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NEWS

- 10 The Freshman Experience
- 12 Thinking about Mental Health
- 18 BlockU and Leap
- 20 ASUU 2020-2021

SPORTS

- 22 Game Time
- 24 MUSS How-To
- 28 Fav MUSS Moments
- 30 Know your Coach

ARTS

- 36 Arts Advice
- 38 Get Involved
- 40 What's an Arts Pass?
- 42 Where to Eat
- 44 Meet your Art Profs

OPINION

- 50 Make College Worth It
- 52 Student Groups Worth It?
- 54 Gen. Ed
- 56 Non-Trad Students
- 58 Have A Good First Year

14 WHERE TO LIVE



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Editor's Note



There is a message painted on the wall next to the trash chute outside my apartment building. In block letters it reads:

“CHILDREN NOT ALLOWED IN DUMPSTER.”

Depending on how you read it, there are lessons to be learned from this notice. The first is on the matter of clarity. Children may not be allowed in the dumpster, but at what age is it permitted to enter the dumpster? Voting age? Drinking age? Perhaps it lines up with the age one can swear in front of their dad without fear of swift punishment.

Also, why was this message necessary? Likely, there were some enterprising kids having a dive in the rubbish. There is the less likely scenario where a parent had enough and chose to dispose of their children improperly. You can see the problems that arise from this clarification oversight. It makes the mind wander.

The real lesson that I want to point out to you new Utes especially, there is always someone who wants to keep you out of the proverbial dumpster. But you know, sometimes you've got to embrace the not so long passed child spirt within and take a dive into a muddy creek, a snowbank, a pile of leaves or the dumpster behind the South Medical Tower. There is a ton of trouble to be made out there, so go make some.

Good Luck and Welcome to the U,

J. Prather
Print Managing Editor

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3. "What does the MUSS stand for?"
4. "What is Beth Launerie's— The U's head volleyball coach — record for won vs. lost games?"
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WHAT WE ARE...

Watching

“The Midnight Gospel” kind of appeared on Netflix toward the end of April out of the cosmos or an alternate reality, I’m not sure yet. What I do know is that this cartoon is a collaboration of “Adventure Time” creator Pendleton Ward and Duncan Trussell who produces “The Duncan Trussell Family Hour” podcast. The loose narrative follows Clancy Gilroy, a spacecaster interviews beings from the multiverse. The dialog and story are built around real conversations Trussell has had on his show surrounding love, religion, death and drugs to name just a few. To compare this show to “Rick and Morty” would be unfair to both. Apart from space and time travel these shows don’t share a lot. “The Midnight Gospel” tackles difficult subject matter with sincerity and authenticity by adapting the podcast format we all seem to love, and taking it to a realm that we had yet to dream of. You can certainly binge it, but I recommend savoring it by taking your time to navigate this dark but honest revelation.

Hearing

Summer is kind of here, and I’ve been doing a fair bit of porch sittin’ in the avenues with good friends and cheap beer. For companionship we’ve been listening to Dougie Pool’s 2017 album “Wideass Highway”. It calls back to Hank William, Patsy Cline and early Willy Nelson but I wouldn’t call it country. It would be more accurate to describe it as if Yellow Days or Mac Demarco made a country influenced album. Good for snoozing in a hammock or passing a bottle between COVID-negative friends. Enjoy responsibly.

Doing

Stuck inside? Do a project. I’m currently rebuilding a motorcycle in my apartment — I hope USA doesn’t read the Chrony. It’s pretty Chad to announce this, but hell it keeps me busy. Find a project of your own. If you can find flour, learn how to bake bread, make your own jam, write a romance novel or build a bridge out of tooth-picks. Cabin fever is real y’all.

-J. Prather

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The Freshman Experience at the U

By **Natalie Colby** / News Editor

By **Kayleigh Silverstein** / News Writer

The University of Utah welcomes another incoming freshmen class in August 2020. Students will come from all over to attend and have unique experiences at the university. No experience is universal, but many students have learned how to navigate their personal situation to make the most out of this formative year. While many dorms on campus are set for freshmen, US News reports that only 14% of U students live on campus. The U is traditionally a commuter school, and many freshmen will find themselves traveling in the fall.

Bri Fuller, a freshman majoring in English, commuted to campus 45 minutes to an hour every day via UTA TRAX for her freshman year.

It may have not been the most conventional experience, but Fuller said that commuting allowed her to learn better time management skills and made her a better student overall.

The most challenging part was dealing with TRAX-related issues and learning to work around transportation times to make it to all her classes, Fuller said. Delays, derailings and missed trains are all a part of things that can go wrong while taking public transportation.

In order to stay up to date with things, Fuller suggested following UTA on Twitter and checking the schedules ahead of time to not only know what time the trains will show up to the station but also what time they will arrive on campus. She also recommended knowing which stations are closest to your classes on campus.

"I would also suggest coordinating with friends who have similar schedules because it makes the commute more fun," Fuller said.

While the majority of U students come from the Utah Valley, out-of-state students have to adapt to the Utah lifestyle and culture.

Kristina Guzman, a freshman majoring in marketing, moved all the way from New York City. Guzman said she expected lots of drugs, alcohol and parties from portrayals of college on TV, but instead got awesome roommates who hosted Just Dance parties and waffle movie nights. "I got a greater sense of community from my hallway and such a greater sense of independence from being on my own," Guzman said.

Despite thinking she was independent before college, Guzman said being alone without the safety net of her mom around was a different level.

"Not being able to hug her whenever I wanted was a challenge, so I really had to learn to forge friendships where I felt comfortable enough to talk about challenges or deal with hardships on my own," Guzman said.

Guzman said she learned a lot about herself in her first year of college, including how to operate as a single unit, plan out meals and keep herself and her space organized. "I found that I'm more rational and calm about living by myself than I thought which was a nice discovery," Guzman said.

In the craziness of classes and obligations, Guzman said that one thing that was good for her was taking time each day to organize her room. "I felt like that was something that I could really look forward to and I actually had control over something even though I'd been dumped in a new place," she said.

Guzman advises other students to always say yes, within reason, to try doing things and stepping out of your comfort zone and to not be afraid to start doing new things right away. "Go somewhere and explore the campus. Start getting familiar with your surroundings because you're going to be there for a while," she said.

"Moving out of state is hard but it's so worth it to be truly independent and learn what it's like to live by yourself which you will most likely be doing after college so it's a good transition," Guzman said.

Another out-of-state student is Sanja Bunjevic, a freshman from California, who is majoring in nursing. While California is closer to Utah than New York, it is still a transition that takes some getting used to. "It was a lot of adjusting coming from California because I had never been to Utah prior. I guess it was kind of new just living on your own without your parents, doing everything yourself. I liked it; it gave me a lot of independence," Bunjevic said.

Like many incoming freshmen, Bunjevic was concerned about not making friends or liking her classes. However, she was able to make friends in a variety of ways. "My freshman year was actually not really what I expected. I literally came in so scared of not making friends or not liking my classes, but as the year went on, I joined a sorority and I met my closest friends. I met friends in my nursing classes," Bunjevic said.

Along with joining a sorority, Bunjevic recommends living on campus as a way to meet new people. "The social aspect for me was great because I was able to make friends, go to football games, the stadium is right down the street. I loved living on campus. I got the real college experience," Bunjevic said.

Bunjevic's biggest piece of advice to incoming freshmen would be to take every opportunity that comes along. "I was fortunate enough to take every opportunity given to me, and it really helped me branch out and meet more friends, so I think everyone should take any opportunity given to them," Bunjevic said.

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Reaching Out: Mental Health Resources on Campus

By Natalie Colby / News Editor

Across the University of Utah, there are numerous resources for students to access — including programs that focus on mental and physical health and well being.

In Utah, there has been a statewide effort to address and destigmatize mental health. The initiative comes from Utah’s high suicide rates in past years. As incoming students find themselves adjusting to life at U, juggling classes, homework and work — there are organizations that can help facilitate the transition to university life.

The Women’s Resource Center

The Women’s Resource Center was founded in 1971 by women’s faculty and staff, and can be found in the Union. Kristy Bartley, a counseling coordinator, works at the WRC to help students address their needs.

Students can come in for more than just counseling. Bartley explained the resource center is also there to help with financial needs, advocacy and emergency grants. Around the nation, there’s a recurring problem with counseling services — the waitlist. The waitlist can take centers several weeks to months to see a new student. Bartley acknowledged this issue in counseling services.

“[It’s] an ongoing problem because we can’t hire ourselves out of a waitlist. We know that. Although we have just hired someone who started last week,” Bartley said.

There are various factors that influence the waitlist period. Bartley said it depends on what time during the semester students come in. She said there’s more availability at the beginning of the semester than in the middle.

“That’s also true for all of the counseling resources on campus. You know, in the beginning, everybody has time on their schedule. By mid-semester or right before midterms, things are full. I would say that it could be, you know, as much as two or three weeks and we’ve had people come in and do the initial contact but they don’t do an intake until we’re ready. Until we have a space,” Bartley said.

The counseling process for the WRC involves a weekly series called an ini-

tial contact. The initial contact is a 15-minute meeting with a counselor which helps assess what a student might need and the best way to help them whether that be through counseling or another resource.

The women’s clinical team is made up of seven individuals. Bartley said they do all kinds of case management, which includes helping students find housing and assisting writing letters for students with special accommodations.

“You know, anything that a student needs, we try and meet that need. And we have wraparound services, we have an education specialist and so we’re trying to make sure that we’re doing a more holistic job in supporting the students,” Bartley said.

According to the WRC website, the center’s approach to counseling is explored in the context of gender, power and cultural influences within life experiences and concerns. The women’s resource center also works with men.

ACES

Another mental health and wellness resource on campus is the ACES peer health educators. Run by the Center for Student Wellness, ACES is made up of students on campus that specialize in different areas of wellness that develop and implement events and programming. They have three focus groups: violence prevention, sexual wellness and harm reduction. Each group hosts different themed presentations and events. In addition, they provide wellness presentations, office hours for students, STI clinic and regularly participate in events put on by the Center for Student Wellness. They also provide peer-to-peer wellness counseling.

Marissa Castillo, a newly graduated senior from the college of health promotion and education, focused on violence prevention. Her role as a member of the ACES was to reduce stigmas around rape culture and teach about bystander intervention.

“Being able to talk to another person that is going through a similar situation as you or understand certain aspects for your experience can make reaching out for help more comfortable,” Castillo said. “I think that we are able to

relate to each other better and offer support in a different way due to personal experiences.”

ACES receives training in different resources, so they can offer and connect students to individuals and places all across campus. Castillo said there are many ways to balance your mental health throughout college. She encourages students to get involved on campus and look for support through joining different student groups or reaching out to roommates, classmates or to the ACES.

“Finding those support groups will not only help you make friends but help reduce the shock of transitioning to a new chapter of life,” Castillo said.

Castillo said the best way to maintain balance in school and mental health is to set up a good support system and check in often with how one personally feels.

“I always try to pay attention to how I am currently feeling and balance out ways to relax and unwind after a stressful week,” Castillo said. “Understanding when you are starting to struggle with your mental health will help you become proactive in trying to find ways to help improve your health or know when to reach out to other for support.”

For Castillo, the ACES gave her not only a sense of belonging on a big cam-

pus, but also knowledge and access to resources on campus that she didn’t even know were available.

“Don’t be afraid to ask any office on campus for questions or help. They are all knowledgeable and will connect you with the right resources or people depending on your needs,” Castillo said.

The ACES can be accessed through office hours at the Center for Student Wellness in the Student Life Center, tabling across campus and a contact form on their website. They also regularly check their Instagram DMs (@uofuaces).

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Housing: The Good, the Bad and the Ugly

By Natalie Colby, Ivana Martinez and Kayleigh Silerstein / News Editor, Asst. News Editor, News Writer

The University of Utah’s on-campus housing applications for the 2020-21 school year opened in February. Housing applications require students to answer questions about their preferences, including what time they go to bed, their thoughts on overnight guests and even what temperature they like to keep their room. Along with a place to live, the U also provides learning and themed communities for students with shared interests across all different housing options. Each housing location offers something unique to students, and there are many options to choose from.

Heritage Commons

Originally built to house the 2002 Winter Olympic athletes and located in North Campus, Heritage Commons includes Chapel Glen, Sage Point and Gateway Heights. Gateway Heights is the only gender-segregated dorm on campus.

These dorms do not have kitchens and require a meal plan. They have a wide variety of options, including triples, singles, doubles and economy doubles, and for the 2020-21 school year, are only open for freshmen. Katrina Radmall, a freshman studying psychology, lives in Sage Point. She said she chose this option because the rooms were laid out as suites and it offered single rooms, and she wanted her own space to work.

Radmall said that she dislikes how far of a walk it is from the Peterson Heritage Center, which houses the main dining hall on campus. Additionally, she said she wished she knew about other options on campus to choose from because she only got to see one or two different styles in her tours and orientation. Radmall said the price of a single room at Sage Point, which also requests the resident to buy a meal plan, is worth the cost for her because everything is included — laundry, electric, heat, A/C, water, etc. The biggest benefit for Radmall is that things on campus are more accessible for her, and she thinks it is good to live on campus for at least the first year of college. She said she misses baking and having a kitchen and plans to live in Benchmark Plaza next

year, which will provide her a kitchen to do so.

“I haven’t made a cookie in ages,” Radmall said.

Aubrey Warren is an undeclared first-year student. She also lives in Sage Point and has a different opinion of living on campus. Warren said Sage Point is what she was left with when she signed up for housing because she did not get priority.

“I don’t feel like living on campus is worth the cost, not even close,” Warren said. “The worst part is having a roommate.”

While Warren said it is nice to live on campus for the first year, as one can make friends, she thinks students get relatively little for the amount they pay. Warren plans to live off-campus next year and said she thinks she will enjoy it more. Jaden Le, a freshman studying biology, said he enjoys living in Sage Point and would recommend it to others.

“The best part is that we have a gym on the first floor which is nice in case of unfortunate weather or late-night workouts,” Le said.

Officers Circle

Stationed on the east side of campus in front of the PHC, a row of houses is lined up neatly in a semi-circle. Officers Circle consists of 10 themed houses, each one focused on some academic specialty. Students are grouped together in Living Learning Communities. LLCs are meant to group students together based on similar interests, passions or academic pursuits. Although Officer’s Circle is structured as a house and contains a kitchen, it still requires students to purchase a meal plan. Most of these houses include study areas, a kitchen, living rooms, a dining room and a multi-purpose room.

Jack Markman, a junior studying economics who lived there for a school year, mentioned having resources available to him, such as public transportation, is one benefit of living on campus. “There have been some downsides as well, like cumbersome policies the housing occasionally adopts, but overall my experience has been very positive,” Markman said.



Lassonde Institute

One of those “cumbersome policies” Markman refers to are the security cameras HRE installed in the middle of October 2019. “I was more displeased with the fact that they installed them without informing us and alerting us that they would be in common spaces,” Markman said. “Their rhetoric made it sound as though the cameras would be on the outside of the building.”

Rebecca Bateman is a junior studying economics and philosophy and wants students to know three things about living on Officer’s Circle. “Number one, I would want them to know that it’s a really convenient thing to do; and number two, I would want them to know that it is easy to find community here,” Bateman said. “And number three, I would want them to recognize and weigh the costs of living here, and by cost I mean actual money. It costs a lot of money to live here.”

Lassonde Studios

A home meant for entrepreneurs and innovators, Lassonde Studios is located at the center of campus and will only house first years and sophomores in 2020-21. There are several different types of housing options at Lassonde — a loft, which is an open room for either three or four people that includes a kitchen and living area and two bathrooms; pods, which are a single or double room; and then eight bathrooms among 25 people including a kitchen area. They also have singles and doubles. Each floor has a specific

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theme and the lobby includes equipment for students to create and innovate.

Alli Schuh is a freshman studying modern dance and psychology. She mentioned how close Lassonde is to other buildings on campus. Schuh said having the Student Life Center and her classes within walking distance is “probably what’s most convenient about [living in Lassonde].”

A common theme that arose among some students about living at Lassonde was the lack of dietary options. Schuh said she disliked the food and feels it is unhealthy.

“The bad thing is I don’t like the meals served at the café downstairs. It’s always the same, especially if you’ve been living there for two years,” Diana Martinez, a junior studying business administration, said.

Martinez also mentioned how she appreciated the proximity to the business school and how she loved living with her two best friends in her loft.

“I love the idea of living in your own apartment on campus. It’s a really good environment,” Martinez said.

Schuh said that for the pods, the bathroom system could be improved upon. She said she wished they had designated bathrooms for the 25 people who share them.

“Because it is not like anybody’s specific bathroom, people don’t take responsibility to clean up their messes, which is a huge issue,” Schuh said. “They get really disgusting.”

Marriott Honors Community

The MHC is located right across from the Student Life Center and is currently open for all levels of students, but will be limited to upperclassmen for 2020-21, due to the new Kahlert Village. The apartment-style dorms include a kitchen, living area and either a single or a double rooms. One of the wings even has two-story apartments with a flight of stairs in them. The common areas are meant to foster community engagement, and some students believe they have been successful to an extent.

“I think one of my favorite things about the MHC is the people here. I feel like everyone is really motivated to do work,” said Sahana Kargi, a freshman studying math, “and whenever I come in after a long day I always see people doing their homework and studying outside in the common areas, so it just motivates me to work harder.”

Along with the common areas outside of the rooms, there are living rooms which model common room areas.

“I really like the common areas in the apartments where we can all hang out as roommates,” said Ryleigh Smith, a freshman studying biology.

Multiple students said they valued the sense of community created by the students who make up the MHC.

“It’s a good community I think. It’s a good group of people,” said William Mollenkamp, a freshman studying music composition.

“I wish it was like some of the other freshman dorms where everyone knows everyone on their floors, but I think that just might be a consequence of having apartment-style,” Kargi said.

While this type of living situation may make it hard to create a social atmosphere outside of the individual rooms, students seem to have been success-

ful in making friends outside of their rooms.

“I think there are a lot of different social groups inside, but I did not find it very hard to find the one that I fit into the most,” Mollenkamp said.

Students also brought up some aspects of the Honors Market they wish could be improved.

“The food options could be a little more nutritional,” Smith said.

“The Honors Market is very expensive but it’s also kind of one of our only options which seems kind of not good. That’s a thumbs down, just for the record,” Mollenkamp said.

Benchmark Plaza and Shoreline Ridge

As the only apartment-styled housing options located on north campus, Benchmark Plaza and Shoreline Ridge consist of a kitchen, living room and single rooms that house two, three or four people. Benchmark Plaza houses upperclassmen, and Shoreline Ridge is also open to graduate students. These apartments do not require a meal plan. Christa Ishimwe, a junior studying health, society and policy who lives in Shoreline Ridge, said the best part about living there is the convenience and proximity to classes and a community.

“Just by living here you meet a lot of people through events, community meetings in your dorm, or even just in the dining hall,” Ishimwe said.

Even though it is relatively closer to campus, Shoreline Ridge and Benchmark Plaza are located the farthest north of all the dorms from the main campus. Ishimwe said she wished she knew how far of a walk it would be to south campus. She said that it can be a struggle to walk uphill when you miss the shuttle. Additionally, Ishimwe said the worst part of living on campus is having roommates and loud people that live in the same hall as you.

Other Options

In addition to on-campus housing, the U also offers apartments off campus such as Downtown Commons and Block 44. The U is also close to completing the new first-year-only dorm building called Kahlert Village right next to the MHC, which will be open Fall 2020. Kahlert Village is expected to house 327 first-year students. It will contain four wings, each one with a specific theme.

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“Living on campus helps you become independent and learn to take care of yourself.” - Christa Ishimwe

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LEAP and Block U Help Students Navigate the College Transition

By Angelyn Ramos / News Writer

Freshmen year is a time of change and growth for many students, and the University of Utah introduced the LEAP and Block U programs in 1994 and 2013 respectively to help guide students through their stress-laden first year as college students.

LEAP

Dr. Marissa Diener, the director of the U's LEAP program, took over the program three years ago after working for the school for over 20 years in the family and consumer sciences department.

"The reason I took this job was because I so strongly believe in what LEAP is trying to do for students," Diener said. "LEAP is a program that supports student success at the U. We are a learning community. We offer everything from student mentors to program librarians."

Diener said it has served to allow incoming students to get involved and participate in more personalized education. LEAP is a year-long learning community which comprises two three-credit courses, one in fall and one in spring, that are taken with the same students and professors. These classes typically fulfill general education requirements.

Diener said one of their more popular classes includes the health professionals LEAP program, which can help fulfill a general education requirement for nursing, PA and pre-med students. Additionally, the program seeks to get students engaged in different programs throughout the university.

"I spend a lot of my time making and maintaining relationships with different programs on campus. We do all of that partnership work to help connect students all over campus," Diener said.

LEAP was established to aid students in adjusting to life on a large campus with a lot of students. With the help of Diener and the rest of her staff, including student mentors, they continue to do that.

"Ultimately, I just want students to know how much this program can benefit them," Diener said.

Last fall around 900 students participated in the LEAP program, and while it is targeted towards freshmen, the program is offered to all undergraduate students. According to Diener, some programs even require their students to take part in LEAP, primarily engineering programs. Diener said the way they are doing orientation is different this year, but they have a goal to reach more students this year.

"While there are a lot of reasons that a student may not participate in the program, I think there are a lot of students who may just not know about the program," Diener said. "We have been going to orientations in the past, but students receive so much information during that period and some of the language we use may be confusing."

Dr. Julie Metos, the associate dean of community engagement in the College of Health, expressed a similar attitude in regard to student numbers.

"Once students learn about the program, they are very excited about it. ... This year it will be featured in online orientation, so I hope students have more of an opportunity to learn more about it and sign up. We are striving to let high school students know more about it before they come to college," Metos said.

In an effort to target the students, they will include a survey during the orientation modules to see if students would like to be connected with student mentors.

"Overall, we can get a lot more of our information online this year, hopefully making us more accessible to students," Diener said.

BLOCK U

Metos will be taking on a leadership role in Block U in the 2020-21 school year. Metos has worked at the U for 15 years and directly with Block U for the past three years. Unlike LEAP, Block U is offered explicitly to freshmen.

In the Block U program, students can pick a course of interest, such as work, wellness and the great outdoors, DaVinci, families and health, in addition to other themes. Students can take the course along with general education classes that fit with the theme of the core class.

"The core class is limited to 30 students, so everyone gets to know one another, which makes the campus feel smaller and more friendly," Metos said in an email interview.

In speaking about the benefits, Metos said Block U students are more likely to graduate in four years. This can allow students to save money. Metos said students always say it helps them make friends that they value throughout college and it makes them know that people on campus care.

"Students say it is the very best way to meet general education requirements. Block U students get all their intellectual explorations done their first year and are ready to jump into their majors as sophomores," Metos said.

"Overall, we can get a lot more of our information online this year, hopefully making us more accessible to students." - Marissa Diener

Despite the program being tailored specifically to freshmen students, it is particularly useful for students who may want more career and major exploration.

"Among first-year students, I would recommend it for any student that is exploring their major. Maybe they have some ideas about a major but are not sure, or maybe they still are considering their options. Either way, it is a great way to explore and then pick a major by the end of freshmen year," Metos said.

The program's intentions are to make a large school seem smaller, more approachable and more personal.

"Our courses are nothing extra to students. In fact, the program helps students fulfill their general education requirements while offering additional resources to students. We like to emphasize the fact that our learning communities are tailored to the individual. The general education requirements you would be participating in will be specific to your desired program," Diener said.

Metos said she finds that students get a lot out of the class and enjoy themselves while doing it.

"Block U is a lot of fun and also helps students develop skills for success in life. ... It's super fun and lots of learning takes place. Students feel so accomplished at the end and everyone participates in the annual Block U Symposium to share their work," Metos said.

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ASUU and the Budget: What U Need To Know

By Ivana Martinez / Asst. News Editor

As a new year approaches, ASUU, the student government, will gather on May 12 and 14 to discuss the impending budget for the 2020-21 school year. This budget includes funding for student organizations, large campus events, student travel, childcare and more. The Kum administration has set out to establish transparency with students regarding how ASUU manages their budget.

The logistics of the budget are first determined by the Redbook, ASUU's constitution. The money ASUU receives comes from the ASUU activity fee, which is taken out of student fees — a total of \$23.12 per term. There are two major processes which influence the budget. According to Devon Cantwell, a Ph.D. student studying political science at the U and the ASUU treasurer, the budget depends on any changes to the required campus fee structure. Then it will go through the formation process.

Cantwell said in previous years, the projected budget for ASUU has been \$1.8 million, but in early March this year, it was anticipated to be about \$1.6 million due to the COVID-19 global pandemic. The estimated projection is based on student enrollment, which is anticipated to decrease this upcoming year. Cantwell explained the \$23.12 dollars can be adjusted by the Campus Fee Advisory Board, the president of the university and the Board of Regents of the state of Utah.

"There's not a lot of wiggle room in the budget even on a normal year. And then this year, with having about \$200,000 of a budget shortfall, here we are. It's a little bit tighter. So these modification pieces are a little trickier to do," Cantwell said.

After the estimate for the year, ASUU then subtracts the percentages, set dollar amounts and other operational expenses that are fixed. These percentages come from the Redbook. Cantwell explained these percentages are subtracted immediately. These include the 13% for Assembly, 2% for Senate, 9% for travel, 11% for the executive cabinet and 18% for the Campus Event Board as of June.

Traditionally, the Campus Events Board receives 15%. The change to the CEB budget was voted on in April. Commitments like the tutoring center (3.5%) and childcare (2.5%) also get subtracted during this phase. After these subtractions, Cantwell said, comes the cost of professional staff, their salaries, their benefits and any other operating expenses at this stage. Cantwell said a large sum of the budget allocation, 20%, is for these fees.

"What can get tricky here is that in years that we have projected reductions in our revenue, these percentage-based funds can be hit pretty heavily," Cantwell said.

After the budget is set, the Assembly and Senate both have to agree on the proposed amount. Cantwell said once it's approved, the President of ASUU, Ephraim Kum, then signs the budget and it is seen, debated and voted on by the Committee on Student Affairs. Kum said to look at the ASUU budget as an investment. He said these funds go toward everything ASUU does.

"Since everyone pays that \$23, it adds up to make up our budget. In turn, the things ASUU does, therefore, are meant to go back to the students in some way shape or form, whether it be resources, events, etc.," Kum said.

Kum said the ASUU budget has always been an attempt to be reflective of what they've learned to be student priorities. Kum said his presidency is trying to limit the decrease in funding for programs such as the ASUU childcare or the DREAM program.

"Some of the budgets to certain boards like diversity or government relations that are playing really crucial, crucial roles in a student body, especially this year," Kum said.

ASUU has a general reserve fund, which houses any excess money from boards. This rollover automatically happens at the end of each year. According to the Redbook, article IV only allows CEB to maintain its own, independent rollover fund. Cantwell said the Assembly and Senate money also rolls over into their budget for the following year, but only up to \$50,000 in excess.

The general reserve fund is only allowed to accumulate up to \$200,000. However, Cantwell said once it exceeds the amount, any additional rollover amounts get rolled over into the presidential operating budget, which allows for the president to allocate at their discretion to projects or other funds within ASUU. Cantwell said ASUU is working on having tools which allow students to see the breakdown of how their money is being spent.

"We want students to be more informed and understand when we say things like 'actually, we do have to continue paying that fee.' We want them to understand the rationale for why, and not like administration is just blowing off," Cantwell said.

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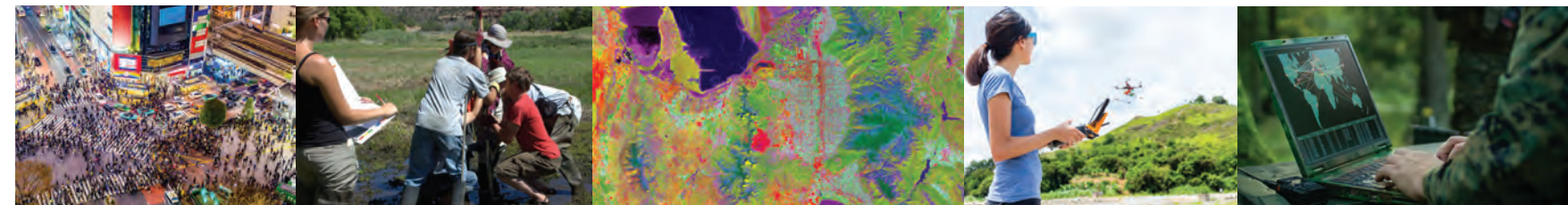
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How U Can Be a Part of The MUSS



By Sammy Mora / Sports Editor

Students who attend the University of Utah have the opportunity to be a part of one of the best student sections in all of college athletics. The MUSS was a finalist for the Live Mas Student section in 2019.

The MUSS is known for some iconic traditions such as the Third Down Jump or Hanging Five during football games. In gymnastics, The MUSS participates in the Red Rocks cheer with the team before the meet starts.

According to The MUSS' website, the pros of joining the student section are through the roof.

"The MUSS provides an exciting and memorable experience for students at athletics events. Students who join The MUSS develop a bond with other students on campus and also with the athletics teams," it says.

But how does a student become one of 6,000 people who cheer on the football team in August?

First off, football is the main sport where students will have to register for their tickets. According to The MUSS website, the premium plan for students is \$50 and includes an Under Armour shirt for students to wear to the games, guaranteed seats to every home football game for the 2020 season, pre-game tailgates as well as being able to register for the annual MUSS Bus.

If students have friends they want to take to a game who don't attend the U, they are able to register for up to two guests. Each guest pass costs \$199.

While football has the biggest MUSS group, most of the other sports also have a showing from the student section as well.

For all the athletic events that take place in the Jon M. Huntsman Center,

students get in for free with their UCard. For gymnastics, students are allowed one guest, while both basketball teams and volleyball students are allowed four guests free of charge. The only requirement is that students enter the games at door four.

If students want to attend a women's soccer game or a lacrosse game, they are also able to get into the new Ute Field for free with their UCard.

While the location where some teams compete is rather obvious, some team's home fields are not as well known.

Both the men's and women's tennis teams play at the Eccles Tennis Facility on Guardsman Way. Utah baseball plays at Smith's Ballpark, the home of the Salt Lake Bees. Utah beach volleyball plays at Ute Beach, near the Lassonde Studios. The track and field team competes at the McCarthy Family Track and Field Complex on the upper campus. Near the track complex is the Dumke Family Softball Stadium, which houses the softball team. Utah cross country hosts its annual meet of the season at Sunnyside Park off campus.

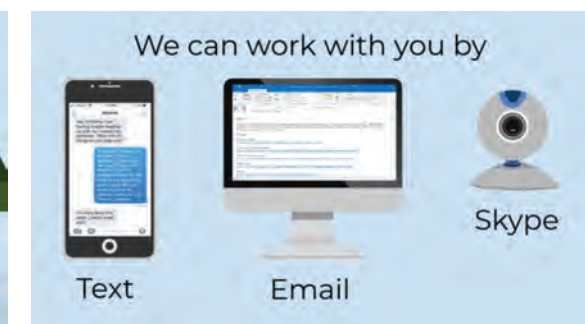
The swim and dive teams compete at the Ute Natatorium, over by the Huntsman Center. The Utah golf team plays at the Salt Lake Country Club, while the ski team rotates where they host their home meet.

No matter what team you go out to support, we hope to see U in The MUSS.

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STUDENT SUCCESS ADVOCATES



An Experience Like No Other: The Mighty Utah Student Section

By Cole Bagley / Asst. Sports Editor

As a student at the University of Utah, you are provided with a unique opportunity to be a part of one of the greatest college sports organizations in the country. The MUSS awaits any student whose blood bleeds red and is anxious to support their Utes on the field of battle. But before you join this rambunctious crew, it's important to know just exactly what it means to be a member of The MUSS.

The Foundation of The MUSS:

Before it was mighty, the Utah student section was formally known as the UFFC, or Utah Football Fan Club. Unfortunately, this fan club was not very popular, as it struggled to attract students in support of the athletic teams. Back in 2001, the average student attendance at a home football game was only 500 students, and even head coach Kyle Whittingham knew there was a problem.

"When I came to Utah as an assistant in 1994, the student section consisted of four students and a dog. And the dog was a stray," Whittingham said to @TheU.

With participation so poor, the Alumni Association and Department of Athletics sprang into action in order to create something students would be proud of and desire to join. Thus, The MUSS was born. Since its foundation in 2003, it has grown to over 7,000 members. It has even evolved into one of the most respected student sections in the nation, being named the fourth-best student section by the NCAA back in 2014.

What Makes the Student Section Mighty

To be named the fourth-best student section in the country, you've got to set yourself apart. As defined by the University of



Utah Magazine, "Muss is a noun that means a state of disorder; as an acronym at the U, it has come to mean Mighty Utah Student Section."

The MUSS truly is a state of disorder, and that is exactly what the organization's president-elect, Avery Abelhouzen, would want you to know.

"We have a lot of different traditions that make The MUSS special," Abelhouzen said. "Our most famous is probably the Third Down jump. When the opposing offense is on third down, our goal is to get loud and try to cause a false start. When we cause a false start, we hang a five at the front of the MUSS to keep track of how many false starts we caused throughout the game. The MUSS also has a Red Robin catered tailgate before every game."

The cheerleaders are also major contributors, as they lead The MUSS in their deafening cheers heard throughout the Wasatch. Recent graduate Jared Heldt was a member of the squad for five years and even became one of the captains.

"Being a cheerleader, I was down on the field in front of The MUSS, so I got the full effect of just how loud the whole student section could be," Heldt said. "One of my favorite memories was from this last season when Utah football was playing Washington in Seattle. I remember when Utah would have big plays, the whole stadium would quiet down except for The MUSS, who took the MUSS Bus up to Seattle. Their craziness helped maintain the same noise, passion, and support for the team as if the game were played in Rice-Eccles Stadium."

Why you should join The MUSS

As a member of The MUSS, you are provided a very unique opportunity to cheer for one of the top schools in the Pac-12. From touchdown passes at Rice-Eccles to incredible beam performances at the Huntsman Center, The MUSS provides an opportunity to cheer Utah to victory with your fellow classmates.

"Students being active members of The MUSS and supporting our teams are what keep the Mighty Utah Student Section one of the strongest in the nation," Abelhouzen said. "Engaging with us on social media, especially Instagram and Twitter, is also a really great way to get involved and connect with other people in The MUSS. The MUSS is a community striving to be as inclusive and impactful as possible. Attending sporting events on campus is a great way to enrich your college experience and create amazing memories."

Utah Athletics wouldn't be what they are without the support of The MUSS. In fact, the football team wears "The MUSS" stickers on the back of every helmet with pride as they face opponents. So during your time at the U, make sure to sign up for a MUSS premium pass, dress all in red and scream your heart out at for your Utes. Then you can truly sing "a Utah fan am I!"

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Favorite MUSS Moments from the Sports Desk



Even though we at Chrony Sports are usually working when game time rolls around, there are those times when we are able to enjoy the games as members of the MUSS. From first time experiences to just being around with friends, the MUSS is the place to be.

Sammy Mora:

I've had the privilege of being able to attend all sorts of sporting events at the U since the age of two. And while I have some fantastic memories at football and gymnastics meets with my family, there is just something about the MUSS that makes the games feel completely different. Earlier this year I dragged former arts editor Palak Jayswal and copy chief Maddy La Turner to a Utah Women's basketball game versus UCLA. Even though we lost, there was just something special about being in the MUSS with two of my best friends and spending time together. From trying to distract the Bruins girls while they were taking their free throws to the awkward dancing we did, it was one of the most fun sporting events I've ever been to. The laughs I shared with two

of my best friends is something that I will treasure forever. While the MUSS is a great place for you to meet new friends, there is something even more fun about going with the friends you already have. And no matter what the outcome of the game is, there is always something you will remember from your time in the MUSS.

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Cole Bagley:

As a first-semester transfer student at the University of Utah, my favorite sports moment so far was the home football game against UCLA last season. This was my first experience as an actual student watching a game at Rice Eccles, and the Utes did not disappoint. Wearing their brand new throwback uniforms, the Utes played a near-perfect game of football against the Bruins. Tyler Huntley ran for a touchdown, passed for another and threw for 335 yards. Zack Moss ran for two touchdowns and 127 yards while Brant Kuithe

had arguably his best game of the season recording five catches for 132 yards and scoring one touchdown. But the highlight play of the night was when Julian Blackmon forced a fumble that was scooped up by Mika Tafua and returned to the house for six points by the big man. The entire stadium absolutely erupted and from that point on it was a party at Rice Eccles Stadium as the Utes rolled the Bruins, 49-3.

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Carlos Padilla:

A personal favorite moment from being a member of the MUSS came this past football season against the Cal Golden Bears. During the game, the skies opened up and unleashed on Rice-Eccles Stadium. Fans were drenched to the bone. I personally remember feeling as though I had stepped out of a swimming pool as I was dripping from head to toe. Although the weather was dreadful, the MUSS showed their pride. Students simply put on ponchos or toughed it out in order to cheer for their team. Rather than running for cover, students cheered, jumped in the rain and yelled louder. Never did the fans leave their team alone on the field. The fans were well rewarded as Zack Moss broke two more school records in the game — including the most 100-yard games in a career. This experience will forever stand out as a testament to the loyalty and spirit of the Mighty Utah Student Section. No matter the weather, we will always be ready to cheer on our Utes!

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Ethan Pearce:

The most memorable game that I have attended at the U has been the win over Arizona State this past year in football. In my first year at the University of Utah, I had a great time being a member of the MUSS and attending all of our football home games last season. The win over Arizona State sticks out in my mind as the most memorable because of the amazing performance by the Utah defense. Arizona State had only 8 first downs the whole game only gained 136 total yards, only 25 of which were passing, and scored just 3 points. For the offense, Zack Moss tallied 99 yards and 2 touchdowns, and Tyler Huntley passed for 171 yards. Moss also broke the school's rushing record in the game. In what has become a bit of a chippy rivalry over the past few years, Utah totally stifled ASU's offense and rolled on their way to a dominating 21-3 victory. Out of all the games I've been to, the crowd was the most fired up here as the Utes silenced doubters and put the Sun Devils in their place.

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Know Your Coach: Volleyball's Beth Launiere



By Sammy Mora / Sports Editor

Photos by Kiffer Creveling

The University of Utah is home to some of the best athletic coaches in the country. Beth Launiere has been at the helm of the Utah volleyball program for over 30 years now. Her record of 588-370 speaks for itself and shows the impact she has had.

Last season, she led the team to one of the most successful seasons in school history, which included the fourth Sweet 16 berth in program history. In addition, she was named the Pac-12 Coach of the Year after the team finished their season with a 24-10 record. She was also awarded the AVCA West

Region Coach of the Year for the fourth time since taking over this Utah program.

Launiere coached a program record four AVCA All-Americans on last year's team — Dani Drews, Berkeley Oblad, Kenzie Koerber and Saige Ka'aha'aina-Torres.

While her accomplishments on the court speak for themselves, what does Launiere like to do when she is not on the court? If she could only watch one TV show for the rest of her life, what show would she choose? That's where Know Your Coach comes in.

Q: Do you have a favorite moment during your tenure here at Utah?

A: Oh, probably beating BYU this past season 3-0 on the road to go to the Sweet 16. It was a really special season. We had a team that really got along well, and we had a lot of success. So we didn't even want the season to end when we lost to Stanford, it was almost like a shock to our system because we just thought we're gonna keep playing and it was really a fun year.

Q: So what do you love most about being at Utah?

A: I've been here a long time. I love everything about it, or I wouldn't have been here for 30 years. I think it's a great academic institution. I think Salt Lake City is great. And I think our athletic department — we've proven over and over and over again through the years that we know how to be successful in whatever conference we're in. You're seeing it in the Pac-12, a lot of teams are starting to experience success. So when you talk Salt Lake City and the university and the athletic department, you know, why wouldn't anybody want to be here?

Q: What's it like to coach a Barton? You are coaching Dani right now, and Kyle Whittingham coached Jaxson and Cody, so how is that?

A: They're interesting. You want them on your team, I can tell you that. They only have one, one speed on their motor, and it's go, and it's go hard. They're such great competitors. They love to compete; they compete at anything. You know, I'm sure at home they compete at everything. I know they do. They're just winners, you know, they love to compete. They go hard, and they're driven to win. It's what every coach wants on their team for sure.

Q: So do you have any like pregame rituals that you have to follow?

A: I'm not a big superstitious person. I believe in preparation. But I do the same routine. After our pregame meal, I come home and take a nap. If I don't completely fall asleep, I definitely just lay down and still for a while just kind of rest my brain and kind of go over the game plan for the night — just slow down because I know the intensity is coming. So that's my routine.

Q: If you could see any music artists either alive or dead, who would you choose to see and why?

A: I mean, I wouldn't say I'm a huge Elvis fan, but I would say if you're talking like someone that you can't even imagine what it was like, you know, to see him perform, that would be him. But I've never seen Barbra Streisand before. I'd really like to see her. Who are the superstars that you've just not seen? And when you said dead or alive, I'm like, you



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know, I can't even imagine what it would have been like to see Elvis back in the day. I would probably say the Beatles as well to be honest with you. I would actually say the Beatles over Elvis, actually.

Q: So if you could go back to any moment in history and be present during that moment, what moment would you choose?

A: I wouldn't go too far back even though I like to watch period pieces on TV. I can't imagine living during some of those times. Probably the 70s, but I was born then. But I was really young, I mean it was a turmoil treeless decade. But I think it was also a decade of a lot of civil participation. You know, there's a lot of people involved with kind of social issues, and I would have liked to have been a part of some of that.

Q: If you could only watch one TV show for the rest of your life. Which TV show are you choosing and why?

A: Maybe Friends. One of the most classic ones. Either that or M.A.S.H., I love M.A.S.H.

Q: If you were trapped on an island and you could only have one book with you, what book would you take?

A: Probably a book on how to build a boat. It doesn't sound too bad to be stuck on a tropical island for a while, anyway.

Q: Outside of volleyball, what do you like to do with your free time?

A: I love just spending time at home. I've got a great yard and I love spending time in it. I love to bike and bike a lot. And I love to do yoga and just anything that can help me be healthy. I really just like hanging in my backyard and having barbecues with friends. That's why it was really hard for me right now. I also like going out to really nice restaurants in downtown Salt Lake. There's so many great restaurants. I just love going to a good restaurant and having a good dinner and a nice bottle of wine.

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Welcome to the U: Advice from the Arts Desk

By The Daily Utah Chronicle Arts Desk

The thought of starting college can be scary, as life suddenly changes and you're thrown into a new world. As you begin your college career at the University of Utah, the writers from the Arts Desk want to pass along a few words of wisdom to help you navigate this new chapter — advice our younger selves would have appreciated. Reflecting on our time at the U, we're wishing you the best of luck as you embark on your college journey.

Oakley Burt

Welcome to college, incoming freshmen. The world is at your feet — the experiences and opportunities you'll have in the next four years are endless. That being said, it can be easy to feel lost and unsure. As I look back at my time in college, my freshman year stands out the most. I remember coming to the U as an eager freshman, planning to double major and minor in fields I thought I loved. It took all of three weeks to realize my plan wasn't going to happen. I instantly felt lost and as if I had failed already. My advice is it's hard to know what you want to do in life after graduating from high school, so be open and flexible to change. If you come into college with a plan, be open to the possibility of that plan changing, and it's okay if it does. On the other hand, if you have no idea what you want to do, that's okay too.

Use your freshman year to explore a variety of gen ed classes. Discover the fields you like and the ones you don't. Don't be afraid to take classes in a field you might be interested in — you never know what you may learn. It took me all of two years to finally find a major I love — one that combined my interests and passions. Take the time to figure out who you are and where your passions lie and never think it's too late to change — that's what college is about.

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Parker Dunn

New experiences can certainly be daunting and even nerve-racking at times, and college is no exception. In fact, college can be a particularly stress-inducing experience — but only if you let it. Going into college, if you have your priorities straight and know generally what you want to get out of your experience, you'll fare just fine. At the same time, don't feel like you have to have everything figured out going into your freshman year or even by the end of it. The college experience should be enjoyed, not constantly mulled over and worried about.

College has a lot to offer academically and socially. My advice is to take advantage of it all — go to school events, join a club or two and utilize highly

beneficial resources like the Marriott Library and the Student Life Center. Engage in class, talk to your professors and make use of course materials. View college as an opportunity to become an all-around stronger, smarter and better person rather than thinking “I have to go to get a degree.” Keep in mind that you're paying tens of thousands of dollars to be here — might as well make the most of it.

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Kate Button

From my time at the U, my advice for students — whether they're in their first year or their final year — is to try something new. For me, getting out of my comfort zone, while scary, has provided me with some of my favorite memories and my best friends. I never would have imagined joining Greek life, becoming a student journalist or going on a study abroad trip with people I had never met before, but these moments have defined my time at the U. Whether it's something small like going to a play on campus or something larger like switching your major three times, following your heart while expanding your comfort zone can provide a whole new world of opportunities.

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Hannah Keating

My biggest piece of advice to incoming students is don't limit yourself! It can be really overwhelming to come into university and meet tons of talented and smart people (like you) but don't be afraid to follow weird and wonderful channels in the university that can connect you to what you really want to do. The opportunities for joining clubs, taking classes, meeting people, finding jobs and internships are endless. If you can't find a path that suits you, you can bring new things into existence. So chart new paths and create new spaces — it's the best time in your life for it.

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Cade Anderson

As a transfer student to the U, I've been able to experience a pretty unique perspective on this school, as contrasted against my experiences at BYU and UVU. What I've learned most about the U throughout my time in the anthropology and environmental & sustainability studies programs is just how many specialized professors we have here with really exciting areas of research. I

*For me, getting
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friends.*

would argue that no school in Utah has an anthropology program with as much current research as ours does. No school has a sustainability department quite as involved as ours is in current environmental activism. The U has a myriad of classes available, ranging from low workload and conversation-focused to challenging and research-focused in studying both human nature and our interactions with the environment. I would highly recommend anthropology and environmental studies to any incoming freshmen or even current students looking for a double major.

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Paige Lee

My advice is don't worry too much. Always do what you can with classes and work with extracurriculars — but be patient with yourself. It is totally okay to be imperfect. If you can get your homework done early and spend the rest of the week studying and relaxing, that's great. But if that doesn't happen, take a breath. You've got this. Grades are important, but it is just as important to take time for yourself and enjoy life. You'll probably have the university experience once in your life, so make it good. As long as you are doing your best, you have nothing to worry about.

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Getting Involved in the Arts

By Hannah Keating / Arts Writer

If there's one phrase that you'll hear a lot of during your undergrad, it's "get involved." You may hear friends and peers wanting to participate in a certain exciting project or program after talking to past students. You may hear how being involved in a student organization increases the likelihood of academic success and graduation. If nothing else, being involved in a student group is something you can show off to parents at the end of the semester. Student groups in the arts are the best way to further whatever your passion might be, allowing you to participate in collaborative experiences and work with groups of like-minded people to put a little more good into the world. Whether you are majoring in the arts or not, there are many student-led groups in the arts for you to get involved with.

"It really pays to get involved in an arts club. My first semester being a member of Sculpture Club, I got to attend a four-day, hands-on glass relief making seminar that included a world-renowned artist teaching us and all the materials," said Kelly Goff, outgoing chair of the Student Advisory Committee in Art and Art History. She joined Sculpture Club at the beginning of her undergrad, ensuring the club's continuation after the graduation of its seniors. As a registered club through the university, they were able to get funding through the Fine Arts Funding grants to put on their own external sculpture intermedia exhibition in Trolley Square. "We spent late nights and weekends painting and sanding. All of us learned how to hang and best display our artwork. It was a huge learning experience and helped all of us realize what it takes to put on a show." Outside of Sculpture Club, there are clubs in ceramics, photography, a print-making club called Under Pressure and so many more.

If visual art isn't what piques your curiosity, McKayla Wolf, the former SAC chair in the School of Music, encourages you to pay attention to music ensembles. "There are thousands

of students on campus that participated in band, choir or orchestra at some point in their high school career. The SoM has non-auditioned ensembles for this very reason. I even had the opportunity to play in a few of these groups in my time at the U!" Wolf said. Students can participate in many student groups in music, no matter what their major is. With separate organizations for performers like cellists, violists, trumpeters and pianists as well as an Opera Guild, a Composers Collective and opportunities for music educators, anyone can still engage with their craft through the School of Music.

Being a small part of the experimental artistic work of another student can be such a powerful experience, and this is something the School of Dance knows well. "To have the opportunity to be immersed in a fellow dancer's creative process and get to know them on an artistic level is such a gift, and allowed for me to share something with them that I will never forget," said Sydney May, outgoing departmental SAC chair and recent commencement speaker. "Sure, things might be intimidating at first as you're figuring everything out, but take the chance on being involved, because I can assure you that you won't regret it." Dance student groups include Character Dance Ensemble, Dance Studies Working Group and Healing in Motion.

Though there are so many established student organizations in the College of Fine Arts, the Theatre Department knows about building organizations from the ground up with a few members, from Stage Managers to New Musical Workshops and everything in between. Chessie Hsieh is the new vice president of Open Door Productions, a group devoted to providing student production opportunities across departments. After having to go through the university channels to get this club off the ground, her advice to students is "even if you don't immediately see the audience for it or the organization to help you with it, I know there are people in our community who

"It really pays to get involved in an arts club. My first semester being a member of Sculpture Club, I got to attend a 4-day, hand-on glass relief making seminar that included a world-renowned artist teaching us and all the materials."

- Kelly Goff

share your ideas and will support you. This group is new this year and was a dream that I have been so lucky to have people rally around and make a reality. Find your people and your passion will be attainable, I promise."

There are many more student groups associated with art departments, like the Film Club, and outside of the arts field, with everything from stand-up comedy to video games and Student Media available on the U's Get Involved website. If there isn't a club that you want to start, talk to the Office of Student Leadership & Involvement about registering a Sponsored Student Organization.

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The U Arts Pass: Accessible Art in Academia

By **Kate Button** / Arts Writer

As I anticipate the fall semester with the hope of life returning to normal, one thing I look forward to is attending arts events on campus. From dance showcases to student theatre, the University of Utah campus is filled with artists developing their craft. With the Arts Pass, U students are able to attend arts events for free or at discounted rates, which allows them to support their peers and escape the stressful student life.

What is the Arts Pass?

The Arts Pass is simply your UCard. The funding for this programming is included in the Fine Arts Fee in your tuition. With the Arts Pass, students get free admission to events and exhibits at the Utah Museum of Fine Art, ballet and modern dance performances in the Marriott Center for Dance and any Department of Theatre production. The Arts Pass also allows students to attend events held by the Department of Art & Art History, screenings from the Department of Film & Media Arts and performances by students in the School of Music.

In addition to these free events, the Arts Pass also offers discounts for U students to attend other events around campus. UtahPresents hosts film screenings, concerts, dance performances and TEDxSaltLake City, to name a few of their events, and U students, with their UCard, can attend any of these events for just \$5. The Pioneer Theatre Company, one of a handful of professional theatre companies in Utah, has a student rush option that allows students to buy a \$5 ticket to any performance one hour before the show begins.

Furthermore, the Arts Pass isn't just for U students — U faculty and staff can purchase discounted tickets with their UCards and students from other universities may also receive a discount on tickets.

For any event that you wish to attend, simply present your UCard at the box office to receive your free ticket or pay the U student rate. Some events, like shows at Kingsbury Hall, allow you to pick up your ticket in advance to ensure that you have a seat in case the event sells out. The tickets are first come, first served — so be sure to pick up your tickets early if there's an event you want to be sure you see.

Why should you use the Arts Pass?

The Arts Pass website states that “more and more research is showing the positive impacts of the arts on education. The findings are significant: exposure to the arts is linked with better critical thinking skills, greater social tolerance, a greater likelihood of seeking out art and culture in the future, and better workforce opportunities.”

Becoming involved with the arts is a great way to expand your horizons and become more connected with the world. The Utah Museum of Fine Arts hosts exhibitions from artists all around the world. The Department of The-

atre productions offer a setting for escape and reflection, and ballet performances showcase a method of storytelling through movement. Even if you are skeptical about a certain medium or style of art, going to these events can offer an opportunity to grow and learn from others. Recently, I was speaking with one of my friends, and they didn't understand why I love art museums so much. As I was able to explain how I read a painting and my own experience with art, they began to see these works in a new light.

Besides the intellectual advantages from engaging with art, these venues located just around campus offer great settings to gather and connect with friends. We all go to football and other sporting events with our friends, and art events are no different. During the intermission of plays, I love to speak with my friends to get their take or analysis of the production because they might have noticed something that I missed. Yet, there is also beauty in attending events on your own to escape the world and enter a new one in the arts. The students involved in these on-campus productions aren't just making the art for themselves — art is meant to be shared, and your attendance at any event will further demonstrate your support for your peers.

Last fall, I attended the Department of Theatre's production of “Macbeth,” and as an English major, I completely fell in love with this adaptation. Shakespeare's work is meant to be performed, and I was enthralled with just how seamless and timely the U's adaptation was.

For individuals who may be on a tight budget, the Arts Pass allows U students to access incredible art for free or at a highly discounted rate. For anyone curious about an event or wanting to check out something new, I sincerely recommend utilizing the Arts Pass. The arts offer a great way to escape from stress and do something social, and the Arts Pass simply makes these processes much more accessible.

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Dining on Campus: Meal Plans and Food Options at the U



By Paige Lee / Arts Writer

Meal plans are offered by the University of Utah as a form of convenience for its students, especially those who live on campus. Students who choose to purchase a meal plan will see it on their tuition bills at the beginning of the semester. But what exactly is a meal plan?

Meal plans are arrangements that allow students to eat on campus so they do not need to get all of their food from grocery stores. At the U, meal plans allow you to eat at several places on campus. Most places that do not accept meal punches will accept flex dollars. Flex dollars are points included in meal plans that will allow you to eat at places like Gardner Commons or the Union without using up meals or spending pocket money.

“I really liked Gardner Commons and Einstein Bros. Bagels. [Einstein Bros.

Bagels] was really great for after class in the mornings,” said student Joanna Leverett about flex dollars. Sarah Cummins — another student who has used a meal plan — said, “Lassonde [Studios] had the best food, but the Peterson Heritage Center was easiest since it was right by me. The Crimson View is also really good.” When asked about his favorite place to eat on campus, Tristan Dwyer said, “That little place by the business school [Cafe Madsen]. They’ve got really nice food — they have breakfast, they do stuff to order. ... They have a soup and salad bar. They’ve also got a Chef’s Choice that you pay by the pound. ... Gardner Commons is also pretty good.”

There are several different meal plans provided by the U. The kind of meal plan you decide to get may depend on preference, budget and personal situa-

tions. Meal plans are a great idea for students living on campus — with meal plans, shopping and cooking are unnecessary. Travel and chores can be draining for those who are still learning to live away from home for the first time. Meal plans can remove a huge load of this stress from new students. Leverett said, “[Having a meal plan] was just super convenient — like I didn’t have to think about it. I didn’t have to get groceries.” For Leverett, grocery store trips were only made “if [she] wanted something that [the U] didn’t have there for the week.”

Despite the fact that meal plans can eliminate the need for grocery shopping completely, it is still common for students to make trips to the grocery store for other things that they may want. For Cummins, “[The meal plan] was definitely enough to not have to buy groceries, but [she] still did.” Dwyer said, “[Me and my friends] would go frequently to the grocery store.” In essence, meal plans can eliminate the hassle of grocery shopping altogether, unless you really want to shop for your own groceries once in a while.

The U’s meal plans are very convenient, but they also have their drawbacks. For Leverett, sometimes it felt as though “[the PHC] kind of just recycled the same meals all the time. And even if you got something healthy, it wasn’t feeling like a healthy option.” Dwyer said, “I wish that you weren’t stuck at either the

Peterson Heritage Center ... or Lassonde, where the food is good, but in most cases, you need flex dollars ... unless you have a Lassonde plan ... I kind of wish that they made it so that you could use your meals at places all over campus.”

Although the meal plans at the U do have several possible places to improve, the good qualities about them cannot be overlooked. Dwyer said, “You don’t know what the future will have so it’s good if you have that safety net — that coverage.” Dwyer continued, “Everyone should experience the Peterson Heritage Center — it’s there for the freshman, essentially.” Meal plans can provide easy ways for students to socialize and spend time with each other in between classes and study sessions. They can also be a fun way to encourage students to explore the different food options all around campus and have fun with discovering new places to eat. It can even be argued that meal plans are an important part of the university experience for those who can afford them.

Meal plans may not be right for everyone, but for some students, they can be a huge help and a great experience. For more information, visit the U’s dining services website.

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Professor Profiles: Getting to Know Your Fine Arts Educators

By Parker Dunn / Arts Writer

Illustration by Izzy Schlegel

The College of Fine Arts at the University of Utah is full of amazing professors. With a new school year approaching — and a fresh batch of new students coming in needing to fulfill fine arts general education requirements — what better way to give students a head start than to introduce them to the professors and classes they may come across within the College of Fine Arts here at the U.

Professor Craig Caldwell | Department of Film & Media Arts
Class: Animation: Then, Now, & Next (FILM 1600)

About Prof. Caldwell

Professor Craig Caldwell teaches in the Film and Media Arts Department at the U. Caldwell has worked at Walt Disney Feature Animation not once, but twice, contributing to films like “Mulan,” “Tarzan,” “Chicken Little,” “Bolt” and “Meet the Robinsons.” Caldwell cited the first time working for Disney Animation “like being in a toy store for the first time. I had to go everywhere and see everything.” He has also worked at one of the largest video game companies in the world: Electronic Arts.

Before coming to the U, Caldwell worked as chair of the film departments at the University of Arizona and Griffith University. Caldwell frequently speaks at conferences like comic cons, and has written his own book called “Story Structure and Development.”

About Animation: Then, Now, & Next

Caldwell said Animation: Then, Now, & Next is “not a history course; its emphasis is on the concepts and processes used in the making of animation.” He continued, “We explore not only the creative and technological innovations of animation ... but also how the arts are an integral part of animation.”

Caldwell noted one of the course goals as an aim for “non-majors to see the similarities between how animation is created and professional practices in their own disciplines,” and for film/animation majors to “gain insight into ... real-world industry practices.” Another goal of the course is “to reveal all the different components that go into making a successful animation,” including lighting, design, color, sound and more.

“Animation is created everywhere in the world today,” Caldwell said, so students of all interests and potential careers can get something out of this class.

Associate Professor Edward James Bateman | Department of Art & Art History

Class: History of Photography (ARTH 3600)

About Prof. Bateman

Professor Edward Bateman of the Department of Art & Art History at the U wasn’t always fond of history. “I admit it — I used to hate history. I thought it was the repository of all the old worn out and washed up ideas,” Bateman said. “But I have learned that history is a living thing. Each generation tells the stories of our past in a new way.”

Bateman said he never thought he would be teaching the history of photography. “I had a colleague who had taught the subject for decades. But just prior to his retirement, I was speaking at a symposium and one of the guests took me aside and said that we should talk more — he was currently working on a new edition of a history of photography textbook and he was thinking about including me and my work in its pages.” This conversation, Bateman said, was what led him to work on Robert J. Hirsch’s “Seizing the Light” book. By the time Bateman was given the opportunity to teach History of Photography at the U, he had been “included in the pages of a history text and had also helped to write that history.”

About History of Photography

Photography is a ubiquitous art form — you can find it at just about every corner of the commercial world, and it’s just as prevalent in more intimate and personal aspects of life. Bateman said, “Since we use photography as a tool to not just understand our world but to define our ideas about its reality, it might be useful to know how we got to where we are today.”

History of Photography has plenty of universal benefits, not just those that pertain to photography majors. “Understanding the history of photography can, in many ways, be an exercise in developing compassion,” Bateman said. And he’s absolutely right. A photograph can capture both joy and pain, and through these pictures, we are able to develop a connection to the subjects, and hopefully gain an understanding of people who are different from us and the hardships that they endure.



Assistant Professor Lecturer Sara Pickett | School of Dance

Class: History of Hip-Hop (DANC 1013)

About Prof. Pickett

School of Dance professor Sara Pickett has an incredibly intriguing background in dance. “As most dance professors, I danced in my younger days,” Pickett said. “And my form was in a funk crew in my teenage years, then a professional hip hop troupe out of Denver. ... So, I was breaking and popping/boogaloo in those days.” Pickett has degrees from both Weber State University (BA) and the University of Utah (MFA). She’s been teaching full time since 2017, but was adjunct at the U for many years, so needless to say, she’s been a part of the U’s dance departments for a long time.

“Part of my fascination with hip hop was watching the street form move into the academy,” Pickett said. “I did my graduate thesis on hip hop, so as a professor I naturally wanted to teach the subject.”

About History of Hip-Hop

History of Hip-Hop is mostly a lecture/discussion-type class, though Pickett said, “We have around six days of ‘moving’ in the studio. ... These are nerve-wracking for many students at first, but the atmosphere is one of acceptance and support.” Not only this, but Pickett also cited “a requirement for students to try their hand at some part of the hip hop





elements. Beat making, writing lyrics/verses, fashion or graffiti are all on the table.”

As far as the actual history goes, Pickett said, “The class starts at the origins of hip hop culture, beyond the Bronx in the 1970s, but to roots and influences that came before.” The class goes over how a lot happened in only 50 years that took hip hop from the streets of South Bronx to the “trillion-dollar industry of music and culture” we see today. Pickett said she wanted to teach the course because it is her history. “This helps me see where I and the students fit into this art form and where hip hop as a culture, as art, as a lifestyle, continues to live,” Pickett said.

Associate Professor Lecturer Cathryn Clayton | School of Music
Class: Survey of Jazz (MUSC 1236)

About Prof. Clayton

Dr. Cathy Clayton of the School of Music has a Master of Music in musicology from the U and a DMA in harp performance from the University of Arizona. During her graduate studies, Clayton also obtained a doctoral minor in ethnomusicology. As of now, Clayton teaches Harp Performance, World Music, Survey of Jazz and more here at the U. Clayton is the director of Crimson Harps, the U’s harp ensemble, and she’s toured extensively with the group.

About Survey of Jazz

Survey of Jazz takes a look at how the art form emerged and progressed, specifically in the United States, touching on subgenres of swing, bebop, avant garde and more. The course also discusses jazz as “intricately interconnected with race relations in the United States and abroad,” as Clayton puts it. The course delves into “Jim Crow laws, musicians’ protests against inequities, racial pride, discrimination against and exploitation of African American musicians,” amongst other race-related topics.

Adjunct Assistant Professor Jane England | Department of Theatre
Class: Exploring Theatre (THEA 1013)

About Prof. England

Professor Jane England has worked for the U’s Department of Theatre since August 2011. She has taught in a variety of different theatre courses from Script Analysis to Dramatic Arts in Television, and England has assisted in history and theory courses as well. Before coming to the U, England taught English courses at other colleges and taught English as a second language in countries like Vietnam and Cambodia, where she also worked with NGOs in international development.

England is no stranger to working with study abroad programs — she’s been involved with plenty of such organizations since 1994. Her foreign study contributions at the U include helping organize the London Learning Abroad Program as well as the British Studies Program in London for the English department. England has also created and led independent theatre and art tours of London.

About Exploring Theatre

In the classroom, England abides by the philosophy of Aristotle. “I agree with Aristotle that ‘to learn gives the liveliest pleasure,’” England said. “And hope that [by] studying great theatre this term, we’ll enjoy learning together.”

What specifically can you expect to learn in Exploring Theatre? England said, “Examining significant primary readings, looking at how theatrical space has been used over the centuries ... and discussing historical and modern plays.” Beginning with the Greeks and ending with more contemporary works, the class will both read scripts and watch performances, and discuss their importance thematically and historically. “Along the way, we’ll discover important currents in theatrical literature and, just possibly, life,” England said.

No matter what path you choose here at the U, these fine arts classes and professors are sure to help contribute to the well-rounded college education you came here to receive.

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No matter what path you choose here at the U, these fine arts classes and professors are sure to help contribute to the well-rounded college education you came here to receive.



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- A. Beyoncé
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- C. Miley Cyrus

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 CAREER & PROFESSIONAL DEVELOPMENT CENTER

College Classes Alone Don't Ensure a Full Education

By KC Cushman / Opinion Writer

I don't think I'll ever forget moving into my dorm during the middle of last August, being scared, confused and excited all at once. I was so eager to be on my own that I kicked my parents out the second I was unpacked, but I was also terrified out of my mind. Everything that seems easy to me now was really difficult when I first came to the University of Utah. I very specifically remember being confused about how to use the TRAX system but being too shy to ask anyone for help. It seems so silly to me now, but learning how to get around on my own was an important part of my college education. My time at this institution matters. How I use it and what I learn matters. I have only been at the U for a year now, but I have come to discover so much about what makes college "worth it." A worthwhile college education is one that includes education outside of your major — it includes generals, saying yes to doing things outside of class and finding the right people.

Generals Matter

High school counselors constantly stress the importance of completing general education requirements while in high school to save time and money down the road. I followed that advice, taking every AP class I could fit into my schedule to avoid taking history and math classes after high school. While I do not regret that choice, I can genuinely say that I have learned so much from the general courses I have completed at the U. General education classes carry a negative connotation. People often think of them as the more expensive, college version of a high school science class, but that could not be further from the truth. The University of Utah is a big school with hundreds of courses — there are so many unique options for students to complete their general education requirements.

My first semester at the U, I took a jazz class that ended up teaching me a lot. First and foremost, I learned that jazz is not for me, and even though I do not love listening to John Coltrane and Louis Armstrong, I learned so much about a very specific part of history. I have carried that knowledge with me and used it a surprising number of times since. I have used my knowledge of John Coltrane and avant-garde jazz in discussions for other classes and even on a date. My college experience is more expansive and useful because of that single jazz class. Taking classes outside of our majors is important because it pushes us to be more well-rounded and cultured people.

Say Yes to Extracurriculars and Social Events

Since coming to the U last fall, I have learned the most about myself by saying yes. I met one of my best friends by saying yes to getting coffee with a classmate after saying yes to going to a strange concert to which a professor invited our class. Had I been too shy or scared to say yes to either of those things, I would have missed out on a closer relationship with my professor and the opportunity to get to know someone great. It's intimidating to say yes to new experiences, but saying no is shutting the door to incredible things. Some of my closest professional relationships have been developed as a result of me saying yes when my RA suggested that I apply to write for The Chronicle or a spot on the editorial board for the Journal of Politics. College is so much more than sitting through lectures and taking notes. Developing skills and relationships through extracurriculars and social events is just as important as the knowledge taught in class.

The People Around You

When people talk about the college experience, they aren't just referencing the classes you take during your four years here. It also includes doing crazy things with friends, losing sleep and learning how to be responsible by sometimes making wrong choices. Meeting people that will grow with you and support you at a crucial time for your success. All the things that seem hard when you come to college, like saying yes, talking in class and joining extracurriculars that interest you get much easier when you have people to teach you how, support you or do it with you. The people around you will also shape who you become during college. My sense of humor was completely different before I met my friends at the U. I was not a journalist until an older student encouraged me to be. I was not as good as a writer until I had peers who helped me find my potential. The people I have met here have been some of the most important people I have ever met. They are as much a part of my college education as the readings I have done for my classes.

It can be easy to develop a tunnel-like focus on academics at the beginning of college. Staying on top of reading, homework and getting to class is its own kind of challenge. Grades are important because they will matter in the future, but they are only one part of a college education. The other opportunities available to college students can be just as formative and important to a student's long-term learning.

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Should You Join an On-Campus Organization?

By Sasha Poma / Opinion Writer

On-campus organizations are a highlight of many students' first year of college. For some, they may even have been a factor in deciding which school to attend. But given how overwhelming classes, work and other responsibilities tend to be, many students might feel that campus clubs and organizations just aren't worth it. The truth is that there are good reasons for students to participate in extracurricular activities as well as good reasons to focus on coursework. Ultimately, the decision to participate in clubs and activities should depend on what a student wants to make of their time at the University of Utah — not just what might look good on a resume.

The U has an on-campus organization for just about everyone. Some groups can help build a resume, offer leadership experience without committing to a full-time job and facilitate valuable networking opportunities. Service organizations like the Bennion Center give students the chance to gain field experience around issues they're passionate about, such as immigration, the environment, LGTBQ+ rights and so on. The U also has several student media platforms, where students can build their writing and editing skills.

Other organizations focus more on casual team-building and outlets to nurture numerous hobbies — Greek Life, Esports, Edible Campus Gardens and dozens of other student groups provide smaller communities within the university. They can serve as a place to unwind, develop friendships or broaden horizons. And if there's not a club that piques your interest, it's fairly easy to start one — all it takes is a little paperwork and a few friends who share your unique passion.

For some students, though, choices about extracurriculars may have less to do with which groups to join than whether to join one at all. Your personal lifestyle and goals can help narrow down the decision. Across the board, on-campus organizations offer you a chance to connect with other students beyond your classrooms or dorm. Students fill most positions within these groups, providing a gateway to build leadership and collaboration skills. Given the array of activities at the U, you're bound to find something that benefits both you and the communities you associate with.

As an added bonus, having a campus organization in your schedule can give a sense of normalcy to your first year at the U. They serve as a space outside of all your classes to explore campus life in a different and productive way.

But joining an organization comes with challenges, too. For example, fraternities and sororities — or Greek Life — often have membership fees and dues costing thousands of dollars. And no matter what kind of group you're interested in, there will inevitably be some kind of time commitment attached to it, so be mindful of how much time you're willing to dedicate to activities outside your coursework. Whatever the benefits of participating, the clubs you want to join may not work with your class schedule semester to semester. They might require additional work such as writing or organizing. Some meet later in the evening, conflicting with work schedules or off-campus living situations. And for some students, studying or working a part-time job might be more important than extracurriculars.

So, what exactly is the right answer? The bottom

"The U has an on-campus organization for just about everyone. Some groups can help build a resume, offer leadership experience without committing to a full-time job, and facilitate valuable networking opportunities."

line is that your college experience will be what you make it. If you want to dedicate some time to an organization on campus, you'll likely find a group that fits your needs and interests. But even if every one of your friends joins an organization, you're not doing anything wrong by using your time differently.

When I started at the U, I didn't think I would join any on-campus groups — I wanted to stay focused on my studies and call it good. But I took a leap of faith to join The Chronicle because I wanted to hone my writing craft, and I ended up making some new friends and learning to make it work with my schedule. But I also don't have a desire to join something like a sorority because that's not how I personally want to spend my time or money. It differs from person to person.

The first year of college is a difficult transition personally and socially, and organizations are a great way to find a community on campus. But there's no need to feel pressure one way or another, whether from peers, parents or other sources. Evaluate what means the most to you, how you want to spend your time and where you want to be. Once you establish some basic priorities, you'll be well on your way to a successful first year of college.

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General Education Classes Don't Have to Be a Waste of Time

By **Nain Christopherson** / Asst. Opinion Editor

There are a million reasons for new students at the U to look forward to their freshman year. It's a time full of contradictions as we struggle to balance work and play, new and old friendships, failure and success and competing senses of autonomy and dependency in our own unique ways. Some of us might be moving away from home for the first time and learning to navigate all the novelty, responsibility and self-discovery that comes with independence. Some students might be excited to explore their identities and interests, while others are coming to the U with a clear set of goals and more life experience under their belts. One inevitable commonality across every student's first year experience, though, is the often-scorned gen ed requirements.

Gen eds, or general education courses, are the core subject areas that every degree-seeking student has to study before they can graduate. At the University of Utah, these include credits in the humanities, fine arts, writing, diversity and applied science, among other topics. Many students spend the bulk of their first two years knocking out these requirements, but even those who worked diligently to take every available AP class in high school can rarely escape having to take a few non-major courses. I should know. I designed my high school schedules each year to get me out of as many college classes as possible, and I just completed my last gen ed credit at the end of my sixth semester.

But, much to my surprise, my gen eds turned out to be some of the best and most interesting courses I've taken in my time at the U — and I've come to see them as fundamental to my education.

The Office of Undergraduate Studies says it perfectly in their general education website header, "The purpose of General Education is to help you build connections in your learning." Taking courses across a wide range of subject areas — and in some cases, outside our comfort zones or pre-existing interests — gives us the depth and breadth of knowledge necessary to see relationships between seemingly disparate perspectives and fields of study. It gives us the tools to understand and connect to the world in more than one way.

I am, admittedly, a humanities major, but having the information and cognitive reflexes to make meaning of our daily lives and our world is important

to all of us, whether we're studying philosophy or mechanical engineering. And in my experience, that requires a basic understanding of biology as well as literature, statistics, world languages, political science and fine art.

Having made the abstract "meaning of life" argument, though, I should also point out that gen ed courses are essential preparation for the current job market. The U's general education requirements are designed, in part, for exactly that purpose. We're expected to take writing, quantitative reasoning, math and logic classes because the communication and problem-solving skills they teach are in high demand in every industry from technology to health care — in fact, employers consider them baseline skills on par with simply being able to use Microsoft Word.

That means it matters not only that we sit through and pass our gen ed classes, but that we internalize and apply the things they teach. Even our major courses may one day be irrelevant to our lives and careers — I have relatives who left medical careers to go to law school and worked in finance after earning graduate degrees in theology. But we'd be hard pressed to make a job change that suddenly rendered our communication, reasoning and organizational abilities unnecessary.

The good news is that acquiring those critical skills and building our multidisciplinary knowledge doesn't have to be miserable. The U offers more and more varied courses to meet each general education requirement than any of us would have imagined in high school. Intro to Forensic Anthropology, Intro to Wilderness Medicine, Foundational Building Technology and Entrepreneurship & Startup Methods all fulfill an applied science credit, for example. To meet the international requirement, you could take anything from International Accounting to Language of Color or Rain Forest Ecology.

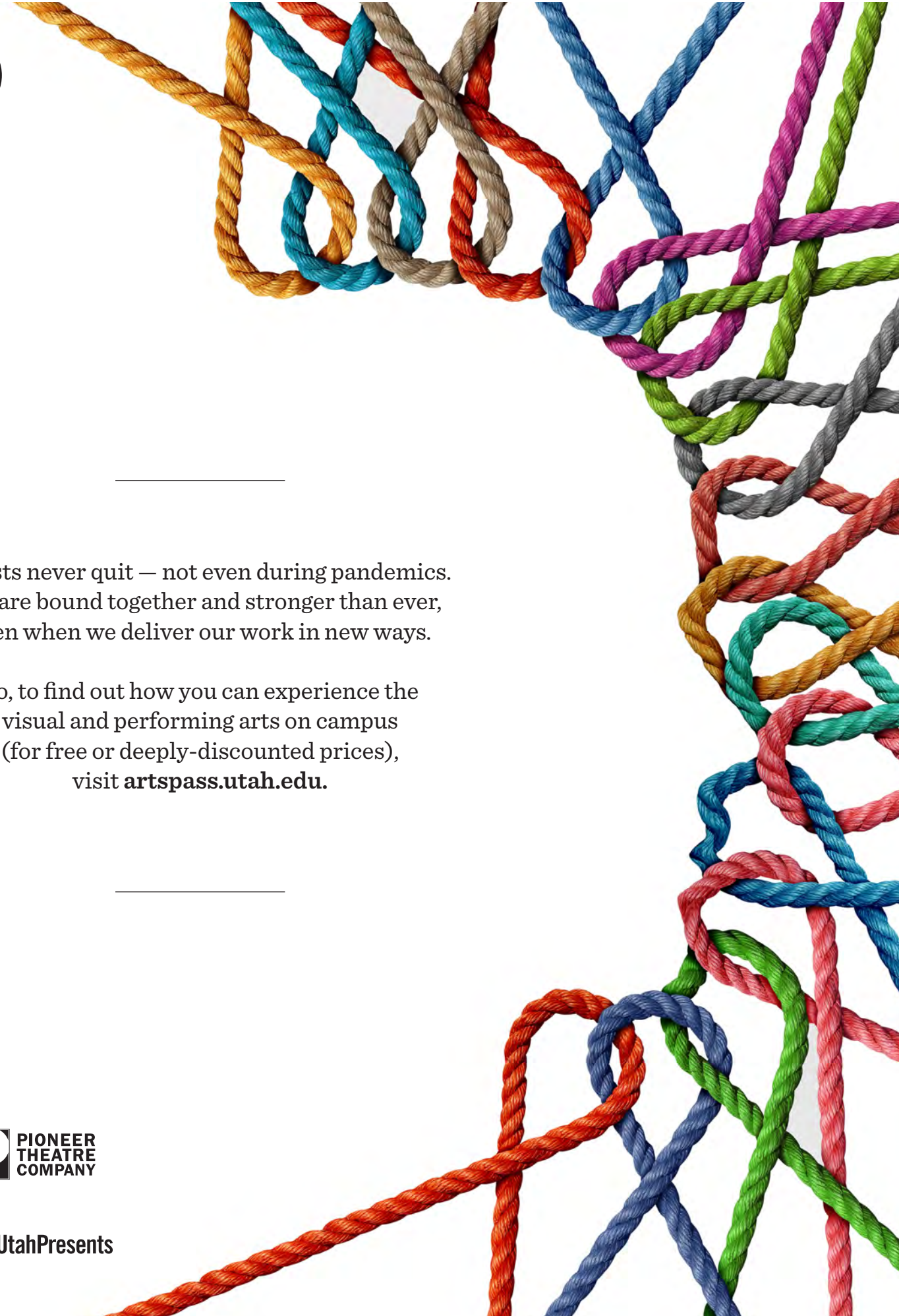
There is almost certainly a course within each set of gen ed expectations that will pique your interest. Play your schedule building right and the classes you expected to coast through — or, let's face it, even blow off altogether — could lead to some of the most formative, engaging experiences of your college career.

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Traditional Students Could Learn a Thing or Two from Their Non-Traditional Classmates

By Elise Scott / Opinion Editor

Access to education is an increasingly popular issue among Americans. College is expensive — in the last 30 years, public two-year and private four-year schools doubled tuition costs and in-state tuition at public four-year schools tripled. States responded with different mechanisms to reduce tuition and student loans with a shared goal of offering more Americans — especially non-traditional students — a chance to change their lives.

There are many merits to reduced education costs, but the opportunity it offers to non-traditional students is among the most important. According to the American Association of State Colleges and Universities, non-traditional students meet at least one of seven characteristics — delayed enrollment in postsecondary education, part-time attendance, full-time employment, financial independence, having dependents other than a spouse, being a single parent or lacking a high school diploma. External circumstances may have postponed their education, but reduced tuition may open the door. With 47% of current students aged 25 years or older, AASCU argues non-traditional is already the new traditional.

As such, a reassessment of our perception of non-traditional students is long overdue. Non-traditional students face many logistical barriers, but they also experience social challenges. Unfortunately, bullying can persist into college, and I have seen several unpleasant slights from traditional students against our non-traditional classmates. It usually occurs when a student, often noticeably older than their classmates, makes a faux pas. Some are unversed in the shibboleths of academia. Others have an unpopular or even offensive opinion. Either way, they are quickly — and sometimes literally — dubbed “the boomer” and their rapport with the class is shot.

“Ok boomer” is the punchy, satisfying retort of young people who have been unjustly drawn as petulant, freeloading brats. But it really doesn’t have a place in an institution of learning. It can be used unfairly, and even when it’s not, it discourages communication — if a classmate is spreading bigotry or falsities, we’d do better to combat it with assertive, intellectual muscle than a meme. College isn’t meant to reinforce stereotypes, and writing off non-traditional students cultivates a culture of superiority among traditional students who have plenty to learn themselves.

You never know if your class is the first formal academic setting a non-traditional student has entered in years. Traditional students who feel annoyed by their presence ought to take this into consideration and lead with empathy and respect. No one likes to be reduced to a caricature, and non-traditional

students are not monolithic. Many work full time to support their kids or are serving as caretakers for old or sick relatives. Some are first-generation students, immigrants, veterans or formerly incarcerated individuals. College is supposed to expand one’s understanding of the world, and these students can offer diverse life experiences that enrich the classroom.

I remember a particularly polarizing classmate in my communication course on hot-button sociopolitical issues. One day brought a particularly emotional discussion on Colin Kaepernick and the ethics of kneeling before the flag. Like the majority of the class, I didn’t agree with my classmate’s take on the situation, but rather than joining in on the groans and eye rolls, I began a conversation with her about it. That conversation led to friendship, and while I still disagree with her, I ended up learning more about persuasive communication skills from talking with her than I did from the class. If I had participated in ostracizing her, I would have degraded her and undercut an important aspect of my own education.

Over half of Americans “between the ages of 18 and 29 support eliminating tuition and fees at public colleges” for students in need. Traditional students understand how access to education and freedom from student loans would change their lives, which is why it is unacceptable when they make fun of non-traditional students who would greatly benefit from increased access. If the line is “free college for anyone who wants it,” institutions must ensure that the influx of non-traditional students receive the respect they deserve. You can’t champion increased access to education and mock the proverbial boomer classmate in the same breath.

Non-traditional students are here because they work hard. Each of their stories is one of resilience, of getting back on the horse in pursuit of a better life. College should recognize that and take pains to be just as welcoming to non-traditional students as it is to those who are fresh out of high school. Traditional students should avoid presuming they have a better view of the world than a student whose academic path has been delayed. A college environment allows us each other’s differences, and we should take advantage of that. And while college isn’t necessarily about ideological conversion, it’s far easier to bring a classmate around to your point of view by treating them as a person than by writing them off as an outsider.

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How to Have a Good First Year at the U

By Logan Burton/ Opinion Writer

College is an exciting and soul-expanding experience. It's where most of us find our passions and future careers, and many of us enjoy more independence in our first year than we have ever before. There are many aspects of college to look forward to, but it can also be a frightening time. Even before you've attended your first class, your new responsibilities may feel overwhelming. Luckily, just focusing on good time management, "showing up" and using your judgment to apply the suggestions that work best for you will help make your freshman year as stress-free and edifying as possible.

Let Go of Your Expectations

Before any of that, though, it helps to let go of your assumptions about how college should go. One of my favorite episodes from the show "The Simpsons" is "Homer Goes To College," where Homer is forced to go to college after a big work accident. His expectations of frat parties, stuck-up deans, and jock culture get in him into huge trouble, and he spends the episode embarrassing himself. It's clearly a satire, but the episode does demonstrate how expectations can shape your college experience. Be ready to face surprising challenges and benefits: you may find that campus isn't as social as you'd like or that your classes aren't as impossible as you expected or that you aren't the smartest person in the room. No matter the circumstance, being in school requires constant adaptation.

Party Smart, Study Smart

There's nothing inherently wrong with enjoying a fun weekend, whatever fun means to you, but partying to its extremes won't do you any favors. The opportunity cost of this carefree lifestyle can start adding up: your grades may not be as good, you'll be more distracted and worn out, and you'll lose precious study time. Leisure and academic success aren't mutually exclusive by any means, but prioritizing and scheduling these two demands will save you a lot of time and energy.

It might sound old-fashioned, but just keeping a calendar can be tremendously helpful, and there are dozens of time management apps that make managing your activities easy and portable. Whatever you use, start by making an hour-by-hour schedule and a specific list of goals. The more precise, the easier it will be to establish good habits. Time management can be more difficult than even some of your classes, but mastering the skill will put you on track for a successful college career and substantially reduce your stress.

Show Up

The film director Woody Allen once commented that "80 percent of success is showing up." Being passive about your academic goals will make them all the more difficult to achieve — so "show up" when opportunities arise and take advantage of as many resources as you can. The U has dozens of offices and on-campus organizations designed to help you have the best possible experience. We have programs like the Hinckley Institute of Politics, the Bennion Center and hundreds of campus clubs that provide extracurricular opportunities to suit your interests. In the Union Building alone, you'll find the Women's Resource Center, the LGBTQ Resource Center, the Veterans Support Center and the Feed U Pantry as well as a meditation space and a bowling alley. If you don't ever show up, though, you'll never enjoy the potential benefits. So go to as many events, apply for as many jobs and internships and talk to as many people as you can without spreading yourself too thin.

Personalize Your Time at the U

These are just a few strategies I've applied to have a successful run here at the University of Utah, but everyone has different habits, preferences and circumstances. Some students may need to work extra jobs to pay for tuition and housing, while others may have full-ride scholarships. You might balance your courses with family responsibilities or learning to live with a difficult roommate, looking to expand your social circle or hoping to earn high grades in preparation for graduate school. Whatever it is, understanding your unique situation will help you immensely.

As you prepare for your freshman year, people and companies will throw college "advice" at you like free candy — some of it will be pretty good and some of it will be really bad. Not every piece of advice you'll receive will be equally applicable to your personal circumstances and priorities, so practice good judgment and experiment to figure out what works for you. Once you establish a routine, you'll become more successful in your academics, career, and social life.

College is frightening and exciting all at the same time, but most importantly, it's doable. By rethinking your expectations, learning to balance fun and school, getting involved and adapting your experience to suit your personality and needs, you'll maximize not only your academic learning but your personal growth over the course of the next four years.

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