THEATRE UNI PRESENTS
INTO THE WOODS

SUCCESS IN THE
PHYSICS 3+2 PROGRAM

WILSON LECTURE
CELEBRATES 20 YEARS

DEPARTMENT OF ART
HOSTS HEARST LECTURES
New Majors for a Digital World: See the story in our Briefs section
Student Success — These two words form the very core of what we do every day at UNI. Much like teaching our kids to ride their bikes, the faculty and staff in the College of Humanities, Arts and Sciences (CHAS) guide our students to reach for their goals – and support them when they face challenges.

The university has identified student success as the unifying goal of our new strategic plan (available at: president.uni.edu/strategicplan), and formalized these efforts in our new mission statement:

Within a challenging and supportive environment, the University of Northern Iowa engages students in high-quality and high-impact learning experiences and emphasizes excellence in teaching and scholarship.

Student success is a frequent topic across campus, but it isn’t a new initiative for CHAS. On the pages of this issue of Communiqué, I’m proud to share with you the success stories of alumni and current students, from the art of collaboration that produced Into the Woods to the interdisciplinary team that developed Proud & Torn. We also highlight some of the many efforts of faculty and staff to enhance the opportunities available to students, from bringing in speakers who help students envision their future professional lives, to seeking funding for equipment and supplies to improve the student experience.

Two of our featured alumni said it best. Susan Rider (’89) remembers “faculty [who] were incredibly supportive across the board, while at the same time creating the challenges necessary for development and growth.” Suzanne Dripps, an alumna who has translated her experience as a student into educating future speech-language pathologists, speaks of inspiring and mentoring students “to dream more, learn more, do more and become more” as part of her new role as director of the Roy Eblen Speech and Hearing Clinic. We couldn’t have said it better ourselves.

Cheers,

John Fritch, Ph.D.
Dean, College of Humanities, Arts and Sciences

MESSAGE from the DEAN

COMMUNIQUÉ

It takes a lot to get through college these days.

It takes commitment from both the student and the faculty to do their respective jobs in the classroom. It also takes commitment from family, friends and mentors to support their student — financially if they can, most certainly with their moral support and encouragement.

Luckily, UNI students also have the commitment of people they don’t know and will likely never meet. People like you, our alumni and friends, who through your generosity, make an impact every day in the lives of our students. With gifts they make today as well as planned gifts through their estate, it’s our friends that help change the world for our students. Here are a few of their stories:

- To honor his favorite science education professor, Larry has named UNI as a beneficiary of a life insurance policy.
- Al and Bobbie have named UNI as a beneficiary of a trust for the benefit of future math and science educators, all because Al’s high school math teacher was a UNI graduate and he credits her for helping launch his successful professional career.
- David and Pat have utilized a life insurance policy to create program endowments to honor their careers in elementary education and chemistry research.
- Because they are researchers and know the value of that experience as an undergraduate, Jeff and Kim fund annual stipends for undergraduate research assistantships in Biology and Chemistry.
- Stan is creating a fund that will provide resources for faculty support and curriculum development in Computer Science.
- Steve and Merry have funded a scholarship endowment named for his parents to honor their support of his education.
- Bill and Tori have endowed a scholarship for future Earth Science educators to help reduce a young teacher’s debt upon graduation.
- Bob and Charlene annually fund scholarships in Elementary Education and Technology to honor their careers in secondary education.
- Carol funds an annual scholarship for a future math educator because of the satisfaction she gained from her career in the classroom.

Never underestimate the difference you make – whether you loyally make a gift every year when our student callers contact you for the Dean’s Fund or Annual Fund, or if you make a bigger one-time gift that endows a scholarship or supports our faculty. Our students bring their hopes and dreams to UNI and our goal is to send them into the world equipped to tackle career and life challenges. Thank you for your partnership in helping us do that; your gifts, no matter what area you support, will impact our students for the rest of their lives. That’s real commitment.

— Cassie Luze, Senior Development Director, CHAS

— VOLUME 6 • FALL 2017 —
BEING AT A UNIVERSITY, IT ONLY MAKES SENSE TO COLLABORATE. IT’S HOW WE CAN GIVE UNI STUDENTS THE BEST EXPERIENCE POSSIBLE.

Once again, the Theatre Department took the stage to captivate the UNI community. This year, Professor and Director Jay Edelnant led a troupe of faculty and students in the production of Sondheim's Into the Woods. Taking place over three days during April of 2017, the performance showcased the combined work of students from Theatre UNI, the School of Music, and the Gallagher Bluedorn Performing Arts Center (GBPAC). “Because it’s my last show at UNI,” said Edelnant, “it has a heartfelt place in my work. I’ve done many shows with these very talented teacher-artists, especially Mark Parrott and Rebecca Burkhardt, and I think everyone helped to raise the bar to make this show remarkable. I’ve worked with many of the cast and crew members before,” he continued, “and it’s very gratifying to see them grow across the seasons.”

Into the Woods is a Tony Award-winning musical composed by Stephen Sondheim and written by James Lapine. Weaving between several plots of the memorable Brothers Grimm and Charles Perrault fairy tales, the musical explores the timeless themes of growing up, relationships between parents and children, accepting responsibility, and wish fulfillment and its consequences. The story centers around the journey of a childless baker (Mic Evans), his wife (Lauren VanSpeybroeck) and their quest to begin a family. Along their way, they are cursed by a witch (Marjorie Gast) and encounter an assortment of classic fairy tale characters, such as Jack (Patrick Hale), Little Red Riding Hood (Erica Bailey), Cinderella and many more.

Edelnant and music director Rebecca Burkhardt together, as part of a larger creative team, chose Into the Woods for a number of reasons. “The choice was based on our collective responsibility to our students, cast, crews, musicians and our audiences at the GBPAC, the Strayer-Wood and local schools,” said Edelnant. The acclaimed production offered a considerable challenge in both music and staging, which Edelnant described as boon for students working on the production. He also mentioned Into the Woods was a shared favorite of both himself and Burkhardt. The production also capitalized on the rare opportunity of utilizing the larger GBPAC facility which was built for acoustic productions rather than the smaller stage at Strayer-Wood.

Lauren VanSpeybroeck (TESOL/Spanish Teaching ’18) played the Baker’s Wife, a role she found somewhat unique when compared with her past performances. “What’s different about her is that her moral compass is a bit off,” she explained. “Throughout the show, she does everything on the basis of the ends justifying the means. She was a very interesting character to play.” But working on a unique
production came with unique challenges, explained VanSpeybroeck. She said the biggest challenge she faced was transitioning between the two theatres, GBPAC and Strayer-Wood. "We worked for most of the rehearsal process in Strayer-Wood Theatre, which is much smaller than the Gallagher Bluedorn stage," she said. "This was a challenge but a great experience. Especially if I might work in a touring production someday." She continued, "Into the Woods was definitely one of my favorite productions I have ever taken part in, and was an experience I will never forget."

Michael Evans (Theatre Performance ’17) played The Baker, as well as aiding as dance captain and a dramaturge. "This was far and away so different than other productions I've done here at UNI," said Evans. "We had the amazing opportunity to perform in the GBPAC, something Theatre UNI hasn't had the opportunity to do since 2004. Working in a space that large, with such a professional feel to it, allowed us as student actors, technicians and musicians, to do our work in a more professional way."

The cast rehearsed for five months before taking the stage in April, an extensive rehearsal time Evans said was necessary in order to work out all the complexity of the production and the "notoriously difficult" score. "This music is the most difficult I’ve ever encountered," he explained. "It’s rhythmically and harmonically difficult. And on top of that, this show is iconic in theatre circles. I didn’t just want to play the same Baker everyone’s seen—no offense James Corden. I wanted to bring a little bit of me into him, so that was hard, rewarding but hard."

In the end the hard work paid off, and the show was met with high praise. Shelby Welsch of the Northern Iowan said, "[It] was executed wonderfully… it was obvious that every single person involved with the production of this musical (including the performers, musicians, stage hands and costume directors) put in hours of hard work."

“For me, I’ll carry the feeling of walking out to over 1,000 people and letting this character be vulnerable,” said Evans. “I was able to sit on the edge of our stage and sing one of Sondheim’s most beautiful ballads and just connect on a human level with over 1,000 people. I’ll never forget that feeling. I still get goosebumps.”

Of all the Sondheim works, Into the Woods offers the greatest growth potential for a company like ours. Unlike the classic musicals, there are many leading roles with prolonged solos, not just two or three, and a large number of roles for younger women.

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— Director, Jay Edelnant

The level of challenge in the vocal music sets a very high bar, indeed, with wide ranges, complex rhythmic figures and the use of repetition. The quick, playful and intellectual lyrics ask the performer and the audience to attend to all the devices of language, especially rhyme and repetition. There is a linguistic joke in virtually every line.

— Director, Jay Edelnant
“The Leland Wilson Endowed Lectureship series provides our department the opportunity to interact with researchers involved in a wide variety of related research,” said Department Head Laura Strauss. “Speakers have time to interact with faculty and students over their two days in the department. They give both a technical talk about their research and present a general public lecture, which puts their work in a bigger context.”

Honoring the department’s first head, the series is named for professor Leland Wilson. Dr. Wilson spent 24 years at UNI, teaching physical science and chemistry. He specialized in instrumental analysis and was an expert in a number of emerging instrumental techniques, including nuclear magnetic resonance spectrometry. In 1968, Dr. Wilson became head of the newly formed department and led it for seven years. He continued to teach at UNI until 1979 when he retired. Dr. Wilson passed away in the summer of 1993 at the age of 79. The lectureship was started in 1997 by faculty. In July 2007, Dr. Mary Sue Coleman, Dr. Wilson’s daughter and then President of the University of Michigan (currently President of the Association of American Universities and President Emerita of the University of Michigan), made a donation of $100,000 to fully endow the lectureship. “Dr. Wilson was well respected by faculty, staff and students, and it is our hope that our speakers reflect his legacy of professionalism and integrity,” said Strauss.

This year, to honor the 20-year milestone, the department invited two speakers as opposed to the traditional one. Dr. Annette Richards of Cornell University and Dr. Catherine Oertel of Oberlin College were invited to campus. Together they gave a lecture titled “Music and Materials: Art and Science of Organ Pipe Metal.” The two began working together when Oertel was a graduate student at Cornell, where she was studying chemistry while taking organ lessons with Richards.

Many of the early speakers were those directly impacted by Dr. Wilson, including his daughters and several alumni. After the endowment in 2007, the lectureship expanded to those working on a broader array of topics from across the country.
It was through Richards that Oertel was introduced to the work of the Gothenburg Organ Art Center (GOArt), which collaborates with scientists at the Chalmers University of Technology and elsewhere to answer questions about the science of organs and the preservation. “GOArt was part of a project that Annette [Richards] was then initiating to build an 18th-century-style organ at Cornell,” said Strauss. “Fascinated by the opportunity to pursue a project in chemistry motivated by organ conservation, Catherine [Oertel] joined a collaborative GOArt/Chalmers corrosion project as a postdoctoral study. Though this project is now completed, Annette [Richards] and Catherine [Oertel] are pleased to be able to work across disciplines in making this presentation.”

Oertel, a materials chemist, presented her research, which is an extension of her work on organ pipe metal corrosion in examining lead-rich oxide materials. Richards presented several works in Jebe Hall featuring 18th century composers of Berlin. (Along with the lectures, UNI faculty are invited to incorporate the attendance and response into their courses.)

“When makes the Wilson lecture different is that this lecture provides context to science in our lives,” said Strauss. “The Wilson lecture is meant for a broad public audience. We have had speakers talk about the importance of drug development, the changes to more targeted treatment as researchers gain new understanding about different cancers, future NASA projects and this year how science can help to preserve culture. The lecture series provides that time to reflect and for students to see that science does make an impact. After the two days there is a renewed excitement about science.”

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When asked about her favorite speaker of the series thus far, Strauss said, “There have been great speakers, so it would be tough to pick one.” However, she did mention Dr. Harry Gray of Cal Tech as one of her favorites. “His experience just allowed you to spin research ideas, and I got to hear stories about my dissertation advisor from when he was a kid,” she said. A more recent alum, Dr. Kim Rathmell, Director of Hematology and Oncology at Vanderbilt, also received high praise from Strauss, along with this year’s speakers.
Examining nature and the human place within it.

WITH AN UNDERSTANDING OF ENVIRONMENTAL ETHICS, STUDENTS DEVELOP AN AWARENESS OF CONCRETE ISSUES THAT AFFECT ALL OF US.

For many in today’s world, our minds have shifted toward environmental concerns. With efforts in sustainability sweeping institutions worldwide, the University of Northern Iowa has continued to lead the way in Iowa. In recent years, the university has renovated a number of buildings on campus to meet higher sustainability standards, along with developing curriculum to educate Iowans and students about issues impacting everything from clean water, air and soil to sustainability in production and manufacturing, and much more.

To continue these efforts, Philosophy and World Religions instructor Abbylynn Helgevold leads students in her Environmental Ethics class. Environmental ethics is an extension of the broader environmental philosophy, which centers around the natural environment and humans’ place within. As with traditional ethics, environmental ethics concerns itself with human activity within society; however, society in this sense is expanded beyond merely human beings, but a larger living world, including plants and animals.

Helgevold’s primary goals teaching the class are to instill a critical understanding of prominent philosophical and religious perspectives in the area of environmental ethics, to gain an understanding of environmental ethics as a distinct area in the realm of ethics, to develop an awareness of applicability of such perspectives to concrete issues by working with community partners, and to develop skills in ethical reflection, communication and collaboration.

The course, through the Service Learning Institute, was paired with a community partner, Green Iowa AmeriCorps. Throughout the process, Helgevold said she worked closely with Green Iowa AmeriCorps director Ashley Craft to develop a unique service-learning opportunity that would benefit both students and AmeriCorps members working alongside them.
The course finishes with a service learning group project assignment, in which students join together to develop and present a proposal for funding a local project capable of addressing an environmentally significant need in the community. “Part of the thinking at the time was that we wanted to have students develop project ideas that either they or someone else could implement or refine and develop,” said Helgevold. “In some ways the groups’ work served as a kind of idea generator. At the end of the semester, each of the groups presented their project proposals to a public audience. Included in the audience were key individuals from across campus who [were] interested in supporting environmental responsibility.” UNI Conservation Corps Coordinator Eric Giddens and Center for Energy and Environmental Education Director Kamyar Enshayan were among those in attendance.

Project proposals included suggestions to install solar panels on the grounds of West High School in Waterloo, organizing a film festival focusing on agricultural issues, developing educational kits and implementing vermiculture in schools, developing and disseminating a water testing curriculum for schools, and an initiative to expand the range of places pledging to keep their lawns pesticide free. Although students were not required to apply for funding at the conclusion of their work, some did.

One student, Brock Hefel, continued with his pesticide-free lawn project and now leads the Good Neighbor initiative, a statewide public education campaign to reduce children’s exposure to commonly used lawn pesticides. According to the initiative’s website, “It involves school districts, park managers, childcare centers and other community leaders who are demonstrating that it is possible and practical to manage large areas of turf without the use of pesticides (weed killers, insecticides or fungicides).” Their goal is stated as being to “transform our culture so that we appreciate diverse laws as a way to protect child health, water quality and biodiversity.”

Other students have also continued their work beyond the classroom. “At the end of the semester there was interest in moving forward with the solar panel project,” said Helgevold. Another student, Bobbi Minard, took a position through Green Iowa AmeriCorps as a Project Development Coordinator to pursue further projects with the group.

Fall of 2016 was the second time Helgevold taught the course, with 32 students ranging from freshman to seniors, and with majors spanning the entirety of the university. “Ashley [Craft] and I have agreed that we will continue this partnership in the future,” said Helgevold. “Students and AmeriCorps members gained valuable experiences in thinking about how to contribute to the well-being of their communities and how to develop a project and work together as a team. It was a great experience overall.” Helgevold will teach this course again in fall of 2018.

Whether it’s assisting a local agency or volunteering directly with those in need, service learning takes students beyond the classroom, allows them to contribute to the overall good of the community, and gives them life-long experiences so that they leave UNI with an enhanced awareness of and commitment to serving others.

Bottom: Practicum class that assisted in developing the webpage at the Good Neighbor Kick-off event
Upper Left: Group of students met in Dubuque, Iowa, with community members and Cori Berbach, Dubuque Community Sustainability Coordinator
Upper Right: Students and faculty meeting with a group from Dyersville, Iowa, interested in promoting reduction in chemicals at the city level
As Dr. Kim Cline-Brown, who oversees the lab for the Life in the Natural World class, explains, students in her classes will serve on juries and be asked to interpret and understand DNA evidence. “With help from the Carver Trust funds, we now have modern equipment that enables each student in our courses to extract and analyze their own DNA using methods and equipment similar to that found in forensic science labs,” she said. Completing this process allows students to appreciate the way scientific data is collected and to formulate their own ideas of what this data can [and cannot] tell us about the natural world.

Student response to the new equipment and associated experiments and instructional materials has been overwhelmingly positive. By capturing photos and videos of cellular reactions, pairs of students can simultaneously observe the same reaction, and discuss what is happening in a collaborative effort. Students were excited to be able to view processes that they had never seen before, commenting that it is “awesome to see [the reactions] in real time” and that they were able to “literally [watch] cells shrink and swell.” As Dr. Paul Shand, head of the Department of Physics, notes, this collaborative teaching and learning environment “will promote consistency in the curriculum and elevate student learning.”

The science departments at the University of Northern Iowa recently received a competitive grant from the Roy J. Carver Charitable Trust of $393,924 to support hands-on learning for non-science majors. The Carver Trust is one of the largest private philanthropic foundations in the state of Iowa with assets of more than $300 million and annual grant distributions of over $15 million. The trust works to support causes such as biomedical and scientific research, scholarships and programs addressing education and educational needs in communities in Iowa and Western Illinois.

At other schools, labs for non-majors often subsist on leftover and hand me down equipment while classes for science majors receive the bulk of the funding. However, science departments in the College of Humanities, Arts and Sciences have invested in providing engaged learning opportunities for all students. According to Dr. David Saunders, head of the Department of Biology, it is critical for all students, regardless of their major, to understand how science works, and equipment made available through this grant will aid in that effort. This will allow students to experience science as a process and way of knowing more about the world around us, instead of a series of vocabulary words, and to appreciate how scientific results are obtained and analyzed and how the results impact the way society interprets the world. He estimates that the Carver Trust funds will benefit more than 2,500 students each year.

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The grant will also increase individual student access to lab equipment, specimens and supplies. Head of the Physics Department Paul Shand explained that the physics department will have the opportunity to improve laboratory instruction for conceptual and general physics classes through the purchase of laboratory equipment. According to Shand, the physics department wishes to refocus laboratory experiments to emphasize important concepts and create consistency between sections of classes among different professors. “The support from the Carver Trust will be used to build a unified set of experiments and associated instructional materials that will be used in all sections of the course . . . this will promote consistency in the curriculum and elevate student learning,” he stated. The grant will impact an estimated 275 students in the physics department per year.
Cabinets of curiosity, ancestral examinations, moldable myths, all topics as interesting as they are unique. Each was brought forth by the visiting artists of the 2016-2017 Meryl Norton Hearst Lecture Series. Artists David Suter, Mark Dion, Sunkoo Yuh, Wendy Red Star and Aaron Draplin entertained with humorous stories about their experiences, but also dove into practical advice for students who hope to one day become artists in their own right.

Each guest, invited by faculty members in the Department of Art, committed to visiting studios, giving lectures and providing demonstrations to students and staff. Collectively, the keynote talks were given to hundreds of attendees who wanted to hear more about each artist’s perspective.
David Suter was invited to campus in October 2016 to discuss his illustrations, many of which include political commentary, with a few being featured in The Washington Post. He is largely known for his illustrations during the Vietnam War, Nixon and Watergate controversies. His artwork is often referred to as “Suterisms” or “visual koans” and is notable for its use of bistable perception, in which Suter combines multiple images and concepts into a single image. Suter’s work has been published in a number of periodicals, including the New York Times, Harper’s Magazine, Rolling Stone, Time, The Progressive, The Atlantic and many others.

Sunkoo Yuh, a Korean artist who specializes in ceramics, was invited by professor JoAnn Schnabel, who originally saw Yuh’s artwork in Chicago years back at the Sculptural Objects and Functional Art and Design Expo (SOFA). Yuh focuses on figurative ceramic sculptures, which consist of forms including plants, animals, fish and human figures. Among other things, his art is inspired by Korean folklore. Schnabel said the large scale of Yuh’s artwork, and his use of brightly colored glazes, is a source of inspiration. Schnabel believed watching Yuh create one of his sculptures on campus was a great experience for students. She also hoped it would inspire others who might not know much about ceramics and display how ceramics is a diverse medium that can be used to create functional and sculptural artwork.

Mark Dion focuses on conceptual art and uses scientific presentations in his installations. He received his BFA from the University of Hartford, Connecticut, in 1986, and now works and lives in New York and Pennsylvania. He is currently a mentor at Columbia University in New York and co-director of Mildred’s Lane, a visual art education and residency program in Beach Lake, Pennsylvania. Dion has been a subject of the PBS documentary series “Art21” and is best-known for his work Neukom Vivarium, an installation in the Olympic Sculpture Park in Seattle.

Wendy Red Star uses a variety of mediums including photography, sculpture, video, fiber arts and performance. Her art expresses intersections of Native American ideologies in both historical and contemporary society and is heavily influenced by her cultural background in the Crow tribe. She juxtaposes popular depictions of Native Americans with authentic cultural and gender identities, and her work has been described as “funny, brash and surreal.” Red Star received her BFA from Montana State University in 2002 and her MFA in sculpture from the University of California, Los Angeles in 2006. Her work is included in a number of exhibits, one of which is in the Smithsonian’s National Museum of the American Indian.

Aaron Draplin is a graphic artist, author and founder of Draplin Design Company. Based in Portland, Oregon, his clients include Nike, Burton Snowboards, Esquire, Red Wing, Field Notes, Ford Motor Company and the Obama Administration. Draplin began his art career designing snowboard graphics for Solid Snowboards before completing his design degree at the Minneapolis College of Art and Design. He is currently a mentor at the University of New York and co-director of Mildred’s Lane, a visual art education and residency program in Beach Lake, Pennsylvania. Dion has been a subject of the PBS documentary series “Art21” and is best-known for his work Neukom Vivarium, an installation in the Olympic Sculpture Park in Seattle.

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A year and a half ago, UNI signed a formal agreement with Iowa State University to officially establish a “3+2” physics/engineering dual-degree program. This fall, five UNI physics majors started their engineering studies at ISU. “That is the largest group ever to transfer during any given semester and it speaks to growing interest in our 3+2 program,” said Paul Shand, Head of the Department of Physics.

With technology companies no longer confining themselves to one particular product or idea, the combination of physics and engineering becomes an excellent way to meet the demands of an economy that is increasingly dynamic. Many companies are expanding and diversifying quickly into areas such as renewable energy, autonomous transportation and expert systems and workers in these companies must be able to move seamlessly from one project to an entirely different one.

“The union of physics and engineering embodied by our 3+2 program ensures that students obtain the broad-based analytical skills that physics teaches as well as the specific, practical knowledge that comes with training in engineering. With their extensive palette of skills and knowledge, our 3+2 students are well-positioned to excel in the dynamic environment that is the modern technology workplace,” says Shand.

Jason Banker is one of the first students nearing graduation from the program. “I knew I wanted to go into engineering, but I also wanted to go to UNI. I liked the school and also got a lot of scholarships, including a scholarship to run track. I liked the idea of smaller class sizes, and the physics department seemed like a good fit for me.” Banker found that his unique experience with the 3+2 gave him a good understanding of engineering principals right out of the gate. “I found that I had a significantly better base knowledge than my peers in my engineering classes after completing the majority of the requirements for the physics degree at UNI. It was very easy to transition from physics into my engineering classes.”

The caring professors and individualized attention Banker received at UNI also helped position him for life at ISU. “The UNI physics program offered me individualized attention that I haven’t seen at ISU where I have classes with 200+ students. I don’t think I would have been as successful if I had just started in the mechanical engineering program at ISU.”

Of the continuation of the program, Shand says, “I continue to work with my colleagues at ISU to ensure that UNI Physics students can accumulate as many transferrable credits as possible while at UNI in order to ensure that they can graduate on-time with their physics and engineering degrees.” Although this work focuses on educating and informing everyone from faculty to students to advisors about the transferrability of credits and courses, the program is seeing real success.

Recently, the University of Iowa has also approached UNI about formalizing a 3+2 agreement as well. This agreement is currently under development with hopes of a rollout within the next year.
Alumnus Mark Scheffer (Music Education ‘02 / Comparative Religion ‘04) addressed the United Nations Commission for Social Development—one of the functional commissions of the United Nations Economic and Social Council—this past February at the UN headquarters in New York City.

Scheffer works as a writer and researcher at the Bahá’í International Community United Nations Office (BIC), which represents the worldwide membership of the Bahá’í Faith at the UN. The Bahá’í Faith is a religion teaching the essential worth of all religions and the unity and equality of all people. Founded by Bahá’u’lláh in 1863, it initially took root in the Middle East before spreading worldwide. Today, between 5 and 7 million adherents, known as Bahá’ís, live throughout the world, with the highest concentration in India and Iran. “The office contributes insights from the Bahá’í teachings as well as the experience of the worldwide Bahá’í community in trying to put those principles into practice, in support of efforts to address various global challenges,” said Scheffer.

In his February address, Scheffer contemplated an ongoing initiative of both the UN and the BIC, that of eradicating worldwide poverty. “My oral remarks, then, were just exploring some of these themes,” said Scheffer.

Scheffer’s words highlighted a message the BIC has been championing for some time. While terms such as “marginalized” and “youth” to define various groups of people may be useful in data gathering and analysis, they’ve claimed, the broad application of these terms can create the image of one population helping another in a purely one directional model, in which those receiving aid offer nothing in return. However, this is never the case, they’ve said. And the BIC is working hard to make this point clear, that the “developed” world has much to learn from the “developing” in their joined fight against poverty.

This view provides the basis for a plan to address global poverty moving forward. Although the efforts to eliminate poverty throughout the world have been a hallmark initiative of the UN, lasting solutions have been elusive. To this the BIC offers a changed approach. “What may be needed,” the BIC said, “is for the UN to shift from a mindset focused on scarcity to one that emphasizes untapped prosperity by looking first to the capacity of people at the grassroots to become agents of their own development.”

Scheffer said, “This commission is just one of the spaces in which the BIC engages. Our wider objective could be understood as seeking to empower increasingly larger segments of humanity to work effectively toward the spiritual and material betterment of all.” For more information regarding the BIC or the 55th UN Commission for Social Development, visit bic.org.

I WANT TO BE A POSITIVE AND POWERFUL MENTOR SO THEY CAN BECOME THE BEST SPEECH-LANGUAGE PATHOLOGISTS.

Suzanne Dripps has been named the new Clinic Director at the Roy Eblen Speech and Hearing Clinic at the University of Northern Iowa. Dripps, who earned both a BA and an MA at UNI, has worked in the Department of Communication Sciences and Disorders since 2013. Before being promoted to clinic director, she served as a supervisor and communicative disorder specialist. “I have grown on both a personal and professional level while being here at UNI,” Dripps said. “I have very high personal motivation to be the best I can.”

Dripps said her approach with students is best encapsulated by the John Quincy Adams quote, “If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” She carries this sentiment with her into her work as a mentor. “I want to be a positive and powerful mentor so they [her students] can become the best speech-language pathologists,” she said.

Since arriving at UNI four years ago, Dripps has been involved with supervising undergraduate and graduate clinicians in the department, as well as a post-graduate and undergraduate student advisor. She’s worked as an instructor, served as a tour guide for open houses and is an active advisor for the annual Iowa Conference of Communicative Disorders, which provides continuing education to speech pathologists in the area.

Dripps is also the advisor for the National Student Speech-Language-Hearing Association (NSSLHA), a student organization on campus. “I love my advisor role and being able to watch students grow as servant leaders within our community,” she said. During her first year advising the organization, they won Student Organization of the Year, an award designed to recognize a student organization that has exemplified excellence among its peers by contributing to the UNI community and fulfilling the purpose/mission of the student organization.

As the new clinic director, Dripps will take on duties such as clinic scheduling, internship placement and overseeing the entire clinic’s daily activities. “I have worn many hats within our department,” she said, “and love every minute of it.”

Dripps says the most gratifying part of her job is working with the students and watching them grow into professionals. “I find great joy knowing I was a part of the success of so many people,” she said. She hopes to continue to make the Roy Eblen Speech and Hearing Clinic as successful as possible. “I want to continue to make sure we give back,” she said. “Not only to our campus community, but also to our general community.”
In February, 12 students and three faculty members attended the Patti Pace Performance Festival, hosted by Louisiana State University in Baton Rouge. There, the students attended a keynote address given by Christopher Collins, six performances accompanied by responses and critiques, workshops about environmental performances and sensorium. The group also performed an original work by UNI’s own Danielle McGeough titled “Cornucopia.”

“The festival is a very welcoming and collaborative experience,” said McGeough. “It is inspiring to see the work happening in performance across the nation. It is also exciting and rewarding to get to share the work we have been doing at UNI with others.”

The festival honors the late Patricia Pace, theatre director in the Department of Communication Arts at Georgia Southern University from 1985 until her untimely death in 2000. The conference occurs annually and rotates between three hosting universities: Georgia Southern University, Southern Illinois University and Louisiana State University.

McGeough’s play, which was first performed at the UNI Interpreters Theatre, is a unique approach to environmental sustainability. Set in the faraway land of Cornucopia, generations of the Greens and Farmoodles have peacefully shared the Irigate River, but when the river’s shanoozletrate reaches an alarming high level, tensions between the longtime neighbors erupt.

“Both serious and silly, hopeful and defeated, ‘Cornucopia’ reflects on how people talk about and work through environmental issues,” McGeough said. “The summer of 2015 I began imagining ‘Cornucopia.’ At the time, the performance worked to establish nature as part of our everyday life. As I prepared for the production, I heard tales of environmental catastrophe and utopia; tales ripe with hopefulness and soured by cynicism. People expressed a desire to remember and articulated strong urges to forget. When the Des Moines Water Works lawsuit gained traction, two groups I identify with and care about deeply—two groups profoundly committed to the land—were at odds with one another. Inspired by this local issue, ‘Cornucopia’ was conceived. With my phenomenal cast and a series of gifted script writers, we worked to create ‘Cornucopia,’ a fictional community struggling through controversy. Using found items and texts, as well as lost or discarded materials, ‘Cornucopia’ invites you to imagine possibilities and darkness. May we learn to communicate and connect as we redefine our relationships with each other and with nature as something more communal, cooperative and compassionate.”

Students involved in the production included: Ryan Hansen, Brenna Splinter, Isabel Conner, Haylee Ernst, Brittany Sturt, Halsey Bunnell, Adam Pacha, Cole Fox, Jamie Ver Steegh, Timia Gillam, Clara Tosi, Nicole Torgerson, Mallory Park, Clara Tosi, Hannah Twitchell, and Kelso Breitsprecher alongside McGeough.

McGeough said this play was a “labor of love” and has been received well whenever performed. She feels audiences are often surprised at the funny and playful nature of the show. “My cast and crew were smart, fun and lovely people,” she said.

This past April, McGeough received the University Book and Supply Outstanding Teaching Award. The award is presented to a faculty member who prepares and uses innovative classroom strategies and materials, exhibits uncommon dedication and perseverance for the ideals of education.
Celebrating 40 Years of Women’s and Gender Studies

Beginning in 1976, in the midst of the second-wave Women’s Movement, the seeds of the Women’s and Gender Studies Program at UNI were planted. Led by Drs. Glenda Riley and Grace Ann Hovet, professors of History and English, respectively, 300 student and 25 faculty signatures were gathered in order to create a Women’s Studies minor. In the early years, the curriculum revolved around the History of Women in the United States, Images of Women in Literature, Human Relationships and Sexuality, and Psychology of Human Differences. The creation of the Women’s Center in Baker Hall bolstered the program, allowing curious students a place to find relevant literature as well as host a space for discussion. Over the next 20 years, the program would expand its curriculum to include over 50 interdisciplinary minors. Much of this is credited to Dr. Martha Reinekke, Program Director from 1990-1994, who, among other programs, implemented a master’s program.

Under the leadership of a myriad of talented directors, the program would continue to expand and grow. In 2005, the Women’s Studies Advisory Board voted to change the name from the Women’s Studies Program to the Women’s and Gender Studies Program, to better encompass the program’s future trajectory.

Today, the program is as active as ever, hosting events across campus and the surrounding community. Current director, Dr. Catherine MacGillivray, is on Fulbright assignment, but interim director, Dr. Wendy Hoofnagle, and her supporting staff continue to provide a constant stream of guest speakers, film screenings, and outreach events to promote both scholarship, discussion and community support. In its 40th year, the program had 35 minors enrolled, with three graduating in spring 2016, as well as 10 graduate students.

Former Student Presents in Newer Research Area: Spatial Justice for Fat Bodies

Former honors student, Amanda Arp (Languages and Literature ’15), presented her research on Spatial Justice for Fat Bodies in Higher Education at Women’s and Gender Studies et Recherches Féministes Fat Studies Sub-conference in Toronto, Canada, May 27–30, 2017. Arp is currently in the Rhetoric and Professional Communications PhD program at Iowa State University.

SME Chapter Attends International Manufacturing Technology Show

On Sept. 12-17, the UNI chapter of the Society of Manufacturing Engineers (SME) organized a trip for students and faculty to travel to Chicago for the 31st International Manufacturing Technology Show (IMTS). The competition recognizes the outstanding work of art and design professionals and — perhaps most important — the value they bring to their companies and institutions.

Digital Media Program Launches

The Department of Communication Studies launched a new digital media program. The new program, replacing the electronic media program, features three majors: digital journalism, digital media leadership and digital media production. The digital media majors will combine creativity and innovation in digital media storytelling and leadership to prepare graduates for careers in the expanding digital media field.

“The decision to launch this new program arose from recognizing the significant changes in the media industry, in the media production, journalism and media leadership professions,” said Paul Torre, assistant professor of communications studies. “The new digital media moniker reflects ongoing adjustments to our program and a commitment to be on the forefront of programs that prepare students for exciting careers in the media industry.”

The new program was officially launched at an event on March 30 in Lang Auditorium and the Digital Media facilities in Lang Hall and across the UNI campus. The launch party included displays and demonstrations from journalism, leadership and production, digital media studio tours, door prizes, music from KULT College Radio and refreshments.

New State of the Art Printers in Technology

The Department of Technology continues to add to the ever impressive arsenal of high-end equipment, this year acquiring a new Epson 64-inch SureColor S90600 Eco-Solvent wide format printer. This roll-to-roll printer will allow students a hands-on learning experience with cutting-edge technology currently being used in the workplace. This printer joins many other work aids, including a laser etcher and engraver already being used by students to advance their learning experience at UNI. For video of the printer in action, visit: www.youtube.com/watch?v=lFocZBCgXrE

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COMMUNIQUÉ

COMMUNIQUÉ

OF INNOVATION

Sarah Diesburg wins Academic Innovation and Leadership Award

UNI is proud of one very talented and dedicated assistant professor, Sarah Diesburg, for winning the Academic Innovation and Leadership category of the 2016 Technology Association of Iowa (TAI) Women of Innovation Award.

“The award is very important to me,” said Diesburg. “It means that the work we are doing here at UNI to increase the participation of women in computer science is getting noticed. It also serves as an energizer to keep me working at this high level in my research, classes and service activities for our students. I hold a lot of gratitude for Katherine Cota for being an excellent mentor throughout my entire time at UNI and for nominating me for this award.”

Dozens of women were honored and recognized for outstanding leadership in the fields of science, technology, engineering and math (STEM) at the Women of Innovation Awards ceremony. Winners represented a wide range of backgrounds, including teachers, technologists, researchers, executives, entrepreneurs, government officials, innovative companies, high school students, and undergraduate and graduate students. There were 73 finalists selected from a record-breaking 152 nominees.

At the Technology Association of Iowa, one of our highest priorities is fostering diversity, and the Iowa Women of Innovation Awards provide the opportunity to recognize and celebrate the accomplishments of Iowa’s STEM leaders, and to inspire more girls and women to study STEM and pursue STEM careers,” said Brian Waller, TAI president.

Diesburg started her education at UNI, completing her bachelor’s degree in computer science in 2004. She then went on to Florida State University where she worked to get her master’s degree in information assurance and Ph.D. in computer science. Now, she is a Panther once again, and has taught computer science at UNI since 2013. Her research interests include security and privacy issues in operating systems, electronic storage, and methods to improve and optimize the communication pathways in the operating system between the application and storage layers.

Diesburg was honored with the NCWIT EngageCSEdu Engagement Excellence Award for excellence in engagement practices for students, especially women and underrepresented minorities in computer science. She helped start the Women in Computing student organization at UNI. For the years 2015 through 2017, she was awarded the designation of UNI Center for Transformational Education (CET) Fellowship.

Diesburg has also been recognized, along with her colleague Ben Schafer, for making a difference in the introductory computer science classrooms through excellent and engaging curriculum. They received an award of $5,000, which was reinvested in UNI students.

Arts and Sciences:

A LOVE OF MUSIC

Susan Rider and her father, Paul Rider, have deep ties to the University of Northern Iowa. Paul taught chemistry at UNI for 41 years, from 1969 to 2010, and Susan received her bachelor’s degree in trumpet performance from UNI in 1989. While pursuing her degree, Susan studied with Keith Johnson and Randy Grabowski and was also a member of the Waterloo/Cedar Falls Symphony, Chamber Orchestra of Iowa, UNI Wind Symphony and Carillon Brass Quintet.

Both Paul and Susan have talents for music, with Susan playing the trumpet, and Paul a self-taught trombonist who later developed a knack for the trumpet, tuba, piano and bass. Susan played in the inaugural band this past year and currently holds a position as a member of “The President’s Own” United States Marine Band in Washington, D.C. Locally, Paul belongs to several musical groups, as well. Susan even joined his band, Dixieland (Saints), and enjoys performing at The Cedar Basin Jazz festival at the end of every June. Their shared passion for music has been a huge part of their family’s lives and influenced both of their experiences at UNI.

Even though her father taught at UNI, Susan’s decision to attend the university was completely her own choice. She grew up knowing the campus quite well and attended many musical performances in her youth. “I really loved the opportunities that existed for growth academically and performance wise,” said Susan. “The faculty were incredibly supportive across the board, while at the same time creating the challenges necessary for development and growth.”

The father-daughter’s dual presence at UNI even helped the disciplines of art and science find common ground, as Paul was asked to assist the UNI music faculty in courses about the exploration of jazz music and its origin.

Art and science are often viewed as separate things, but both Paul and Susan would agree that science and the arts are related. Susan explained, “Without a doubt, some of those connections include the basic physics of producing sound; the relationship of numbers; the importance of creativity and imagination.” Paul added, “Issues of harmony, symmetry and resonance reflect such a connection between these subjects.”

It is clear that this Panther family shares a passion for their work and UNI. They will continue to use their talents to better themselves and the people around them. Their time at UNI was a special part of both their lives, and they’ll always feel like a part of the Panther community.
Our view of history is often limited to grand narratives, the risings and fallings of great things of shuddering consequence — a nation’s ideologies, technologies and those who usher them forth.

But this view is narrow and turns the light away from countless faces, names and stories that fill the cracks to either bolster or fight against how we’ve come to view our past. Associate Professor of Interactive Digital Studies (IDS) Bettina Fabos in her new project “Proud and Torn: How My Family Survived Hungarian History,” is resurrecting a nearly forgotten tale a century in the making.

Following the lives of her father, Gyula, and his sister, Ari, Fabos reconstructs her family’s history in a digitally published, interactive graphic novel, that combines written narrative, animation, restored photographs and much more to bring the story of a 19th century, prosperous farming family in rural Hungary to the 21st century stage, and in doing so, adding some complexity to the history of a nation halfway around the world. “Most histories of Hungary focus only on the nation’s ‘great men,’” said Fabos, “emphasizing high politics, aristocrats and the view from Budapest. But there is so much more to the story. Agricultural workers, small-town residents, women and other forgotten individuals, like my family members, all lived and made Hungarian history.”

To complete a project of such complexity and scale, Fabos assembled a creative team of recent graduates and current students: Dana Potter (BFA ’16) Design; Jacob Espenscheid (Computer Science and IDS ’16) and Collin Cahill (Computer Science and IDS ’17) Code and Development; and Isaac Campbell (Electronic Media ’14) Animation. “I recognized their talents and pulled them into the project,” said Fabos. “All of these students are brilliant beyond words, and the project is as much their project as it is mine.”

Proud and Torn will be publicly available online at proudandtorn.com after the presentation.
I SEE THIS TRIP TO HUNGARY AS A PINNACLE MOMENT FOR ME AS A PROFESSOR, TEACHER AND SCHOLAR.

To mark the end of this long project, the team traveled to Budapest at the end of June to present the project at the Open Society Archives in Central European University. While there the team visited many locations relevant to the story they’ve been working on, touring Buda Castle—constructed in the 13th century, it was the seat of some of the first Hungarian rulers—the Hungarian Parliament Building, the Budapest thermal baths, the art deco district, and the historic cafes that fostered intellectual growth at the turn of the century. The group will also explore many sites relevant to Hungarian Jewish culture and the effects of the Holocaust. They also traveled to the small town where much of “Proud and Torn” is based, Marcali by Lake Balaton.

“I see this trip to Hungary as a pinnacle moment for me as a professor, teacher and scholar,” said Fabos. “These UNI students have become immersed in Hungarian history. They have also become amazing friends—to me and to each other. Nothing has been more gratifying than working with these wonderful, talented people and producing groundbreaking work together.”

“Proud and Torn” is available to view at proudandtorn.com. For more information about the team, visit “Proud and Torn” on Facebook where there are profiles of each team member.
1940s - 1970s

1950s - 1960s

1977 John Schreurs, BA, Minneapolis, Minn., became engaged to Dylan Martin ’16 in August 2015 and will be married in Cedar Falls in November 2017. She currently works in theatre in the Twin Cities.
1980s

1998 Sarah Barber, BA, Marietta, Ga., was the recipient of the Network Innovation Award in Postgraduate School in Monterey, Calif., and was promoted to Des Moines Business Record. She is currently a language arts instructor with the West Des Moines Community School District. She is currently in the MD/Ph.D. program at Washington University. She is currently doing research on breast cancer with the Department of Cancer Cell Biology.

1990s

2010s

2014 Jessica Kray, BA, Minneapolis, Minn., became engaged to Dylan Martin ’16 in August 2015 and will be married in Cedar Falls in November 2017. She currently works in theatre in the Twin Cities.