precise field like engineering, sometimes there are only theories, and Fuller has theories as to why the pipe might have stopped working. The water might have stopped flowing because of a manufacturing problem, or the pump became air-locked, with air trapped inside of the pump or the pipe.

PART 5: WHAT'S NEXT?

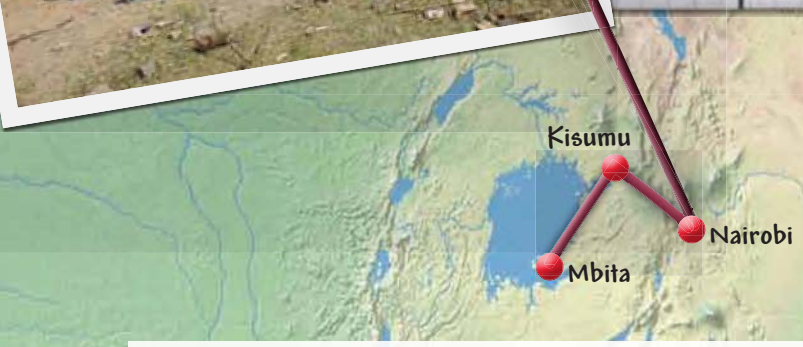
The infrastructure is in place, the stupid pump just won't work. We need to make sure nothing is clogging the intake line, if it's a manufacturer's problem, then they will give us a new pump. —Josh

The more I thought about it the more I realized that we didn't fail. We had still done so much and impacted so many people. To sweat alongside a Mzungu [Kenyan word for white person] probably changed their perspective on a lot of things. I experienced so much and learned so much. We're not leaving a failure. I knew this most when all of the workers blessed us and thanked us. Aru Kumano [Thank you]. Until we meet again. Although they did not have water, they were grateful for our attempt. —Leah

I don't think we can leave this area. It will perpetuate the stereotype of an NGO that comes in, the project doesn't work and they leave. We need to change our process and scale back. We need to pick one school and help design a smaller project. —Josh

We wanted them to have ownership of the project that right now is ours, and that can't happen in three weeks. The ideal scenario would be to live in Kenya for a year before even starting the project to build relationships. The next step will be putting the project in the hands of the Mbita people. —Josh

The group plans to return to Mbita a third time in summer 2011. With the infrastructure in place, the focus now is on fundraising. ❖



DONATIONS WELCOMED

For information on donating to EWB-UWYO, visit wwweng.uwyo.edu/development/borders.html. You may also email Dr. Richard Schmidt at schmidt@uwyo.edu or Josh Fuller at jfuller@uwyo.edu.

THE EWB-WYO TEAM

2009

Faculty Mentors

Dr. Richard Schmidt
Dr. Thomas Edgar

UW Students

Allison Beaufort (International Studies)
Steve Ftaclas (Chemical Engineering)
Josh Fuller (Civil Engineering)
Lucas Lang (Mechanical Engineering)
Christine Rumsey (Civil Engineering)

2010

Faculty Mentors

Dr. Richard Schmidt
Dr. Thomas Edgar

UW Students

Josh Fuller (Civil Engineering)
Chris Mertes (Mechanical Engineering)
Christine Rumsey (Civil Engineering)
Leah Bachert (Junior in Secondary Education)
Christina Hachmann (Civil/Architectural Engineering)
Josh Kingston (Civil Engineering)
Eric Nunn (Civil Engineering)

now playing:

Life on Shuffle

by Dave Shelles

1:12 –3:27

A Wyoming sound has infiltrated Colorado's music scene.

But the sound is different than one might expect.

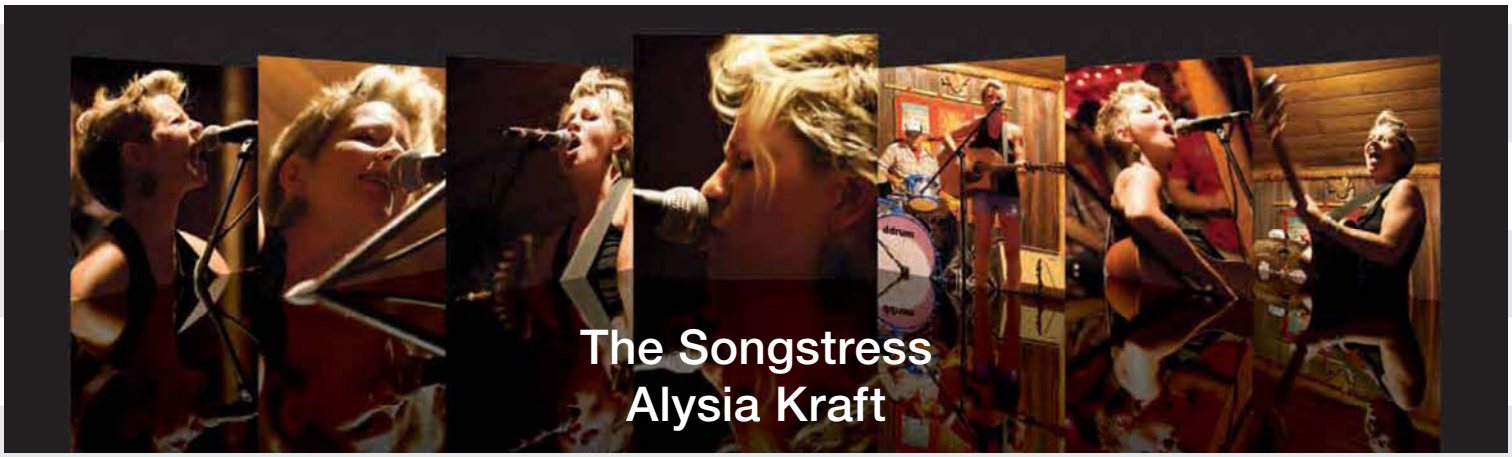
Sure, Alysia Kraft's voice calls to mind her heroes Lucinda Williams and Loretta Lynn, singing of heartbreak, good times and finding her direction in life. It's tinged with a little twang and accompanied by a big guitar and a bigger stage presence, taking in and putting out every bit of her upbringing on a ranch in Encampment on the west side of the Snowy Range.

The sound of Wyoming thumps, too, bringing heavy bass and rapid-fire street poetry from Rawlins native Adrian Molina, who paces an outdoor stage in Denver, microphone cocked upward and transmitting his ideas. He speaks eloquently of acknowledging the world beyond one's own mind, loving one's fellow human beings unconditionally, preserving the world we have, and of thinking about who you are.

Who Mike Trujillo is comes straight from his Fender Telecaster Deluxe. His guitar is his voice, he says, and the power chords and heavy riffs drive musical phrases like a bulldozer—slowly but powerfully. With his guitar slung below his belt, the Cheyenne native closes his eyes and coaxes a note out of the strings and into the air over the tightly packed crowd at a small tavern—many of the patrons stand close enough to the stage to feel the sweat from Trujillo's brow.

That's the Wyoming sound. It's three different musicians in three distinct music projects coming from three different Wyoming communities and three different sets of experiences.

All found their voices in Laramie as students at the University of Wyoming.



The Songstress
Alysia Kraft

Kraft always kept music close to her heart and ears, though when she arrived on campus as a heralded basketball recruit, she was more of a music fan than anything. She spent a year and a half playing basketball for the Cowgirls before she made the toughest decision of her life during her sophomore year.

"I felt a really big divide in my life. I didn't feel I could be a basketball player and be all the other things I wanted to be," she says. "I have a really creative side I felt was stifled in that environment. So much focus and energy goes into being a Division I athlete, and at that point in my life it wasn't what I wanted. I was so much happier when I finally let that go."

Kraft earned a Bachelor of Fine Arts in art, and gets her creative side from her mother, Pam, an accomplished painter. In this case, though, she channeled a different side of her creativity.

She bought a pawn shop guitar that she played hard for four or five months, before her parents had an acoustic guitar custom-made by a family friend. Kraft calls the instrument her "treasure guitar," one that will be with her forever. She started writing songs, putting together simple melodies and mining her own journals for lyrics before starting to write melody-specific lyrics. The next step was to perform.

"It was open mic night at Coal Creek Coffee in Laramie," Kraft says. "Right after I'd moved to Laramie to play basketball, I started going to these open mic nights because it seemed like a cultural hub. That was the first time it crossed my mind that I would like to write songs and perform them. That was the extent of my aspirations to that point. I figured I'll just learn enough guitar that I can start writing, and then play songs at Coal Creek, and that was it.

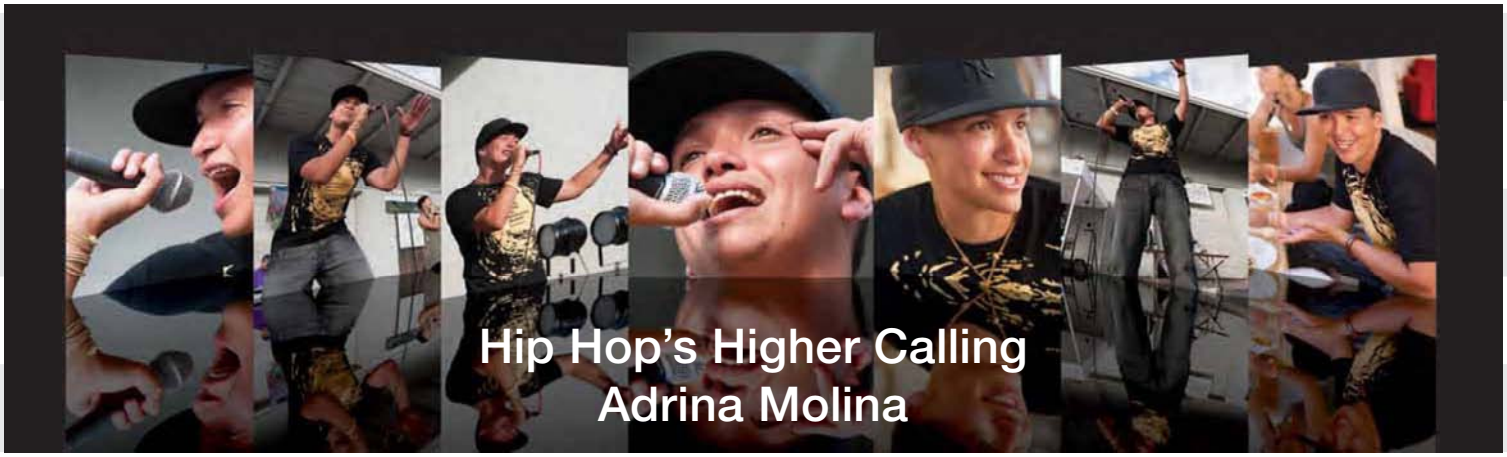
"Then I met the guys in my band, and it just blew up from there. It just felt so right for me because it was a really good balance of introversion—writing and creating, spending a lot of time thinking about things—and extroversion—performing is something I love so much. I can't imagine doing anything else now."

She met guitarist Dee Tyler, a native of Wyoming's Star Valley, who was impressed with her songwriting and singing. When they met, he played in a Laramie band called Green Street Majority with dobro player Ansel Foxley, another Star Valley native. When that band lost its drummer, they turned to Lander native Scott Clabby. Another personnel change brought in Cheyenne native Niles Mischke to play bass, and thus country-rock band Patti Fiasco was born—a talented neophyte singer/songwriter and four veteran musicians.

"I lucked out enormously. I hit the band lotto," Kraft says. "How many girls are there in coffee shops that haven't played their guitar very long and want to play music get scooped up by professionals who are willing to take time with them to make their songs as good as they can be?"

While Kraft says she's happy with how her songwriting has evolved in the past four years, one of her early works remains a staple in the band's shows. She wrote the song "Leave a Light On" shortly after she stopped playing basketball and started making music.

"I was really lost after that, and music felt selfish. This is what I'm going to throw my energy into and have this next endeavor in life," she says. "'Leave a Light On' is about feeling lost but telling everybody to hold on; pretty soon I'm going to get my groove back, I'm going to figure out what I'm doing, and it's going to be good."



Hip Hop's Higher Calling
Adrina Molina

While Kraft lived her basketball dreams, Molina never got to pursue his. Sure, he woke up in the dark most days during his youth—running, working out and working on his jump shot in hopes of becoming a basketball star. During the summers, he'd play pickup games in his neighborhood, hanging out with older players and listening to their music.

That music was the emerging rap music, which made its way to Rawlins from either coast, and Molina soaked it up. Later in high school, Molina started writing raps of his own while still pursuing his basketball goals. Those two things kept him in school, though it wasn't easy as he dealt with racism and watched his friends get in fights because of that racism. He retreated into the world of rhymes, samples, and beats—the world of hip-hop.

"Sometimes I felt like [the rappers] were speaking more truth to me than my history teachers or people in the community," Molina says. "At the same time, I was playing basketball and doing well with school, and I could have gone either way. I feel like hip-hop kept me on course, something that has been there for me for 20 years, something that I continually come back to that grounds me spiritually and mentally, something that motivates me."

During Molina's junior year, a UW student named Dominic Martinez came back to his hometown of Rawlins to do his student teaching. Molina says Martinez switched the students who sat in the back of the room to the front, and vice versa. Martinez then played a song by the rapper Tupac Shakur, sparking a class discussion that opened Molina's eyes to the potential of education. It also kindled a friendship that lasts to this day.

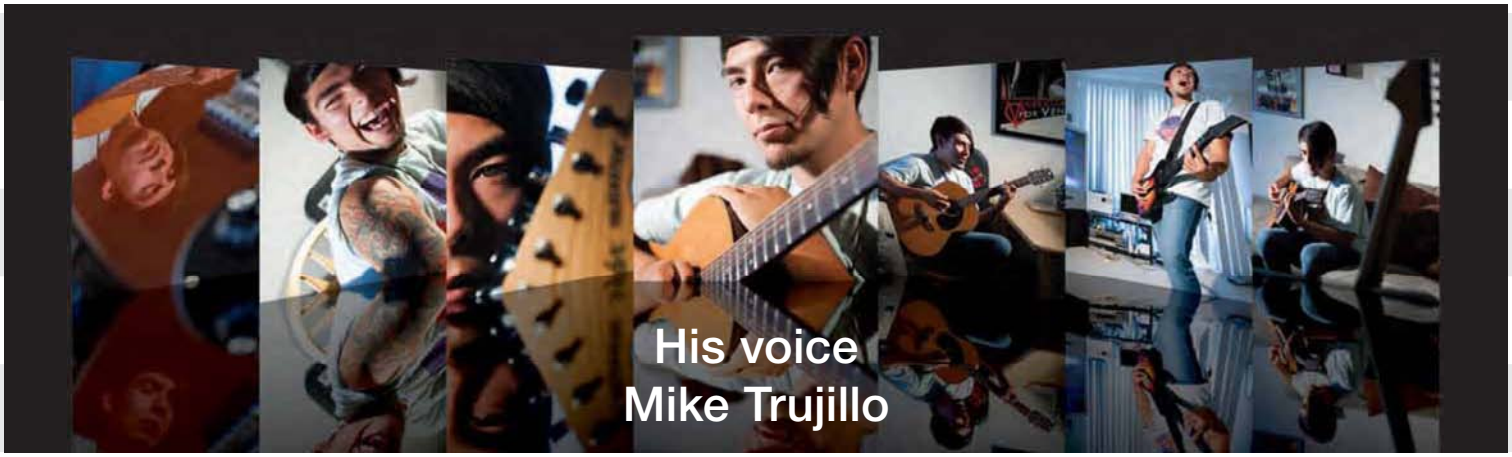
"He tried to give me a lot of opportunities I backed out on. He got me into [a summer academic] program at UW and I didn't go. I was scared to death," Molina says. "I went to UW as a kid for a basketball camp, but to go there for something academic? I didn't go, and he was very disappointed. He would bring me to concerts in Denver just to get me out of Rawlins, just get me alone to talk to me about school, and I kept turning down these opportunities."

Ultimately, Molina stayed at UW and earned dual degrees in criminal justice and sociology. He then enrolled in UW's law school, but as his desire to perform and spread the cause of social justice became stronger, the desire to practice law diminished. Molina finished what he started, earning his law degree in 2006 but heading out to become a rapper and activist while keeping active in law in his own way.

"As an independent artist, I write my own contracts, handling the business side of things, using my education to get my foot in the door to work with kids, non-profit organizations and group homes," Molina says. "There are a lot of amazing artists who have a lot to say but might not know how to work the system, who might not have the credentials. People respect those academic credentials in addition to my artistic and street credentials. Having that balance is really a positive thing."

Since then, he has spread his word in a variety of media. As a rapper performing under the name Molina Soleil, his current project is a hybrid of rhythm-and-blues and hip-hop called SOULAJU, in partnership with singer Amy Iwasaki, aka Aju. Molina was the music supervisor for the documentary film "Papers," a firsthand look at immigration from the perspective of undocumented youth. He also wrote, directed and starred in a stage play, "Phantom Discourse," which examines the exchange of ideas among Mexican-Americans in the 21st century. And he has continued lecturing and teaching on campuses near and far, usually lining up a lecture with each rap show.

"I always tell young people to carve out a space for what you love. Don't accept that you can't do what you want to do. Figure out a way to do it," he says. "In that way, you will change the world. You contribute something just by focusing on your passion and doing what you love. The vibrations that carry through that, the influence you have, the small ripples you make by doing what you love with a smile on your face—that's everything. That's social change, that's activism."



His voice
Mike Trujillo

Starting with playing his friend Ian Jackson's guitar for the first time, Trujillo wondered what it would be like to really make music.

Around that same time in 1998 he heard Led Zeppelin's 1970 hit "Immigrant Song" for the first time. Shortly thereafter, he grabbed that guitar and stopped wondering.

"I know it's really strange that I didn't hear it for the longest time, but my dad used to tell me the story about how his friend enjoyed that song and would always put it on the jukebox," Trujillo says. "One day he finally played it for me, and I said, 'Wow, THAT's rock 'n roll. I want to do that.' I was 15. That's what really opened my eyes to it. I wanted to make that noise."

He still has that acoustic guitar, given to him by family friend Mike Cordova on the condition that he never sell it. The guitar has followed him from his young adulthood in Cheyenne to his undergraduate years at UW to his current spot as lead guitarist of Denver hard-rock band Take to the Oars. Trujillo added a Fender Telecaster Deluxe to the arsenal while at UW, but all of the songs he has written started as riffs on the hand-me-down guitar.

There was no turning back for Trujillo once his father played "Immigrant Song" for him, and he spent the rest of his high school years devoting three hours a day to the guitar and to writing songs. He played covers of songs by Nickelback and the Dave Matthews Band, but he says he started writing around that same time, first trying to come up with a melody to fit his lyrics, then realizing it was easier to fit lyrics to an established melody.

At UW, Trujillo majored in communications, covering UW sports for the Branding Iron and eventually working with UW's sports marketing team. He also played guitar with drummer Will Plumb in the two-man band Clone Inc. Trujillo says the shows they played at coffee shop The Grounds rate among his favorites because regardless of how many fans came to the shows, he and Plumb left it all on the stage.

In 2006, Clone Inc. played an acoustic show in Denver with the band Vonnegut. A year later Vonnegut came to Laramie for a show, and members told Trujillo they needed a bass player. When Trujillo showed up in Denver for an audition on bass, lead singer Ryan Gombeski said the band also needed a guitar player, so Trujillo spent the next month auditioning for that spot. Eventually, Trujillo became their lead guitarist and moved to Denver with his wife, Megan, as a fulltime member of Vonnegut.

This year, the band learned of the existence of other bands sharing the name Vonnegut, so the search for a new name stopped on Take to the Oars, from a Latin proverb that resonates with Trujillo, who recently lost 130 pounds.

"'If the wind will not serve, take to the oars,'" he says, quoting the proverb. "The imagery was epic. [Bassist J.P. Manza] told us where it came from, and I realized that's where we are right now. Sometimes you can't get any help and you have to go get it yourself. You've got to be the one to take to the oars. You've got to chase after it. We all really grasped that.

"I really related it to the weight loss. Sometimes you've just got to do it yourself. It really meant a lot to me in that way. It's a good affirmation."

In a way, all three musicians have taken to their own oars, leaving behind possible sure things in the world to cast their respective lots as musicians. Molina might have made a fine litigator, Kraft a great painter, Trujillo a stellar sports writer.

Instead, the three make their marks on the world as musicians, filling the Colorado air with a sound from the state to the north. ❖

HEALTHY INTERACTIONS

INSIDE THE SCHOOL OF PHARMACY'S SECRET GEM

BY DAVE SHELLES

PHARMACIST MOLLIE JAY was working at Platte County Memorial Hospital in Wheatland, Wyoming, when she had a question.

A patient on a nitroglycerin ointment for a skin condition was being discharged, and Jay immediately had to figure out proportions for a capsule form of nitroglycerin.

"Very naively I thought I can look that up in my little drug information book, but no, I couldn't," she says. "There's no chart, there's no equivalent dosage thing where you can go and look up and decide, 'Well, if they get this much [in the ointment], they need one capsule.'"

She called the Drug Information Center at the University of Wyoming, where director Melissa Hunter searched several databases and articles to find a solution. Hunter did an initial search to satisfy the immediate need, drawing on her own experience in pharmacy while working at United Medical Center, now Cheyenne Regional Medical Center. Then she went back and looked at the problem later, determining that she and Jay had come up with a solid solution.

UW's drug information center sits as a hidden gem UW's School of Pharmacy offers not only to pharmacy graduates but to medical professionals around the state. Jay graduated from UW in 2008 and has used the service frequently, both in her role at the Wheatland hospital and at Albertson's pharmacy in Laramie.

"People may not even be aware that [the drug information center] exists," Hunter says. "Anybody in the state of Wyoming and any alumni from the School of Pharmacy can call in to use the service and ask any drug-related question."

"There's some expertise in the drug information center that people might not be aware of," Linda Martin says.

Martin owns some of that expertise herself. She now is an associate professor in social and administrative pharmacy, and associate dean of operations and academic affairs, but she was the first director of the drug information center. She's continuing the work she started when professor of pharmacy practice Robert Scalley—now associate dean of the School of Pharmacy's division of pharmacy practice—saw a need for a place for pharmacy graduates to gain experience in answering consumer questions, as well as a resource for pharmacists and other medical professionals to find information for questions they or their patients might have.

Martin had just done an internship in community pharmacy and was intrigued enough to take the job as director of the information center, where she ended up practicing a different kind of pharmacy for 25 years.

"Pharmacy was changing its philosophy from a basic science profession to a clinical profession," Martin says. "We were starting to hire clinical professors at that point, and our accrediting agency was mandating that drug information centers be available for the clinical program.

"I started the drug information center in the fall of 1975 in a little office down the hall with a telephone, a desk, an electric typewriter, and a little pile of microfiche—the cards, not the rolls."

Jamie Wilkey graduated with her doctor of pharmacy in May 2010 and immediately found a job at a Walgreen's pharmacy in Heber City, Utah.

One day, a customer traveling to England had a question about a birth control equivalent available in that country.

"She needed the exact same thing over in the UK, so we had to find what products they have and what would be the same as her U.S. equivalent," Wilkey says.

All pharmacy students spend their last year of study entirely in month-long rotations, including internal medicine and retail pharmacy. The drug information center is one of the elective rotations, and Wilkey says she was lucky enough to rotate through.

In her current job, Wilkey is one of the people at whom the center is aimed—a UW alumnus now working in the medical field who learned of the center while a student. Having worked in the center, she has a unique perspective on pharmacy in general, but especially on answering questions for clients.

Because the medical world is expanding and changing constantly, pharmacists must stay abreast of any changes. Martin says Internet resource PubMed had 4 million articles when it went public in 1996; it now boasts 20 million, 425,000 published in the past six months. The drug information center must sift through all that information quickly, and then determine which sources are credible.

"That's the biggest thing I took out of that rotation. There's just a huge amount of material and databases and volume to search through," Wilkey says. "Where do you look? How do you get the answer you're looking for most quickly?

"It helped me to be able to find an answer quickly and effectively, because when you're out there working, you don't have much time. Being able to know exactly where to go and what search options to use and what answers to give makes a world of difference."

Martin's career track led her to the center, but Hunter didn't think she'd end up in academia, let alone in her current position. She graduated with her doctor of pharmacy degree

from UW in 2004 and went to work in Cheyenne. Only when she applied for another position at UW did she learn of a job at the drug information center, which she accepted.

In addition to directing the center, Hunter is on faculty as the supervisor of the drug information center's rotation, but the majority of her duties involve operating the center. Her hours are 8 a.m.–5 p.m. Monday through Friday, and she fields queries by phone, e-mail, and fax.

While the majority of her answers come from online databases, she also uses the books in her office, which occupy several bookshelves. She also subscribes to online journals, which update daily and are the most current sources of information. The wealth of information points out the purpose of the center, which is to analyze all the literature and make it more easily understood by healthcare professionals and laypersons.

Melissa Hunter (left) and Linda Martin.

"Because I have access to so many resources, I can find information that people who are working at most pharmacies don't have access to," she says. "But I can't just copy off stuff and hand it over. I have to go through and synthesize it. Every response has an introduction to the question, a synopsis of the evidence, and a conclusion."

Hunter says the center handles about 1,000 questions a year. Some days she gets no questions, other days she gets eight. Some weeks she'll get a spate of questions about hormones, other weeks bring queries on herbal medications. One call might be from a physician in Kemmerer, Wyoming, asking about various drug interactions, the next call might be from a pharmacist in Alaska asking about drugs in a foreign country.

"It really does run the gamut. Some questions take five minutes, some questions take 10 hours, but that's what makes it fun."

She says it's a different kind of pharmacy practice, in that she doesn't directly fill prescriptions. But like the students she supervises, Hunters says she's still learning.

"I've been asked questions I never would have dreamed of asking myself," she says. "Where else could I be learning 40 hours a week? Everything I look up, I take something from it I didn't know before. My knowledge of pharmacy has expanded beyond what I would have acquired anywhere else."

With the recent explosion of medication for mental health issues, the drug information center has added information on psychotropic medications to its sources. Maureen Lutterman, a counselor at Alpenglow Wellness, a counseling facility in Laramie, says Hunter has helped her figure out some interactions between psychotropic and medical drugs.

But Lutterman says the best example of what she's gained from the drug information center comes from her career as an educator. Lutterman teaches counseling at Capella University Online, and one of her classes had a series of questions about pharmacological aspects of counseling. Having earned her doctorate in counseling from UW, Lutterman knew where to go.

"I thought that would be a perfect way for [Hunter] to interact with these young counselors and get their feet on the ground," Lutterman says. "Even simple things like where to look, and the wonderful resources that are available now on the Internet, Dr. Hunter pointed us toward the right ones. It was a win-win all the way around."

Lutterman also is an adjunct professor for the College of Education and met Hunter while she studied for her doc-

torate. Like Jay and Wilkey, Lutterman says Hunter's great trait is the vast store of knowledge she has at her fingertips, from Hunter's own experiences in pharmacy to the various databases she uses to find answers.

"The volume of knowledge is really untapped by the general public," Lutterman says. "If you wanted to know something about a drug interaction or even what to take, that should be the first call you make so you understand what it is our doctors are doing to us and for us. I think they're a wonderful complement to any kind of healthcare practice."

While Jay, Wilkey, and Lutterman work in disparate fields, there is one question each asks whenever Hunter helps them.

Where would I be without the drug information center?

While Jay works full time at Albertson's in Laramie, she works three or four shifts a month at her old employer in Wheatland. Regardless of where she works, Jay says the drug information center is her first call with any question.

"I've always called Melissa," Jay says. "Part of it is because she knows what she's doing, she's very good, and very timely.

"The bad side is too much information. I can type in my question and search PubMed for hours and find way too much information. Melissa can filter through 100 articles and find two or three that are really pertinent."

Wilkey takes the perspective of her experience in the center, having had Hunter for a teacher. She says Hunter helped those in the rotation break their answers down to be easily understandable.

"She's super-organized and has been doing this so efficiently, so she knows exactly what the people are looking for and can think about the questions outside of our technical frame of mind," Wilkey says. "We think our answers are so clear, and she reminds us that most people are not pharmacists and that we need to explain it to them."

Lutterman says Hunter brings that professional experience to the classroom—and the attitude of an educator to the professional field.

"The credibility of the service should be emphasized to the general public, because these people are teaching," Lutterman says. "One of the most effective educators is one who's keeping their hand in the actual practice of, in this case, administering medication. While Dr. Hunter is not dispensing at this point, she still has to keep up with every single nuance that's going on the pharmaceutical community, which must be mind-boggling. So I think the credibility of this service is amazing."

For this reason, all three professionals say the general public should take advantage of the service. Hunter cautions however, that "the information provided to the public is not intended to take the place of their personal health care providers. All of my communications with public clients will end with 'Take this information and discuss it with your doctor or pharmacist, this conversation does not end here.'"

"It's so valuable, and it's there for people to use, so I recommend using it even you're not a pharmacist or someone exactly in that field," Wilkey says. "Dr. Hunter is surely good at getting those answers out. I recommend using it to its fullest extent, because it's a neat program and it has such an amount of extensive resources.

"The pharmacy world is changing like crazy, so you have to keep up on your information. Otherwise, it could be dangerous to give out old information or not being able to find the newest information. This is one of the most applicable rotations in pharmacy school; one I'll be able to take with me throughout my career."

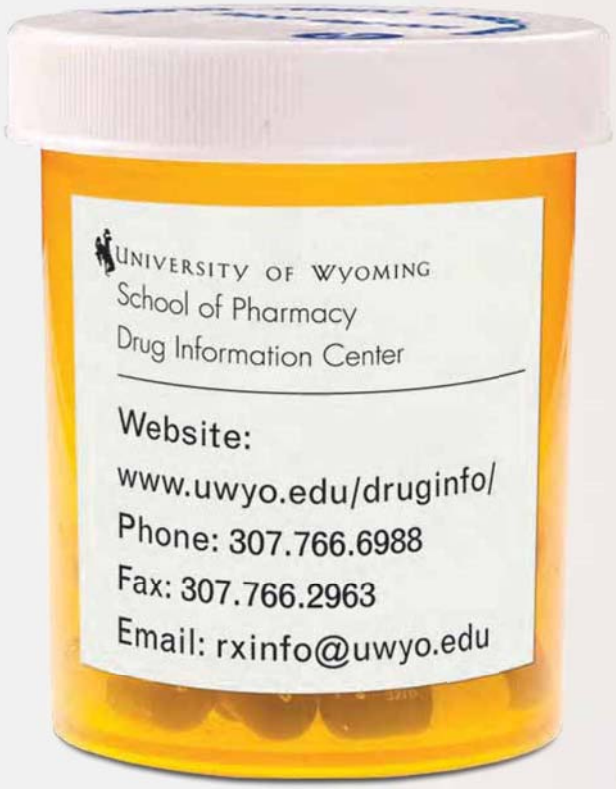
Though Hunter has directed the center for five years, some old habits die hard.

"People still call Linda because they have her number memorized," Hunter says. "I counted it as a victory when I got an e-mail from a client [directly to me] instead of going to Linda first.

"Linda was an institution and still is."

Still, Hunter is becoming an institution herself. While she might have had another career in mind when she finished pharmacy school, she says she'll be on faculty indefinitely.

"I never thought about going into academia," she says. "And now that I'm here, they'll take me out on a cart." ❖



Study hard, play hard

Academic success is part of the UW game plan

by Dave Shelles

When Lesley Young toured the University of Wyoming as a high school senior, UW's commitment to academic performance was clear.

Prominent on her tour—along with Corbett Pool, where she's now a standout swimmer for the Cowgirls—was the Rochelle Athletics Center.

"One of the first places they showed me was the RAC, upstairs where all the academic aid is, as well as the really nice computer lab and all the advisers' offices and the tutors that are available," says Young, a senior mechanical engineering major. "They also told me about how incoming freshmen are required to do a certain number of hours of study tables each week. "It was pretty clear that they had a really nice academic facility for the athletes to help us stay ahead of everything."

On an average weeknight, the center is a hub of activity, as athletes work at computer stations and work with tutors, illustrating perfectly UW's commitment to the academic success of its athletes.

Dedication by administrators, coaches, and athletes has led to several academic accolades for UW's athletes and teams, with almost every team earning some sort of regional or national honor during the 2009–2010 academic year.

"That's a big part of this business," athletic director Tom Burman says. "Obviously we want to compete well on the field of play, and we want to put kids in a position to succeed academically. Right now we're making progress academically and we're making progress competitively. It's a good thing."

UW also excels in the Academic Progress Rate (APR), the NCAA's measure of how successful a university and its athletic programs are at graduating athletes and maintaining their eligibility. All UW's programs are within the NCAA's guidelines for acceptability, save for men's basketball, which is not incurring penalties because of significant strides made in academic achievement under fourth-year head coach Heath Schroyer. Schroyer says UW helps athletics by making sure the academic and athletic brain trusts are on the same page, not always the case in college athletics.

Young, a UW record-holder in the 100- and 200-yard breaststroke events as well as the 200-yard individual medley, also earned academic all-American honors from the College Swimming Coaches Association of America three years in a row. The daughter of a high school teacher, Young is motivated toward her academic goals, but she acknowledges the steps UW takes to help its athletes succeed; in particular academic advisers such as Gwen Cotterman, who is assigned to the swimming and diving team.

Young says the athletic department makes it easy for student-athletes to succeed. She cites the availability of computers, study areas and tutors that are available for a range of subjects. She has sought tutoring in some of her upper level classes, and she's tutored others.

Senior Afiya Walker, a two-time all-Mountain West Conference selection in track's 400-meter dash, says she's used tutors to help with some of her studies in civil engineering. She's working on a senior design project in wastewater treatment, something she hopes to do with the water authority in her native Trinidad and Tobago.

"I like studying things that have to do with my field of interest and knowing this is what I'm going to be doing for my career," she says. "I like expanding my knowledge and thinking out of my own element."

Most student-athletes struggle with time management.

NCAA rules allow coaches to be in contact with their athletes 20 hours a week. To make satisfactory progress toward a degree, student-athletes must take a minimum of 12 credit hours per semester. An old rule of thumb for success suggests spending three to four hours per credit hour on assignments; with a minimum load, a student athlete might have 36–48 hours a week of work outside the classroom.

Phil Wille, UW's associate athletics director for compliance and academic services, says while such a schedule can overwhelm a student-athlete, UW's counselors take great pains to help.

"For them to be academically successful at the same time as balancing all these things is a testament to how hard they work. It's impressive, and we do what we can to support them, but they deserve the credit," Wille says.

Even the most organized person struggles to keep up, but every athlete has a system. Young says her work is done before she goes on a road trip, while Walker makes daily lists of everything she needs to get done. Senior football player Chris Prosinski says the staff at the RAC helped him establish a plan after some first-year struggles.

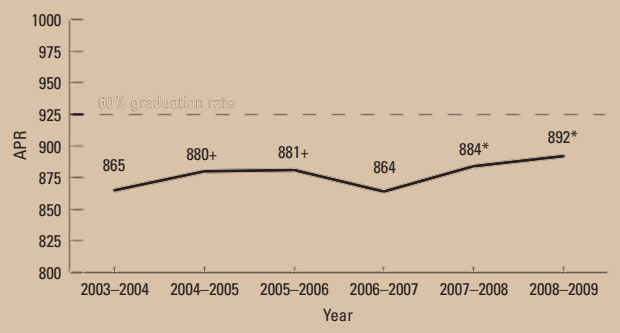
"I wouldn't say I was the greatest at managing my time, because it seemed like I had so much free time; ultimately, it came back to hurt me a little bit," says Prosinski, a two-time all-Mountain West Conference academic selection. "Freshmen are required to be in a certain number of study hall hours, so it helped to come up here [to the RAC] 8–10 hours a week. That helped get me through my freshman year—the study halls, tutors, labs, and everything."

Student-athletes and administrators alike say UW's professors have supported athletic endeavors. Burman says professors take pride in the academic performances of student-athletes and athletes can balance their commitments and still get strong grades. Walker says professors will talk with her about how she's doing in track, too.

UW also has hired coaches and administrators who, like Schroyer, value the academic component. Third-year wrestling coach Mark Branch (UWYO, Spring 2010) earned National Wrestling Coaches Association academic all-American honors all four years as an undergraduate at Oklahoma State, in addition to all-American honors on the mat. Junior Joe LeBlanc appears to be following in Branch's footsteps, as

Academic advisor Gwen Cotterman (left) and senior mechanical engineering major and swim team member Lesley Young.

APR by year for UW men's basketball; 925 is NCAA's minimum standard for acceptability



+Means "an estimated APR upper confidence boundary of 925 or above, even though the team's actual APR is below 925. It is anticipated that some smaller squads that may be identified as underperforming in this year's reports will not be subject to penalty once the confidence boundary is applied."

*Denotes "APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors."

Source: NCAA

Top performers

The highest-scoring teams at UW, by year. The figure is the multi-year APR.

2003–04	**1000**	men's golf, men's indoor track and field, men's outdoor track and field, women's swimming and diving
2004–05	**983**	Men's golf.
	985	Women's golf
2005–06	**955**	Men's golf, men's outdoor track and field
	990	Women's golf
2006–07	**945**	Men's outdoor track and field
	992	Women's golf
2007–08	**969**	Men's cross country
	1000	Women's golf
2008–09	**962**	Men's cross country
	993	Women's golf

The formula for APR

The Academic Progress Rate is calculated by allocating points for eligibility and retention—two factors that research identifies as the best indicators of graduation. Each player on a given roster earns a maximum of two points per term—one for maintaining a grade-point average that keeps him or her on track to graduate; one for returning to school the next semester. A team's APR is the total points of a team's roster at a given time divided by the total points possible. Because this results in a decimal number, it's multiplied by 1,000 for ease of reference. A raw APR score of .925 translates into the 925 that will become the standard terminology.

An APR of 1,000 is perfect. An APR of 925 equates to about a 60 percent graduation rate and is considered minimally acceptable. Anything below 925 subjects a team to possible scholarship reductions.

Sources: NCAA

he earned both all-American honors for 2009–10, showing major improvement as a student.

"Coach Branch says as long as we walk out of that door with a degree, it doesn't matter how well we wrestle," says LeBlanc, a kinesiology and health promotions major. "He says, 'I'm not here just to teach you how to wrestle, I'm here to teach you how to be good men, value education, and value the important things about college.'

"All of our athletic directors—Tom Burman and [deputy athletic director] Matt Whisenant in particular—and all of our academic team are on top of their stuff. They value scholar-athletes, so that's why we're producing more and more great students. The numbers speak for themselves."

The numbers were not in UW's favor when Schroyer hired on as men's basketball coach. The NCAA's APR is a complicated formula (see The formula for APR) that sets 925 as a baseline; that equates to a 60 percent graduation rate. Shroyer inherited a UW's men's basketball APR of 864, which put the program in the bottom 10 percent nationally.

The Cowboys didn't have much success on the court, either, in the three years preceding Schroyer's arrival, but the lack of progress in the classroom was unacceptable, a point Buchanan and Burman drove home to Schroyer.

"It was going to be my highest priority, because if you don't fix that, you're not going to have a program," Schroyer says. "Sometimes when you take over a job, you're reconciling short-term needs and long-term goals. No one wants to win more than I do and faster than I do, but the president let me know the direction he wanted the program to go in, the type of character that we wanted to bring in, and that's what we've done."

First, Schroyer determined how committed his recruits were to their studies. Then he sought out incoming freshmen and first- or second-year transfer players—younger players who sit out a year to satisfy NCAA transfer rules and have three or four years in the program, the better to have a consistent group of student-athletes to gradually raise the program's APR. In 2009–10, the Cowboys had one of the youngest teams in the nation and struggled on the court, but they made progress academically.

While APR is Schroyer's motivator, he says he doesn't worry his team with talk of APR or graduation rates, because each student-athlete's progress toward a degree helps the APR overall. Instead, Schroyer stresses the importance of earning a degree based on the impact it can have on a student-athlete's life after he finishes playing basketball.

UW's men's basketball team has improved its APR every year under Schroyer. The NCAA took away a scholarship in his first year, and while the APR score for the 2008–09 school year still is a sub-standard 892, the NCAA has restored the

Men's basketball head coach Heath Schroyer.

scholarship to recognize UW's progress.

Wille says Schroyer has brought a heightened level of accountability to the team, and that has made the difference in the program. Student managers popped monitored classes basketball players were expected to attend and informed Schroyer if players were not there.

"Coach Schroyer brings accountability to the program and he emphasizes academics, and that's a change from what we had. You can see the results," Wille says.

Another measure of success is the number of athletes in graduate school, or planning on it. Prosinski, Young, and LeBlanc all plan on furthering their educations. Prosinski, who graduated in May with a bachelor's in business, has started a second bachelor's in marketing, with a plan to pursue his MBA. LeBlanc plans on a master's in sport administration, possibly becoming a college wrestling coach or a personal trainer. He says his UW experience made him a more conscientious and enthusiastic student.

"They definitely set you up to succeed if you want to keep going to school," LeBlanc says. "Some people just like to be students, and I wasn't one of those until I came here. I hated school. I was ready for school to start this year; I enjoyed the summer, but I really like going to college. Now that I'm in my major, there's a lot of interesting stuff I'm learning."

Walker and Young, the two aspiring engineers, likely will finish their bachelor's degrees in five years because of the rigors of engineering studies. Walker plans on trying for Trinidad and Tobago's Olympic team for 2012. Young says she might stay at UW for her master's.

"I have to do five years for mechanical engineering to get my bachelor's, and I can stay an extra year and get my master's," Young says. "That's looking pretty appealing right now. I think once swimming's over it'll be a lot easier to just focus on school and to be a normal student for a while."

Hearing student-athletes speak of graduate school is music to the ears of a coach or administrator. For Schroyer, getting student-athletes to the finish line during undergraduate years is its own reward.

"Senior night, graduation, watching the kids put on a cap and gown and get their degree, for many of them the first time in their family—you can't put a price on that," Schroyer says. "I coach because I want to affect some lives. I was a first-generation college student, so I know what it's like, and I'm able to relate that to our guys. It's special." ❖

A day at the office

all 2.2 million acres of it

by Dave Shelles

"Look at that mudpot and tell me what you observe."

Ever the professor, Yellowstone National Park Geologist Hank Heasler points out a mudpot on a desolate stretch of sand and gravel near Norris Geyser Basin and starts the lesson.

The observer points out the slow bubbling of the mudpot and the semi-solid nature of the mud itself. There also are rivulets of black tar-like substances, which Heasler later explains indicates the presence of bacteria and microbes. The yellowish tint to the rocks around the mudpot indicates sulphur.

Heasler stands nearby with a smile on his face and continues the lesson, estimating the temperature of the boiling mud, a theory on the flow of water just beneath the ground where he stands, and a few thoughts on why it matters in the grand scheme of things, namely monitoring volcanic, seismic, and geothermal activity.

This is Heasler's 2.2-million-acre office, the largest concentration of geothermal activity in the world.

"My initial curiosity in geological processes started here in Yellowstone."

It's no surprise Heasler—who earned his bachelor's, master's, and doctoral degrees from the University of Wyoming, takes a professorial approach to his work, as he arrived at Yellowstone in 2002 after 21 years working at UW in a variety of positions. In addition to educational opportunities, he also gets to do research, as he monitors water levels, temperatures and just about any other empirical measure of the park's thermal, seismic, and volcanic activity.

In other words, Heasler is an expert on the park's geology. He has appeared in television specials on Discovery Channel and Travel Channel, among others, as well as on National Public Radio's "All Things Considered," discussing a swarm of earthquakes in early 2009. He hosted former NBC anchor Tom Brokaw when Brokaw came to Yellowstone for a story. He even has an entry at the Internet Movie Database, which lists his role as "self" in the BBC documentary "Supervolcano: The Truth About Yellowstone."

In any case, Heasler's job allows him to spend time in the great outdoors while fully embracing the teaching and research components he came to love at UW.

"It's an immense educational opportunity, and you don't have to use Power Point because you're out there with [people]," he says. "You can use the landscape that's right there in front of you to talk about things they've just seen because they've just come from Old Faithful or whatever. That's immensely satisfying. It's one-on-one. Or sometimes some group will be by, and they'll ask a question and you'll have 40 or 50 people. You'll have an impromptu lecture out on the boardwalk. It's a great learning experience; lots of good questions."

When Heasler was 6 years old, his parents brought him to Yellowstone for the first time. He looked on in wonder at the geysers, the mudpots, hot springs, steam vents, and the landscape. The sights, sounds, and smells were overwhelming to the 6-year-old. Heasler says he remembers his amazement at the natural processes and his curiosity as to how the processes worked.

"That's why this is a dream job for me," he says. "My initial curiosity in geologic processes started here in Yellowstone. How do those things work? Why are there all these colors? What's the temperature? Why are there so many bubbles

Heasler gives an impromptu geology lesson in his Yellowstone office.

At Tantalus Creek in Norris Geyser Basin, Heasler tests the water quality for the USGS.

in the hot springs and mudpots? Through my academic training and career, I did focus on how the earth transports heat, from numerical modeling to how you measure temperatures, and now it's very interesting to be back here with the chief job of protecting the thermal features.

"What I remember about it is being totally fascinated with the mudpots at Fountain Paint Pots, and just the sounds and textures, some geyser going off and the steam and force and pulsation of the water coming out, and looking into the beautifully colored pools. Wow, why is there so much variety here? Just so much curiosity."

Heasler earned his bachelor's in physics from UW in 1978, but along the way he took a geology class from legendary professor Brainerd T. "Nip" Mears. If that first trip to Yellowstone sparked his initial curiosity about geology, Mears' teaching style and passion for geology set Heasler's course for life. He earned his master's (1978) and doctorate (1984) degrees in geology with a focus in terrestrial heat transport, and after more than two decades working at UW, he landed at Yellowstone.

"The University of Wyoming geologic background is very positive, because it helped me put Yellowstone in the true geologic context," Heasler says. "Yellowstone is part of the Rocky Mountains and also the basin and range, so I have a great deal of understanding of the geologic history of this area that is usually never discussed, so sometimes I like to take people out and show them hydrocarbon source rocks and a lot of things that add to the depth and richness of the geologic story in Yellowstone that most people never consider."

Still tromping around the land near Norris, Heasler wades into the knee-deep water of Tantalus Creek to take a water quality reading at a United States Geologic Survey gauging station.

The water is warm, the temperature of a toasty bath or a cool hot tub, he says. In the middle of winter, when Heasler braves 40-below zero windchills to monitor the creek, he says hopping in the water is tempting but not advisable.

In all, he spends about 40 minutes recording water temperature and level, as well as noting other things—such as wind speed, air temperature, barometric pressure, humidity and cloud cover. He records these observations in a simple notebook, discussing the importance of getting things right—the mark of a serious scientist.

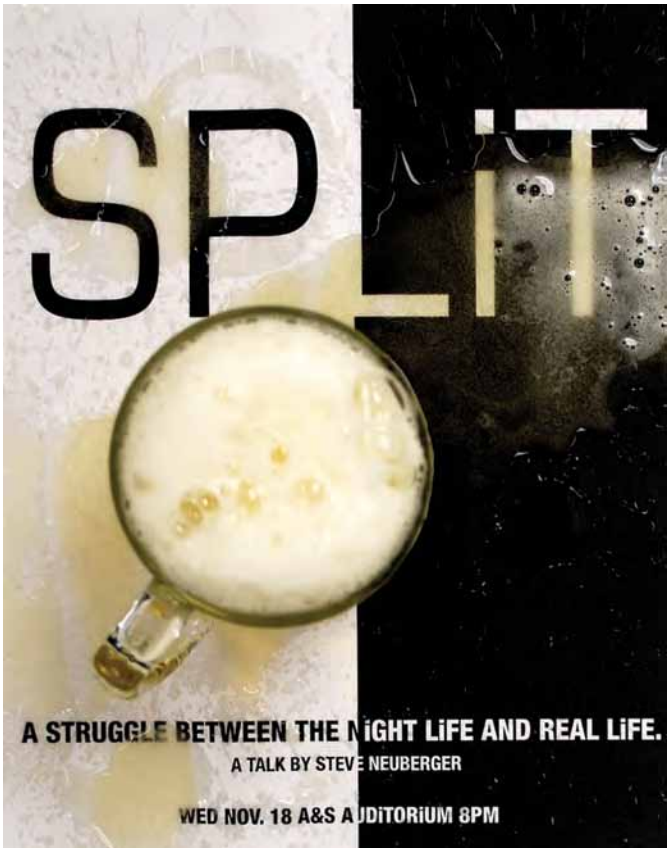
"If you don't take the time to do things right, you won't get good, accurate measurements," he says. "This is what I like to call the detail of science."

After finishing his scientific work at the USGS station, he walks across the wide gap, stepping over the buffalo tracks pocking the soil. He looks across the dusty, dry valley into the groves of gnarled trees and past the rocky hills.

"It's a magical place with all kinds of sights, sounds, and smells," he says. "There are more questions just in this place [the Tantalus Creek area] than a human could answer in a lifetime." ❖

a winning program » by design

by dave shelles



During the 2008-09 academic year, her second as an assistant professor of graphic design at the University of Wyoming, Jenny Venn closed her eyes and clicked "send" on what has turned out to be the most important e-mail of her academic career.

She invited famed graphic designers David Carson, James Victore, and Paula Scher to spend a semester at UW as eminent artists-in-residence. Carson and Victore replied positively. Carson spent fall 2009 as an instructor while Victore gave a weeklong workshop that same term, the effects of which still resonate with Venn and her students.

"They both came in and they both brought this energy, and totally different types of energy," Venn says. "They're totally different types of designers and people, for that matter. They brought this infectious energy that was phenomenal for the graphic design program, and it was exactly when we needed it."

Thanks in part to the presence of Carson and Victore, as well as a lecture by nationally renowned logo expert Bill Gardner and a return visit and book signing for Victore, UW's graphic design department is experiencing a major boost.

"Last year there was so much energy, and it feels like it's carried through," Venn says. "You always wonder when summer comes and students go away if there's going to be the same energy, but [over the summer] I got e-mails from students saying, 'We're so excited for classes to start.' They already have questions, so that's a great sign. That energy is going to keep coming."

Dani Alvarado graduated in May with a bachelor's in art with a concentration in graphic design and a minor in marketing. She originally enrolled in the College of Business but decided to pursue her passion for graphic design while keeping a hand in the business world. A year after sitting in with Carson and Victore, as well as after taking all of Venn's course offerings, Alvarado says she made the right choice.

Indeed, Alvarado was one of four UW graphic design students who won awards at the Art Directors' Club of Denver student design contest in November 2009. Alvarado cleaned up, winning the Judges' Choice Award, Best Multimedia, and Best Packaging. Recent UW graduates Hannah Benigno, Andy Lindberg, and Louise Eckardt also won honors at the contest; Venn was named one of two outstanding educators; and UW won the award for Best School Participation.

"Even though I'm from here, at the beginning I didn't know how good this program was," Alvarado says. "Seeing what happened, I know we have an excellent graphics

program, and I can stand up to the competition coming out of Colorado. I can probably stand up to the competition coming out of the country now. It just makes me feel so good, and it's all because of Jenny inspiring us."

The bright future for UW's graphic design program includes some space in the new Visual Arts Center, which is scheduled to open October 2011. Venn says the center will feature two graphic design rooms with a client room in between them, giving graphic design students experience at having to meet with clients and brainstorm ideas in a "real-world" setting. There also will be a graphic design-specific computer lab.

Carson says the new building and the program's accomplishments stand as a testament to a commitment to graphic design.

"They can say there's a movement here and some progressive stuff," he says. "Whether it's me or a one-week speaker or someone like that, it's a good sign that they're supporting [graphic design]. Somehow they're coming up with the funds to bring in people like me and others to speak to relatively small classes. I think that speaks well to the university; not just because it's me, because I could pick a handful of other people they could have asked that would have pleasantly surprised me.

"As Venn said after my lecture, 'Thanks for giving us some street cred.'"

Alvarado now works for a local engineering firm as a graphic designer, but she also does post-baccalaureate work with Venn. Alvarado says the word will get out to the world about UW's graphic design program.

"The University of Wyoming doesn't have some small, little program that's going on day-to-day," she says. "It's growing, and we're winning competitions. We work really hard, and we're doing great work, so people should not discredit us because it's UW and it's not an art school.

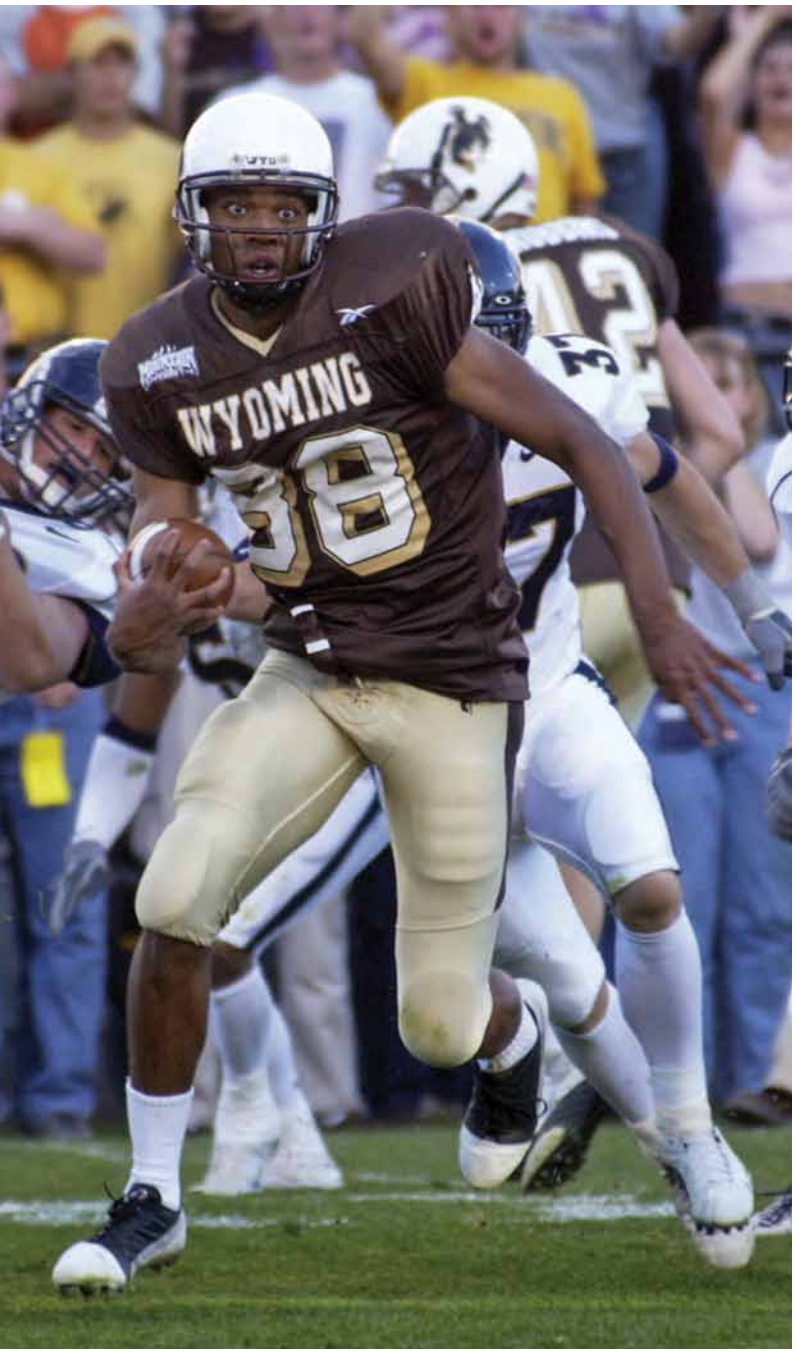
"A lot of seniors at the high schools think they need to go to an art school, but they can come to UW to any of the programs, especially graphic design, and they can come out holding their place against someone who went to an art school, and they've gotten a more well-rounded education." ❖

> "Graphic designers really are just communicators and storytellers. That's really all it is. Our job is to work with a client who has a message they need shared. They hire us to find a way to creatively share that message through any number of means, be it print, Web, or a package. Our goal is to communicate with the public what this client needs to say. We're the middle man who they hire to be the thinker, to come up with the good ideas, to make their product even more amazing than it is. They may come to us with a clothespin, and we turn it into gold. Designers have to find a story to tell about that product, and then they have to share the message. Bottom line, they have to sell it. It has to work.—Jenny Venn"

GOING

UW receiver runs tough route to the top

by Dave Shelles



When he was signed by the San Diego Chargers in 2004 as an undrafted free agent, Malcom Floyd was merely grateful for the opportunity to play professional football.

Six years later, the 2004 graduate of the University of Wyoming still is on the Chargers' 53-man roster. Not only that, but he's emerged as a starter at wide receiver, a far cry from hoping to hold on as a member of a team's practice squad.

"I knew I had the abilities to take it to this point," Floyd says. "I think it was a matter of believing even though I wasn't at the top of the depth chart in Wyoming. I stayed confident, and now I'm here."

Floyd had a breakout 2009 season, starting nine of the Chargers' 16 regular-season games, as well as in the Chargers' 17-14 playoff loss to the New York Jets in January. He had 776 yards receiving on 45 receptions with one touchdown. His abilities helped him secure a one-year contract worth $3.2 million, which he signed in June.

Though his current contract lasts only until June 2011, Floyd says he's fortunate to have stayed with one organization throughout his time in the NFL. Undrafted free agents typically play with many organizations—wherever there's an opening at their position is where they play. Fortunately for Floyd, a native of Sacramento, California, San Diego has provided him the most opportunities.

"Stability isn't easy, especially with this path I've taken," he says. "It's easy to jump from team to team, but fortunately they've kept me here, and I'm very grateful to be here as a Charger, still, going on seven years. I'm happy I'm still here, especially in California. I'm a California boy, and I love California."

The fact that he's spending his seventh season in San Diego indicates a certain amount of skill, which he says he acquired playing in pass-driven offenses at UW. A starter for much of his time at UW, he finished his career among the top 10 receivers all-time in receptions, yards, and touchdowns.

"Our passing game was pretty efficient, and that helped me carry that receiver mentality into the pros," he says. "There are a lot of good receivers that come out of the University of

LONG

Wyoming, and I'm really fortunate to be in the top 10 as far as yards and stuff like that. I'm really grateful that I'm on the list."

As a senior, Floyd was named an honorable mention all-conference player, but he considers his bachelor's degree in health sciences to be his biggest accomplishment from his time in Laramie. He credits his advisor and professors for keeping him focused on his studies.

"Lisa Shipley, she was my advisor, and I really want to thank her," he says. "She helped me out a great deal. I got my degree and was really happy to do that during my time there."

On the field, Floyd's favorite moment at UW was the 2003 Border War with Colorado State. He caught the game-winning touchdown pass from Casey Bramlet to give the Cowboys a 35-28 win. The Cowboys beat UCLA in the Las Vegas Bowl a year later, something in which Floyd takes pride, not only as a UW alumnus but as someone who played with a majority of the members of the 2004 team.

"I know we didn't have a nice run while I was there, but it was great to see the guys who came after me beat UCLA in that bowl game," he says. "There were some guys I knew on that team, and I was really happy for them."

Now that Floyd is firmly ensconced in the Chargers' starting lineup, he's looking forward to creating some newer great moments. Like every NFL player, he says he hopes to win a Super Bowl, but for the time being, he'll settle for continuing to get paid to play a game.

"I'll keep playing as long as my body holds up," he says. "My legs are still kicking, and I can still run up and down the field. So as long as I have my speed and quickness—and as long as I can beat the guys standing across from me more than they beat me—I'm still going to play." ❖

courtesy San Diego Chargers

Other UW football players currently in the NFL

Adam Goldberg, St. Louis Rams Started 14 of 16 games at tackle in 2009

Derrick Martin, Green Bay Packers Defensive back made 25 tackles in 14 games in 2009

John Wendling, Detroit Lions Defensive back plays primarily on special teams; has made 52 tackles in 48 career games

Devin Moore, Indianapolis Colts Made NFL game debut in September after spending 2009 season on Seattle and Carolina practice squads

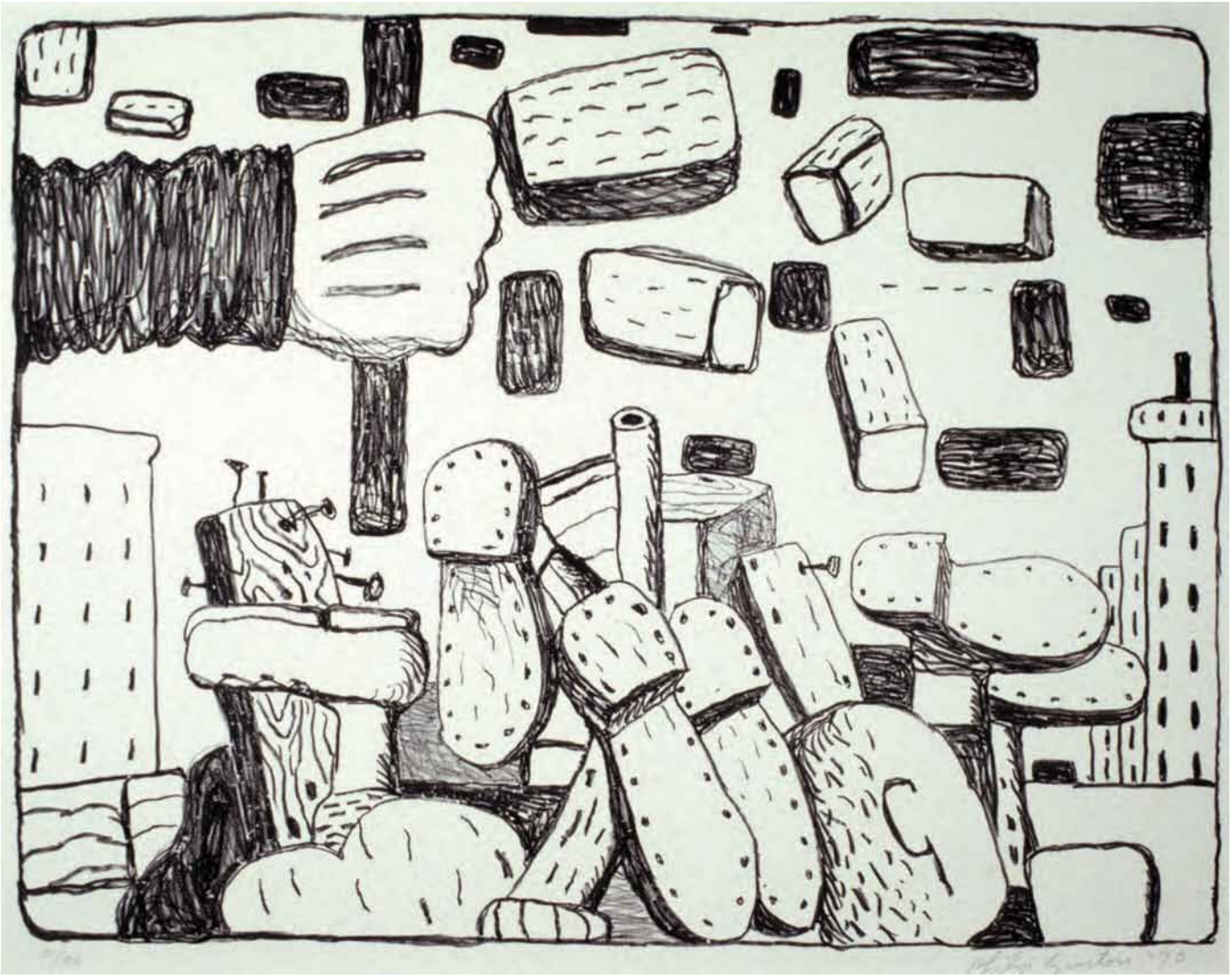
Floyd by the numbers

UW (all-time ranking among wide receivers)

2,411 yards (6)
186 receptions (5)
14 touchdowns (5)

With the San Diego Chargers, prior to the 2010 season

1,597 yards
97 receptions
9 touchdowns



Philip Guston (Canadian/American, 1913–1980), *The Street,* 1971, lithograph, 10 ½ x 26 inches, gift of Mr. and Mrs. Samuel R. Dorsky, University of Wyoming Art Museum Collection, 1973.256

Examining Cold War culture

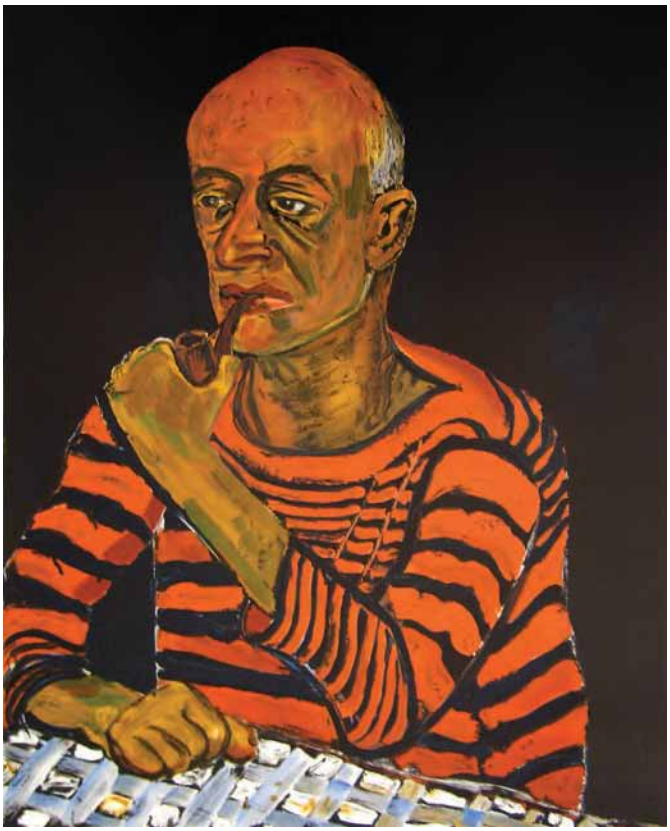
by Nicole Crawford

Who could imagine that the Cold War could bring together a diverse group of students and faculty to the University of Wyoming Art Museum?

The current undergraduate students at UW were born around the time the Cold War ended with the collapse of the Soviet Union in 1991. They don't remember when there were East and West Germany, Star Wars referred to a missile defense program, and the Russian invasion in the movie Red Dawn seemed plausible.

With the new exhibition, *Cold War in America: Works from the 1950s-1970s, Selections from the Art Museum Collection*, the UW Art Museum is integrating the art world of the Cold War era into student research and coursework, relating the art movements and genres to events during the Cold War. The exhibition explores the emotional upheaval and tension caused by the Cold War and its effect on American society, which became the muse for artistic development during the 1950s, 60s, and 70s in the United States. Not only did the United States become a superpower politically and economically, it became the new center of the art world in an atmosphere that allowed abstract expressionism, color field painting, pop art, and minimalism to develop.

Working last spring with graduate assistant Marit Maidla from the American Studies program, the art museum created an exhibition from the museum's collections to be used in direct conjunction with academic curricula. This semester Maidla is working as the graduate assistant for the Introduction to American Studies course, which is focusing on the themes, values, and ideas of the Cold War era in the United States comparatively to those of the former Soviet Union. As a result of Maidla's involvement, the exhibition has become part of the coursework and basis of research projects.



In addition to the American Studies program, three introduction and upper-level classes from the department of history are scheduled to view the Cold War exhibition as part of their coursework. The students are scheduled to meet in the exhibition space and, with the curator of collections, discuss the correlations between historical aspects from their coursework of the Cold War and the state of the art world during the same period. This might be many students' first visit to the art museum to view original artwork, and it will allow the students to view the artwork from an interdisciplinary perspective.

The exhibition also will be viewed by the printmaking class from the art department, who visit the art museum three times a semester to view prints from the art museum's collection from a technical aspect. Yet, this semester, these printmaking students will have an opportunity to analyze the works technically as well as in an art historical and global perspective.

Cold War in America: Works from the 1950s–1970s, Selections from the Art Museum Collection is on exhibit through Dec. 23, 2010. ❖

(above)
Conrad Marca-Relli (American, 1913–2000), *Untitled #7*, 1969, collage, 13 ⅞ x 15 ⅞, gift of Ms. Emily Mason, University of Wyoming Art Museum Collection, 1981.152

(left)
Alice Neel (American, 1900–1984), *A Bald Headed Man with a Striped Shirt – Pipe in Mouth*, ed. 73/150, 1980, lithograph, 23 ¾ x 19 1⁄16 inches, gift of Mr. Ernesto Ostheimer, University of Wyoming Art Museum Collection, 1982.180

Jobs

(The one where you were a carpenter)
Eight hours of the saw, electric,
and your hands dream
of the silver spin,
the cut,
pine and skin.

Everything you could make.
Everything that could unmake you.

(The one in the Mitsubishi plant)
You, made of tin,
thin as a violin string,
going where the fat
union man can't.

The belly of the smoke-
stacks. A length of time
unclocked. Black close
as cold fog. Imagine
the sudden arm
that finds you.

(The one in the greenhouse)
Repetition patterns
what's quilted on closed eyelids:
rows of posies,
rows of posies,
rows of posies.

Dirt ground
into furrowed hand.

(The one where you hauled granite)
A joke about Sisyphus: body
without self. Bowed
body strung bow-taut.

(The one where you counted soybeans)
Hill of beanscounter:

Everyone can amount
to something.

(The one at the lumberyard)
Storm spins out,
spiral widening the sky.

Hazard new hands given fork
lifts, hazard the levers, hazard
the hounding rain.

(The one in the chemical plant)
Into the drum
the turbine moves you:

Here, everyone knows someone
dead.

(After hours)
Eat an orange and
it's gone but for

the zest flesh
under the rind
of your nail,
the stinging smell,
the slow peel
going to seed.

Poem by Katie Schmid
Photo illustration by Trice Megginson

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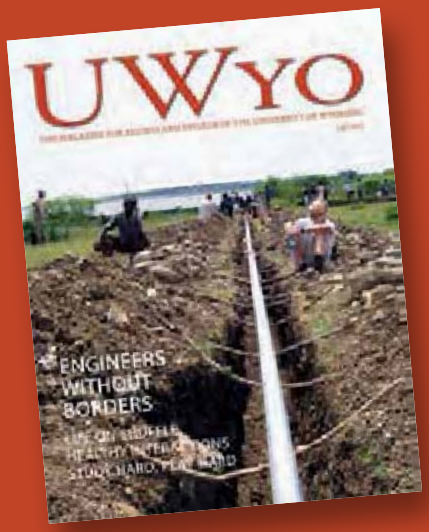

Welcome

to UWYO, the magazine that showcases the people who make the University of Wyoming great.

Our blend of features, news, and photography highlights members of the university community, its alumni, and friends who make the university a leader in research, teaching, service, and outreach.

Thank you for supporting UWYO and the University of Wyoming.

LOOK AHEAD TO UWYO

Tag along with UW music students performing an opera in a gym

Meet Wyoming Chief Justice Marilyn Kite

and much more