

UNiversitas: Journal of Research, Scholarship, and Creative Activity

Volume 10
Number 1 *Forum Theme 1: Cornerstone, Forum
Theme 2: Shakespeare Alive Cluster, & Theme
3: The State of Higher Education Cluster*

Article 1

3-2015

Editor's Introduction

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Recommended Citation

Swan, Jesse (2015) "Editor's Introduction," *UNiversitas: Journal of Research, Scholarship, and Creative Activity*. Vol. 10 : No. 1 , Article 1.

Available at: <https://scholarworks.uni.edu/universitas/vol10/iss1/1>

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Editor's Introduction

Jesse Swan, "Editor's Introduction"

1. Whether addressing what it is, how best to conduct it, or how publishing and scholarship inform it, education is a topic or purpose of the various contributions to this 10th volume of *UNIversitas*.
2. The Forum brings together many of the administrators, faculty, and staff members who have contributed to UNI's Cornerstone endeavor. As a result of the 2008 re-accreditation exercise, the then Interim Executive Vice President for Academic Affairs and the Vice President for Student Affairs founded a First-Year Council. This council developed the basis for the initial First-Year Cohort of Fall 2011. Each cohort, from the first to the current, is a group of students, and each group undergoes a process that is to provide group members the basic competence for success in their education at UNI. This competence is figuratively expressed as the cornerstone of each student's UNI education. The Forum provides a description of the program, and integrated into the description are many informative reports and testimonials. This Forum serves as a documentation of the program to date as well as a convenient vehicle for informing a wider community of the features and progress of the program.
3. Especially successful at appealing to performers and auditors new to the sensations, pleasures, and accomplishments of electro-acoustic music, the video recording of the performance of an original composition by Jeffrey Funderburk is featured in the Essays, Studies, and Works section. Also in the section is a video presentation of community outreach research concerning sex education among certain Protestant denominations.
4. In the Reviews and Responses section there is a knowing and balanced piece briefly reviewing the nature of open access publishing and responding to a chief concern about such publishing. An incisive yet elegant and substantive review of a new book on the development of Virginia Woolf as a diarist is provided in a contribution by an accomplished Bloomsbury Group scholar and popular woman of letters. There are also two "clusters," that is, two groups of reviews or responses to topics. The first cluster is comprised of contributions responding to the approaching quatercentenary of Shakespeare's death. The contributors to this cluster each indicates how Shakespeare in one way or another continues to influence us today and so, in that way, continues to be alive. The other cluster is comprised of reviews of two books on higher education today, both notably concerned to advise people on what is best for students.

5. Although all educational and seriously so, most contributions are also pleasant and variously inspirational. A vibrant, meaningful life is what all the contributors want for students and, indeed, for everyone, and this may well be one of the best indications of the potential we collectively possess for the continued educational achievements of UNI and American academe.

Jesse Swan
Professor and Editor



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