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ANDREW POLLARD

Andrew Pollard, a recent Westminster College graduate, holds up a finished watercolor painting imitating the lake scene in the background. Pollard said his art allows him to communicate with audiences who are unable to see these places and to show them how breathtaking the landscapes are.

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COLE SCHREIBER

A group of Westminster College students spent time at the Bears Ears National Monument in southeastern Utah during spring break on March 15. Utah legislators have plans to continue pushing President Donald Trump's administration to rescind the monument's status.

## WESTMINSTER AND UNIVERSITY OF UTAH OUTDOOR COMMUNITIES WRESTLE WITH PUBLIC LAND ISSUES

MARCUS DAHLE  
STAFF REPORTER

Some members of the outdoor communities at Westminster College and the University of Utah feel the state's attempts at a public lands resolution could end up causing more harm than good, potentially damaging both the environment and Native American history.

Before former President Barack Obama left office, he declared Bears Ears in southeastern Utah a national monument—a polarizing decision that Utah's politicians have largely opposed, citing federal overreach.

To fight the designation, Utah Gov. Gary Herbert signed a resolution to petition President Donald Trump to rescind the national monument, which led the Outdoor Industry Association to leave Utah in protest of the state's public lands policies.

Chris Keim, an environmental studies major at Westminster, is doing his capstone project on Bears Ears. He said the Outdoor Industry Association pulled its twice-yearly conventions out of Utah to raise awareness of public land issues.

"They really want to see the land get protected because there is a push from the state to take away some of the land and potentially privatize it, which could lead to future fossil fuel development," Keim said.

Utah has hosted the Outdoor Retailer

convention for 20 years. The show annually generates around \$45 million in direct spending and over 40,000 visitors, providing a substantial boost to the state's economy.

Herbert and members of the Outdoor Industry Association met to attempt a resolution but did not come to an agreement, and the association officially indicated its desire to move its convention out of Salt Lake City.

A spokesperson for Herbert called the decision to leave "offensive."

Although the Outdoor Industry Association and the state couldn't come to an agreement, Keim said their desire to obtain land isn't unwarranted.

"I think there is a little bit of merit to their desire to obtain land," Keim said. "There are a lot of resources on the land and it would be very easy for them to develop on it, which would kind of be the incentive to fuel the economy by making money off the land."

Though the land provides resources, Keim said the outdoor recreation and Native American culture in the area should also be considered and respected.

"For the recreational aspect alone the area is just beautiful," Keim said. "But it's also super important to preserve that cultural relevance that the Native Americans hold to it."

Keim recently visited the Bears Ears area

and said its presence provides the state with more options for recreationalists.

"You see areas like Moab are just crowded with people and when these areas get crowded we need more space," Keim said. "That was the coolest thing about going to Bears Ears last weekend; it was empty down there."

Other college students said they understand both sides of the argument but ultimately believe the monument provides the best use of the land.

Eyrie Horton, an assistant outreach coordinator for Westminster's Environmental Center, has attended several hearings on Bears Ears.

"Most of the legislators in Utah want the monument rescinded," Horton said. "There is also a good faction of people that live in San Juan that are against it because they think it's going to take away from their ranching lands."

Horton interned with the Southern Utah Wilderness Alliance and said she has talked to some people in San Juan who were against the monument.

"Their take on it was that this land is already protected and that the government is going to come in and do weird stuff to it," Horton said. "They don't think there would be any fossil fuel development or any mal-use of the land."

Horton said she disagrees with that

stance and said the monument provides support to the indigenous heritage in the area and protects the land from development.

"The monument does support the indigenous heritage," she said. "Also in general I like monuments, I like outdoor recreation areas and I like protecting red rock from fossil fuel and other development."

Vic Ream, a University of Utah graduate and a self-proclaimed "outdoor enthusiast," said he doesn't think the Legislature's intention is to develop all the land but that its attempts to thwart the monument are not a good look.

"I honestly don't think Utah politicians want to sell off all of the Bears Ears National Monument," Ream said. "I think they are trying to get some monetary use out of small portion of the monument, but lobbying Trump to rescind the national monument status just isn't a good look for the state."

Going forward, Utah legislators have plans to continue pushing the Trump administration to rescind Bears Ears National Monument.

H.C.R. 11, for example, "Expresses a strong opposition to the Bears Ears National Monument designation; and urges the President of the United States to rescind the Bears Ears National Monument."



JACOB SMITH

Former Westminster College student Landen Hansen smiles in a framed photograph on his bedroom shelf. Hansen was forced to come home from his religious mission for The Church of Jesus Christ of Latter-day Saints after he was diagnosed with Hodgkin's lymphoma, a form of cancer.

## FORMER WESTMINSTER STUDENT FIGHTS CANCER WITH FAITH

JACOB SMITH  
STAFF REPORTER

Approximately 40 percent of men and women will be diagnosed with some form of cancer during their lifetimes, according to the National Cancer Institute. Former Westminster student Landen Hansen, who was recently diagnosed with Hodgkin's lymphoma, belongs to this group but remains positive through a strong belief in his religious faith.

Hansen attended Westminster from 2014 to 2015, where he played on the men's soccer team and completed his general education classes. Hansen said he likes to tell people he was majoring in soccer until he left for his mission in 2015.

Hansen's mission in Kennewick, Washington was cut short when he was diagnosed with cancer and sent home for treatment.

Close friends describe Hansen as the type of person who maintains a positive outlook on life and always makes the best of a bad situation.

"Landen has been great through this experience," said Jaden Olson, a marketing major and close friend of Hansen's. "He realizes that it's a bad and unfair situation to be in, but his religious views let him know that it's just something he has to go through."

Olson said he was alarmed when he first talked to Hansen about the diagnosis because Hansen sounded calm and relaxed.

"Whatever is going to happen is going to happen, and I'm okay with that," Olson remembered Hansen said to him on the phone.

The Forum spoke with Hansen as he prepares for his fourth round of chemotherapy treatment and transitions from life as a missionary to life back at home. The conversation has been edited for clarity and conciseness.

**Q: How did you find out you had Hodgkin's**

**lymphoma?**

**A:** As a missionary, you have to shave every morning, which is kind of a bummer. So I was shaving one morning, and I noticed I had a little bit of a lump on my neck. I didn't really think much of it. I had [previously] had swollen lymph nodes but just thought, "Hey, it'll go away." And then after a month it had gotten bigger.

Finally, they did a needle biopsy on it to see what it was, and the doctor told me it was benign and it wasn't cancerous. They said, "It is a tumor, though, so you'll have to have it removed." So I ended up praying about it and I felt like I needed to have the surgery now, and when they went in, that's when they found the cancer.

**Q: What was your initial reaction?**

**A:** I went into the surgery expecting to be good in a week and keep finishing my mission, and when I woke up they were like, "Your plane leaves tomorrow." So, it was pretty crazy how it all happened, but it was a couple month process and kind of a big blindside for sure. It was like, "Why me?" But when they told me, and especially when they told me my plane was leaving in the morning, it was just like very overwhelming.

**Q: What was your next reaction?**

**A:** One of the strongest spiritual experiences of my life was sitting in that hospital bed because I didn't feel strong enough to do it. And that's just when I felt like I had to reach out to God and I felt a lot of peace when so much craziness and turmoil seemed to be around me. And that's pretty much continued since I've been home. It all kind of started right there. It was a pretty cool blessing in disguise.

**Q: What was it like being forced to leave your mission?**

**A:** That was probably the hardest part of the whole thing because there [are] just so many people that as a missionary you meet, and you

teach and you build relationships with. And it was just like, "You have 24 hours to pack your entire life up and go home." I thought of a lot of specific people that I wanted to say goodbye to that I didn't get an opportunity to. So that was the hardest thing about it.

**Q: What has the transition from life on your mission to life at home been like?**

**A:** It's a hard transition for any missionary to come home. With my health and stuff it's been a difficult transition, just because the lifestyle of a missionary versus just this, I guess, in this world, is totally night and day. So, I've tried my best to like keep the good habits that I learned on my mission, and that's what's helped me the most.

**Q: How do you feel going into your fourth round of chemotherapy?**

**A:** I feel really, really good, honestly. I don't know if it's just because I'm younger and my body's healthier than most, but I really believe a huge part of it is how many people are praying for me, like of all faiths. Just everywhere people have reached out to me and told me that I'm in their prayers. That's been something I've been able to feel has made a big difference.

**Q: Do you notice a difference in how people treat you or interact with you since your diagnosis?**

**A:** Yeah, I notice a huge difference in my family, like when I first came home. My whole life I've been pretty independent and kind of do my own thing. They were just very—I don't want to say over the top—but my family has just been very supportive and helpful with stuff. I don't know. When you have something like I have, people don't really understand because it doesn't happen to everyone. I think the biggest thing I feel is just that people care.

**Q: Does it bother you when people interact with you differently than they did before your**

**diagnosis?**

**A:** I honestly haven't been bothered by anything people have really said. If people told me, "Hey, you can't do this and this and that because of what you're going through now," then I would say "You know, I can do more than you think I can do." But nobody's really said anything like that.

**Q: Have you learned anything about yourself through this process so far?**

**A:** It's really kind of made me turn inward and say, like, "Who am I?" And that's where a lot of my religious beliefs and personal spirituality has grown. It's just understanding that I'm not defined by what I'm doing—like soccer of school—but that this is a trial that I'll get through and that I will become stronger as I get through it. I think it's just going to prepare me for future hard things that I'll go through.

**Q: Have you learned anything about other people going through this?**

**A:** I think I've realized how much a strength other people can be to me. My eyes have just been opened to, like, how good people are.

**Q: What has helped you stay so positive?**

**A:** Continuing to find joy in the small and little things, even if it is a game of FIFA [a soccer video game] with your homies and stuff. The things that I did enjoy before my mission, I still try to do those things now.

**Q: What would you say to others going through a similar experience?**

**A:** It's an opportunity to grow. When we go through the hardest and crappiest things, that's when we grow the most. A lot of people can say that life can deal you a pretty crappy hand sometimes, but you can't always change that. You can just change how you react to what you experience.



DARIIA MIROSHNIKOVA

Julie Stewart, the director of Westminster College's customized major program, and Alex Mager meet in Foster Hall to discuss the requirements for his customized major. Mager is a senior who created a unique program that combines management and film production.

## STUDENTS CREATE CUSTOM MAJORS TO FOCUS THEIR EDUCATION ON SPECIFIC PASSIONS

DARIIA MIROSHNIKOVA  
STAFF REPORTER

Westminster College students who create customized majors said they chose to do so because they can handpick their classes and combine multiple disciplines into one unique degree focused on their passions and interests.

The program allows students the creativity to build a custom degree based on their various intellectual or academic interests and professional goals, said Julie Stewart, the director of Westminster's customized major program.

Sophomore Sabi Lowder said she enjoys interdisciplinary classes, so she created her own major called "multicultural communications," which focuses on global studies and communication.

"I feel like I get to be more exploratory with myself," she said. "Not being tied to that structure of having to follow classes that are already preselected for me is really nice. It opens up tons of different professors that I can know and a ton of different opinions and ideas that I get to see instead of staying within one department."

The customized major option has been in Westminster's course catalog since the 1970s and used to be called "the contract major." The program was rarely used by students until Lance Newman, the current dean of arts and

sciences, revitalized it in 2010. Since then, approximately 43 students have graduated with a customized major in the past seven years because of his work.

Mariah McCoy, a junior at Westminster, created a major called "global environmental justice," which incorporates global studies and environmental studies courses.

"I majored in 'indecision' because I chose the major that didn't force me to decide between the traditional disciplines," McCoy said. "I majored in deciding to do something different and not actually pick one passion and instead [in] trying to incorporate them all."

Stewart is currently advising approximately 35 customized major students who explore and combine a variety of disciplines. She said some of her students tie together nursing classes and dance while others take a series of classes that revolve around looking at a certain time period from different perspectives.

"Usually I meet with students and they tell me what they want to do and then I help them identify different advisors—specialists in the fields they are interested in," Stewart said. "Then, they go to their faculty and put together a set of courses they are going to take. So it's truly a very collaborative kind of process."

Students who graduate with a customized major engage in a range of post-graduation activities, Stewart said. They go to gradu-

ate school, take jobs in the for-profit and non-profit sectors and start their own businesses.

Olivia Marks graduated with a degree from Westminster in positive integrative wellness in 2016. Her customized major tied together nutrition, yoga, meditation, communication and business classes.

Marks said the process of creating her own major taught her time management skills, self-motivation and to believe in her vision—all of which she said she will continue to apply throughout her life. After graduating from Westminster, Marks started an after-school program for teens and is currently teaching yoga.

Creating a customized major requires students to be extra assertive, Stewart said. They need to be flexible and have to dedicate a lot of time to schedule regular meetings to talk to different professors and do research to choose classes necessary for their custom programs.

"Every class I'm picking is me trying to push myself," Lowder said. "It puts a lot of responsibility on me to figure out what I'm going to do and why I'm going to do it. I hold so much value to those classes because I'm picking this and I'm responsible for it."

Felix Mantz, who created a major called "critical global studies," said his custom major allows him to pick professors he wants to work

with through a combination of global studies and political science courses.

"I wanted to make sure I take classes with people that align with my ideology; critical people that help me develop my arguments based on their critical and more radical knowledge," he said.

McCoy, who's been majoring in her customized field for two years, said this option is for "people who are very intently focused on a certain thing." For her, she said she knew environmental justice was the field she wanted to study.

"This is the field I want and I want it now," she said. "So if you've got that intense focus and you just really can't let it go and all of your other essays and classes link back to it somehow, you might as well just custom."

Despite the effort and time-consuming process required to create a custom major, these students said it has been a great opportunity to focus their education around their passions.

"The intent is to create that degree plan so that [students] can meet their specific goals," Stewart said. "For those students who have a really specific sense of what they want to do, [a customized major] can be a great option."



STEPHANIE BROWN-RICHARDS

Laura Iverson, the assistant director of fitness, wellness, and recreations at Westminster College, practices yoga in the Health, Wellness and Athletic Center. The college offers yoga to students, faculty and staff year-round and incorporates a variety of techniques and principles such as breathing exercises, poses and meditation.

# WESTERN YOGA IS REVOLUTIONIZED THROUGH MODERN PRACTICE

STEPHANIE BROWN-RICHARDS  
STAFF REPORTER

Though yoga has become widely used for its rehabilitative qualities, some have raised questions of whether American culture has evolved the practice from its more traditional origins. However, Westminster College yoga professors said they acknowledge the history of the practice in their classes and attempt to engage their students in a connection with the mind, body and spirit.

"I think a lot of people aren't aware of where yoga comes from, and so it can be misconstrued and become a cliché thing," said Alexia Cooper, a 22-year old environmental science major at Westminster College. "It can be transformed if you get insight and aren't ignorant. I think that helps with cultural appropriation—at least if you're aware of its origins."

Cultural appropriation is defined as the adoption or use of the elements of one culture by members of another culture. Though yoga has its roots in Indian, it became popular in America during the late 1970s and '80s when celebrities began practicing and endorsing it.

Cooper said she has recently used yoga to help her recover from two ACL surgeries, which has provided her with both a stress

reliever and low-impact workout.

These goals are common. Many people practice yoga to maintain their health and well-being, improve physical fitness, relieve stress and enhance quality of life, according to the National Center for Complementary and Integrative Health under the U.S. Department of Health and Human Services.

Yoga may also help individuals address specific health conditions such as neck or back pain, arthritis, anxiety, depression, heart rate, blood pressure and insomnia.

"Yoga means everything," said Greg Airhart, co-owner of Bikram Yoga SLC. "Finding balance in all aspects of your life—that means mental, emotional, physical [and] spiritual. When you find balance in all that, that's yoga."

Before yoga, Airhart said he used to treat his arthritis with addictive pain medication. Now, he said he has seen immense improvement in joint function and is medication free. However, he said many Americans don't practice yoga in the way it's meant to be practiced.

"Americans want something easier, quicker and faster," Airhart said. "They don't get in the mind, body, soul connection—they get in there to get their exercise in."

According to the 2007 National Health Interview Survey, yoga is the sixth most

commonly used health practice among American adults. The survey results are based on data from 34,525 adults aged 18 and older.

Westminster's yoga instructors said they want to pass on the "mind, body, soul connection" to their students and stay true to the historical roots of the practice.

"My current definition [of yoga] is the process of understanding who I am through the method of listening," said Scott Moore, who teaches Yoga for Wellness at Westminster College. "So just listening to my body in a stretch, or listening to my mind in a meditation, or listen[ing] to how my energy is flowing through a breathing process. And for me, that's what yoga is."

Moore has been a professional yoga instructor for 16 years. He talks in his class about the value of meditation, how to use techniques like breathing exercises to reduce anxiety and increase energy and how to relax the body. He also discusses the history of yoga and its origins in class.

"The strength of yoga comes in its plasticity and its ability to adapt to the needs of the people practicing it," Moore said. "This practice was developed by different people, in a different time, by a different culture [and] for different needs. Take the ancient idea of yoga and apply that to a modern con-

text with our needs."

Maria Johnson, one of the yoga instructors who holds sessions in the Dolores Dore Eccles Health, Wellness and Athletic Center, has taught yoga for 20 years and is a Lululemon ambassador.

Johnson said she wants her students to feel free and happy and said she welcomes her students to practice yoga uninhibited and from the heart.

The percentage of adults who practice yoga has increased substantially, from 5.1 percent in 2002 to 9.5 percent in 2012.

Moore acknowledged the increase in the practice of yoga in American culture and said it can at times be seen as distasteful by more traditional observers of the practice.

"People are hungry for a guru—for some sort of wise teacher to tell them exactly what to do," Moore said. "The identity only comes by how you're able to look within yourself, and no guru or teacher can give you that. You have to find it on your own."

He went on to say that people can often misunderstand their teacher as the answer. He said ultimately the teacher should be seen as a guide or a map—not the terrain.

"Don't misunderstand the practice of yoga as the goal," Moore said. "Let it be just the vehicle."



JOSHUA FISHER

Westminster College athletes in their natural habitat. Though some people think every college athlete has a full-ride scholarship, most student athletes have partial scholarships or no financial aid assistance.

## “OH, YOU’RE A COLLEGE ATHLETE. YOU MUST HAVE A FULL RIDE, RIGHT?” WRONG.

BRE EMPEY  
PRODUCTION MANAGER

Many people believe that all college athletes who receive athletic scholarships receive a full-ride, but the truth is that students in the majority of college athletic programs receive only a partial athletic scholarship—if anything at all.

A full athletic scholarship covers tuition, course-related fees, room and board and books. A partial athletic scholarship covers only a portion of those expenses.

“In my first two years, there were

around two girls that had full ride scholarships,” said Maddie Lewis, a senior neuroscience major and soccer player. “That was basically all the money that the program had, which means everyone else had little to none.”

Westminster College’s new designation in NCAA Division II also creates barriers for student athletes to receive academic scholarships.

“NCAA Division II is a partial scholarship model, so there are limitations on what we can do as an institution,” said

Shay Wyatt, director of Westminster athletics. According to the NCAA, there are two different types of scholarships: head counts and full equivalency scholarships.

“As a Division II institution, we’re not required to give a full equivalency,” Wyatt said. “A full equivalency is the equivalent of the full cost of attendance.”

The main difference between head count sports and equivalency sports is that head count sports are guaranteed a specific amount of full-ride scholarships, while equivalency sports divide scholar-

ship money into partial scholarships, according to the NCAA.

“Division I head count sports, like your football and basketball, all they can give is a full scholarship or no scholarship; they can’t break it up,” Wyatt said. “So really ours is just, okay, it’s an additional amount of scholarship money that a coach can add into a scholarship/financial aid package.”

According to Westminster’s student athlete handbook, the Financial Aid Office oversees all financial aid—including athletic and institutional.

## The 3 Divisions of the NCAA

Division I: Equivalency Scholarship Model

Division II: Partial Scholarship Model

Division III: Provides no athletic scholarships





## Only NCAA Division I programs have HEAD COUNT sports

Head Count Sports	Equivalency Sports
DI Football	All DI sports not listed to the left
DI Basketball (Men's & Women's)	All NCAA DII sports
DI Tennis (Women only)	All NAIA sports
DI Gymnastics (Women only)	All Junior Colleges
DI Volleyball (Women only)	NCAA DIII (Uses other forms of financial aid)

"We have to work collaboratively with our Financial Aid Office, so that's a huge part of the process, just like it is for every student," Wyatt said. "I would say every student here at the college goes through the same financial aid process that everybody does."

Westminster has established a model which allows the majority of our sports to offer a limited number of partial athletic scholarships, according to the Westminster student athlete handbook. These awards are based upon recommendations made by the coaches of the specified sports.

Each team at Westminster is given a specific budget based of an array of variables like team size.

"Shay Wyatt gives us a budget that is used for scholarships," said Norman Parrish, the head coach of the men's basketball team. "That's the way it works—the same for every team."

After Wyatt gives coaches their budgets, they are responsible for managing the money and not overspending.

"We have a standard amount and we can't over spend," said Josh Pittman, men's soccer head coach. "If we over spend, then we have to find ways that we can fund-raise that money."

If coaches need to come up with extra money for their team they often turn to fundraising.

"What's becoming the new challenge for us is as we're developing the program we want to raise money, so when we find a player late in the game or if we want to help out our returning players, we'll have the funds," Pittman said.

Aside from the policies Westminster has about athletic scholarships, there is also a long-standing policy that dictates how much scholarship money a coach is allowed to give a returning player.

"I have asked for money, but it is difficult as a returner," Lewis said. "The school only allows for a certain amount of money to be allotted to returning players, and I want to say that number is around \$5,000, which means there is only \$5,000 to be distributed among 20 plus players—while some freshman come in with \$13,000 having never earned their spot on the field." "In my final three years playing, I was able to receive \$2500," Lewis said. "And while this was better than nothing, it wasn't enough to make a huge difference seeing as Westminster costs upwards of \$30,000 a year and playing a sport makes it very hard to have a job to help with tuition. And for players like myself who pay for college on their own, that is a lot of loans."

Junior biology major Andrew Clayton said he has never seen a dime of athletic money throughout his four-year career, despite being a main contributor to their team.

"I did ask my former coach for extra scholarship money," Clayton said "I was rejected because I was told that if I was given athletic money from the team, I would lose some of my academic scholarship."

Getting an athletic scholarship from Westminster is often more difficult than it seems, Clayton said.

"I do think it is hard to get an athletic scholarship here at Westminster because

the school does not have the student body size or funding to support athletics to the same degrees that larger schools do," Clayton said. "Westminster's primary focus is on education, and therefore athletic scholarships aren't seen as a main concern."

According to the NCAA, Division I and II schools provide more than \$2.9 billion in athletic scholarships annually to more than 150,000 student-athletes, however only about two percent of high school athletes are awarded athletic scholarships to compete in college.

To put that in perspective there are about eight million students currently participating in high school athletics in the United States according to the NCAA. Around 480,000 of those athletes will complete as NCAA athletes, that means about six percent of high school athletes will compete at the collegiate level.

Obtaining an athletic scholarship is no ordinary feat and Clayton suggests that there are things Westminster could improve to enhance their scholarship program.

"I think Westminster could do a better job with athletic scholarships by awarding athletes that succeed on and off the field," Clayton said. "This allows for students to be recognized for their hard work and give them motivation to continue to work harder and harder in their studies and in their sport."

If a student athlete gets hurt during or before a season, they often have to take a semester off school if they want to be able to play their redshirt season and afford tuition. When a student athlete "red-

shirts," they take off a season for medical or other reasons in order to use that season of eligibility later on when they are fully healed.

"I took off the fall semester of 2015 after tearing my ACL that summer," Clayton said. "In order to play my redshirt season without paying full tuition out of pocket, I took a medical leave of absence, which put a hold on all my scholarships but one. In taking the semester off, it will cost me about an extra 1,250 dollars because that particular scholarship is only good for eight consecutive semesters."

Though student athletes often feel the impact a lack of scholarship money can have, some coaches on campus didn't know the school had a policy dictating how much scholarship money they can give a returning player.

"I wasn't aware that I have a certain set amount of money," Pittman said. "It's an interesting way to do it; it's almost like a salary cap. I've been at other schools where it's pretty cutthroat—like if a kid doesn't perform the way you think he should, you get rid of him."

Shay Wyatt, director of Westminster athletics, said this is a policy the college is looking into reforming.

"Being a member of SAAC (student athletic advisory committee) has provided me with the knowledge that the faculty and staff are actively working on better promoting and supporting the athletics at Westminster," Clayton said. "There is a lot of good things to come in the next year or so, and student athletes should be excited about what is to come."

# Returners Scholarship Policy

Coaches have **\$5,000** dollars to distribute among returning players.





JOEY MANSHIP

Alex Mager, a senior at Westminster College custom-majoring in video production and management, sets up his camera equipment to shoot photos of the night sky. Mager is originally from St. Paul, Minnesota and said he moved to Salt Lake City to develop his artwork through the ski scene, the outdoors and higher education.

# SALT LAKE VALLEY EDUCATION, ART AND OUTDOOR COMMUNITIES CONVERGE

ANDREW NASSETTA  
STAFF REPORTER

Andrew Pollard, a recent Westminster College graduate, was raised in the aesthetic lands and mountain ranges of the Salt Lake Valley, which provided the foundation for the ideas behind his art as a method for environmental activism.

Pollard said President Donald Trump's new administration and protected lands issues have brought particular attention to the American West and the need to protect the lands that harbor the outdoor and art community.

There are over 15 national parks within a few hours' drive from Salt Lake City, which provide endless influences for eco-centric art. Though art is used for many purposes across the globe, members of the art community in Utah use photography, videography and freehand art skills as a tool—some to shape how people see the environment and others to express themselves and help shape who they are.

## Pollard for art and activism

Pollard is an athlete and artist who said he has been influenced by Utah and its surrounding landscapes.

"Growing up in Utah, I have always been inspired and influenced by the mountains and desert," Pollard said. "I like to share those places with people who don't get to see them. Through art I can show them how I see it."

Pollard is a free-hand artist who draws, paints and loves the outdoors. He said an influential figure who cultivated his passion for art was Eric Pollard (not related), a professional freeskiier and artist who creates eco-centric designs for products manufactured by Line Skis, Anon and Dakine.

"Eric Pollard was always influential for me," Pollard said. "He was doing a similar thing combining skiing, art and the environment and has really taken it to a new level."

Pollard said he typically creates landscape pieces influenced by his love for the outdoors and skiing, presenting an opportunity to communicate his abstract perspective to an audience.

"Salvador Dali intrigued me in terms of how abstract his art was and how real it [seemed]," Pollard said. "He manipulates the world that he sees and changes it in a way that is understood by others."

Pollard said some people have skewed views of the environment and its preservation and said he looks at art as a way to communicate his own feelings about the environment to a greater audience.

Pollard said his artwork was also influenced by "The Monkey Wrench Gang," a novel by Edward Abbey about sabotage as protest against development that takes place in the Southwestern United States.

"Moving further on in life, I am really inspired by 'The Monkey Wrench Gang' and how I can use art to protect the environment that myself and those around me cherish," Pollard said.

## Kiendl captures the action sports community

Trey Kiendl, a graduate from Castleton University with a B.A. in digital media, moved to Utah during his senior year for an internship and to pursue a combination of digital media and outdoor action-sport photography in Utah.

"During my internship with Park City Television, I realized what Utah had to offer me," Kiendl said. "I was addicted. There is an abun-

dance of action-sports and landscapes so close to the valley. You don't get that proximity many other places."

Kiendl said the action-sports community and environment in Utah influence each other, creating a special relationship between the two.

"Not only is the art awesome to look at, but it brings the outdoor and action sports community to a new level," Kiendl said. "Photographers, videographers and athletes see photos and videos of other athletes performing around the Wasatch and everyone wants to one-up the other."

Kiendl said many big names and career paths in the industry are rooted in the Salt Lake Valley because of the amount of both artistic and athletic talent here.

"If you want to make a career of action sports or outdoor industry, this is the place to be," he said.

Kiendl had the opportunity to work for National Geographic but was unable to accept the position at the time. However, he said that is exactly the type of career path he is in Utah to pursue.

"Between the access to public and protected lands and the art and action sports communities, there is nowhere else in the world where these things come together," Kiendl said. "There is just so much to see and capture that the ideas and opportunities are endless."

## Mager shoots for the stars

Alex Mager, a senior at Westminster College custom-majoring in video production and management, is originally from St. Paul, Minnesota, where he developed a love for skiing and documenting that experience with his friends.

"I grew up skiing in Minnesota and watching ski-edits on Newschoolers," Mager said, referring

to an online site where skiers and snowboarders share digital media. "This [community] was a huge influence and I wanted to capture the tricks my friends and I were doing. It totally morphed into a desire to get better at photography and videography all around."

Mager said he moved to Salt Lake to develop his artwork through the ski scene, the outdoors and higher education.

"People say that I am not getting a useful degree, but I know how I am going to apply it," Mager said. "My goal is to make videos for outdoor-based companies at some point, and I know that takes a lot of networking in the outdoor community Salt Lake is great for."

Mager said the Salt Lake Valley's access to national parks and other public lands is unparalleled and means he doesn't have to travel for hours to find a place to shoot film or photos.

"It's not just skiing," Mager said. "I really have been getting into outdoor landscape and star photography. The deserts and the mountain ranges provide some pretty unreal opportunities to capture these images."

Mager recently won the Star Wars photo contest for "Stay Wild Magazine," an outdoor-centered publication.

Without the community surrounding Salt Lake Valley that facilitates his love for the environment and his art, Mager said he would not be as passionate about digital media. Since he moved to Salt Lake, he said his experiences have helped him forecast where he wants to be in the future and how he wants to use his camera as means of making a career.



ALEX BOISSONNAS

Sean Mellin, a Westminster College student, plays a match of Magic: The Gathering in the Shaw Student Center during a meeting of the Tabletop Games club. Mellin said he prefers to play games with friends instead of skiing or snowboarding.

## LIVING OUTSIDE WESTMINSTER'S 'SKI CULTURE'

ALEX BOISSONNAS  
STAFF REPORTER

It's no secret that many Westminster College students are avid skiers and snowboarders. But for those students who don't participate in the college's ski and snowboard culture, connecting with their peers can sometimes feel difficult.

Bailey Sill, a sophomore dance major, has never skied before and said she feels that creates a social disadvantage.

"You feel left out because everybody's first question is, 'What's your major?' and then right afterwards, 'Do you ski?'" Sill said.

Despite her lack of engagement in Utah's ski and snowboard culture, she said she enjoys Salt Lake City because it has a strong art presence.

"[Salt Lake City] has a great art community, so there's always performances here, like dance or art shows to go see," Sill said.

Though some say it can be hard to connect with others off the slopes, Sill said she has managed to become friends with other people who enjoy the arts like she does, allowing her to surround herself with people who have similar passions.

Some students just aren't interested in the winter recreation, but others choose not

to ski for financial reasons.

Elijah Carter, a senior psychology major, said he can't afford to ski each year, which makes it hard for him to connect with some of his classmates.

"If they want to become closer friends, most of the things they want to do involve skiing or snowboarding," Carter said. "It's something that's cost prohibitive at least for me and I think a lot of other students."

Carter said he skied and snowboarded as a child and enjoyed it but hasn't gone in recent years. Instead, he said he spends much of his free time reading.

Carter said Westminster's campus culture isn't as one-sided as people think.

"I think the overall culture of Westmin-

ster is very much the skiing and snowboarding community," Carter said. "However, I think there's very much kind of a nerd sub-culture."

Sean Mellin, a sophomore sociology major, also said there's more to Westminster than most people think—though they may need to look closer to see it.

"You just have to look a little harder for them," Mellin said. "For example, I didn't find my group of friends for the first year of being a freshman. It wasn't until the very last month of the year that I found where that

culture was."

Mellin said he prefers indoor activities, like playing video games and board games with friends, rather than outdoor recreation.

“ YOU FEEL LEFT OUT  
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SKI? ”

BAILEY SILL, sophomore dance major

Though he was able to find other students at Westminster who shared his interests, he said he believes it's harder than it should be.

"I think the clubs are underutilized," Mellin said. "Part of that is that they're not super well organized. I think they have the support but not the leadership."

Mellin said students need to take the initiative to find clubs and organizations that fit them. He also said the clubs leaders don't do enough to promote awareness of the clubs' existence and said taking actions like lengthening the time of the club fair or moving it to a more accessible time might go a long way toward helping students become involved.

Ultimately, Mellin said students who are not interested in the outdoor recreation culture can find other people on campus who share their interests if they look hard enough.

"If you want to find the people who are like you, you might have to dig a little bit more than you thought," Mellin said. "But they're there."

To find a list of student clubs and organizations at Westminster, visit <https://myasw.org/clubs/>.



ASW.EVENTS

A group of Westminster students gathers in Hawaiian luau attire for the Student Activities Commission's (now known as ASW.Events) 2015 Hello Dance. "There is always a Hawaiian-themed [party]," said Anna Beyer, a sophomore public health major, "That's, like, a constant. Like more than one per year."

## THRIFT STORE CLOTHING BECOMES A PARTY FASHION TREND

STELLA ZHANG  
STAFF REPORTER

It's Thursday night. As you walk into the tiny and crowded house party, you're surrounded by loud music playing from the speakers and students who look like they stepped out of your Grandma Bertha's closet. The partygoers are wearing funky and old-fashioned clothing they found at thrift stores—the newest fashion trend at Westminster College.

"The weirder the article of clothing [and] the more unique you are, the better," said Cassandra Yerkes, a junior arts and administration major. "How often can you wear red linen overalls and have it be considered cool and fashionable?" Yerkes asked, wearing her very own pair of red linen overalls.

Yerkes said thrift store clothing expresses the college's unique student body better than mainstream fashion trends could and said students rarely worry about being judged for what they wear.

"[Students] know that they are not going to get ridiculed for [wearing unusual clothing], and they know that people will accept them for it," Yerkes said. "It's kind of trendy and it is cool to do it."

Anna Beyer, a sophomore public health major, said Westminster's party

scene is driven by the funkiest of thrift store clothing.

"People get way more excited to go out and to have a party if there is a theme," Beyer said. "There is always a Hawaiian-themed [party]. That's, like, a constant. Like more than one per year."

Staple items for Hawaiian-themed parties are Hawaiian shirts, bathing suits, lei necklaces and "weird touristy shirts" bought at thrift stores, Beyer said.

Beyer and Yerkes said thrift stores like Desert Industries (D.I.) and Savers supply many students with their wackiest and most fashionable pieces.

"If you can go and get really unique, cool clothing items for \$5 and less, then you are more inclined to do that than

heading over to City Creek and buy a \$40 dollar T-shirt," Yerkes said. "Like, you're going to get something cheap and also very cool looking."

Thomas Calder, a store manager at Savers, said he thinks students choose thrift stores for a lot of reasons. Money is one of the main factors, but he said excitement for the unknown is the most attractive one.

"You never know what you are going to find," Calder said. "That's part of the lure of going to thrift shopping. You can't order five of such and such; it's just

kind of what people donate, and for lots of people that's like a treasure hunt."

Because of the uniqueness of thrift shop clothing, Calder said people can experiment with their style in a way that

additional department store or fast fashion options don't allow.

"They can find their own sense of style and their own sense of identity that no one else can copy," Calder said. "It's pretty cool. Maybe they will get in touch and learn about another American era through the clothes. They will be able to eat more than just ramen if [they] shop at a thrift store."

Getting in touch with a new era is one thing, but some Westminster students said they find unique clothing options are a way to get in touch with their inner confidence.

"I think when people wear something super goofy, they are probably more confident with themselves because they are not trying as hard to look good; they just look goofy and express their inner wilder beasts," Beyer said. "And it's a good conversation starter, too. Like, 'eh yo, that hat is so cool' or like, 'I love that jacket.'"

Beyer said she's seen the benefits of wearing thrift store clothing firsthand.

"I have this friend... whenever she wears silly clothing from [the D.I.] or Savers or some costume, she has more confidence," Beyer said. "So she talks to more people and she is more likely to make friends or maybe kiss a boy at a party. Or maybe more. Who knows?"

“PEOPLE GET WAY MORE EXCITED TO GO OUT AND TO HAVE A PARTY IF THERE IS A THEME. THERE IS ALWAYS A HAWAIIAN-THEMED [PARTY]. THAT'S, LIKE, A CONSTANT. LIKE MORE THAN ONE PER YEAR.”

ANNA BEYER, sophomore public health major



CHARLIE VOGEL

Charlie Vogel, a senior flight operations and aviation major at Westminster College, flies his glider above the Wasatch. When he makes the transition to flying for United Airlines, Vogel will be flying a jet plane that travels 600 mph with up to 100 people on board.

## AVIATION STUDENTS FACE PRESSURE AFTER GRADUATION

COLE SCHREIBER  
STAFF REPORTER

After Westminster College senior Charlie Vogel graduates this spring with a degree in flight operations and aviation, he will face pressure that few college graduates experience.

Vogel is in the cadet program with United Airlines training to be a commercial pilot. Currently, he's a flight instructor, flying a small plane that travels at 100 mph with one other student in the aircraft. When he makes the transition to flying for United Airlines, Vogel will be flying a jet plane that travels 600 mph with up to 100 people on board.

Other students in the aviation program await similar futures.

"At this point, I have not thought of the pressure," said Brice Corcoran, a Westminster alumnus who is currently working on his pilots license. "After talking to my dad, who is a pilot, and my other mentors about it, they definitely feel some pressure. When you have 150 people in the back, that's not something to take lightly."

Though the pressure is unique, being a pilot for a major airline comes with its own rewards, according to Corcoran, who said pilots for major airlines can pick their own schedule and destinations when they fly.

The Forum spoke with Vogel as he prepares for his upcoming life as a pilot after graduation.

**Q: Are you nervous to make the transition from a student to a commercial pilot?**

**A:** Yeah, it's crazy. I'm going from a two-passenger plane that does 100 mph to a jet that does 600 mph that has 100 lives on board. The planes we fly here at Westminster College are simple. Once you go to the airlines, not only do you have the pressure of 80 people in the back, but you

are doing 600 mph in a \$90 million plane with a lot of stuff going on. Things happen quickly. You are going through checklists, you are flying the plane, you are managing power and managing airspeeds, all while you do things like make announcements

to passengers and [make] sure you don't fly through turbulence. All of these other factors that never played into your pilot training are coming to real life.

**Q: Does this pressure get to you at all?**

**A:** I guess I haven't gotten to that point

yet. I have yet to digest that whole experience, but there is a whole new workload to that experience. I'm going from taking a friend up for a fun flight to check out a ski resort to having 80 people pay me to get them safely from point A to point B.

**Q: Do you look forward**

**to starting your career?**

**A:** Yeah, it's going to be rad. It will be a great career. I can pick trips that I want to take. It's conducive for me. I love adventure. I like kiteboarding, surfing and skiing. With flying I can go to new places

in the world and do the things I love with my piloting career. I did a trip for someone on a private jet for someone not too long ago to California. After we flew the guy down there, I was able to surf for a couple of days, getting paid for it. And then he called us up and we flew him home.

**Q: Has the aviation program at Westminster prepared you for your career?**

**A:** From any other major at Westminster College, the aviation major is completely different. It soaks up all of your time and you have to devote everything to it. With flying, it is all about procedures, rules and getting that stuff fresh in your head. So if you don't keep doing it, you lose it. It is not a major where you can go to class and then go ski or go get away for a week. You literally have to be doing it every day all the time, or you are just taking a step forward and then a step back.

**Q: Did you plan to fly over spring break?**

**A:** No, I [got] out of here to take a break. But there are students that dedicate themselves and fly all the time. There are a couple of students that started four years ago with me and they are already working at the airlines. While I was wondering what the snow and wind was doing, they were flying every day. That is why they cut the period from four years down to two years, and now they are at the airline.

“ I'M GOING FROM TAKING A FRIEND UP FOR A FUN FLIGHT TO CHECK OUT A SKI RESORT TO HAVING 80 PEOPLE PAY ME TO GET THEM SAFELY FROM POINT A TO POINT B. ”

CHARLIE VOGEL, senior flight operations and aviation major



DARIIA MIROSHNIKOVA

Melanie Nelson, the director of Westminster College's production of "Blithe Spirit," and the show's cast go through the lines of the play. During the rehearsal, everyone—including the director—speaks in Received Pronunciation dialect to get as much practice as they can for the show.

## WESTMINSTER THEATRE STUDENTS BRING "BLITHE SPIRIT" TO LIFE THROUGH DIALECT TRAINING

DARIIA MIROSHNIKOVA  
STAFF REPORTER

Westminster College theatre students are rehearsing "Blithe Spirit," a British play by Noel Coward that requires performers to speak in a British dialect. To help their audience experience 1940s England, the actors said they put hours of effort into perfecting their accents.

"[The dialect] introduces a completely new way of saying things," said Tyler Palo, a theatre major who fills the role of Charles in the play. "It's almost like a completely different language."

Learning new dialects is a scientific process that involves research and practice and is essential to the experience of the show, according to Sierra DuCharme-Hansen, a junior theatre major.

"We placed the characters and therefore the audience in this very proper home in the 1940s in England," DuCharme-Hansen said. "[Doing the dialect] is staying true to the character; it's staying true to what it would've been like in the time period."

The actors take a voice, diction and dialect class where they learn how to write words out

phonetically in Standard American dialect, listen to audio and watch videos of people speaking in the dialect. For "Blithe Spirit," the actors use a dialect called Received Pronunciation (RP).

"You have a list of the sounds that you change," DuCharme-Hansen said. "Then you go through your script and then you go through how you've written it out phonetically. So by the end, as you make all these substitutions, you should be able to just [read it]."

All theatre majors have to take the class at least once, learning dialects like Standard American and RP and moving to American Southern, Cockney and Northern Irish dialects, DuCharme Hansen said.

Jared Larkin, a theatre professor who teaches the class, said it's important to know the anatomy of the mouth to make the right sounds.

"We hear things differently than the listener does," he said. "[Students] might even think that they are making [sounds] correctly because they hear one thing, but we hear another. So by understanding the actual anatomy of that sound — where the tongue

is being placed, how open the jaw might be, whether it's forward or backward in the mouth — changes the vowel sound."

Westminster students in any program can take the voice, diction and dialect class. Coaches help both native and non-native English speakers master different dialects using the international phonetic alphabet.

"This class was challenging, but it was very useful for me" said Ruslan Mavlanov, a theatre major from Russia. "It not only taught me many dialects, but also how to speak American [without a Russian accent]."

Mavlanov said mastering dialects was more difficult for him than for other English-speaking students because English is his third language.

However, DuCharme-Hansen said dialect practice takes everyone a lot of time and sometimes requires actors to spend up to eight hours writing sounds out.

To learn the accent faster, actors stay in dialect at all times in rehearsal — even when they talk to each other, said Viviane Thurman, a theatre major at Westminster College.

"What we mostly try to do when we do dialect pieces is from the moment that we're

here — so basically 6 o'clock when our rehearsal starts — we all try to speak in RP," Thurman said. "If we just dedicate from 6 p.m. to 10 p.m. that we speak in that dialect, it's easier to not just focus on that when you're on stage but just kind of make that an everyday go to."

The actors said the show would have a different feeling without RP.

"I think the feeling of "Blithe Spirit" would be completely different if we were doing it with American dialect instead of RP British," DuCharme-Hansen said. "It completely takes you out of the world that we've tried so hard to create when you have the harshness of the American dialect."

Cast members said the dialect enhances the performance and helps the audience experience the time and place where the events happen.

"The importance of doing the dialect is just keeping that integrity of the piece and the time that it was written in," Thurman said. "Being respectful to that time and that culture — that is the show."

"Blithe Spirit" opens April 6 in the Courage Theatre.