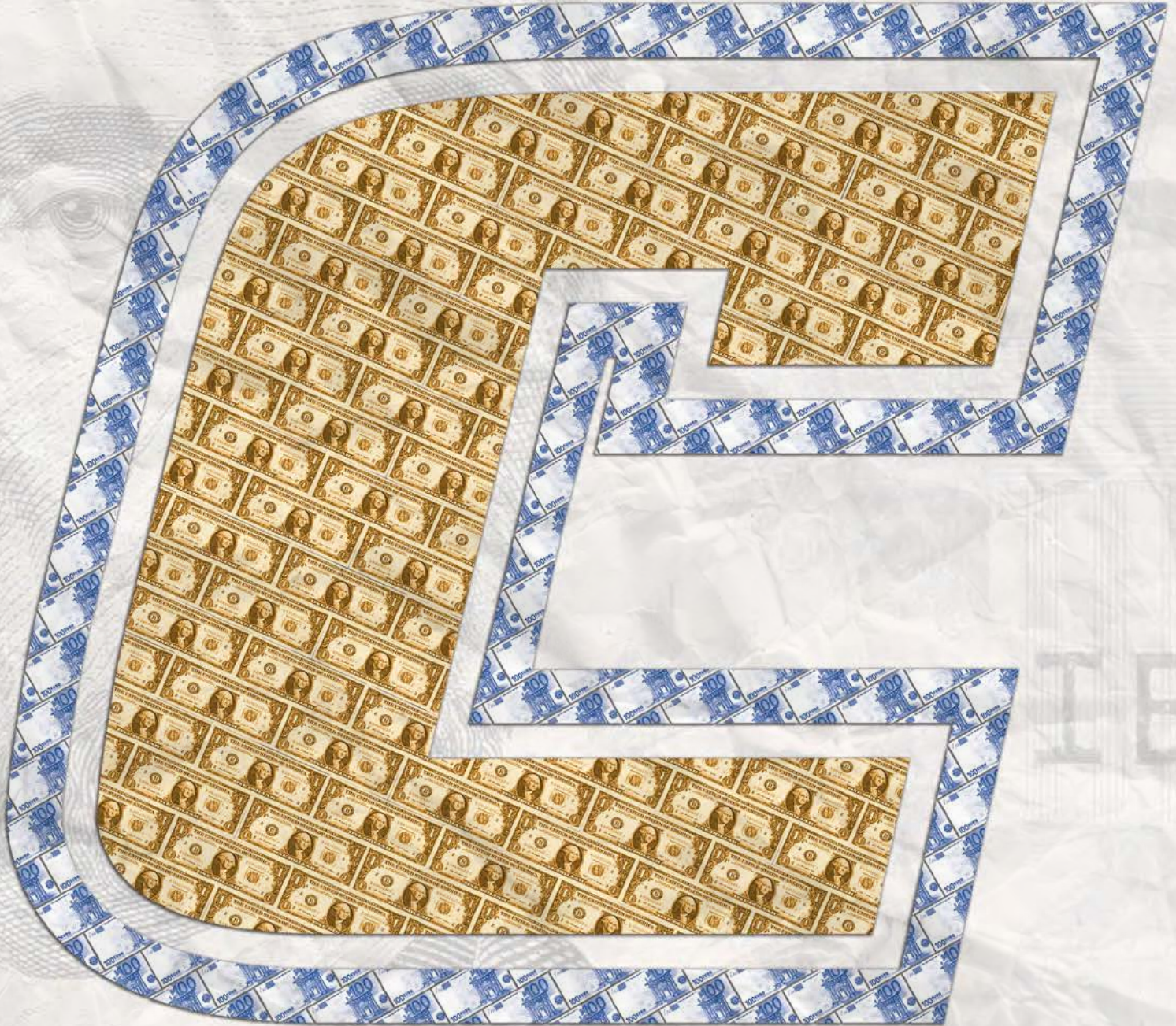


VOLUME 1

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

MAGAZINE

ISSUE 2



BUSINESS CLASS

UTC College of Business Sets the Gold Standard

University of Tennessee at Chattanooga Magazine

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MESSAGE FROM THE CHANCELLOR

Welcome to the second issue of our university magazine. Last fall's initial *University of Tennessee at Chattanooga Magazine* was well-received. In this issue, there are many interesting articles led by news about accomplishments in our College of Business. I think you will enjoy stories of the remarkable achievements of so many UTC people.

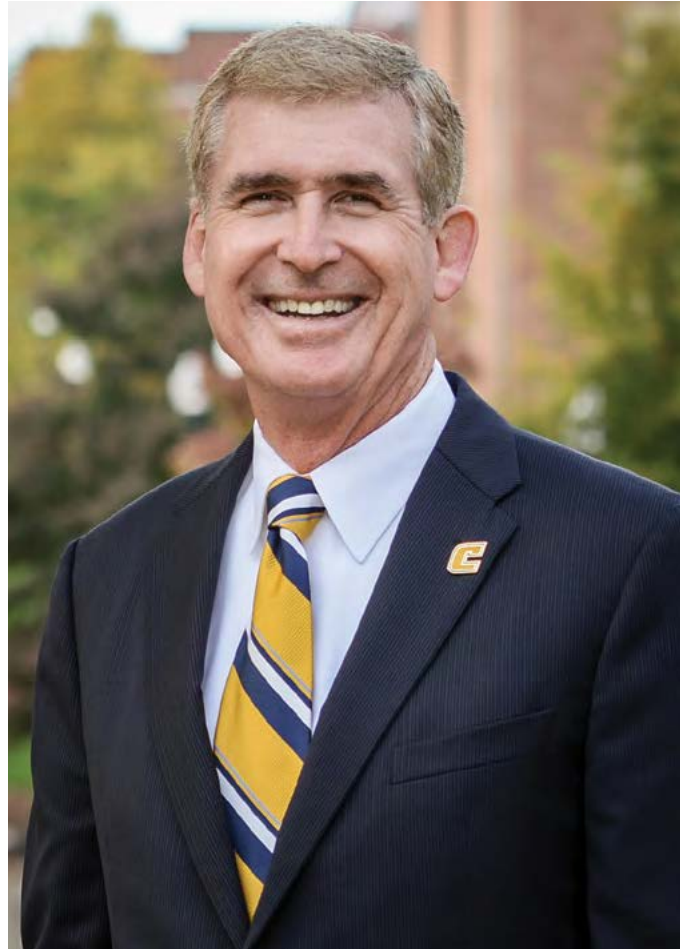
Successful outcomes at UTC begin with students. Through our Bridges Beyond the Classroom initiative we give them extensive hands-on experience. Internships with local and national companies and volunteer opportunities with community organizations open doors for students that extend outside the classroom. Our entire campus is dedicated to experiential learning.

College of Business programs include the SMILE Fund. This UTC group has taken an endowment of \$250,000 and increased it to \$285,000 through savvy New York Stock Exchange and NASDAQ stock market investments. Solution Scholars is a student-staffed research and consulting firm that helps small, local businesses become successful.

Students in the College of Engineering and Computer Science are working with TVA, Volkswagen, the city of Chattanooga, several hospitals and a host of other companies and corporations, aiding research, efficiency programs and manufacturing ideas. Students also use the SimCenter's high-performance computers on research projects for organizations such as NASA.

The UTC Nursing program answered a community need for elderly care by creating a minor in gerontology. Two graduates from nursing literally ran most of the daily functions of a Houston hospital for three days following Hurricane Harvey. The Department of Social Work began a new internship for students to work inside the county's Mental Health Court operating a program that substitutes drug, alcohol and psychiatric assistance instead of jail time to individuals who've been arrested. This fall, UTC will offer a new Master of Public Health, pending approval of our accrediting body.

Students in the Honors College have created UReCA, an online journal that publishes essays from college students from around the country. Honors students assign and edit the stories and handle management responsibilities for the journal.



It is indeed an honor and a privilege to serve as Chancellor of the University of Tennessee at Chattanooga. The people who are the university—students, faculty, staff, alumni, community partners—are doing incredible things for our community, our university and each other.

A handwritten signature in black ink that reads "Steven Angle". The signature is written in a cursive, flowing style.

Steven R. Angle
Chancellor

UTC College of Business

BOOM OR ~~BUST~~ BOOM!

UTC College of Business students participate in Resume Week during which community business people offer valuable advice on getting a job.

THE UTC COLLEGE OF BUSINESS refuses to stay still—or even stay in the classroom.

While classroom instruction is critical, administrators and faculty in the college understand that an important component of learning and preparing for a career takes place off campus. At UTC, business students are highly encouraged to pursue internships at local companies, join real-world programs in the college and volunteer for organizations in the community. The experiences broaden perspective as well as make it easier to land a job after graduation. A UTC education includes Bridges Beyond the Classroom.

The student-led SMILE Fund teaches students how to buy and sell in the stock market. Solution Scholars shows students how to use databases and research to meet the challenges of small businesses. Living and Learning Communities brings together groups of 20 to 25 first-year students who share majors and schedules and live in a communal space. They visit area businesses and volunteer their time to help other students.

International Business Experience courses and sponsored study trips are offered throughout the year. In 2017, business students visited Paris, Mexico and Argentina. This year, trips will be taken to Germany and the Balkans.

Throughout the year, leaders from across the spectrum are brought onto campus to give all UTC students a chance to learn about effective leadership characteristics and practices in a variety of industries. Former Tennessee Vols football coach and current Athletic Director Phil Fulmer and U.S. Senator Bob Corker have offered their thoughts to students.

In 2017, the College of Business hosted the Southeast Entrepreneurship Conference which attracted students from colleges and universities around the country. Students heard from founders of successful start-up companies, investors, and digital marketers and learned about social entrepreneurship. Combining classroom instruction and real-world experience, the UTC College of Business prepares its students for their future, whatever path it takes.

REAL-LIFE INVESTING

by Shawn Ryan

► HUNTER CARROLL DOESN'T “want this to sound bragg,” but it kind of does. And, deservedly so.

“I think that being in the SMILE Fund, especially if you take it seriously ... I think you really do leave college with the mindset of a late 20-year-old in the investment world,” Carroll says.

Carroll's confidence is a common theme running through students who are part of the UTC College of Business' SMILE Fund. Created in 2015 with a \$250,000 endowment from the UC Foundation, the fund—SMILE stands for Student Managed Investment Learning Experience—allows students to invest in the stock market.

Real money. Real wins and losses. Real world. No Monopoly money here.

In five years, the students have grown the endowment to \$300,000. Essentially, they are financial advisors with the UC Foundation as their client. They must research various stocks, make the carefully-considered but ultimately gut-level judgments on which stocks to buy and which to sell, when to buy and when to sell. “We have a saying, ‘It's better to be wrong for the right reasons than to be right for the wrong reasons,’” says Dr. Hunter Holzhauser, UC Foundation assistant professor of finance and faculty advisor to SMILE. Although final decisions are OK'd by the faculty advisor, students who've been part of SMILE say it's a rare moment when they're overruled.

“You gain experience that you just can't get in a classroom,” says Carroll, president of the fund. “You hear it in class and you know that it's important, but it gives you the experience to see what you're learning in class applies to the real world.”

In conversation, SMILE students use terms like “financial modeling,” “quantitative and qualitative research,” “derivatives,” “equities,” “algorithms” and “commodities”—and actually know what they mean. They come off so knowledgeable and self-assured, one is tempted to reach into his pocket, pull out whatever money is there and give it to a SMILE broker, saying “Invest this for me.”

Outside the classroom

Dillon Martin says that while classroom lessons are essential, much of his ability to navigate the nerve-wracking world of investments without going gray can be traced to the SMILE Fund.

He points to a trip to New York, meeting and greeting “big-time” movers and shakers in the world of finance. There was the opportunity to meet and talk with people from Barclay's, the New York Stock Exchange and TD Ameritrade. It was somewhat daunting to talk shop with titans of the financial industry, he admits, but he also came away with something valuable:

“I knew that there wasn't magic to it.”

“We know the same things they know,” says Martin '16, who now works full-time at Merrill Lynch in Chattanooga. “We can understand it just as well as anybody else. It instilled a whole lot of confidence and it took away a lot of anxiety. Once you take away that worry, it levels the playing field.”

For many SMILE students, jobs are waiting for them before they even



Isabella Loza-Ortiz



graduate. Martin's job as a financial advisor at Merrill Lynch was waiting for him.

Isabella Loza-Ortiz '16 has her name on an investment analyst position at Unum before she picks up her diploma. Carroll, who graduates in May, doesn't have a full time job yet, but he's hardly worried. "I have countless business cards in my apartment from people I've met through the SMILE Fund. One of my drawers at home is dedicated to throwing business cards in," he says.

Today the fund has about \$285,000, according to Holzauer. While the fund has had its dips, it has spent almost all of its two years on the positive side of the ledger, he says. SMILE uses the S&P 500 as its benchmark, trying to maintain its growth—or losses—at the same level as the index and overall it's growth rate has been better. Eight months into 2017, "We were at about 1.5 percent above the S&P," he says. "If you're beating your benchmark by 1 or 2 percent every year, you can't ask for more than that."

Over the summer, two high school students called Holzauer, asking specifically about the SMILE Fund and whether freshmen can be part of it. Yes, they can, Holzauer told them.

The University of Tennessee was also on their radar to possibly attend, he says, "but they wanted to come to UTC, and getting in the SMILE Fund was a high priority."

If students decide on UTC, however, they must realize that there's no slacking in the fund. Don't do the job? You'll be fired, just like you would in real life. "I hire and I fire and I fire a lot," Holzauer says. "It's usually pretty shocking to the students, but it's good. I think it sends a message: This is real."

Real-life excitement

Ashley Nichols '07, an investment officer at Unum, has been part of the fund's professional advisory board since day one. And yes, she sees the financial professionalism exhibited by SMILE students, but another talent stands out even more. "To me, it's about—No. 1—learning to communicate ideas verbally, to get up in a room full of peers and professionals who give you feedback." Giving presentations in a boardroom-like setting is a frequent task when you're dealing with financial and investment issues, she says, and it's a unique situation for SMILE students to do the same thing. In those situations, they must learn how to be confident and knowledgeable—and non-sweating—when they're "peppered with questions and have others pick apart their thinking."



Students use the Bloomberg Computer Lab to keep up with SMILE Fund projects.

“They’ve been up there and they can take it,” she says.

Loza-Ortiz joined the SMILE Fund in January 2015, six months before the endowment—i.e., the cash—was officially handed over. Students and faculty used the time to iron out some of the kinks in their systems, making sure everyone knew their jobs and how to do them.

The idea that they were handling \$250,000 wasn’t so scary as much as “exciting,” says Loza-Ortiz, who graduated with a degree in finance. “It meant you cared about it a little bit more; you were more interested in the whole process, more accountable.” She has no hesitation about SMILE’s influence in her life. “I would say that it changed my career.”

Special abilities

Paul Payne, senior financial advisor at Merrill Lynch, hired UTC’s Martin to be on his four-person team in part because of what the student had learned while working at the SMILE Fund. Martin was blessed with “a magnetic personality” that draws people to him and convinces them to trust his abilities, Payne says, but the lessons he learned at the SMILE Fund raised him to a higher level.

Payne points to a statement from the book *Every Good Endeavor: Connecting Your Work to God’s Work*: “We are most fulfilled when our passion and competency

intersect at our highest point.” Says Payne, “What I saw in Dillon was here was someone who had passion about what he did and yet exuded a great sense of competency.”

Martin is not hesitant to credit SMILE with the certainty he has in his abilities. Such confidence may not be something that other finance undergraduates feel when they leave school, he believes. “The SMILE Fund allows us to operate from a position of strength when we come out of undergrad. Most students, when they come out of undergrad, I don’t think are in that position of strength. They’re coming out in a position of kind of begging, ‘Please give me this job’ as opposed to ‘Why I think I fit here.’” **C**

DR. MICHAEL JONES, Interim Dean for the UTC College of Business

Dr. Michael Jones, Interim Dean of the UTC College of Business, has been a faculty member of the university for 19 years. Before stepping in as interim dean, he served the previous seven years as associate dean. Jones also has served as the department head for the Department of Finance and the Department of Marketing and Entrepreneurship, as well as the director of accreditation for the College of Business.

“It’s been rewarding to have been involved with the College of Business for the last 19 years and to see how business education has evolved,” he says. “I’m so proud to see the continued success of our alumni

and how so many of them return to UTC to share their knowledge, speak to our classes and clubs, participate in programs like our mock interviews and mentor our current students. That type of real-world interaction is so important to help prepare our students for today’s ever-changing business environment.”

Jones earned a bachelor’s in finance, a master’s in marketing and a doctorate in marketing from the University of Alabama. He has published more than 25 peer-reviewed journal articles, and his research on the marketing of mutual funds has been cited in the *Wall Street Journal*, *USA Today*, *Time* and *Money*.



EDUCATIONAL MATCHMAKING

by Shawn Ryan

► BERNADETTE DEPREZ KNOWS FIRSTHAND the value of understanding both medicine and business. Serving as nurse administration systems coordinator in the UTC School of Nursing, DePrez has both a Doctorate in Nursing Practice: Nursing Administration Systems (DNP:NAS) and a Master of Business Administration (MBA).

She has used both in her career.

Working on the clinical side teaches expertise in dealing with patients while having an MBA helps understand the dollars-and-cents of healthcare, says DePrez, who came to UTC in August 2017 after serving as chief operating officer and chief nursing officer at Tennova Healthcare in Cleveland, Tenn. “You have to understand finance and clinical to marry those two to make your case, to justify getting resources,” says DePrez.

An example of such educational matchmaking began in January at UTC. This new program, MSN to MBA, is offered online and is one of just 10 such programs in the country. It will provide benefits to both nursing and business students.

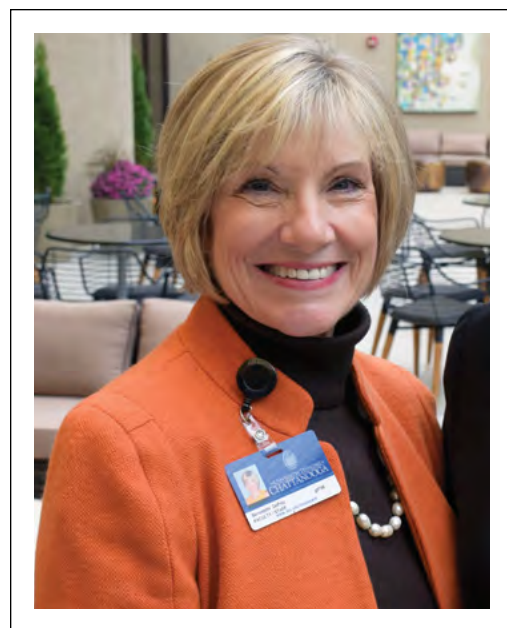
To earn a DNP:NAS, students must take such courses as finance, organizational behavior and strategic management, but those classes are focused on nursing and medical environments. With those courses under their belt, students can take another 21 credit hours in business and earn an MBA, which gives them deeper insight into standard business practices. Conversely, business students who have taken the necessary courses for an MBA can take 15 extra credit hours that focus on healthcare administration.

The College of Business already offers specialized master’s degrees in concentrations of finance, human resources and business analytics, says Mike Owens, assistant dean of graduate programs in the College of Business. But there also was a need for one in healthcare administration because Chattanooga has many healthcare-oriented companies such as BlueCross BlueShield of Tennessee, Cigna, Unum, Erlanger Hospital, CHI Memorial Hospital and Parkridge Medical Center, Owens explains. However, since UTC’s College of Business lacks faculty with expertise in healthcare, he says, it makes sense to partner with the School of Nursing, which already has graduate-level courses in healthcare administration.

“Allowing DNP students to take the MBA courses can be done much more efficiently than offering standalone courses to both sets of students,” Owens says. “And increasing the professional diversity of the students in these courses makes for a much more enriching experience for all students.”

Carolyn Schreeder, a registered nurse and lecturer in the School of Nursing Graduate School, designed the new MBA program for UTC using other colleges’ programs as a template. Her job as the former administrator of renal systems for Erlanger is “why I know these courses are so valuable,” she says.

Adds DePrez, “Having an MBA is very valuable because you can talk return on investment; you can speak the language of the CFO and get the resources you need for the patients.” To illustrate her point, she recalls a specific issue she encountered at Tennova.



Bernadette DePrez

In an attempt to reduce hospital-acquired infections, a problem worldwide, she wanted to use a solution that kills germs on the skin when bathing patients in the intensive-care unit. Doing so would save money because the cost to treat hospital-acquired infections comes straight out the hospital’s pocket since insurance, Medicare and other forms of reimbursement won’t cover them. “There was going to have to be an outlay of money to start doing that, to get those supplies,” DePrez recalls. “It was going to cost money to implement the program. But through return on investment, I could show that it decreases hospital-acquired conditions and then the savings would outweigh the outlay of money.

“To do something that has a good clinical outcome and increases your reimbursement, you’d really have to understand clinically what to do and then what the financial implications are going to be.” **C**

SOLUTION SCHOLARS

Students as Business Consultants

by Shawn Ryan



► For Peyton Miller, the value of the Solution Scholars program is unquestionable. “It is a fantastic program; the pinnacle of my experiences as an MBA student,” he says.

High praise for the program in UTC’s College of Business which pairs students with local businesses who need help problem solving or, in other words, figuring out what they want to do next. Examples? A local business may want to market a new product or perhaps expand an existing product into new markets. Or, they may have only a vague notion of “what’s next.”

“I’d call it a laboratory for business students to take what we learned in the classroom into a real-world setting,” says Miller, who landed a job as data analyst at Cigna earlier this year while he was still a student. He says Solution Scholars was “100 percent” of the reason he was given the position.

During his time in the program, Miller and other students examined the accounting systems of a local manufacturer, “tasked with kind of exploring the strengths and weaknesses of their current system and suggesting alternative ways for them to do managerial accounting.” Adds, Miller, “It sealed the deal with me [at Cigna]. Being able to take that experience and especially talk about it in the job interview was very impressive.”

Core values

At its core, Solution Scholars is a genuine consulting firm that teaches students skills for jobs outside of UTC. Students in the program pour over databases, digging out statistics, competitive comparisons and other details they ultimately present to the business client. Using the information, the firm can decide to move ahead with its plans, move in a different direction or, in some cases, realize that its plan isn’t at all what is needed.

“We get a lot of requests from clients about data: Tell me about this market. What’s the size of it? How many competitors? Should I go in this direction or that direction?” explains Beverly Brockman, head of UTC’s Department of

Marketing and Entrepreneurship. “It’s extraordinary for our students to be able to do work that’s building their resume and also become meaningful for them. They’re getting a combination of hard skills and soft skills. They’re learning the basics of business research. They’re learning about databases that most of them didn’t even know were out there. How do you access this data? How do you pull it? And how do you analyze it? They’re also learning how to work as a team.”

Launched

Created three years ago, Solution Scholars is a credited course that employs three graduate and undergraduate students each per semester. With the grad students managing the undergrads, they are given business clients with which to work. While constrained by time—the work must be done by the end of the semester—teams come up with suggestions and advice for the businesses, which are vetted through the Tennessee Small Business Development Center located in Chattanooga’s North Shore.

“The business owners just don’t have the time to do this. So our students bring the knowledge of how, the time to be able to do it, and they listen well to what it is the client needs to know,” says Liza Soydan, director of Solution Scholars who teaches the Opportunity Analysis class at UTC that’s part of the program. “They also come up with new things the client might need to know. It’s very much an interaction between the students and the client,” says Soydan, who owns and operates a Chattanooga research firm.

Businesses have their own responsibilities, says Lynn Chesnutt, managing director of Tennessee Small Business Development Center. “What we expect from our client is a certain amount of engagement, that they have a good grasp on their business, and where they’re going,” he says. “We want people who will take the information that Solution Scholars



left: Peyton Miller
right: Katrina Garcia talks with Michael Rice.

gives them and utilize it because it's valuable and they're getting it at no cost."

To date, UTC students have worked with a variety of companies, from healthcare to manufacturing, from restaurants to retail stores. "I don't say no," Soydan says. "The weirder and more interesting it is, I think the better the opportunity for students. I want these experiences to help them get the jobs they want to have and that is very tangible. I actually see the work. I see them interact in professional settings; all these things that it's hard to just know from a class environment."

Coffee klatched

Michael Rice, owner/operator of Mad Priest Coffee Roasters, turned to the data-crunching abilities of Solution Scholars last year when he was trying to decide how to expand his business. The current Broad Street location would quit serving coffee and become strictly a roasting location? The new space would be a combination coffeehouse and cocktail bar?

Using information culled from several databases, UTC students examined what other Chattanooga coffeehouses were doing as far as their hours and menus, what demographics Rice should try to attract for the new location, and how to brand the new business and other statistics, he says.

The work of Solution Scholars "absolutely" helped him make a decision, Rice says, even though that decision was not to open a new location at that time. Using essentially the same information Solution Scholars put together last time, he will open a coffeehouse/cocktail bar on Cherry Street in a few months.

"They're still working with me," he says.

Grace McPherson, a UTC Honors College student and also a Solutions Scholar, is so enthused about the program that sparks could be coming off her fingertips. Although her major

doesn't seem to lend itself to the program's focus, McPherson says she is interested in entrepreneurship as a whole and wanted to dive deeper into the subject.

"I'm tentatively thinking about starting my own business or working for an internship post-college," she explains. "I'm a computer science major so I don't get to be in that field as much as I would like. This was an opportunity to really see the kind of nitty-gritty decisions that entrepreneurs make because you're right there as they're trying to make decisions and figure out what they're going to do," adds McPherson, who will graduate in May. "It's the ability to take data and turn it into knowledge, something they can actually use and base their next decisions on that. It's linking left- and right-brain thinking, taking the logical right brain and meshing it with the creative left brain."

Sometimes, students decide a client is going in the wrong direction or needs a basic, starting point. "What kinds of questions that they should have asked because sometimes they don't know," McPherson says. "Looking at the questions and where there were gaps and going, 'Oh, they might also want to know this' and providing them with such. It's very satisfying when you come up with one of the questions and that's the one they wanted to go deeper on."

Miller describes Solution Scholars as very hands-on. "It allowed me to use all the different areas of business I was learning in the classroom—marketing, accounting, finance..." he says. "You're analyzing data that is often not very clear, often ambiguous, and you make educated inferences from that data."

Classroom education is essential, Chesnutt points out, "but I also think you've got to partner that with real life. These students have to see the way it is in the real world. Professors can teach business theory and it's necessary. But how do you apply that to the real world so you can go forth and conquer? These students are the leaders of the future." **C**

STUMBLING BLOCKER

by Laura Bond

Jaelyn Wooten-York

The saying “it’s all about who you know” couldn’t be more true for recent UTC graduate Ashton Mitchell.

When she walked across the stage to receive a bachelor’s degree in accounting late last fall, she already had a full-time position lined up at Ernst and Young in Birmingham, Ala. Mitchell credits Jaelyn Wooten-York ’04 ’14, the career services advisor in the UTC College of Business, for helping her land her dream job. “She’s always been so helpful. I don’t have to send an email or make an appointment. I can just text her. Even when she’s on vacation, she’ll respond. She never made me feel like she didn’t have time for me,” Mitchell says.

Mitchell was a freshman when she first met Wooten-York. Throughout Mitchell’s time at UTC, the advisor helped her secure several internships and, eventually, a contact that led to her job at Ernst and Young. “She sees the best in everyone. She sees your potential even if you don’t see it in yourself quite yet,” Mitchell says. “I wouldn’t be where I am today without her.”

That personal approach embodies Wooten-York’s philosophy. After graduating from UTC, she recalls feeling like she was “stumbling through” her career. “I ended in corporate finance, which wasn’t what I had envisioned for myself. I enjoyed it, but now, in this job, I don’t feel like I’m just coming into work. These students are so incredible. They’re so on fire about doing well and accomplishing things that make them into good job candidates,” Wooten-York says.

“I want to help students to be strategic about what they’re doing and not just stumble through like I did. I want to be the

person I wish I had been while in college. I didn’t have a ‘me,’ an advisor to help me figure out what I wanted to do.”

In addition to helping students with course selection, interview preparation and career decisions, Wooten-York also coordinates the Business College’s internship program and Living and Learning Community (LLC), a residential program for freshmen business students. Under her watch, the internship program now offers more than 500 internships to students, a 1,470 percent increase over the past five years. Now, more than two-thirds of undergraduate business students complete an internship while attending UTC.

For Irene Hillman, the manager of career services at the UTC College of Business, the numbers speak to Wooten-York’s passion for her job. “She sees her job as a personal mission to prepare students to be the best version of themselves as possible. She takes her duties very seriously and is highly invested in her students,” Hillman says. “Seven of the students from one of her recent LLC groups have internships. It’s very rare for a student to get an internship as a freshman, and several have accomplished that through her program.”

It’s all in a day’s work for Wooten-York. Building up a student’s confidence so he or she is brave enough to shake hands with a hiring manager is just one of her many goals. “Everything about college and your professional career is what you make of it,” she says. “When you get yourself out of your comfort zone, that’s when you start growing and that’s when you start landing things.” **C**

ONE OF A KIND

by Sarah Joyner

♪ *Come all without, come all within* ♪
You'll not see nothing like the Mighty Quinn ♪

► IN 1967, DURING THE HEIGHT of the British Invasion of music to the U.S., English rock band Manfred Mann recorded a Top 10 song entitled “The Mighty Quinn.” The song extolled a one-of-a-kind person. Such is the case with UTC’s Emily Quinn ’12, ’15.

The assistant director for UTC’s Disability Resource Center (DRC), Quinn exudes a kind of warmth that makes even the most anxious person feel comfortable. Strangers visiting her first-floor office in the University Center enjoy relaxed, natural conversation.

“Emily is very approachable and students really like to get involved with her,” says Director of the DRC Michelle Rigler. That friendly demeanor is what makes Quinn’s work with students so successful. Quinn recently participated with the Social Issues, Equity and Diversity Committee Chair for the Student Government Association, Simone Edwards, to create an event to bring accessibility awareness to campus.

As Edwards took the lead, Quinn supported her ideas and together they crafted Mindrunner, an obstacle course where participants were tasked with finding ways to make certain situations become more accessible. One Mindrunner station challenged participants to create a social media post that was accessible for someone with a screen reader—an assistive device for “seeing” a screen when vision problems make it impossible. Participants had to figure out how to describe an image they were posting to Instagram in a way that, even if someone couldn’t actually see it, they would understand what was going on in the photo.

“That was hard for people to understand,” Edwards says. Most participants would look at a photo and describe it with just a few words, “people smiling,” for example. Then she would say to them, “Close your eyes. Let me read this out loud to you. Can you understand what this image is supposed to be?” Edwards adds that station in particular was a success for raising awareness about everyday accessibility.

Mindrunner and other, similar events are exciting, Quinn explains, because they are student-led and student-designed. The initiatives are key to promoting a culture of accessibility on campus because they are more impactful. Their power is stronger when the events are backed by peers instead of an office of the university. “We want to live access. We want to make sure that everything is accessible, and I think students can get us there,” Quinn adds.

Quinn was working full-time in the DRC and earning a master’s in special education when she co-authored the BASICS College Curriculum now used in the DRC’s nationally acclaimed MoSAIC program. Collaborating with Director Rigler and MoSAIC Assistant Director Amy Rutherford with

its development, MoSAIC supports the needs of UTC students with autism spectrum disorders and includes a four-year, credit-earning curriculum with four distinct courses: Independence, Social and Study Strategies, Developing Identity, Strengths and Self-Perceptions, Turning Skills and Strengths into Careers, and Developing Workplace Skills.

Quinn explains that searches for the material they wanted to use in the MoSAIC program continually came up empty; they couldn’t find any; they couldn’t buy any.

So they built it. Now, universities and high schools throughout the country, including Austin Peay State University and James Madison University, are using the MoSAIC curriculum, including its textbooks, to supplement their own programs for autistic students. When the Southern Conference recently named its All-Southern Conference Faculty and Staff Team—a group of distinguished individuals hailing from institutions throughout the conference’s membership—Quinn was honored for “bringing out the best in others and creating conditions for success.”

She has embodied this spirit since she began working with the DRC staff as a student eight years ago, says Rigler. “She is an advocate for doing things that are right just for the sake of doing them because they’re right,” Rigler says.

“There’s something really empowering about this university experience that was so critical and important to me,” Quinn says. She’s passionate about ensuring that, despite physical or mental disabilities, any UTC student can have that similar experience because going to college is more than just taking the classes and getting a degree. It is also about growing as a person and a professional. Quinn is proud that there’s already a gaining culture of accessibility among faculty and staff at UTC.

“If you are going to seek out the university experience,” Quinn says, “you want to know that the people who are going to be leading that institution or facilitating the discussions in the classrooms are prepared to do so, that they support and are open to welcoming every student who comes in. They’re here to teach and to engage.”

That is exactly what she is seeing at UTC. “We do see students first.” **C**



Emily Quinn

THE**R**APY EN POINTE

by Sarah Joyner

► IT'S A TUESDAY NIGHT and the studios at Chattanooga Ballet's location in North Chattanooga are brimming with dancers. Music trickles into the halls and the occasional instruction from a teacher can be heard clearly over the rhythm of feet on the floor. At the back of the building, in a small dance studio with a mirror-lined wall, the scene is different. Clusters of students in navy Polos or professional attire with UTC name tags mill about stations with medical treatment tables, chairs, step stools and tools for various ways of measuring the human body.

As the fall season for Chattanooga Ballet begins—and before rehearsals get too heated—third-year UTC physical therapy (PT) students, under the leadership of lecturer Julie Bage, have set up this studio space to provide pre-screening for Chattanooga Ballet dancers. The screening determines their physical strengths and weaknesses. With this knowledge, dancers and their instructors can plan rehearsals and build strength to improve the health and technique of each dancer.

A dancer clad in leotard and tights steps through the doors. She is directed to the first station, where she is instructed to step on and off a step stool for three minutes. The dancer keeps pace with a metronome's quick beat as her feet steadily step onto the stool and hit the floor over and over again. The station tests the dancers' cardio fitness. Their heart rate is checked before the exercise, right afterwards and once again following a minute of rest.

As more dancers enter the studio, they make their way through each station. UTC students stretch dancers' legs, have them balance with their eyes closed and measure the dancers' range of motion. "I think this is a really cool opportunity for us to pre-screen these ballerinas just to see: Are they predisposed to injury? The screening that we're doing is really specific to the strength and range of motion that dancers need to be successful in their careers," explains Chaney Sullivan, a third-year PT student. "So we can look at where they are lacking and determine if this will predispose them to injuries. We can give them recommendations on things to do to, hopefully, prevent injury as their career and as the season develops," Sullivan says.

Tonight is just the beginning of the interactions physical therapy students will be having with Chattanooga Ballet dancers. And from this first meeting, the dancers are already gaining valuable insights into their bodies and physical training. "I'm very excited to see all the results. In the ballet world, you train every day at barre and things like that, but I would love to know what I need to be doing outside of the studio to cross-train," explains Samantha Cole, professional dancer with the Chattanooga Ballet company.

Abigail Haynes, a dancer training with the ballet's professional company, says she's "never done anything like this." She adds, "I wish I would have been able to do more like this growing up. Hearing all the things that they're saying. Some of it, I knew that was going on. But other things I'm thinking, 'Oh, that's interesting. That might be why I'm doing this in the classroom or why this hurts at night.'"

Personal experience

Before she was a student at UTC, Elizabeth Harrison was a dancer. The 2016 graduate danced professionally with Nashville Ballet for three years, enduring a broken bone in her foot and hip surgery while part of the company. Both injuries required rehabilitation with physical therapy. "My injuries while dancing are a big reason I was led to physical therapy as a career," Harrison explains. "Dancers are athletes of a different sort. Rehabbing a dancer the same way you rehab a soccer player, for example, is not advantageous to the dancer/patient. With my knowledge of PT and dance, I wanted to blend the two to help people dance safer, smarter and longer," Harrison says.

Harrison began working as a dance medicine specialist with Nashville's Susan Underwood Physical Therapy after she graduated from UTC. The private outpatient physical therapy clinic treated her injuries when she danced with Nashville Ballet. Susan Underwood Physical Therapy is the official provider for ballet company dancers. The relationship between Nashville Ballet and Underwood is one that UTC's Department of Physical Therapy has used as a model while partnering with Chattanooga Ballet to treat dancers in the local community.

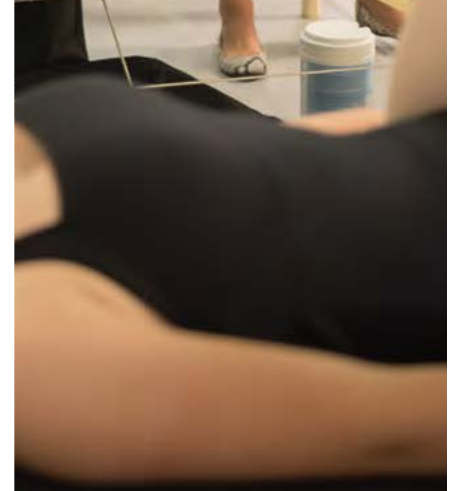
A few PT students participating in the program have backgrounds in dance; however, most knew very little about what goes into the athletic art. Physical therapist Bage is teaching the elective course. She danced professionally and has a background in treating dancers with physical therapy. This creative approach, says Bage, teaches students to think outside the box. Whenever they treat patients with unique situations or demands, students won't wilt under pressure. Instead, they'll rise to the challenge because they know how to take a step back and analyze the system and the movement to find a solution.

"They (the PT students) are looking at a very novel movement analysis model," explains Bage. "They're having to take all the nuts and bolts they've learned about a normal running gait or normal movement patterns and I've said, 'OK, let's take what you know and now let's turn everything on its ear. Turn it 90 degrees to the side and figure out now where the stress is. What muscles do we have to use to support that?'"

The UTC link

Andrew Parker joined Chattanooga Ballet as company artistic director last year. In the past, he worked with ballet companies that had partnerships with physical therapists similar to the relationship between Nashville Ballet and Susan Underwood Physical Therapy. He saw firsthand how partnering with physical therapists kept dancers healthy and improved their form. Parker knew that was something he wanted to bring with him to Chattanooga and recognized the resource UTC could be. “While injuries are unfortunate, they do happen in physical activities like ballet and sports,” Parker says. “We want to be ready to offer our dancers and our students support right away so that they can heal quickly and get back to what they love doing.”

Parker first approached Nancy Fell, UC Foundation professor of physical therapy, who brought Bage into the mix. For their first collaboration in 2016, Fell, Bage and a few volunteer students provided support to Chattanooga Ballet dancers during their December production of *The Nutcracker*. The therapists waited in the wings of the Tivoli Theater and assisted dancers during the rigorous performances. The relationship, Parker says, will be a win-win for all parties involved. He’s hoping this experience will be as fruitful for the PT students as he knows it is for the dancers. “These are the kind of partnerships that Chattanooga Ballet seeks out. We’ve done other partnerships with other places and organizations in town, but UTC and its Physical Therapy Department are high priorities for us. We look forward to strengthening the relationship in the coming seasons.” he says. **C**



Physical Therapy students work with Chattanooga Ballet performers.

**MORE ON THE WEB:
utc.edu/ptBallet**

CLEAR AND PRESENT DANGER

by Shawn Ryan



Spratt works in his lab.

MORE ON THE WEB:
utc.edu/MRSA

► **MICROBES. NOT TO FREAK ANYONE OUT**, but they're all around us. In the air. On the ground. On your skin. On everything you touch.

Some are good, essential to our lives. Some are just kind of there, not doing much of anything one way or another to us. And some can make us sick, even kill us. Those are the ones that UTC's Dr. Henry Spratt and Dr. David Levine are studying.

For the past five years, the two have concentrated on microbes in medical environments, including hospitals, clinics, doctors' and therapists' practices. They've searched floors, tables, walls, beds—just about anywhere—and have found microbes everywhere. Many are far from friendly. "Sadly, a lot of the microbes that we isolate from these sites are pathogens or potential pathogens," says Spratt, professor of biology, geology and environmental science. "They are spreading fairly rapidly, and it depends on the area you're looking in."



Hospital conundrum

For years, the U.S. Centers for Disease Control have been pushing for the eradication of microbes that cause illnesses and other problems in hospitals and medical settings. Known as “healthcare-associated infections,” they’re a major problem across the world and, in some cases, causing more damage than a patient’s original illness. While outright elimination of all microbes is impossible, the hope is that their numbers may be reduced to the point where they’re no longer an ever-present danger.

In Chattanooga, Spratt and Levine have focused on “identifying problem areas potentially in hospitals, especially in some of those units where bacteria can survive and potentially spread and infect patients,” says Levine, professor and Walter M. Cline Chair of Excellence in the Department of Physical Therapy. “A facility can either—if they know that things can be better—they can hide or they can try to fix it,” he adds.

The most serious issue may be that one fast-spreading pathogen in all medical environments is MRSA, a strain of staph that’s responsible for several difficult-to-treat infections in humans. Alarmingly, one of the areas where MRSA and other potentially dangerous microbes are often found is neonatal and pediatric intensive care units. And most of it—MRSA and otherwise—is right under our feet. Literally.

Foot fault

“One of the things we have found is that the most contaminated area in hospitals is the floors,” Spratt says. Other studies in other parts of the world have shown the same problem, he adds. It makes sense—and research has shown—that shoes may be the biggest culprit, carrying pathogens on their soles from room to room. Spratt and Levine have found a device manufactured by a California company that may be a solution in Chattanooga and elsewhere.

“What this device does is bathe the soles of the shoes with UV light and lab studies suggest it’s 99.9 percent effective at killing MRSA and several other strains of bacteria that we isolate,” Spratt says. “So we are in the discussion phase of trying to set up a project where we’ll go over to Erlanger Hospital and they will give us their devices and we want to see if that has an impact on the incidents of some of those healthcare-associated infections.”

Beyond hospitals, however, they’ve found microbes, including MRSA, in places they wouldn’t have expected, including ultrasound equipment used in physical therapy.

Tipping point

When looking for signs of tissue damage, physical therapists may use a technique called “therapeutic ultrasound” that is similar to the device used to view inside pregnant women to see the development of the fetus. In both cases, a gel is used to lubricate and to help the efficiency of the device’s soundwaves.

In physical therapy, ultrasound uses heat to help with tissue healing, but Spratt and Levine found issues with the same gel being used from one patient to the next. In their testing, they found one-third of the gel on the heads on the ultrasound units was contaminated with microbes. Not all of them were harmful, but some were, including MRSA. The problem, it seems, was the tip of the bottles used to apply the gel to the skin. “Those were not routinely cleaned. We found MRSA on the tips of the bottles in several instances,” Spratt says.

“That is a bad pathogen to be passed around in a physical therapy setting because, in some cases, people are having that therapy near a site where they might have had a shoulder surgery or something,” he explains. “If that wound gets MRSA in it, the person can contract a life-threatening disease.”

One solution comes in the form of individual, single-use gel packets. “Kind of like a little ketchup or mustard packet, but it’s filled with ultrasound gel,” Levine says. **C**

A SINGER SINGS

by Sarah Joyner

JERON BURNEY WAS ON THE VERGE OF TEARS as he knelt down. He couldn't see anything beyond the bright, hot spotlight. There was just that piercing light and darkness.

While his sight was temporarily dulled, his other senses were heightened. Burney's emotions were a taut string as he connected with the shame of his character, Pagliaccio, in the aria, "Vesti la Giubba" from Ruggero Leoncavallo's opera *Pagliacci*.

Burney was still in high school when he experienced that pivotal moment on stage. It was right then he realized he would spend the rest of his life chasing that feeling. "There was nothing else like it," Burney explains.

As she watched Burney perform the aria, Neshawn Bynum Calloway '06, his high school music teacher, thought to herself: This is what this child needs to be doing. "He was so serious about it," says Calloway. "And when he sang, he sang it with such passion and intensity. He went above and beyond."

Honoring Dr. King

This past January, Burney performed at UTC for O, King, an event honoring Martin Luther King Jr. His performance ended with a standing ovation. Accompanying him on the piano, without any sheet music in front of him, was Dr. Roland Carter, "He was making the music up on the fly," Burney explains, "I vibed off his music." Burney described it as a kinetic energy that Carter built, and Burney followed. If Burney added some new notes, Carter mimicked them and, "these big moments started to come out of it," Burney says. Just as impressive as the duo's synergistic musicianship was Burney's surprising voice.

As a rare countertenor, Burney has a vocal range that isn't heard often. He can sing registers that most men cannot. He reaches for notes typically reserved for sopranos and altos.

The way he reaches for such notes, however high they fall on the staff, is how he reaches for a lot of things in life. As a first-generation college student, Burney is putting himself through school. "My family, they don't really know what to say about college," he says. He might not have the traditional support system, just like he doesn't have the traditional voice for reaching into those high octaves, but he still finds a way.

Last year, he spent the summer in Italy for an opera in an Italian language workshop. When he made up his mind to go, Burney got serious about finding funding for this once-in-a-lifetime experience. Thus, Burney, who works as a tenor in the choir at First Centenary United Methodist Church next door to the UTC campus, gave a recital to raise money for his European trip. But the \$3,000 he raised still wasn't enough. Inspired by his commitment, First Centenary covered the rest of his costs.

In Italy, Burney started his days with classes for learning

the Italian language. He would spend afternoons and evenings singing with private lessons and preparing for performances. Burney says the program Yes Speak, Yes Sing was "the most intimidating thing ever." Sure, he was worried about singing a wrong note in front of his new teachers, but adding to the pressure was the fear of mispronouncing a word in their native tongue, since everything was performed in Italian.

Worth it

Among those grueling hours of study and practice, the culture shock of being so far from home wore on Burney. He was homesick. Almost daily he would text back home to Chattanooga, talking about the food, the other students, his teachers and what he was singing. Answering those texts and occasional Skype calls was Dr. Jonathan McNair, Burney's music theory teacher from UTC, and his wife, Dr. Janice McNair.

During his time at UTC, Burney expanded his family. His music teachers became more than teachers; they became his mentors. Fellow choir members at First Centenary became extended family. "We tried to be very supportive of Jeron on a personal as well as professional level," McNair explains. But as the classes, practices and lessons in Italy went on, Burney dug into his work and his anxieties of being displaced and alone in a new country began to melt away. "He had to really work to develop the confidence, to get over the shyness, anxieties, intimidations," McNair says. "Italy was a huge, growing experience for him."

Through music, Burney found strength. His music has given him a network of support systems and a haven, starting with his teenage years and continuing through college. "Jeron had a lot of personal difficulties when he was in high school," Calloway says. But when he was at school, none of that ever showed. "He never let outside things deter him from what he wanted to do," she adds.

With music, Burney gained confidence. He's transformed from the timid teenager with a gentle smile to a performer who commands the stage and grips your soul. He is that good. **C**



MORE ON THE WEB:
utc.edu/burney

UTC CAMPUS IS AN URBAN ARBORETUM

by Shawn Ryan

illustrated by Stephen Rumbaugh

A DIVERSITY OF TREES AND SHRUBS on campus earned the University of Tennessee at Chattanooga a designation as an urban arboretum by the Tennessee Urban Forestry Council nearly 20 years ago.

A UTC Landscape Committee, formed in 1999, came up with a Landscape Master Plan in 2002. The idea was to populate campus with lawn areas, gathering places and pedestrian walkways with trees and bushes. Lots of them.

The term arboretum represents an area where a diverse collection of trees and shrubs are cultivated for scientific, educational and ornamental purposes. "When we started all this, what we wanted was for the outside of the campus to reflect the excellence of what goes on inside the classroom and in labs, art studios, music rooms and even the UTC basketball team," professor emeritus Linda T. Collins said at the 2015 Arbor Day ceremony on campus.

That year, the Arboretum was renamed the Linda T. Collins Arboretum to honor the founding chair of the Landscape Committee and a faculty member for 13 years. Collins was an associate professor in UTC's Department of Biological and Environmental Science.

"The arboretum signifies biological diversity," said Dr. Hill Craddock, Davenport professor of Biological and Environmental Sciences at UTC. "A healthy forest has trees of all different ages. To commit to a healthy, urban forest, we need to continually plant trees."

Today, 48 different kinds of trees and bushes have been planted at UTC, many in the last five years. About 2,000 trees and bushes are on campus, representing more than 60 species.

UTC now has celebrated seven consecutive years as a Tree Campus USA, a national program launched in 2008 by the Arbor Day Foundation and Toyota to honor universities for promoting healthy trees and engaging students and staff in the spirit of conservation.

And UTC's urban arboretum effort has no end in sight.

Become a Friend to the UTC Arboretum by contacting the UTC Office of Development. Donations help bring new trees to campus as well as maintaining the existing urban forest. You may honor a favorite faculty member, friend, parent or organization.

utc.edu/arboretum



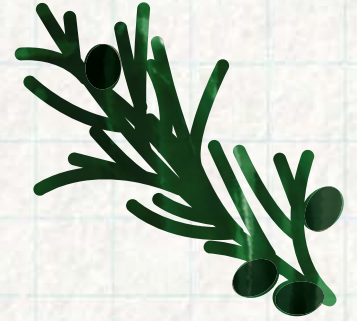
Red Maple



Tuliptree



Ornamental Cherry



Eastern Red Cedar



Princess Tree



Eastern Redbud



Seedless Sweetgum



European Hornbeam



Sugar Maple



Kousa Dogwood



October Glory Maple



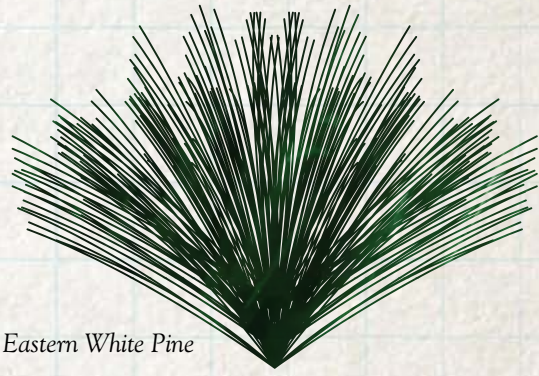
Eastern Cottonwood



Sweetbay Magnolia



Thornless Honeylocust



Eastern White Pine



Saucer Magnolia



American Beech



Sweetgum



Southern Magnolia



American Yellowwood



Winged Euonymus



Alta Magnolia



Carolina Cherrylaurel



Winter King Hawthorn



Loropetalum

INTERNATIONAL ATTRACTION

by Shawn Ryan



► **THE MATH COURSE WAS NOT** playing nice with Maxwell Omwenga.

As a Ph.D. student in computer science, the Kenyan-born Omwenga had studied math before, but it was about 15 years earlier, “so it was in the periphery of my memory,” he says. “I could not pick it up quickly.”

Still, he felt a Ph.D. student should be able to handle the subject and being unable to do that made him feel incompetent and embarrassed. So, under that cloud, he went to the professor. “I was going to see him to find out if I could drop the class. But he said, ‘Let’s change the topic.’ He didn’t even give me a chance to go further with that,” recalls Omwenga, who prefers not to name the professor.

“He took his pen, wrote a few formulas and asked, ‘Does this make sense?’ I said, ‘Some doesn’t; some does,’ and he said, ‘I understand that, but that’s a better position.’” With a couple of pieces of advice and encouragement from the professor, Omwenga stuck with the class. “I made a B,” he says with his frequently-employed smile. Being able to reach out to a professor who listened, showed compassion and a willingness to go the extra mile is one of the factors that makes UTC such a great school for international students like himself, Omwenga says.

While he has nothing bad to say about Makerere University in Kampala, Uganda, where he earned his undergraduate and master’s degrees, it is Omwenga’s opinion that UTC offers too many advantages to ignore, especially for a computer science major. Along with Chattanooga’s lightning-fast internet, the UTC SimCenter has plenty of computers with “mind blowing” capabilities. Such technological

opportunities “makes life easier to just dream and innovate,” he says. “Everything is set and all you have to do is think about what you want.”

Oh yeah, he adds, the UTC scholarship that made it possible for him to come to the United States also helped. A lot. “And it’s not only the scholarship, but to study in the U.S.,” says Omwenga, who has been in America for about a year. “There’s nothing better than coming to UTC. UTC is the best university in my view.”

International attention

The Office of Global Education did not exist before Takeo Suzuki came to UTC in September 2015. In the two years since he arrived, Suzuki has spent much of his time beefing up the office by hiring employees, creating programs for marketing and cultural acclimation and defining the overall philosophy of the office, which is in charge of attracting international students as well as helping current students embark on studies-abroad programs.

“The first thing I decided to do here is: Let’s take care of our current students because they’re going to be our best ambassadors to talk about the program,” Suzuki says. Like a proud papa, Suzuki shows newcomers around the office, introducing its employees, walking and pointing as he moves through its suite of rooms in Hooper Hall. As he conducts the tour, he often praises his staff for their work and dedication.

Combining undergraduate and graduate, UTC has 200 international students; Suzuki wants to get to about 500. In the world of global education, a school strives for 5 percent of its student body to be international and, with about 11,000 students, 500 is close to that mark. The hardest part of achieving that goal may be just getting potential students to even know that UTC exists, he says. Schools such as UCLA, Yale, Stanford and NYU have names that resonate outside the U.S. His goal is for UTC to have a similar standing.

“My struggle is that nobody knows Tennessee and nobody knows Chattanooga,” he says. “Some of them don’t even know how to pronounce ‘Chattanooga.’ It’s just branding. People



do not recognize us well enough,” he says. “We have to put our name there to build that recognition.”

Suzuki has traveled to career fairs in Germany, China and South Korea, among other countries, putting the name of UTC next to better known schools. “I’m going to conferences and fairs where these big fish are attending so we will be recognized as being as good as they are,” he says. “And I believe that, in educational value, we are just as good as them.”

Being good is key to attracting and keeping students from other countries. “If international students are happy about academics, they’re happy about being in the U.S.,” Suzuki says.

Global praise

Shubbar Mohammed, a Saudi Arabian native, says the office has been central not only to his decision to come to UTC, but why he has stayed here. “The office of global education has helped me in every step I took; I am so thankful for their support,” he says.

As part of its marketing campaign, the Office of Global Education publishes recruitment brochures in a host of languages, not just English, Spanish, French but also Portuguese, Chinese, Arabic, pretty much anywhere students may live.

“Potential students in those countries usually make their college choices in the last year of junior high or first year of high school, so you have to reach them early,” says Suzuki.

opposite page: Takeo Suzuki

this page, top to bottom: Claire Mulyadi, Maxwell Omwenga and Shubber Mohammed

While Western Europe has traditionally been a hot spot for recruiting international students, Suzuki says educational eyes must now be turned to the rest of the world, including Asian countries such as China, Vietnam, South Korea, Indonesia and India. “About 70 to 75 percent of international students in the U.S. study two programs: business and engineering. Out of these students, about 70 percent are from Asia. It’s just common sense that we are going for the bigger pie,” says Suzuki.

Kimberly Guo moved to the United States in March 2014 from her home in Nanjing, China. She’d heard about UTC from her uncle, Dr. Zibin Guo, a UC Foundation professor of anthropology. Majoring in accounting and English with a hope to practice international law, she was accepted as a Brock Scholar in the Honors College. For Kimberly—the English name she chose for herself once she moved to the U.S.; her Chinese name is Qingyuan—the frank, open discussions that take place between UTC students both surprised and thrilled her since such conversations rarely crop up in China.

According to Kimberly Guo, “People here are more open in talking about different issues, which I really appreciate. People actively talk about and initiate discussions on political issues, society issues. I realized that those are the problems or the issues that we should be talking about here.” She praises the Global Education department for helping to welcome students like her. “They put a lot of effort into getting international students to get involved in a lot of events on campus, trying to represent diversity,” adds Guo, who became a student coordinator as a sophomore, helping international students with their first year at UTC and in the United States.

Tremendous experience

Claire Mulyadi ’15, ’17 was living in Semarang, Indonesia, when she first heard about UTC. Awarded an athletic scholarship in tennis as an undergraduate, she earned a bachelor’s in Business Administration with a concentration in Finance: Investments. After earning her diploma, Mulyadi decided to stay to pursue an MBA, even though she’s no longer on

the tennis team and, consequently, is no longer on scholarship.

“I am currently a graduate assistant for the finance department,” she says, “and very thankful that I have the chance to work with some of the professors and actually become friends with them.” She acknowledges that leaving the home country to come to the U.S. can be daunting, and things can be tough once you arrive. But persevere, she says, because the end result is worth it.

“The key is try to adjust to the culture, make as many friends as you can, and try to be positive and make the best out of everything,” says Mulyadi, who has lived in the U.S. for six years. “If for some reason it is still hard, speak

To build recognition, Suzuki has traveled to career fairs in Germany, China and South Korea, among other countries, putting the name of UTC next to better known schools.

to other people and seek advice. People are willing to help in general. Living in a different country has made me become more independent, open minded and to have the ability to adapt to a new situation. I would highly recommend coming to UTC to study. It is definitely a tremendous experience that not everybody has the chance to do. I would do it all over again if I could.”

Along with the weather in Chattanooga—“can’t do the cold,” he laughs—Mohammed was impressed with the diversity of students at UTC before coming here in the spring of 2016. “I checked the diversity of the school,” he says. “It is developing more and more, staff and faculty, too.” Having jumped through the hoops himself, he now helps other Middle Eastern students navigate the cultural, financial and bureaucratic waters of UTC, trying to help them settle in to a new home.

One method is to coax newcomers to experience Chattanooga off-campus. “Middle Easterns, we usually don’t sleep early. We can’t sleep early,” Mohammed explains. “I cannot tell you how many times in the middle of the night we go and walk on the Walnut Street Bridge.”

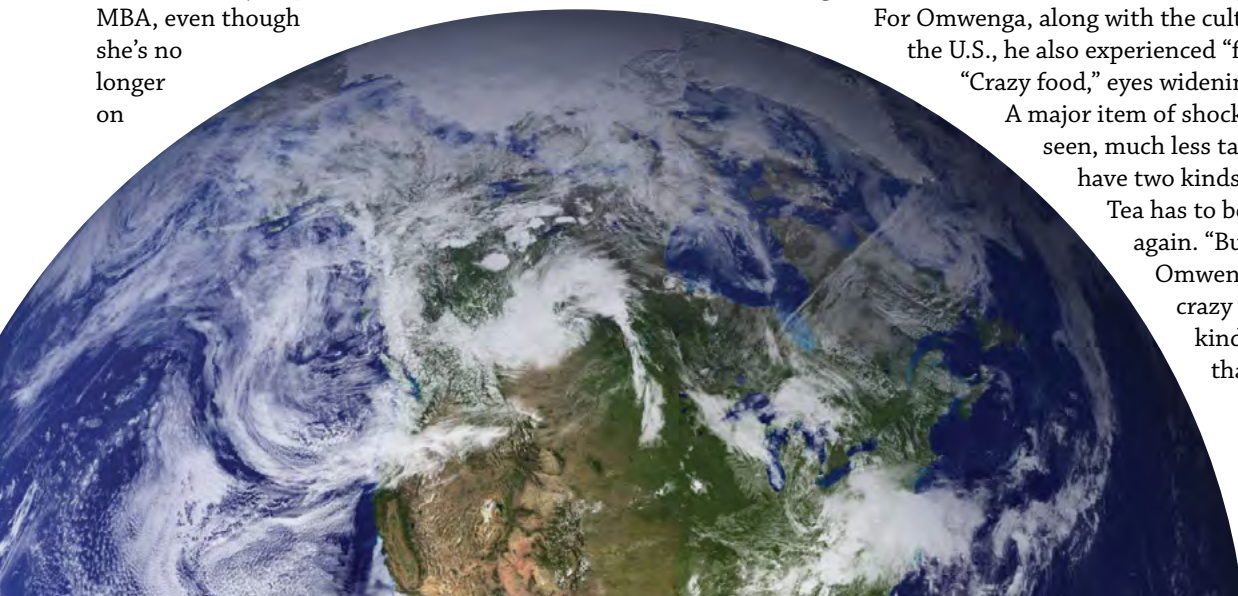
For Omwenga, along with the cultural shock of Africa vs. the U.S., he also experienced “food shock,” remarking, “Crazy food,” eyes widening as he shakes his head.

A major item of shock? Iced tea. He’d never seen, much less tasted, it. “In Kenya, we have two kinds of food: Hot and cold. Tea has to be hot,” he says, smiling again. “But now I can drink it.”

Omwenga has adjusted to the crazy food and has found one kind of “American” cuisine that he really likes.

“Mexican.”

And there’s that smile again. **C**



THE ENERGIZER WORDSMITH

by Shawn Ryan

► **THE FIRST TIME** Valerie Rutledge '74, '79, was offered a full-time job at UTC, she turned it down. A teacher at Ooltewah High School and already an adjunct professor at UTC, she was offered a faculty position in 1995. The offered position, instructor for courses in secondary education and teaching methods, seemed perfect for a graduate with a degree in secondary education.

"A former professor of mine contacted me and asked, 'Are you interested?' and I said, 'No, I'm happy where I am,'" she recalls. "He said, 'What if you just come and talk to us? No skin off your back if you just apply.' And I really wrestled with it, whether I would move from what I knew and loved, something I knew how to do well, to something that was brand-new."

Brand-new won out, so she took the plunge and joined UTC, coming home to the school where she earned both her bachelor and master's degrees and had been captain of the cheerleaders and president of her sorority.

In the years since, Rutledge has moved through the ranks until she was named dean of the College of Health, Education and Professional Studies in 2013. It was the culmination of a journey that began in the early 1970s and still stretches out in front of her. "You stay someplace because it makes you feel proud to be a part of it. It gives you a sense of accomplishment, not necessarily individually but vicariously," says Rutledge, who was named to the All-Southern Conference Faculty and Staff Team in January.

Frequently smiling, Rutledge is a familiar face around campus, attending so many athletic events you would think she had children on every team. At various faculty and staff meetings, she exhibits no fear of speaking up when she has something to say. While her remarks in meetings are not always "serious" with a capital S and often leavened with humor, the sincerity is obvious.



That stands to reason. She was a Mocs cheerleader during her four years at UTC, a task that requires the ability to fearlessly commit—without shyness or embarrassment—to exuberantly shake pom-poms and yell your lungs out. She retains the same love for the university she felt when she was a cheerleader, friends say. Dana Moody, who met Rutledge 17 years ago, reports the cheerleader is still alive. "Her days of being captain of the cheerleaders have never left her," says Moody, graduate program director for the School of Interior Design. "She attends football, basketball, wrestling, all of them; her blood is not red, it's blue and gold."

Moody says Rutledge has always been there for her. "In those early days of feeling my way as a department head, Valerie often acted as a mentor to me, and I will always appreciate her for that."

Growing up in East Brainerd—the outskirts of town at the time, Valerie says—Rutledge graduated from Tyner High School and immediately enrolled at UTC in 1970, the year after it changed from the private University of Chattanooga to a public university. She majored in secondary education. Upon graduation, she was hired at Ooltewah Middle School and, four years

later, moved to Ooltewah High, where she stayed until returning to UTC. She has always taught English, drama and theater—"They're all words," she says—then switched to Latin after a few years at the high school. She still teaches Latin at UTC when an overload of students register for the subject.

Even decades before becoming dean, she realized her time at UTC was transformative. "The defining moment for me was when I reached my senior year and was about to finish my degree," she says. "I realized college was ending but I had been able to do all the things that mattered most. I had a network of friends from my involvement in the sorority; I had the opportunity to see the difference athletics and extracurricular opportunities can make ... and I was finishing the degree that I had aspired to from a young age."

As dean, she faces the inescapable tasks of budgets and personnel decisions and curriculum fine-tuning but the key, she says, is "making sure everything you're doing is focused on the students. Whatever happens really ought to begin with: What do the students need?"

"Nothing could make me happier than for people to say that, if you have a group of applicants for a position and you have one from UTC, hire that one."

In her years at UTC, thousands of students have come and gone and today's campus has a student body that is much more diverse than when she was a student. Still, while the world, society and technology all have changed, Rutledge says students have remained basically the same. "They might look a little different, but I believe every generation confronts their own issues," she says. "In the Greek and Roman times, they were saying, 'This younger generation! What's happening?' and here we are thousands of years later saying, 'This younger generation!'"

"Nothing's the same but change, and change is a good thing." **C**

► LAUREL SNYDER '97 THOUGHT SHE HAD HER FUTURE mapped out before she started at UTC. She was going to be a poet. She had always been a poet. She wrote poems every day since she was eight years old. She moved hundreds of miles away from her native Baltimore to study specifically with Dr. Richard Jackson, a UTC English professor and accomplished poet.

THIS POET WRITES CHILDREN'S BOOKS

by Laura Bond

But she also harbored a secret love for children's books. She had been collecting both children's books and picture books for a while. "Poetry was a constant passion, but I always loved children's books. It was my guilty pleasure. I would have smart conversations about contemporary poetry in class, and then I would go back to my room and reread *Half Magic*," she says.

After graduating from UTC with a degree in humanities, Snyder decided to turn her secret passion into her job. She's now a published author of more than a dozen books, many written for children. From a novel about a group of orphans living on a mysterious island to a story about a girl who finds a magical time-traveling breadbox to a whimsical picture book inspired by her two sons, Snyder's work has received accolades from the Chicago Public Library, *Southern Living*, the *Junior Library Guild*, *The Washington Post* and many more. One of her latest books, *Orphan Island*, was nominated for a National Book Award.



Determination rewarded

Though writing came relatively easy for Snyder, getting published was another story. It took eight years for her first book to reach retail shelves after receiving rejections from 49 publishers. "It's not for the faint of heart," Snyder says. "Even now, there's always rejections. I feel really grateful to Dr. Jackson. It was in his classes that I really toughened up and learned that the process of critique and rejection was really the process of getting better. Even now, I wouldn't want to try to write something without the help of that kind of critique."

Snyder, who today lives in Atlanta, is also grateful for the time she spent studying in Chattanooga. "It was just a special experience where it felt like our whole lives were about interesting conversations," she says. "We would sit on our porches in the evenings drinking wine and reading poetry out loud to each other. Or we would go to the Fine Arts Center and a theatre student working on a play would let us into the building. We'd go sit in the theatre and work on our papers. It just felt very earnest and open. I loved it. It was what I needed college to be."

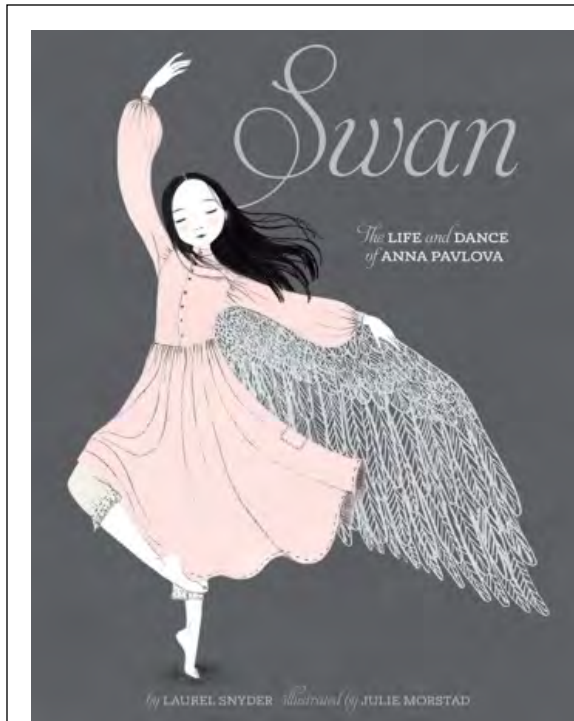
She missed Chattanooga so much she moved back after graduation. "I stuck around for another year just working and living. It was an inexpensive, livable city but also very beautiful. Chattanooga is and will always be a gorgeous city."

A room with some lace and paper flowers

She fondly remembers living downtown with her friends and recent graduates, paying just a couple hundred dollars a month to share an apartment on Oak Street. "It was very bare bones, minimal living. One winter, we didn't have heat. Somebody would be making a pot of chili and everybody would just contribute what they had. We didn't go out much. I had to scrounge up enough money to share a carafe of cheap wine at the Pickle Barrel."

Snyder was working a steady, full-time job at a nonprofit organization when she got the idea for her first book. "I started telling a story to my then-boyfriend, now husband, at bedtime. He said, 'You should write that down.' And I did. The minute I started trying to write for children, it became clear to me that it had always been there. I just needed to give myself permission."

illustration from *Charlie & Mouse*



clockwise from top left: cover art for *Swan: The Life and Dance of Anna Pavlova*; Laurel Snyder; illustration from *Charlie & Mouse*



Kid critics

For Snyder, writing for children is enjoyable, but it also has its challenges. “You are writing in a language you don’t speak anymore. Kids have a different way of using language, a different way of imagining the world. The world hasn’t been structured for them yet. In a way, children’s writing is more innovative, more expansive and more open because you can do anything,” she says. “But kids are also tough critics. If an adult doesn’t like your book, they’ll be polite and say ‘Oh, that was very nice.’ Kids will say, ‘That’s boring. That’s stupid. That doesn’t make sense.’ As a writer, I have to be really rigorous with myself about whether the story I’m telling is entertaining.”

Snyder stresses the importance of authenticity when writing for children. “I think we’re all guilty of this sometimes, we have a nostalgic or romanticized sense of what childhood is or we have a message or an idea that we want to communicate to children. When you try to do that, that’s death,” she says. “Having a message for kids is not the way to write a book for kids. The challenge is to remember authentically what children are, and how children think and to speak to them with respect.” **C**

THE ART OF LESS STRESS

by Shawn Ryan



THE PAINTING IS MOSTLY SHADES OF BROWN and gray with a few splotches of yellow and swaths of green. Well-worn buildings in a well-worn town are in the background, including a red-brick church that stands out.

There are no people, just buildings that seem abandoned. Under an anemic sun, dead or dying sunflowers droop and the branches of near-leafless trees seem to beg to the sky.

A group of medical students from Erlanger Hospital sit on the floor of the Hunter Museum of American Art, soaking in the painting, titled “December Sun” by Charles Burchfield. They are asked what they see in it from the standpoint of where they’d like to practice medicine when they graduate. One student says he grew up in the north so he can imagine coming home after a day at work, lighting a fire and getting cozy. A town where she wouldn’t want to live because its quiet solitude is the polar opposite of the energy in a big city, another offers.

UTC graduate Michael Hankins (’14) says it reminds him of Linden, the small Tennessee town where he was raised, so it is familiar and somewhat comforting. That’s the point of Art of Balance and Diagnosis, a class designed to help medical students touch base with their emotions, to drain some of the

stress. While mixing art with medicine may seem somewhat akin to dancing about architecture, the program helps students understand that they’ll be better doctors if they give themselves permission to step off the treadmill, if only for a little while.

“How can we equip physicians in training and develop some habits really early in their practice where they’re starting to ask questions about how are they taking care of themselves?” asks Laurie Melnik, executive director of the Southeast Center for Education in the Arts at UTC and one of the program’s directors.

Deeper issues

Melnik and her partners, Dr. Mukta Panda, professor of medicine and assistant dean of Medical Student Education in the UT College of Medicine, and Adera Causey, curator at the Hunter, are using art to help students crack themselves open through what might be described as verbal surgery. For a little over two years in monthly sessions at the museum, the trio has taken groups of third- and fourth-year med students—specifically internal and family practice students and physician assistants—and placed them in front of a piece of art chosen specifically to address a particular problem.

This page and opposite: medical students relieve stress during Art of Balance and Diagnosis at the Hunter Museum of American Art.

Paintings shown above include December Sun by Charles Burchfield, copyright Burchfield Penney Art Center at SUNY Buffalo State, Buffalo, N.Y., and Glen (Ireland) by Rockwell Kent, courtesy of Plattsburg State Art Museum.



Students give their impressions about the artwork—what the piece says to them; what emotions it brings to the surface; what they think the artist is trying to convey. They use that as a jumping-off point to reach deeper issues that crop up in their work, their relationships and their lives, both inside and outside the hospital.

Hankins says that, during his first time attending Art of Balance and Diagnosis, the painting they studied brought up a familiar feeling. The painting “Night Magic (Blue Jester)” by artist Carlos Almaraz is filled mostly with dark blues and blacks interspersed with splotches of brighter greens and reds. The main focus, though, is four human figures scattered here and there. One of the figures caught Hankins’ eye. “This guy was kind of off to the side and more isolated. I thought about how sometimes at work you can get so caught up in the things that need to get done, you get isolated.”

Hankins, who graduated from UTC with a degree in biochemistry and plans a career as a radiologist, has attended several Art of Balance and Diagnosis sessions and says his reactions are “kind of different every time.” However, it is time well spent, he says. “For me it’s a really good way to kind of shut down for a minute. At work and

everything, we’re so busy so I get a chance to stop and reflect on everything, to look at it in a different perspective.”

Drained

Liz Brallier’s father had just died. For years he had suffered through early-onset Parkinson’s disease. With a background in nursing, she took care of him for 10 years before he was moved to a hospice in his final weeks. When he died, she was a third-year medical student training at Erlanger Hospital. Her time to grieve was slashed; there were classes to attend; studying to be done; exams to take; patients to treat.

A few weeks later, she sat with a group of other students in the Hunter Museum of American Art, gazing at “The Return,” a color-infused painting of a distraught woman and a

blank-faced young girl, a war-torn building behind them, a huge bomb hole in its wall. In the painting, created by artist Harvey Dunn, Brallier saw stress, pain and grief, and suddenly she made the connection: Her compassion, her ability to empathize with her patients, was drained. “I didn’t have any left,” she says. “I had just watched my father die, and I couldn’t put myself in grieving families’ shoes.” The realization was stunning, says Brallier, now a fourth-year student working at the UT Medical Center in Knoxville. “I had no idea that that was going to come up for me.”

Knowing the needs

Most med students don’t even realize the need exists for such unburdening and self-examination, but it’s critical to help them handle everything they face and will face daily in the future, says Panda, a physician at Erlanger. “Medical health providers have the highest rate of burnout, suicide, alcoholism and drug addiction compared to all other professions,” she says. “Bringing back the joy in medicine is very crucial.”

Quoting Parker J. Palmer, educator, author and senior partner at the Center for Courage and Renewal, she says, “Realizing we have to take care of ourselves and know who we are as human beings and not human doings ... is essential to be able to take care of others, including patients and colleagues.”

Melnik understands how students—and anyone else—may think Art of Balance and Diagnosis is a weird, sort of woo-woo idea. But taking students out of their comfort zone at the hospital—or a not-so-comfort zone—is key, she explains. “Why are doctors coming to a museum? You wouldn’t walk into a museum and go, ‘Oh, this is a place where physician training should happen,’ right?” Melnik says. “But it’s really important that this program is at the museum. There have been conversations of us doing this at the hospital just for a matter of convenience, but giving them the separation of space is so



critical to this program. And for them to be in a venue that maybe they don't interact with regularly." Essentially, it boils down to one idea: "To explore things that the medical curriculum does not teach," Melnik adds.

Digging deep

Med students have plenty of issues to explore.

- Time: There is never enough of it.
- Fear of failure: Patients can die. If they do, will they be exposed as frauds in white coats.
- Politics: Dealing with multiple doctors and medical residents who are their bosses.
- Power: Both from where they stand in the hierarchy of the hospital staff as well as the power they wield with their patients.

"There's so many things being streamlined and so many efficiencies and so many pressures placed on one individual, how do they make the best out of that situation without losing sight of themselves and getting stressed, and then ultimately leaving the profession?" Melnik asks.

At first, it can be tough to get the students' buy-in. Part of it is a hesitance to dredge up feelings they would rather not dredge up; part of it is not wanting to look foolish in front of their peers. And they judge themselves, often harshly, Baillier says. "There are feelings of being an imposter,"

she explains. "You're in a white coat that looks very similar to your colleagues, but you're a student. The patients put absolute trust in you, and you're still learning and you don't deserve it."

Veering off

Many med students also have developed deliberate and unshakeable tunnel vision toward their goal of being a doctor. They simply will not give themselves permission to veer off that path. "They're kids who've been on the gerbil wheel since they were young," Causey says. "They're all high-achieving individuals; they worked their butts off to get to where they are. And they've always been running to whatever's next and making sure that they succeed. Or if they fail, they decide they're going to work harder. And because of that, they don't take a step back.

"They're good at compartmentalizing their world. So they see awful things; they feel awful things; and they go home and have dinner with their kids. It's good to compartmentalize; you're gonna have to. But you also have to account for the fact that you just had this really rough day. And they see and do things in a day that our worst days don't even come close to."

And sometimes, quite simply, they're just plain frightened. "They're in a setting that's unfamiliar; it's not their regular day-to-day," Melnik says. "And they are being asked to respond to something they're not used to being asked to respond to. That's scary for them. Very scary."

Most med students are accustomed to "white and black, A, B, C or D and coming to an answer, a diagnosis," Brallier says. "This was an unusual environment that they're not really used to. I felt like some didn't fully understand the questions at first."

Yet understanding the questions—and the answers they bring—can open up another layer of fear, Melnik says.

"To have this aha moment of: 'I didn't realize I carried that with me. Oh my goodness, what if my colleagues think that? What if patients think that? I don't intend for this to be communicated.'"

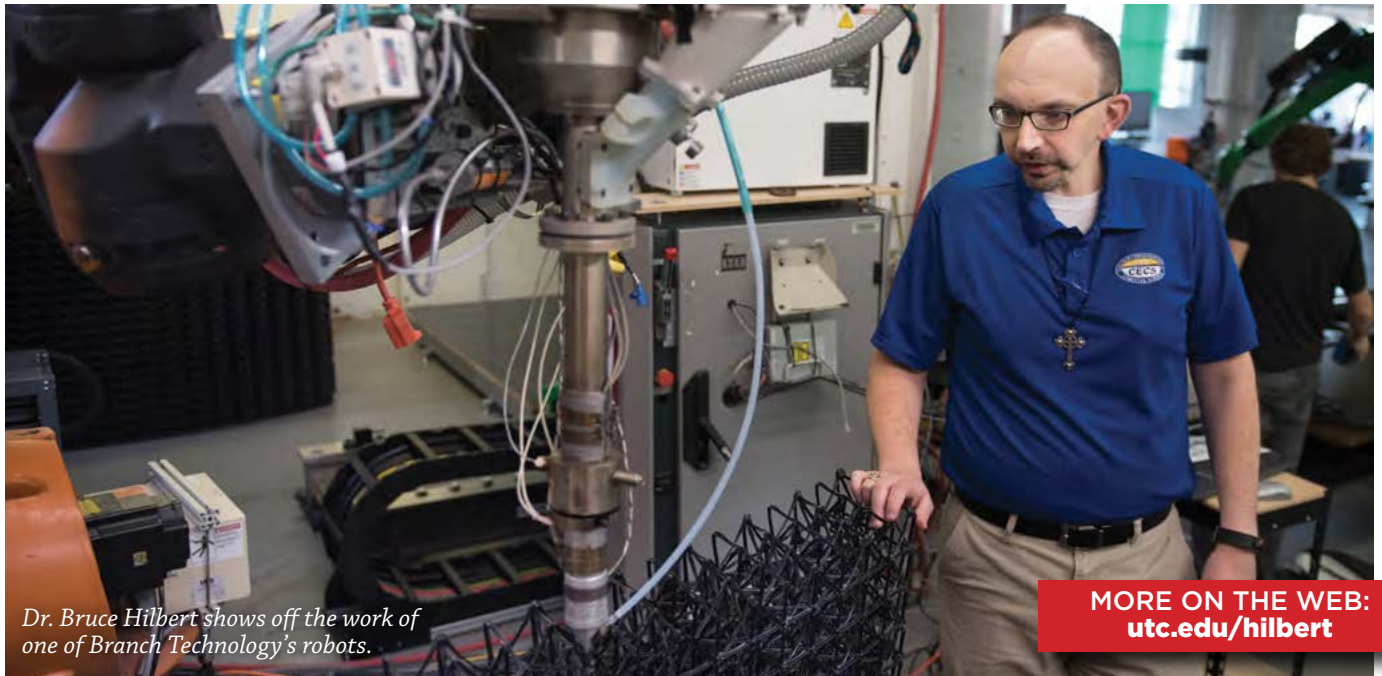
Hankins and Brallier say understanding their own issues has made them better doctors. Attending sessions on a regular basis is key, Hankins says. "Every time I go, it makes me stop and think," he says. **C**



Students confront and deal with their daily stressors by discussing what they think the artists were trying to convey when they created their works.

3D STRUCTURE

by Laura Bond



Dr. Bruce Hilbert shows off the work of one of Branch Technology's robots.

MORE ON THE WEB:
utc.edu/hilbert

Walking into the office of Branch Technology is like entering a world only seen in science fiction films. Tall plastic structures sit in nearly every corner and bright-green industrial-size robots work with large, whirling arms. The Chattanooga-based start-up is trying to bring some of that science fiction to life.

The company is hoping to revolutionize the construction industry by creating full-sized walls, structures and furniture using novel 3D printing technology. One of the people behind it all is UTC alumnus Dr. Bruce Hilbert ('01, '09, '15). The Chattanooga native's background in mathematics and computational engineering matched perfectly with Branch Technology's vision.

As an algorithms engineer, Hilbert says he handles the "virtual production" of the company's projects. He engineers a grid to create a computer-simulated model of each project, then writes the extensive software code for the robots to follow. Using his work, the robots are able to "literally print plastic into the middle of the air," he says. Branch Technology's proprietary process creates

a strong lattice structure of 3D-printed material capable of withstanding 2,000 pounds of pressure. One of their projects—large 3D-printed pavilions constructed for an exhibition in Miami, Florida—have withstood two hurricanes. "We're very proud of that," he says.

Branch Technology has completed projects nationwide, including an 18-foot art installation for the Museum of Design in Atlanta. When the installation was completed in 2015, it was the tallest 3D-printed structure in the world. The company also won first prize in a NASA competition to build a 3D-printed habitat for deep-space exploration. A local project is also in the works. The company hopes to create the world's first freeform 3D-printed house. Located near the Tennessee Riverwalk on Chattanooga State Community College's campus, the 1,000-square-foot house is shaped like a conch shell. "This has been a great opportunity. Branch allowed me to utilize my talents and research in something I never ever thought I would have been doing," says Hilbert, a former mathematics professor at Chatt State.

As a doctoral student, Hilbert worked as a research associate in the UTC SimCenter of Excellence in Applied Computational Science and Engineering. He honed his engineering skills, generating hundreds of computational grids for a myriad of simulations and serving as support personnel for the SimCenter's faculty. He also taught several graduate courses. "I had the great fortune of being a student and also a full-time employee. It was a fantastic experience and I was very fortunate to work with some extremely talented educators," he says. He still has close ties to UTC, having recently served as an advisor for several Ph.D. students.

As someone who grew up in Chattanooga, he's pleased with the transformation the city has undergone in recent years. "I'm really proud of what's going on here. Not only at Branch, but the entire start-up community," he says. "The city has some great innovation going on and it's really gratifying to be a part of that. Chattanooga is my city and UTC is my university." **C**

WOMEN'S GOLF

Women's golf is only in its 11th season of competition, but it has proven to be one of the best in the Southern Conference under **Colette Murray's** leadership. Chattanooga finished first (five times) or second in the league the last 10 years with five individual champions.

This year's edition features a six-woman roster headlined by seniors **Megan Woods** (2016 SoCon Champion) and **Cristina Perez**. Junior **Monica San Juan** earned All-SoCon honors in 2017 with sophomore **Holly Morgan** and **Maddy McDanel** back as well. Morgan was an All-Freshman choice by league coaches. There is one newcomer in junior transfer **Kirsty Beckwith**, from the same area in Northern England as Morgan, who came to the Scenic City from St. John's where she was an All-Big East performer.

The women claimed the first top 25 win for the program since 2015, topping No. 22 University of Nevada, Las Vegas by four in the final fall event, the Trinity Forest Invitational. The squad has a four-tournament slate for the spring portion of the season. That leads into the SoCon Championships in April, returning to Moss Creek Club in Hilton Head, S.C. The Mocs won the league title at Moss Creek's North Course in 2010, 2011, 2012, 2013 and 2014.

The women's golf team finished second in SoCon competition in 2018.

SOFTBALL

The UTC softball program is led by head Coach **Frank Reed**, who is in his 17th season with the Mocs. The roster consists of 26 student-athletes, led by a pair of seniors in **Ashley Conner** and **J.J. Hamill**. In addition to the two seniors, eight juniors and four sophomores make up the upperclassman portion of the roster while 11 freshmen are welcomed this spring. Of the four sophomores, three were named to the SoCon All-Freshman team: **Amy Lewis**, **Aly Walker** and **Hayleigh Weissenbach**. Junior **Emma Sturdivant** also earned All-SoCon honors after being named to the first team as a designated player.

Coach Reed has accumulated over 1,050 collegiate wins in his career and holds a 578-381 record at UTC. Reed also assisted the Mexico National Team in the summer of 2017 in preparation for the Central American and Pan-Am Games. In 2016, Reed was inducted into the Greater Chattanooga Sports Hall of Fame.

UTC Softball has a rich tradition of success with a SoCon record 14 regular season titles and 13 tournament crowns. The Mocs have appeared in the NCAA Regionals 10 times with the most recent visit in 2015.

The women's softball team posted a .500 season (22-22) and at press time was preparing for the SoCon Championships May 9-12.

WOMEN'S TENNIS

The Mocs women's program is under the direction of second-year head Coach **Chad Camper**. UTC has nine student-athletes on the roster, led by senior **Samantha Caswell**. A Lookout Mountain native, Caswell is a three-time All-Southern Conference player who has been one of the leaders in wins each year of her career.

Upperclassmen include juniors **Mckenzie Barco**, **Tamri Chalaganidze**, **Delaney Edwards**, **Caroline Hall** and **Sydney Patton**. **Annie Tarwater** is the lone sophomore on the team, while **Emma van Hee** and **Bogdana Zaporozhets** are the freshmen newcomers. UTC is coming off a 14-8 record in Camper's first season. It was the sixth consecutive year the Mocs had posted at least 14 wins. Camper came to UTC in the summer of 2016, following a three-year stint as the head coach at Louisiana Tech. There he went 36-25 and was twice named Louisiana Coach of the Year.

The women's tennis program is one of the most tradition-rich at UTC. The Mocs have won six national titles since entering the intercollegiate ranks in 1975. The Mocs won the Association for Intercollegiate Athletics for Women (AIAW) Small College National Championship in 1977, 1978 and 1979. They also won the NCAA Division II crown in 1983, 1984 and 1985.

Women's tennis finished 9-7 on the season.

WOMEN'S TRACK & FIELD

The Mocs track and field program has 21 members on its roster, featuring distance runners and sprinters as well as several field athletes. The team has just two seniors, sprinter **Mercedes Bright** and middle distance runner **Jessica York**. Juniors **Nicole Buehrle**, **Haley Morris**, **Brianna Nelson** and **Emily Poole** will anchor a young squad with seven sophomores and seven freshmen.

They compete under the direction of second-year head coach **Andy Meyer**. Before coming to Chattanooga, Meyer, a former UTC runner, was the co-head coach of the nationally-ranked cross country and track teams at Dalton State College. There he helped establish the Roadrunners program in 2013, leading both cross country squads to the NAIA Championships in just two years.

At press time, the women's track and field squad was preparing for the SoCon Championships May 10-11.

EXCLUSIVE COMPANY: Jim Foster, Women's Basketball Coach



Women's basketball coach Jim Foster notched his 900th win Feb. 1 when the Mocs beat Western Carolina University. He is the eighth NCAA women's basketball coach to reach that milestone. His current career record is 901-346 in 40 years of coaching, which includes 11 seasons at Ohio State, 11 seasons at Vanderbilt and 13 seasons at St. Joe's. In his fifth year with the Mocs, he is 188-36, including four trips to the NCAA Tournament. In 2013, he was elected to the Women's Basketball Hall of Fame.



Emma Sturdivant



Megan Woods



Mercedes Bright



*(from left) front row: Tamri Chalaganidze, Emma van Hee, Mckenzie Barco
middle row: Annie Tarwater, Samantha Caswell, Bogdana Zaporozhets
back row: Caroline Hall, Delaney Edwards*

MOCS FOOTBALL



An announcement in March at Finley Stadium revealed that the proposed Wolford Family Athletics Center funding is moving forward. Pictured, from left, are UTC Vice Chancellor for Development and Alumni Affairs Dr. Bryan Rowland, Director of Athletics Mark Wharton, Diane Wolford, UTC Chancellor Steven Angle, John "Thunder" Thornton, Chad Wolford and UTC football coach Tom Arth. The new facility is named in honor of the late Bucky Wolford '69, his wife Diane and their family.

NEW MOCS FOOTBALL RECRUITS

The University of Tennessee at Chattanooga football recruiting class has been ranked No. 8 in the nation by HeroSports.com.

The Mocs are the top team in the Southern Conference, followed by Mercer at No. 11 and The Citadel at No. 24. Princeton had the No. 1 class in the country, with Yale, Montana State, North Dakota State and James Madison rounding out the top-five. Harvard and Jacksonville State were 6-7, while Central Arkansas and Eastern Washington completed the top 10.

Defensive tackle **Josh Walker** highlights the Mocs' list of recruits in HeroSports top 250 in the FCS. The three-star standout from the IMG Academy in Bradenton, Fla., was ranked No. 3 overall in the FCS. Other future Mocs on the list include No. 30 **Kohl Henke** (DB – Chattanooga, Tenn.), No. 44 **Mychal Austin** (DL – Apopka, Fla.), No. 126 **Genuine Potts** (WR – Powder Springs, Ga.) and No. 144 **Logan Pitts** (WR – Trussville, Ala.).

Spring football practice began Feb. 24, while the annual showcase game was held at Finley Stadium Mar. 24.

This year's roster of new recruits:

TY BOECK	LB	6-2	215	SODDY DAISY	SODDY DAISY, TENN.
BEN BREWTON	OLB	6-4	220	BEACH	SAVANNAH, GA.
ZACH FOX	OL	6-4	265	AUSTIN	DECATUR, ALA.
JOSH WALKER	DT	6-1	305	IMG ACADEMY	CARROLLTON, GA.
CAMIRON SMITH	DB	5-9	175	TRINITY CHRISTIAN	CEDAR HILL, TEXAS
CHANDON PAGE	DL	6-2	305	PEARL-COHN	NASHVILLE, TENN.
DRE BUTLER	OLB	6-5	245	NEWTON	COVINGTON, GA.
TAVI MCLEAN	DL	6-3	255	MARSHALL COUNTY	LEWISBURG, TENN.
GENUINE POTTS	WR	6-3	200	MCEACHERN	POWDER SPRINGS, GA.
THOMAS BURKS	K/P	6-0	175	BLACKMAN	MURFREESBORO, TENN.
GABE BORING	P/K	5-11	165	BLED SOE COUNTY	PIKEVILLE, TENN.
NYVIN NELSON	LB	6-0	220	CARTERSVILLE	CARTERSVILLE, GA.
HARRISON MOON	OL	6-5	290	MISSISSIPPI STATE	CHATTANOOGA, TENN.
LOGAN PITTS	TE	6-2	210	HEWITT-TRUSSVILLE	TRUSSVILLE, ALA.
T.J. HORTON	WR	6-3	175	CARTERSVILLE	CARTERSVILLE, GA.
SIMON MISKELLEY	LB	6-1	210	HEWITT-TRUSSVILLE	TRUSSVILLE, ALA.
ISAIAH COBB	RB	6-0	200	MARYVILLE	MARYVILLE, TENN.
DYLAN COLE	OL	6-4	280	DALTON	DALTON, GA.
KOHL HENKE	DB	6-2	195	BOYD-BUCHANAN	CHATTANOOGA, TENN.
LAMERIC TUCKER	WR	5-11	170	BRADLEY CENTRAL	CLEVELAND, TENN.
JOSIAH FUTRAL	RB	6-0	200	KELL	MARIETTA, GA.
CHRIS JAMES	QB	6-3	215	HUTCHINSON	ELLIJAY, GA.
MYCHAL AUSTIN	DL	6-2	250	APOPKA	APOPKA, FLA.
TYRELL PRICE	RB	6-0	220	EAST MISSISSIPPI	ABBEVILLE, MISS.

UTC ALUMNI HERE AND THERE

Valerie Rutledge '74, '79, dean of the College of Health, Education and Professional Studies, and **Emily Quinn** '12, '15, assistant director for the UTC Disability Resource Center, were selected when the Southern Conference named its All-Southern Conference Faculty and Staff Team.

Yancy Freeman '92, '98 was named vice chancellor of Enrollment Management and Student Success at UTC. He has worked full-time at the university for 23 years. Under his leadership, enrollment numbers for new students have doubled and the freshman ethnic minority class has increased to 25 percent of the student body. *Photo 1*

Basketball players **Dee Oldham** and **Eric Robertson**, both '16, won championships in their first season of professional basketball. Oldham was Premier League MVP for the West Adelaide Bearcats in Australia, while Robertson was a league champion with the Leicester Riders in the British Basketball League. *Photos 2 and 3*

Lily Sanchez '16 was named business development and communications coordinator for La Paz Chattanooga. While at UTC, she was Spanish language editor of the university's student newspaper, The University Echo.

Corey Levin '16 just finished his first season with the Tennessee Titans of the National Football League. He was drafted in the sixth round in 2017 and made the squad as a rookie.

Melissa Phillips '03, '09 was hired by Chattanooga Technology Council as office administrator. She graduated from UTC with an accounting degree and an MBA.

Chris Mayes '14 was hired as logistics coordinator at Avenger Logistics, which provides vehicles, equipment and supplies for transportation companies.

Isabella Loza '16 made her home in Chattanooga after completing her golf career and degree at UTC. The native of Colombia was hired by Unum as a fixed income investment analyst. *Photo 4*

Keeli Monroe '13 was hired as department lead at Intersign Corp., a sign-making company that describes itself as "Sign Artisans."

Baylee Long '13 was hired as assistant director for Programs and Constituent Relations for the Alumni Association at the University of Southern Mississippi.

Stephanie Sullivan Phillips '08 was hired as vice president of Digital Strategy and Marketing for Nashville's ReviveHealth, which helps health care companies with marketing and communications.

Frankie N. Spero '07 was promoted to partner in the Nashville law firm of Bradley Arant Boult Cummings LLP. *Photo 5*

Matt Bowden '16 was chosen as a member of the Board of Directors of the Mississippi Association of Nurse Anesthetists. *Photo 6, left to right: Mandy, Leo, Dillon, Alyssa and Matt Bowden*

Charlotte Ellington '03 earned the 2018 Lottie and Alden Beverly Geography Teacher of the Year Award from the Tennessee Geographic Alliance. In 2016, National Geographic gave state-specific maps—which stretch 16-by-20 feet—to all 50 states. Charlotte, an adjunct professor in the UTC School of Education, has been in charge of coordinating the scheduling and shipping of the two copies of Tennessee.

Former Mocs football player-turned actor **Cedric Greenway** '98 made an appearance on the CW network's *Black Lightning*. He also has appeared on *Nappily Ever After* and *Sleepy Hollow*. *Photo 7*

Molly Boyd '14 created the Safety Initiative for Bicyclists and Pedestrians for the city of Collegedale, Tenn., coordinating events to teach and demonstrate bicycle and pedestrian safety to local groups.

A reporter at WFTS-ABC Action News in Tampa, Fla., **Lindsay Manning** '08, worked three days straight in the Hillsborough County Emergency Operations Center covering the approach of Hurricane Irma and the devastation it left behind.

Meghan Duggan '16 and **Katie Springer** '16, both certified registered nurse anesthetists, ran a hospital in Houston for a three-day weekend after Hurricane Harvey hit the city and other medical personnel were unable to reach the hospital.

Becky Conner '89, '93 was named the Georgia Special Education Director of the Year in 2018. Known as the Lillie N. Moncus Award, it's given by the Georgia Council of Administrators of Special Education and is the highest honor for a special education director in the state. *Photo 8*

Becky Barnes '77 received the Innovation in Health Care Award in recognition of her achievements as administrator of Health Care Services for the Chattanooga-Hamilton County Health Department. Becky was chosen for the award for leading efforts to cut infant mortality, youth smoking and obesity. The Innovation in Health Care Award is chosen by the Chattanooga Times Free Press' Edge magazine, the Chattanooga-Hamilton County Medical Society and BlueCross BlueShield of Tennessee.

Greg Goza '74, '83 was chosen as Tennessee Valley Authority's Engineer of the Year for 2018. An employee of TVA for 44 years, he works with business prospects, showing how TVA can meet their needs. Another UTC graduate, **Nick McClung** '07, also was nominated for the TVA award.

Scott Neal Wilson '91 was named Director of Community Relations and Health Foundation for BlueCross BlueShield of Tennessee. Before being hired by BlueCross, he was head of Communications for Volkswagen Group of America, Chattanooga Operations.

VISIT UTC.EDU/ALUMNI FOR ADDITIONAL ALUM NOTES, PHOTOS AND MORE.



The UTC Athletic Hall of Fame inductees for 2018 are, from left, men's and women's tennis coach Bill Tym, wrestler Jeff Rufolo '88, women's basketball player Miranda Warfield Travers '04, football player Tony Hill '90 and women's tennis player Sabine ter Riet Brent '85. They are joined by UTC Vice Chancellor and Athletics Director Mark Wharton.



ACCOMPLISHED GRADUATES

14 UTC graduates were selected among the most highly accomplished UT System graduates over the past 100 years.

William "Muecke" Barker

Tennessee Supreme Court Justice
1964

Burwell Baxter "B.B." Bell

U.S. Army General
1969

George Connor

Professor
1947

Max Fuller

Business Leader
1975

Tom Griscorn

Communications Strategist
1971

Irvine Grote

Scientist
1922

Dennis Haskins

Actor
2015

Bill Landry

Actor, Author, Storyteller
1972

Davan Maharaj

Journalist
1989

Diane Schmidt

Scientist and Inventor
1967

Dorothy Hackett Ward

Opera and Theater Pioneer
1928

Randal Weber

Surgeon
1974

Kim White

Business Leader
1982

James "Bucky" Wolford

Business Leader
1969

WAY TO GO T.O.!



Former Mocs wide receiver Terrell Owens '96 was named to the Pro Football Hall of Fame in February and will be inducted in July during ceremonies in Canton, Ohio. Known as T.O., he becomes the first Mocs football player to gain entrance into the Hall. Terrell spent 15 seasons in the NFL and was a six-time Pro Bowl selection. He is second to San Francisco 49ers standout Jerry Rice in career receiving yards with 15,934, third all-time in receiving touchdowns behind Rice and Minnesota Vikings star Randy Moss (153) and eighth all-time in receptions with 1,078. He is the only player to score a touchdown against all 32 NFL teams. Over his career, he played for the 49ers (1996-03), Philadelphia Eagles (2004-05), Dallas Cowboys (2006-08), Buffalo Bills (2009) and Cincinnati Bengals (2010) and is the only player in NFL history to have an 800-yard receiving season with five different teams.

VALEDICTION IN MEMORIUM 2017-18

Class of 1948

Ann Mahoney

Class of 1949

William Gamble

Class of 1950

Wayne Degler
John Javorsky

Class of 1952

Doris Dowbiggin

Class of 1955

Nancy Schutz
Richard Spencer

Class of 1957

Davis Stacy

Class of 1959

Harold Wilkes
Jay Menuskin

Class of 1961

Jane Hixson

Class of 1962

Mary Jordan

Class of 1966

Thomas Schaefer
Fletcher Bright

Class of 1967

Harry Ensley

Class of 1969

David Moses

Class of 1970

Jimmy Smith

Class of 1971

Thomas Curry

Class of 1973

Robert Fanning
Edward Acklin

Class of 1974

David Millhorn

Class of 1975

Dewitt Murdock

Class of 1977

Margaret Craft

Class of 1978

Karen Daves

Class of 1982

Walton Neyman

Class of 1983

Richard Ward

Class of 1984

Nancy Owens
Frank Gross

Class of 1985

Mary Barringer

Class of 1988

Betty Greer
Cecelia Rhyan

Class of 1993

Bryan Stewart

Class of 1994

Connie McDade

Class of 2007

Tim McGhee

SHARING SUCCESS

by Chuck Wasserstrom



photo: Lanewood Studio

➔ It's a situation we've probably all faced. You have some skills. You have some drive. But you don't know how to get from Step One to Step Two. Life doesn't come with an instruction manual.

Well, Mike and Amy Walden possessed some skills and a whole lot of drive, and they did find a way to put it all together. They blended their skill sets and built something big in their hometown of Chattanooga.

The Waldens didn't know they would become successful, but they knew they weren't going to fail. They took the bold step of going out on their own, taking their upstart mom-and-pop contract security company—Walden Security—and turning it into one of the largest privately held guard companies in the nation with annual revenues of close to \$250 million.

The Waldens are living, breathing examples of entrepreneurial success bred in Chattanooga. Now, thanks to their support for area military veterans through UTC and its College of Business, the Waldens are showing those who possess a similar level of passion how to get a business off the ground.

While success can be measured in growth and profits, the true spirit of success comes with sharing. Last November, UTC's College of Business announced a \$1 million bequest in creating the Michael and Amy Walden Endowed Fund for Veterans Entrepreneurship. Walden Security also increased its lead gift to the Veterans Entrepreneurship Program to \$250,000, providing substantial funding for the next five years.

The Veterans Entrepreneurship Program (VEP) is near and dear to the Waldens. Mike spent eight years in the U.S. Navy as a search-and-rescue swimmer.

"The military taught me discipline. It taught me esprit de corps—the sense of belonging to something—and wanting to make a difference," he said. "When I went into service, I just wanted a chance. I needed that discipline and to belong to something, and the military changed my world. They sent me to a lot of schools, invested a lot of money in me.

"The military changed my life and gave Amy and me the opportunity to build this company. And now it's giving us the opportunity to change the lives of veterans and their children."

Military veterans possess talents such as risk management and the ability to perform under pressure, but how do those skills translate into the business world? Seven years ago, the VEP was launched on the UTC campus. The program supports veterans in the Chattanooga area by teaching them

how to transfer the skills and knowledge they learned in the military.

When the nationally acclaimed program arrived in Chattanooga, the Waldens were on-board to lend support.

"What we want to do with our investment in the Veterans Entrepreneurship Program is we want to change lives," Mike Walden said. "We can help them transition from a military career and give them the basic skill sets. They already have the motivation. They already have the discipline. They want to start businesses that they can make a living, that they can employ and help others, and they can raise their families.

"We get to talk to the veterans and spend time with them. All you hear about is they just want someone to give them the basic fundamentals that they don't have. They have so many pieces of the puzzle already. Some of them just need to know how to write a business plan, how to read a financial statement and to hear from someone else that it can be done. To see how aggressive and eager they are to succeed, it just makes you want to help them."

Like everyone else, the Waldens needed support along the way. Now, they're paying it back by aiding veterans in getting from Step One to Step Two.

"Sometimes, they don't need anything but an opportunity and a little bit of help," Mike Walden said. "They will make this country wonderful. They will raise their families. They will grow businesses. And they'll help other veterans. So if Amy and I can just play a small part in that ..."

A little instruction manual always helps. **C**



Local pup shows his Mocs Spirit at Chattanooga's Park(ing) Day. The community event reclaims metered parking spots up East MLK Boulevard between campus and downtown, creating mini parks—parklets—with everything from carpool karaoke to ballet performances.



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BRIDGING COMMUNITIES IN THE TENNESSEE VALLEY



On-air announcers from left: Richard Winham '90, '95; Cleveland Carlson '95; Michael Edward Miller '09 and Mark Colbert.

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