

2023

UNI Alumni Magazine, issue 05, 2023

University of Northern Iowa Alumni Association

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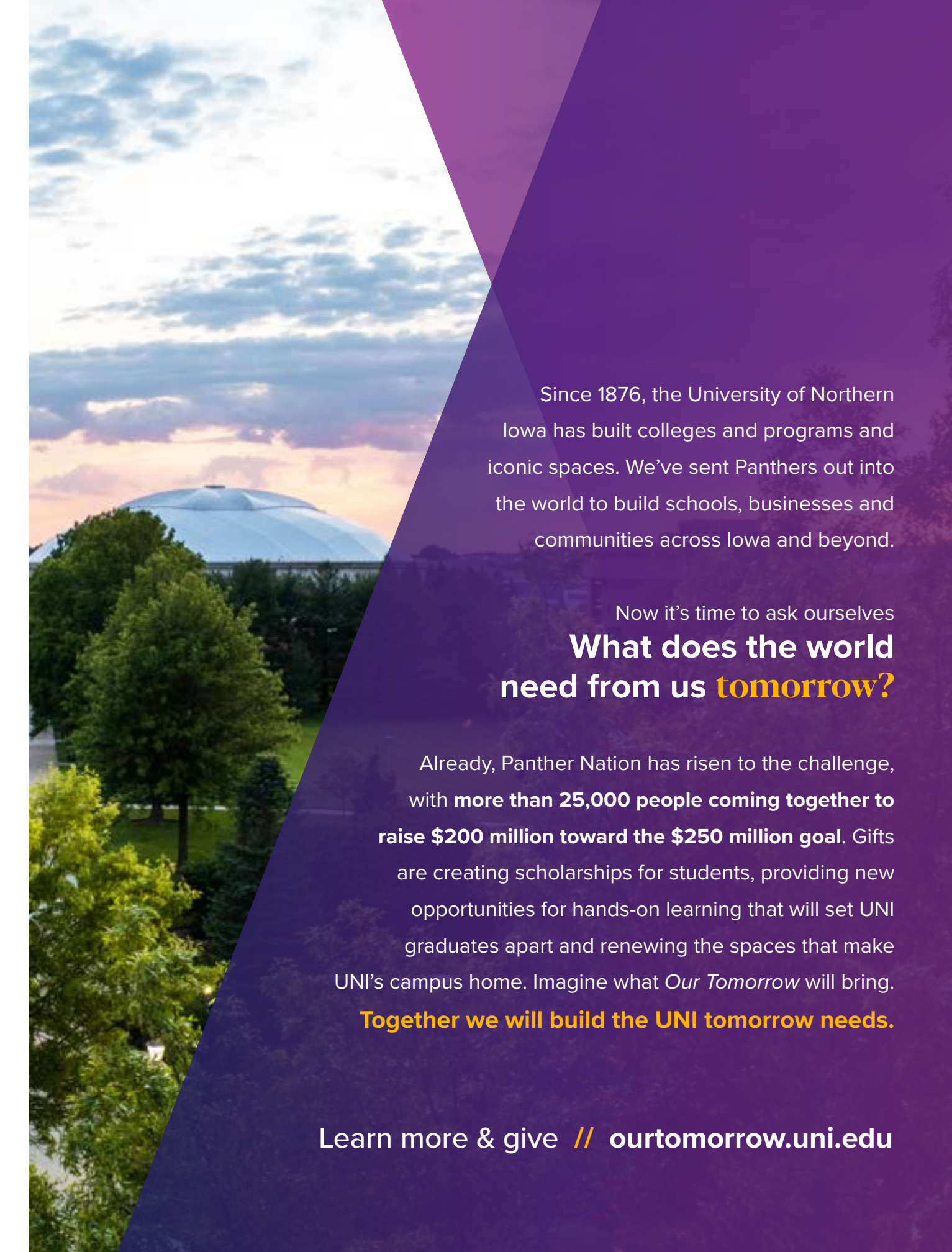
// Alumni Magazine





Our Tomorrow

THE CAMPAIGN FOR UNI



Since 1876, the University of Northern Iowa has built colleges and programs and iconic spaces. We've sent Panthers out into the world to build schools, businesses and communities across Iowa and beyond.

Now it's time to ask ourselves
**What does the world
need from us tomorrow?**

Already, Panther Nation has risen to the challenge, with **more than 25,000 people coming together to raise \$200 million toward the \$250 million goal**. Gifts are creating scholarships for students, providing new opportunities for hands-on learning that will set UNI graduates apart and renewing the spaces that make UNI's campus home. Imagine what *Our Tomorrow* will bring.
Together we will build the UNI tomorrow needs.

Learn more & give // ourtomorrow.uni.edu

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UNI Alumni Magazine is published once a year by the UNI Alumni Association to keep alumni and friends informed and engaged.

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**University of
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Alumni Association



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I feel like I am always saying it to anyone who will listen, “UNI is a special place.” But, here’s the thing — it is. This university is like no other, and I feel very fortunate to be an adopted Panther. I take a lot of flak from my former classmates for how ingrained I am into UNI (being a University of Iowa graduate). I am effusive about the incredible care our faculty and staff provide to our students — and to each other. I am increasingly grateful for all that UNI provides the community, state and beyond.

This year, I am entering my 10th year serving as the president of the UNI Alumni Association. Over those years, I have the very special privilege of welcoming back our Golden Graduates (those who are celebrating their 50th anniversary of graduating from the University of Northern Iowa). They return to campus from all over the country excitedly greeting each other with hugs and “remember whens.” Each year I am imbued with even more Panther pride. Their stories vary from one alum to the next, but there is a thread in each that continues to endure in the stories of our current students.

That professor who cared enough to stay after class and help get through a tough problem. The hall secretary who checked in on you daily making you feel less homesick. The student activities advisor helping you plan a memorable event. The friends you made who remain close friends today. All of these experiences made their time at UNI. These memories are priceless reminders of what we desperately want to protect and create for our students of tomorrow.

The collective OUR tomorrow is ours to shape. How bright is our tomorrow? Well, that depends on you. It depends on us. In October 2022, the University of Northern Iowa Foundation publicly launched *Our Tomorrow: The Campaign for UNI*. With a goal of raising \$250 million by 2026, this fundraising campaign is the boldest, most ambitious ever undertaken at UNI. The campaign will invest in all areas of the university — every college, every student. This is your call to action — we need your help. We have an incredible vision shared in the following pages. What inspires you? Where do you see yourself helping?

There is one thing for sure: Our Tomorrow will be brighter because of you.

Our tomorrow begins today.



Leslie Prideaux, PhD
Assistant Vice President of Alumni Relations
President, University of Northern Iowa Alumni Association



BUILDING THE UNI *tomorrow needs*

Renewing the mission and promise for a new generation of Panthers depends on all of us taking action today

A nearly full moon lit the sky the Thursday of Homecoming week as a crowd gathered around the Campanile. Anticipation filled the crisp, fall air for the large crowd of students, faculty, staff, alumni and community members who were on hand to witness the casting of new bells for the carillon that sits atop the Campanile.

Earlier in the week, The Verdin Company had arrived, parking their bell foundry on wheels on the Campanile Plaza. With more than 180 years of experience crafting custom bells, clock towers and carillons, the Cincinnati-based company would be using its expertise to assist UNI in a once-in-a-generation renovation of the Campanile.

That Thursday marked the start of the \$2.2 million renovation. The excited crowd watched as the Verdin team, decked in protective suits, poured molten liquid into molds of the new bells. But the expectant audience wouldn't see the final product until the next day.

It was a historic moment for the University of Northern Iowa. Not just because one of UNI's most iconic spaces is being renewed for a new generation; that evening marked the public launch of a tomorrow that's bolder and more ambitious than we've ever dared imagine.



What does the world need from us tomorrow?

Over Homecoming weekend, UNI welcomed nearly 2,000 alumni and friends to campus to celebrate *Our Tomorrow: The Campaign for UNI* and what it means for the future of the Panther family. The largest fundraising campaign in the university's history, the *Our Tomorrow* comprehensive campaign seeks to raise \$250 million by its sesquicentennial in 2026.

An ingot passing and the bell pour created excitement for the Panther family Thursday that carried over to the mold breaking ceremony Friday morning where the bells were unveiled. They were prominently displayed at a concert and celebration Friday evening featuring several UNI alumni including NFL Hall-of-Famer **Kurt Warner**, '93.



“So much about life is about our experiences, it’s about the people that we grow up around. I think about my time here at UNI, and the people that I got a chance to meet — the teachers, the faculty, the unbelievable friendships that I created. And I know that it went so far in shaping who I am today. I love UNI. I love coming back.”

- KURT WARNER

“I care because it’s my tomorrow, too,” said **Sandy Stevens**, '62, a UNI Foundation trustee, in a passionate appeal to the audience gathered between the Campanile and Commons. “For so long, it seemed like we were this little college in the northeast part of Iowa. Well, that’s not true anymore. Our impact is worldwide — not just statewide anymore — it’s worldwide.”

Organized around four strategic pillars: student access and success, engaged learning, academic programs and faculty, and iconic spaces, the comprehensive campaign is designed to invest in all facets of the university including students, faculty and staff, as well as its academic programs and learning spaces.

“This ambitious and historic campaign will lay the foundation for the future of this institution,” said UNI President **Mark Nook**. “Through investments in our students, faculty and staff, our academic programs and learning spaces, we are ensuring the promise and power of a UNI education not just for students today, but for the generations to come. We’re grateful to our incredible alumni and friends who have stepped up to support this campaign, and we’re looking forward to getting others involved.”

Direct investments in students are the heart of the campaign, with a goal of creating a path to opportunity for many more students. A total of 372 new scholarships have been established thus far through Our Tomorrow. By 2026, the university hopes to have raised over \$70 million for scholarships.

Putting students’ skills and knowledge to work to make a difference today has been an important piece of a UNI education.



The *Our Tomorrow* campaign will support initiatives that enhance student professional and career readiness, provide service learning and community engagement opportunities and advance diversity, equity and inclusion on our campus and in the community.

Since its founding, UNI has adapted to meet the needs of the Cedar Valley, state and the country. Investments in innovative and transformative programs will power UNI's enduring spirit of ingenuity. Direct support for faculty will ensure UNI continues to recruit and retain teacher-scholars who make the university and its students successful.

Our Tomorrow is the Panther community's opportunity to renew

the hallmarks of our shared UNI experience. In addition to the renovation of the Campanile, campaigns for the Gallagher Bluedorn Performing Arts Center and UNI-Dome will revitalize these spaces for the decades to come. Fundraising for the \$14.9 million Gallagher Bluedorn renovation began in 2018 and construction is slated to begin later this year. A \$50 million campaign to support a renovation of the UNI-Dome publicly launched Homecoming weekend as well. More details about this renovation can be found on pages 38 - 39.

Two of these campus landmarks will celebrate milestones in 2026: the year marks the Campanile's 100th anniversary and 50 years of the UNI-Dome.

OUR VISION

Build the UNI tomorrow needs.

OUR GOAL / \$250 MILLION BY 2026

The *Our Tomorrow* campaign will invest in all areas of the university – every college, every student. *Our Tomorrow* is organized around four strategic pillars:

STUDENT ACCESS & SUCCESS

A path to greater opportunity for many more students

- / Scholarships
- / UNI @ Iowa Community Colleges

ENGAGED LEARNING

Putting students' skills and knowledge to work toward making a difference today

- / Student Professional & Career Readiness
- / Service Learning & Community Engagement

ACADEMIC PROGRAMS & FACULTY

Building the fields and careers that will define our future

- / Innovative & Transformative Programs
- / Academic Innovation Fund
- / Faculty Support

ICONIC SPACES

A renewed vision for the spaces that bring us together

- / Campanile
- / Gallagher Bluedorn Performing Arts Center
- / UNI-Dome



A promise to the next generation of Panthers

“Our tomorrow is a wonderful campaign promise. It says what we’re doing with the campaign will be for our tomorrow — whether it’s students, families, businesses, the economy or the state. That’s a really strong and purposeful guide,” said **Katie Mulholland**, ’69, ’80, ’89, co-chair of the *Our Tomorrow* campaign.

“I’ve never had to sell anyone on the University of Northern Iowa,” said **David Takes**, ’81, campaign co-chair alongside Mulholland.

“Like so many who’ve graduated from UNI, this university made an enormous impact on my life, and I’m honored to play a role as we once again commit to preserving and expanding the quality of opportunities at UNI — tomorrow, the next day and the next, for future generations of UNI students from all walks of life.”

- DAVID TAKES

it did for me and like it has done for generations,” said **Dan Waller**, ’81. “UNI has a very meaningful purpose to exist, to succeed, to excel — to position the students of today and to the leaders of tomorrow.”

“This campaign says that UNI has a focus on what the needs are of its local community, its broader state community and the world at large, and that it’s preparing to be a participant and a contributor to addressing those needs in whatever way necessary,” Takes said.

At the time of the public launch in October, more than \$187 million had been raised during the quiet phase of the campaign. By March of 2023, UNI was 80% of the way to its goal with \$200 million raised toward the \$250 million goal from over 25,000 donors. More than a third of these donors are first-time supporters of UNI. To get across the finish line, it will take all Panthers.

“That’s what *Our Tomorrow* is about — for all of us to do what we can to move [the campaign] forward,” Mulholland said. “It’s having our recent graduates say, ‘You know what? I can give \$10 a month. With UNI graduates of all ages, the support there, there’s a way to [reach our goal].’”

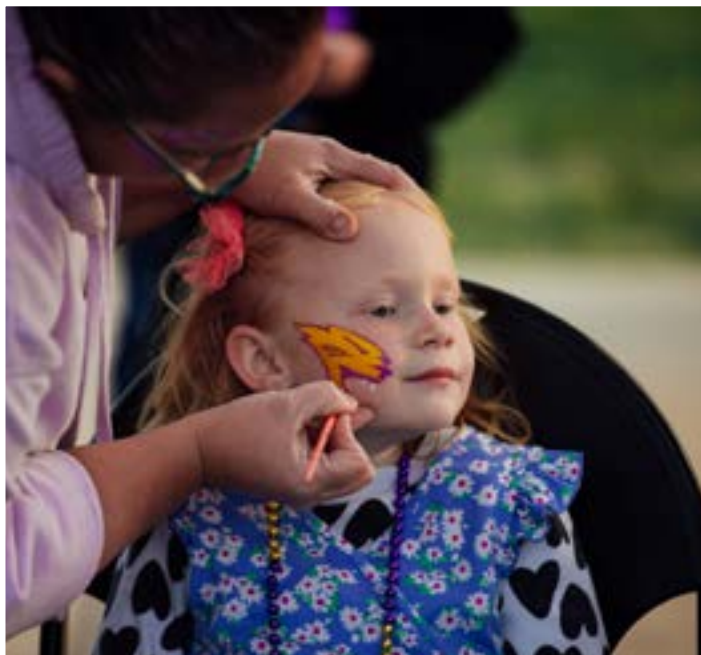
“If this campaign gets the support it deserves, UNI can make an impact, unforeseen for students, for the community, for this state,” Stevens said. “This is our tomorrow. I want my tomorrow, as long as I’m here and after I’m here, to be as valuable, as special, as meaningful as it’s meant to me.”

More info about the *Our Tomorrow* campaign and its initiatives can be found at ourtomorrow.uni.edu. **UNI**

“To me, legacy is all about the lasting impact that you have on the generations to come,” Warner said. “When I think about the *Our Tomorrow* campaign, and I think about what is being done here, I think about legacy and I think about what do you want your legacy to be?”

For the Panther family, that legacy is ensuring future generations of Panthers have the same opportunities to succeed.

“UNI’s *Our Tomorrow* campaign is creating the next generation of success [for students at UNI] like



Students gain authentic experience through commemorative handbell project

Hands-on learning is at the heart of a UNI education, and that's especially true for the industry-focused Department of Applied Engineering and Technical Management. But a special senior-level product design course gave students a unique opportunity to apply their skills.

In 2021, the UNI Foundation approached the department to produce one-of-a-kind commemorative brass handbells to recognize supporters of the university's *Our Tomorrow* fundraising campaign while showcasing UNI students in the process. A total of 56 handbells were to be custom-cast in honor of new bells being added to the Campanile.

Matt Watson, '22, became the lead for the job, coordinating five separate teams with various roles ranging from bell design, casting and engraving to production of the

wooden handles. It was a new type of leadership experience, Watson said, and it came with no shortage of challenges. But working as a student employee at John Deere gave him perspective. In conversations with his colleagues, he came to see the project as an "authentic experience" of what it's like to work on an industry production job.

Watson was hired as a manufacturing engineer at John Deere Engine Works upon graduation. He looks back on his time at UNI with a new appreciation for faculty.

"The goal of faculty here is not to prepare us for everything that we'll find after graduation ... their goal is to introduce a broad range of concepts so that when you're in industry and you run into them, they're not brand new. I think that's the biggest thing I've seen from UNI impacting my career after graduating." **UNI**

ABOUT THE STUDENT HANDBELL PROJECT

- / 34 students in the manufacturing engineering technology and graphic technology programs produced the bells
- / 600+ student hours logged on the project
- / Each bell is composed of silicon brass
- / Wooden handles are made from reclaimed campus ash trees
- / Students used a variety of equipment, including the Haas TL-1 CNC lathe and Laguna CNC turner





CONQUERING THE APPROACHING ENROLLMENT CLIFF

It's no secret that recent years have been tough for higher education, especially regional comprehensive universities like the University of Northern Iowa. Like our peers, UNI enrolls a large proportion of students from low-income and first-generation backgrounds. Although this means UNI has a greater impact on economic mobility than research universities, it means UNI faces unique enrollment challenges.

Despite current obstacles, UNI remains committed to serving students and communities across our state and region. We work together as a community to reinvent the university experience, meeting the needs of a new generation of students as we rebuild enrollment.

THE CHALLENGE AHEAD

The proportion of Iowa high school graduates pursuing any form of higher education has steadily declined, including a drop of eight percentage points in the past five years. This particularly impacts UNI.

Contributing factors include a public narrative that questions the value of a college education in contrast with rising entry-level wages. Low-income and first-generation students are especially impacted by these competing options. After all, if you can improve your financial situation right out of high school, why would you want to pay for tuition and delay earning higher wages by a few years?

Contrary to this narrative, the benefits of a four-year degree are many. A bachelor's degree has

long-term impact on graduates and society, including setting individuals up for significantly higher lifetime earnings, lower unemployment rates, improved health outcomes and higher voting and volunteerism rates (Ma, Pender, and Welch, 2019). Our work to grow UNI's enrollment is tied to our ability to rebuild students' belief that higher education is worth their time, money and commitment. It's a long-term investment for themselves and their communities.

Another portion of UNI's enrollment decline is associated with an unlikely source: increased graduation rates. The four-year graduation rate increased by 18 percentage points since 1997. UNI's four-year graduation rate is especially impressive — over 20 percentage points higher than similar universities across the country. One in 12 UNI students graduates in three years. Students are taking less time to graduate, which is great news for UNI and Panther families, ensuring affordability and timely degree completion. But as larger numbers of

students enroll for fewer semesters, enrollment counts decrease, requiring more new students to replace the students who are completing their degree in fewer semesters.

International students are an important part of the UNI community, contributing to the university's rich learning environment. While the impacts of COVID-19 may be diminishing for domestic students, they continue to reverberate internationally, leading to a 62% decrease in international enrollment since just prior to the pandemic. International student recruitment continued virtually throughout the pandemic, and in-person recruitment has returned in some countries, re-opening opportunities for UNI's connection to international markets. However, as of summer 2022, wait time for U.S. visa processing reached its highest point in 20 years, delaying enrollment for many prospective international students. As student access to U.S. visas increases and fears about health and safety ease, international enrollments will rebuild.

UNI IS RISING TO FACE THESE ENROLLMENT CHALLENGES BY GROWING AND CHANGING TO CONQUER TODAY'S OBSTACLES. WE WILL BE ABLE TO LIVE OUT OUR LONGSTANDING CORE COMMITMENT TO THE STATE AND REGION.

WHAT IS THE DIFFERENCE BETWEEN THESE UNIVERSITY TYPES?

/ Regional Comprehensive University:

UNI is a regional comprehensive university. Many of these public universities were founded as teachers colleges, veterans' education centers or technical colleges. They provide a wide range of educational opportunities meeting the needs of both students and the regional community. Regional comprehensive institutions enroll the largest proportions of underrepresented students, first-generation students and immigrants.

(<https://scholars.org/brief/why-regional-comprehensive-universities-are-vital-parts-us-higher-education>)

/ Research University:

Both the University of Iowa and Iowa State University are classified as R1 research institutions. To qualify for this rating, the institution must have at least 20 research or doctoral programs and expend at least \$5 million in total research.

(https://carnegieclassifications.acenet.edu/classification_descriptions/basic.php)

/ Community College:

Colleges like Des Moines Area Community College or Hawkeye Community College provide education that focuses on two-year associate degrees and vocational or technical training programs.

(<https://www.insidehighered.com/blogs/just-explain-it-me/pocket-primer-types-higher-education-institutions>)

Focusing ON TOMORROW

Academic Positioning is crucial to creating UNI's next generation of programs. The process brings together UNI faculty, staff and community partners to identify areas of workforce need and growing student interest. The brand-new and expanded programs UNI will offer as a result will be in the areas of health care, data science, applied engineering and environmental and sustainability sciences. In addition to building new high-demand programs, UNI is updating legacy programs in business and educator preparation to align with emerging industry and community needs.

One new program UNI introduced in fall 2022 — the business analytics major — began as an emphasis for management information systems (MIS) majors. The emphasis took off in popularity, being favored by all kinds of students from aspiring real estate professionals to accounting majors. UNI responded to this demand by creating a new major devoted to business analytics. Unlike programs at other institutions, UNI's business analytics major was interdisciplinarily designed, exposing students to more areas of business since the work is applicable to a variety of fields. Eighty-nine students enrolled in the major during its first semester and applications for this program for fall 2023 have more than doubled as compared to last year.

UNI is increasingly focused on the place-bound adult learner

population. These program offerings align with UNI's 2023-2028 Strategic Plan, which includes expanding access through more flexible programming and expanding programs to serve place-bound learners. UNI at Iowa Community Colleges (UNI@IACC) is one new vehicle for delivering growing high-demand programs throughout Iowa. These learners may be interested in a four-year degree but unable to move to Cedar Falls due to their deep roots in their communities.

UNI@IACC provides seamless pathways to four-year online degrees for students with associate degrees from all of Iowa's 15 community college districts. Although one of the benefits of UNI@IACC is that students won't have to leave their hometowns, they can still get customized in-person guidance from

a UNI student support specialist on the Des Moines Area Community College, Indian Hills Community College, Iowa Western Community College or Western Iowa Tech Community College campuses. A UNI support specialist will work full-time at each of these campuses, ready to answer questions on everything from career guidance to financial aid.

UNI knows that cost can be a reason some students may complete an associate degree but not further their education. All UNI@IACC students are automatically considered for the Future Ready Scholarship, a need-based award that covers the difference between community college and UNI tuition.

UNI@IACC was announced in summer 2022, and 77 new students enrolled to begin as part of this program in August. Program offerings include seven high-demand areas: elementary education, criminal justice, human services, professional studies, management: business administration, managing business and organizations and technology management.

“Individuals who desire or need a four-year degree for their career should always have that option, but adult learners, in particular, may not think furthering their education is compatible with their life circumstances,” said President **Mark Nook**.

***“BY ELIMINATING
GEOGRAPHIC AND
FINANCIAL BARRIERS,
UNI@IACC BRIDGES
THE GAP BETWEEN
ADULT LEARNERS AND
THE BACHELOR'S
DEGREE THAT IS THE
KEY TO THE FUTURE
THEY ENVISION.”***

- PRESIDENT MARK NOOK

UNI's increased focus on adult and place-bound learners stretches beyond the UNI@IACC initiative. UNI Online & Distance Education developed online programs at the undergraduate and graduate levels to meet the needs of today's students. Right now, UNI offers seven completely online programs at the undergraduate level, creating a more flexible, accessible option for higher education. Similarly to UNI@IACC, these programs are available to students who have an associate degree. However, unlike UNI@IACC, that associate degree doesn't need to be from an Iowa community college.

The majority of UNI's online graduate programs are professional master's programs that are designed with working professionals in mind.

Typically, these programs are structured with one meeting at night during the week. This meeting time won't change during the two years the program is taking place, allowing students to more seamlessly balance work schedules and their personal lives with their studies.

While students sometimes worry about the quality of online education, UNI takes the process of creating a high-quality online program very seriously. Every professor teaching an online course is on UNI's campus teaching a traditional residential program, allowing them to bring a wealth of knowledge and experience to the online program. UNI has dedicated staff of instructional developers who ensure that an in-person course can make a smooth transition to online delivery. There is a point of contact for each online program offered at UNI to help connect students to more resources as questions arise.

As Iowa's number one supplier of educators, UNI is known for the strength of its teacher education program. While this legacy dates back to UNI's very beginning, we are still finding new ways to meet the needs of Iowa school districts, especially with Iowa and the region facing a teacher shortage. One of these new avenues is the Purple Pathway for Paraeducators program, which began in fall 2022. Again, this program was built with flexibility in mind. It provides an easily accessible option for paraeducators currently working in schools across

the state to earn a four-year degree in UNI's most popular program: elementary education.

The program is entirely online and can be completed within two years. Sixty-seven paraeducators started in the inaugural cohort of this program last fall.

“This is a hot topic in national education policy right now,” said **Benjamin Forsyth**, associate dean of educator preparation. “There are tons of paraeducators that are already working in schools, but for many states, that para has no good way to become a teacher without actually walking away from their job in a school. That just doesn't make a lot of sense.”

With approximately 15,000 paraeducators in the state of Iowa — many of them place-bound — the demand for such a program is clear. In fact, Forsyth said that after the 67 paraeducators started their courses last fall, 30 more paraeducators expressed interest in the program.

“A program like this shows that UNI is strongly about student accessibility and about making things work not just for the typical 18- to 22-year-old,” said Forsyth. “We are interested in furthering the education of students who may not have been with us for quite some time.”

This is far from the only way UNI is going out of its way to make getting a degree in education more accessible. In 2022, UNI launched the Degree in Three program, which allows local students to earn a degree in elementary education just three years after their high school graduation.

The program does this by partnering with the Waterloo Community Schools Career Center and Hawkeye Community College. Students who are interested in Degree in Three begin in high school by splitting their time between high school coursework and Hawkeye Community College classes, offered through the Waterloo Career Center. These credits count toward an associate degree.

Following high school graduation, students go on to complete their associate degree at Hawkeye Community College in just one year. With all their general education courses complete, it will take these students only two more years at UNI to earn a bachelor's degree in elementary education. This option saves educators time and money while allowing them to start earning a full-time salary faster. This is not only a win for students who are

interested in elementary education, but a win for school districts across Iowa that are desperately in need of strong teachers.

Degree in Three is just the latest addition to the series of programs under the Cedar Valley Degree Links umbrella. Cedar Valley Degree Links encompasses multiple education articulations resulting from the partnership between UNI, Hawkeye Community College and the Waterloo Career Center. Students can earn a four-year degree in the high-demand areas of graphic technology, construction and engineering three years after graduating high school by following the same path as the Degree in Three of taking college credits in high school, completing an associate degree one year after high school graduation and completing a bachelor's degree in two more years.

While many of the changes UNI is making to its programming are specific to various degree programs, UNI made major changes that affect all current and future students. This change is UNI Foundational Inquiry (or UNIFI), which is UNI's reinvented general education curriculum. The new general education curriculum will help attract more students because it is more flexible to the needs of modern students and responsive to the demands of today's employers. UNI's new and improved general education requirements have certificates built into the curriculum. These microcredentials, which focus on examining a subject from a variety of disciplines, don't require any additional work from the student. They are automatically an option for what the student will do with 12 of their general education credits.

PRACTICAL TAKE ON GEN ED REQUIREMENTS

At 37 credits — 12 three-credit courses and a one-credit lab — it's our most streamlined general education curriculum ever!

- / Transfer students who have earned an AA or AS have now fulfilled the entire general education requirement at UNI, making it transfer-friendly.
- / It's based on student learning outcomes that align with top skills employers are seeking to help students get hired fast.
- / Optional certificates in 11 different areas are available within the 37 required credits, allowing students to fulfill their general education requirements and earn a microcredential.



CONNECTING WITH FUTURE PANTHERS

While adult learners play an important part in UNI's plan to counter enrollment obstacles, attracting the traditional college student who is a fresh high school graduate is still important. In recent years, UNI has enhanced these recruitment efforts to engage with modern high schoolers and ultimately get them to pursue a four-year degree at UNI.

UNI's presence at high schools throughout Iowa and the surrounding states has now returned to near pre-pandemic levels. During fall 2022, UNI visited more than 400 high schools and were present at more than 100 college fairs to meet with prospective students.

While getting face-to-face time with students is crucial, another important part of the admissions process is sharing materials such as mailers with high school students. High school seniors used to be the primary target of these UNI communications, but now the Office of Admissions is sending out more materials to high school students starting their sophomore year.

"Studies will show that by December of the junior year of high school, students have their college shortlist," said **Terri Crumley**, director of admissions. "If you're not on that

shortlist, they're not going to be paying attention to you. So we really want to shift our awareness back to that earlier phase."

Making a great first impression with the UNI campus is crucial to the recruiting process, as students who attend campus visits are significantly more likely to choose UNI as their university home. UNI is now hosting daily campus visits for prospective students and their families in the new Admission Welcome Center, just south of the Campanile. Student visitors have the opportunity to meet with an admission counselor, take a campus tour, eat in UNI's award-winning dining centers, meet with a faculty member or advisor in their academic area of interest and select from a variety of co-curricular academic sessions.

When it comes to the concerns of prospective students, Crumley said that cost is always the top issue. By ensuring scholarship information is accessible as early as possible and providing net cost calculators to help students and their families budget, UNI aims to be as transparent about cost as possible. UNI worked to increase merit scholarships for entering students and now has the lowest net cost and lowest average student loan debt of all public universities in Iowa.

One way UNI has worked to make college more affordable for more students is by changing some of the eligibility requirements for scholarships. While merit-based scholarships used to be given exclusively to students who had both a high GPA and ACT score, now there are more options for those who

have a high GPA even if their ACT score isn't very high.

"Our goal is to make sure we have scholarships that really help the majority of families, not just the highest of the high," said Crumley. "We have the Presidential Scholarship and honors, but there are a lot of really great students who maybe don't have the highest ACT score, and they need money to help them through college, too. So we're trying to help as many students as possible."

In addition to scholarships based on academic performance, UNI has designed new programs to grow and strengthen recruitment into co-curricular programs across campus. One such example is the Panther Music Award program, implemented in fall 2022, which provides scholarships to talented high school musicians of all majors interested in joining UNI's Panther Marching Band and choirs.

UNI created more scholarships to attract students from ethnic and racial minority groups. Since Iowa's population will be increasingly diverse, attracting more of these students is critical for enrollment growth, especially since these populations are traditionally underrepresented in higher education. In 2021, UNI introduced the Waterloo Access Award for students who are from a traditionally underrepresented racial or ethnic minority group, are Pell Grant eligible and have graduated from a public high school in Waterloo. This scholarship covers the full cost of tuition and fees annually at UNI



for up to four years and can provide eligible students with additional scholarships for room and board.

While scholarships are a key part of attracting multicultural students, engaging with students and families directly is critical. At UNI, this engagement starts early. In summer 2022, UNI revived the Meskwaki Summer Camp, a college and career readiness program on campus for Meskwaki Nation students in eighth-12th grade. The experience allowed students to become more familiar with the UNI campus and the different majors available.

UNI offers Multicultural Visit Days. On these visit days, having a student panel with students from a variety of racial and ethnic backgrounds is a priority. During the resource fair, UNI staff ensures the students have access to groups like the Black Student Union that are focused on working with students of color.

The Office of Admissions has translated recruitment and financial aid materials into Spanish. This is to engage Spanish speaking families who may have a language barrier. Beyond publications, we have Spanish speaking staff who provide

outreach and connect with families during campus visits.

UNI's efforts to attract more diverse students seem to be working since UNI's enrollment has increased in diversity, with 15% of fall 2022 incoming freshmen and 18% of incoming transfer students identifying as part of an ethnic or racial minority group.

While no university wants to face enrollment challenges, we are working to ensure that UNI will be stronger than ever before. We are making the changes needed to serve the students of tomorrow. **UNI**

STUDENT LIFE OF TOMORROW

Student life on university campuses has long evolved beyond the age-old images of late night cramming, sporting events and wild fraternity parties. These days, university campuses are much more than educational and social hubs — they are also places where students go to explore careers, passions, hobbies, perspectives, cultures, beliefs, identities, relationships, health and so much more.

For the University of Northern Iowa's Division of Student Life, the term "student life" defines a broad range of offices, departments, services and activities that are designed to serve the whole student, not only in their educational needs, but also in their personal health and well-being.

"The idea of student life and what it entails is continually evolving, but student success has always been at the center of that work," said **Heather Harbach**, vice president of Student Life.



THE NEEDS OF STUDENTS ARE
CONTINUALLY CHANGING, AND IT IS
OUR JOB TO MAKE SURE THAT WE
ARE LISTENING TO WHAT OUR
STUDENTS ARE TELLING US AND
MEETING THOSE NEEDS."

- HEATHER HARBACH





For 2018 graduate **Danielle Welsch Massey**, her time at UNI not only shaped her intellectually and professionally; it was also a safe space where she could celebrate success, learn from failure and grow her independence.

"I am so grateful for the support I received at UNI from my professors and advisors," she said. "Having that support and knowing I had this amazing support network behind me allowed me the space to take ownership of my responsibilities, explore options, experiment with new solutions and make mistakes."

An economics and business administration major, Massey is currently the grant manager for the City of Indianapolis Department of Metropolitan Development. While at UNI, Massey held leadership roles as director of finance for Northern Iowa Student Government (NISG), was a founding member and vice president of finance for the sorority Alpha Sigma Tau and participated in the Model United Nations. Her involvement in student groups and organizations helped her develop social and relationship building skills.

SOME STUDENT LIFE HISTORY

Also referred to as student affairs, student life as a profession has existed in the American higher education system dating back to colonial times. The colonial profession was more of a supervisory role where university employees in some ways played the part of substitute parents, but it has since evolved many times over, keeping student success and wellbeing at the heart of student life.

Alpha Sigma Tau



"I AM SO GRATEFUL FOR THE SUPPORT I RECEIVED AT UNI FROM MY PROFESSORS & ADVISORS."

- DANIELLE WELSCH MASSEY

The modern role of student life as we know it emerged in the early 1920s within the Ivy League school systems when Harvard and other land-grant institutions hired the first college administrators.

“Back then, the student body was predominantly white and male, so those administrators were likely not needed to address the diverse array of issues and needs we do today,” Harbach said. “In those days, student life was much more focused on leadership development programs as well as student activities. However, as student populations have diversified over the past several decades, student life has had to evolve from a kind of ‘one size fits all’ approach to more individualized support.”

The core values of student affairs gained widespread recognition and acceptance in higher

education with the publication of the “Student Personnel Point of View,” a landmark report issued in 1937 by the American Council on Education. The report emphasized the education of the whole student — intellect, spirit and personality — and insisted that attention must be paid to the individual needs of each student, a philosophy that still holds strong in the mission of student life.

“At UNI, we really focus on that wraparound support,” Harbach added. “For us, it’s really about listening to our students, hearing what they need and what they are asking us for and then making sure we can meet those needs. So we really try to offer comprehensive support.”

That comprehensive support and encouragement is why UNI alum **Jamal White**, ’18, felt he could jump into campus

involvement with both feet, becoming active in nearly a dozen student groups and organizations.

“While I valued the knowledge I gained from my academic courses, the real learning came to me from outside the classroom,” he said. “Being involved in student organizations, programs and projects outside of the classroom really enabled me to develop my soft skills and build my leadership capabilities, which ultimately set me up for success in my professional career after graduation.”

During his time at UNI, White served as a resident assistant, in addition to being an orientation leader, a student admissions ambassador, student body president of the Northern Iowa Student

Government and being involved in numerous student organizations



“WHILE I VALUED THE KNOWLEDGE I GAINED FROM MY ACADEMIC COURSES, THE REAL LEARNING CAME TO ME FROM OUTSIDE THE CLASSROOM.”

- JAMAL WHITE

including Connecting Alumni to Students (CATS) and the Black Student Union (BSU).

It was his involvement in so many different activities, White said, that led to a successful career, and his holding leadership roles at Gillette Global and Proctor and Gamble.

STUDENT LIFE AT UNI

At the University of Northern Iowa, the term student life is really all-encompassing. It not only refers to campus and social activities or the discipline once wielded by the Harvard “Deans of Men.” Instead, UNI’s approach to student life is broad in resources and individualized in approach.

“I think a lot about how student life has changed and how most people just thought of student life as an activity hub for student events,” Harbach said. “And yes, we are involved in student activities and campus events because they are a vital part of campus life and helping our students find their community, but we also do so much more. We cater to such a diverse student population and their needs run the gamut. We have students who sometimes need assistance finding housing. We have students who are struggling to make ends meet, who struggle with food insecurity, who are supporting families and trying to balance working full-time and taking classes. A lot of our students are managing hefty loads and still trying to better themselves, their situations and their lives. And that’s where we come in, to offer that support and help our students achieve their goals,

and if that means making sure a student has enough to eat today, then that’s what we do.”

The Division of Student life encompasses almost every aspect of campus life outside the classroom, including career planning, helping students find internships or connecting them with employers, connecting them to health and wellness resources and fostering a sense of community and belonging through campus groups, activities and social happenings.

Some of the resources housed within the Division of Student Life include:

- / Department of Career Services
- / Dean of Students Office
- / Counseling Center
- / Student Health and Wellness Center
- / Student Accessibility Services
- / Panther Pantry
- / Office of Diversity, Inclusion and Social Justice
- / Events Services

Additionally, responsibilities for Maucker Union and the Wellness and Recreation Center facilities, student groups and organizations and a wide variety of student activities and events also fall to the Division of Student Life.

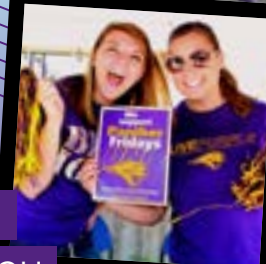
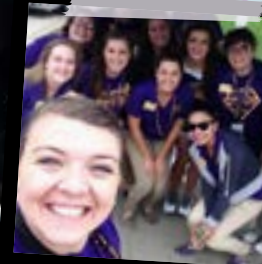
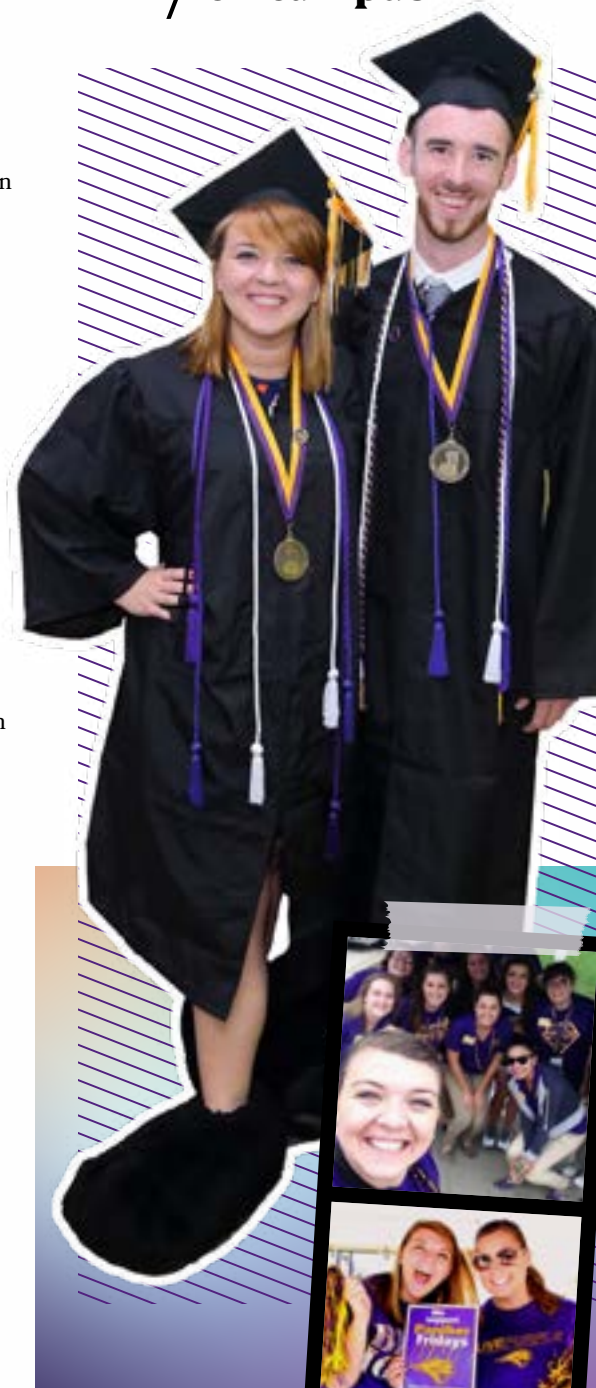
“Getting involved in student groups and activities really helped me break out of my shell and create lifelong connections with classmates and colleagues,” said **Samantha (Sammy)**

Kaster, '15.



BEING SO INVOLVED
AND HAVING SO MUCH
ON MY PLATE REALLY
TAUGHT ME HOW
TO BETTER MANAGE
MY TIME AND PRIORITIZE
MY RESPONSIBILITIES.”

- SAMMY KASTER



Currently employed as a SWAT studio operator for CNN, Kaster was an electronic media communications major at UNI while also working on freelance video projects.

She was also TK the mascot and was active in CATS and the Alumni Association.

“Being so involved and having so much on my plate really taught me how to better manage my time and prioritize my responsibilities,” she said. “And those are skills I use in my career every day.”

GET INVOLVED!

From music and entertainment to politics and sports or art and textiles, chances are UNI has a student group or organization for everything and anything a student might be interested in.

Being active in these groups is a great way for students to become more well-rounded and develop interpersonal skills that

will benefit them personally and professionally after college.

For alumni like **Kaleb Boleyn**, '22, playing on the UNI Men's Rugby Club team — one of the longest running clubs on campus — helped him build lifelong friendships with his teammates and has allowed him to connect with other rugby alums.

“It truly is a fraternity that goes back generations, spanning more than 50 years,” he said. “My teammates are really good people who are strongly committed to their families and communities and are also active in volunteering with many local organizations.”

Sharing that commitment to community and his love of rugby, Boleyn established a rugby program at his local high school to help to teach students about the sport and encourage them to try new things.

For many, the college experience wouldn't be complete without participation in Greek life.

For **Dylan Nicole Martin**, '16, who was a member of the Alpha Xi Delta sorority, the Phi Sigma Pi Honor Fraternity and the Alpha Psi Omega Theatre Honor Fraternity, getting involved in Greek life taught her important lessons about community and choosing people to be in her life.

“I was able to discover, define and identify the traits and values that are important to me when building my community,” Martin said. “Finding groups that had a charitable or social mission made me feel empowered to make a

“

IT TRULY IS A FRATERNITY
THAT GOES BACK GENERATIONS,
SPANNING MORE THAN 50 YEARS.”

- KALEB BOLEYN



“ I WAS ABLE TO
DISCOVER, DEFINE AND
IDENTIFY THE TRAITS
AND VALUES THAT ARE
IMPORTANT TO ME
WHEN BUILDING
MY COMMUNITY.”

- DYLAN NICOLE MARTIN

difference and how to be helpful to those around me. I now know to look for kind and passionate people who hold themselves and me to a high standard of candor and compassion.”

Greek life at UNI truly encompasses the four pillars of “Scholarship, Leadership, Service and Friendship” in everything each chapter does. Some of the chapters within UNI’s sorority and fraternity system have been on campus since 1965, and each organization engages in philanthropic works while also building their leadership skills and developing a strong connection with other members of their organization on a global level.

For students who love to dance and are interested in philanthropic work, UNI Dance Marathon can fulfill both desires. Founded in 2011, UNI Dance Marathon was created to raise money for the Children’s Miracle Network and the University of Iowa Stead Family Children’s Hospital. Dance Marathon is one of the largest student-led organizations on campus and, in addition to helping children and their families during the difficulties of pediatric illness, students who participate in Dance Marathon learn leadership skills, discover new interests and gain new perspectives.

With more than 260 student clubs and organizations, students at UNI can celebrate their individuality, explore new interests, learn valuable life skills, create lifelong friendships and feel a sense of belonging while engaging in and doing good work on campus and in the surrounding communities.

WHAT DOES THE FUTURE HOLD?

Students’ needs inside the classroom and outside the classroom are continually evolving, and Student Life must adapt to meet those needs, to bring students to UNI and to provide them with the encouragement and support they need to stay and succeed.

“I think the future of our profession is really thinking about how are we making sure that our students feel like they belong here and like they have the support network they need inside and outside of the classroom so they can achieve their goals,” Harbach said.

In recent years, there has been more need than ever to not only provide students with academic support and social encouragement, but to increase access to mental health and substance abuse resources as well.

“I think it is safe to say that everyone is keenly aware of the mental health challenges that we as an overall society continue to face and talk and try to address, and I think students are no different from the overall community,” Harbach said. “So making sure students have the mental health support they need, the physical health support they need, the wellness support they need, and that kind of wraparound care where we are supporting them as they become independent adults while also providing space where they can reach out and ask for help is crucial.”

UNI currently offers a variety of wellness services including wellness coaching, counseling and access to psychiatric services. UNI also offers training for faculty and staff so they can spot indicators that a student may be struggling with mental health, which would be expanded thanks to the grant funding.

There is also the “Let’s Talk” program, which offers free peer support from students training to work in the mental health field. The program gives students the opportunity to talk openly with and relate to a peer, get the support they need and learn about other available resources.

Recognizing that it is host to a diverse student population with different and continually evolving needs, UNI also offers a variety of support and resources for military veteran students and their spouses, LGBTQ+ students, students of color, students with different learning abilities, students with health or physical limitations and many others.

“That’s ultimately what student life is about,” Harbach said. “We’re helping build well-rounded, engaged citizens and community members so that when they leave UNI and go back to their neighborhoods or communities or cities or states or countries, they are prepared to be good and successful citizens and family members and friends and employers or employees. And that mission isn’t any different than what the profession was founded on at Harvard so many years ago. Our approaches have just evolved and will continue to do so.” **UNI**

THE FUTURE /of/ LEARNING

**A look at the role of Facilities Management
in creating the campus of tomorrow**

It could be the setup for a joke: What do you get when you cross 6,000 gallons of water, the Blue Man Group and the Gallagher Bluedorn Performing Arts Center stage?

Answer: one particularly memorable weekend for University of Northern Iowa facilities management staff, according to **Michael Zwanziger**, '94, '01.

Zwanziger, who has spent most of his 25-year career at UNI and has directed the Facilities Management division for the past 10 years, recounted his team springing into action to stop a burst pipe responsible for the deluge. While the accident postponed the Blue Man Group's performance, there were no further impacts to the Gallagher Bluedorn's season.

"The real story there is that we were all hands on deck, and our team stepped up to limit the impact of that incident to one weekend," Zwanziger explained. "And that's a testament to the hard work and expertise of our staff."

Managing the entirety of the UNI campus is an enormous task – not quite Sisyphean, but the work is never really done either. There is

always ground to cover, both figuratively and literally. The campus footprint includes 810 acres and 4.7 million square feet of facilities, not to mention 10 miles of roads, 18 miles of sidewalks and 76 acres of parking lots.

Maintaining this territory falls to a small army of custodians, groundskeepers and mechanics: architects, engineers and interior designers as well as those who run the university postal service, the power plant and utility systems.

"They're really managing a small city," remarks **Michael Hager**, '88, UNI senior vice president for finance and operations. "And we couldn't do what we do at UNI without our facilities management team."

In a given month, facilities management processes over 600 maintenance requests. Fortunately, few rise to the level of the burst pipe situation. Rather, the division's work is largely invisible: monthly checks of fire extinguishers, changing air filters, greasing motors, evaluating campus roads and bridges, servicing UNI's fleet of vehicles. This is the sort of proactive preventive maintenance that curbs catastrophe.



Zwanziger acknowledges that his team's work often flies under the radar. But he prefers it that way.

"The buildings and grounds are really a means for faculty and staff to do their job and for the students to learn," he said. "If we can do our job quietly and competently, I feel that's a success."

The flipside to facilities management's mission is the more visible work of planning and carrying out capital projects that will define the campus for decades to come. A slate of renovation projects, managed by the UNI facilities team, will position the university to meet critical Iowa workforce needs while providing students a high-quality educational experience at a great value.

APPLIED ENGINEERING BUILDING

On that front, facilities management has been navigating some serious headwinds over the past couple of years – in particular, the unpredictable post-covid economy. But it's not stopping UNI from executing a bold vision for the future of learning on campus.

"Building design, architecture – it's essentially creative problem solving, and we've been doing a lot of that in my five years here," said **Jose Luis San Miguel**, university architect. "It's often 'You have this problem, we have that problem' and you try to work the magic of 'if this can wait another year, we can get them done together.' And it's a 'one plus one equals three' kind of thing."

San Miguel has spent 30 years as an architect in higher education. At UNI, he has been involved with key projects such as the renovation and expansion of the Applied Engineering Building (AEB), formerly known as the Industrial Technology Center (ITC). The project, which broke ground last June, is more than six years in the making and is expected to be completed in late 2024.

"The expansion, renovation and renaming of the Applied Engineering Building reflects UNI's commitment to the tomorrow of our students, the university and the industries of Iowa," said **John Fritch**, dean of the College of Humanities, Arts and Sciences. "The changes to the building will allow us to develop new paths for students in areas such as automation and Industry 4.0 while enhancing our regionally and nationally recognized programs in construction management and manufacturing."

Planning for the \$44.7 million renovation and expansion began in 2016, just after the ITC turned 40. The collision of a forward-looking curriculum and an obsolete learning environment produced the need for a modern facility. Designed to educate shop teachers in 1974, the ITC had surpassed its use for the department now known as Applied Engineering and Technical Management.

Preliminary design posed a unique set of challenges. Several staff referenced the Wayne Gretzky aphorism of skating not toward the puck but rather where the puck is going to be. In facilities terms, that meant designing learning spaces for maximum flexibility – allowing for future academic inroads into Industry 4.0 such as robotics, automated manufacturing and more.

"Knowing that this is going to be a technology-heavy building, industry-focused and that the only certainty in technology is change – we were

asking ourselves: where do we need to be by the time we open?" San Miguel said. "So the main teaching spaces, those labs are designed with as much flexibility as possible ... it'll be much easier to adapt given that they're designed based on a module."

With \$40.5 million in state funding secured in 2021, the renovation was well on its way. A \$4.2 million private campaign as a part of UNI's *Our Tomorrow* fundraising efforts drew investments from industry partners including a lead industry gift from John Deere.

But as the economic fallout of the pandemic continued, market instability and supply chain disruptions threatened the AEB project. Fundamental building materials became scarce: bar joists, the skeleton of most any industrial building, were on a 12 to 18 month backorder. Air handling systems and roofing materials were delayed six to nine months.



"We could have just renovated the ITC – a nice little renovation and call it a day, right? But it was always aspirational. We always knew it had to be transformative."

- JOSE LUIS SAN MIGUEL



The uncertainties forced the facilities management team to get creative. They changed materials based on availability and came up with structural changes that moved things forward without compromising integrity.

“At that point we were virtually designing around products that we felt would be available on the market,” Zwanziger explained.

Those creative interventions kept the AEB on track. Phase one, the expansion of the facility by some 40,000 square feet, is expected to be complete by late 2023. Renovations to the existing facility, phase two, will wrap up by the end of 2024.



NURSING

The launch of a brand new bachelor’s program in nursing asked UNI to get creative once again – this time to find a home for the program.

Nancy Kertz, executive director of nursing and chief academic nurse administrator, has been working with facilities management since the fall to identify and retrofit an existing campus space suitable for integrating the traditional classroom with labs and simulation environments that match what students will encounter in the field.

“The challenge is constructing an educational unit that is atypical of the

traditional classroom environment – we’re working to find the right space for that design,” Kertz said.

Zwanziger said renovating one of the campus’s oldest buildings, the Innovative Teaching and Technology Center (ITTC), presented a home for the nursing program. Located at central campus just off the Maucker Union and Rod Library courtyard, the ITTC previously housed the computer science department, an anthropology lab and a geography center, but will now be outfitted for nursing.

The ITTC, built in 1903 as the East Gym, is one of eight century-old campus buildings that have

seen recent renovations, according to Zwanziger.

The nursing program was one of several opportunities emerging from the university’s academic positioning initiative. Led by staff in the Provost’s office and faculty across campus, the process identified key areas of growth that would elevate UNI’s academic offerings while meeting state workforce needs, including health, data and environmental sciences.

“For us, we’re looking to create hubs around those areas and try to group those programs together where they make sense and create synergies,” Zwanziger said. “These programs are key to UNI’s future.”

“Every time the students are in class, it will be as though they are in a clinical setting where they are learning content, learning how to apply theory and developing their clinical skills.”

- NANCY KERTZ





PRESERVING OUR TOMORROW

Building a campus for the future can sometimes mean juggling competing priorities. For Zwanziger, any new project must be measured against three goals: safety, sustainability and student success. His team continually works with academic leadership to assess campus needs. Even Schindler Education Center, one of UNI's newest buildings given the remodel in 2017, is being evaluated.

Zwanziger said brick and mortar investments through the *Our Tomorrow* campaign will restore several iconic campus spaces and position UNI for the future.

A three-phased \$50 million renovation of the UNI-Dome will include replacing the UNI-Dome's nearly 25-year-old fabric roof, reconstructing the west entrance

and concourse, creating new and increased restrooms and providing new and expanded suites. Bowl upgrades such as new seating, wider aisles, handrails and greater ADA seating will also be addressed. The last upgrades include resurfacing the indoor track, updating the UNI-Dome sound system and adding a marquee signage and new visual identity.

A \$14.9 million campaign to renovate and expand the Gallagher Bluedorn Performing Arts Center is nearing its goal and the project is also slated to begin this summer with the replacement of seating in the Catherine Cassidy Gallagher Great Hall. Other upgrades include the addition of a Marquee Lounge, a new dynamic entry plaza, expanded

concession options and a variety of improvements to support the vitality of the facility while enhancing the patron experience.

A \$2.2 million campaign to renew the Campanile will feature upgrades to the carillon, the instrument containing the bells, and the Campanile plaza. The Verdin Company, a bell manufacturer based in Cincinnati, has been hard at work

repairing the bells since they were removed during Homecoming weekend in October. They are expected to complete their work later this spring with the bells being returned to the Campanile in May.

San Miguel explained that building and maintaining campus facilities may involve tough decisions, but it's all about creating the best learning environment for students. **UNI**





◀ Protests at the student union in support of the Black student demands, from The Northern Iowan, November 11, 1969



▲ List of demands presented to University leadership by the Afro-American Society outlining changes they wanted to see on campus, including a dedicated cultural center, from the Charles E. Quirk Papers, University Archives at Rod Library

Strong. Mighty. Powerful.

50 years of the Black Student Union at the University of Northern Iowa

The history of the University of Northern Iowa during the 1970s can be seen as a microcosm of sentiments and events sweeping the nation in the wake of the Civil Rights and Black Power Movements. In the late 1960s, Black students at predominantly white colleges and universities sought to make their institutions more receptive to their needs and their culture. University of Northern Iowa students took part in this nationwide campus movement in which Black students organized, protested and demanded physical space, diverse administration and inclusive curriculum.

In 1968, a small number of Black students formed the Afro-American Society (AAS). In November of the same year, the Afro-American Society submitted six proposals to the University Committee on Minority Group Education. The proposals consisted of requests such as a culture house for Black

students, recruitment program for minority students (African-American, Mexican-American, Puerto Rican and Native American), naming a building after **Martin Luther King, Jr.**, more Black faculty, more Black entertainment during Black History Week, and the Student Senate conducting a drive for contributions to the Martin Luther King Scholarship Fund. The proposals were appropriated to the steering committee for consideration.

The following year, the Union Policy Board accepted the proposal of the Afro-American Society that the Key Hole Room in the University Union become an Afro-American Cultural Center. **Sam Dell**, '75, president of the AAS, stated that, "This will help bring an end to being culturally orphaned." Dell and **Al Parker** stressed that the Key Hole Room will not be a separate room for Black students but will give them a chance to hold "open house" for the entire university community.

Tension and hostility surrounded the Key Hole Room as some students felt that the room, a ready made "swing spot" was taken away from them for the benefit of the 59 Black students on campus. **Joseph Fox**, professor of English, believe the university and **President Maucker** violated the 1966 nondiscrimination policy when he "granted special privileges to Black students," in regard to the use of the Key Hole Room and the Committee on University Responsibility in Minority Group Education and the University Forum's resolution recommending that the next faculty position be filled by someone who is Black.

On July 1 of that same year, the University of Northern Iowa Center for Urban Education (UNI-CUE) was established in Waterloo as a direct response to community needs. Then

"UNI-CUE was established as a symbol of the involvement of UNI in the educational aspects of the urban crisis and the added relevance gained from carrying on educational programs directly in the urban setting."

- PRESIDENT MAUCKER

FRIDAY, MAY 18, 1974

THE COLLEGE EYE

Subtle Discrimination Exists on Campus For SCI Negro and African Students

by PHIL PILLAGER
Feature Writer

received the biggest minority
told about the day

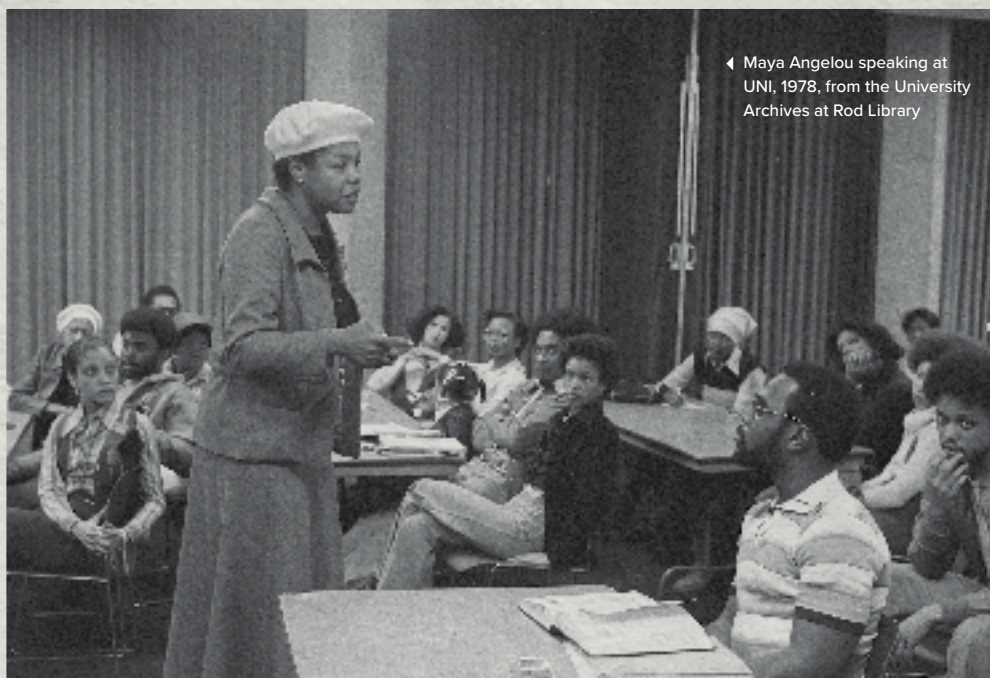
from Michigan State University to students in Iowa Falls. He said a college which "Negroes were accepted slowly and had more chance to gain without prejudice and without a very hard work and discrimination."

PILLAGER proposes one definite change that would improve the situation. He says that the one effective course dealing with minority group relations is not to teach, he suggests that some course of this kind be required for all because "even if a person is well-educated and intelligent, if he can't get along with his fellow man, he will not be an asset to society."

College action to prevent discrimination on campus is not to establish a broad, more organized and government program of activities and counseling for foreign students will improve conditions for the 500 Negroes but will not make any at all.

Equality may come from the students themselves. The Negro can be equal only when he is free to make friends naturally and he is free to make friends only when friends are willing to be made.

◀ Maya Angelou speaking at UNI, 1978, from the University Archives at Rod Library



UNI President Maucker stated, "UNI-CUE was established as a symbol of the involvement of UNI in the educational aspects of the urban crisis and the added relevance gained from carrying on educational programs directly in the urban setting." UNI-CUE's main goals were to "meet community needs, provide educational opportunities for persons of all ages and races, and

help them become more comfortable and confident in learning." In doing this, UNI-CUE offered various classes as well as tutoring to local Waterloo students throughout the year, and other fun educational-based activities.

In September of 1968, **Henry Johnson**, director of UNI-CUE, presented a list of recommendations to the university suggesting ways in which minority group education could be improved.

On November 6, 1969, the Afro-American Society presented a list of demands to **William Lang**, vice

president of academic affairs. The document states that "UNI is a racist institution, therefore, the resolutions presented to the Committee on University Responsibility in Minority Group Education (COURMGE) are necessary for our survival."

President Maucker said, "These demands cannot be met as made ... We are unable and unwilling to operate the university on demands." In response to the lack of action by the administration, students – mostly members of the Afro-American Society – picketed the food service in the Union on November 7. There was a great deal of confusion and

"These demands cannot be met as made ... We are unable and unwilling to operate the university on demands."

- PRESIDENT MAUCKER

Racism on Campus: Are Our Own Hands Really Clean?

by PHIL PIRAGIES
Feature Writer

(Editors note: This is the first in a two-part series on the status of the Negro at UNI.)

SCI 1011: John Howard Griffin comes to campus; religious leaders "condemn the

are considered as discipline members. Since each SCI Negro seems to exist in some phase of college life, he becomes the object of considerable interest, and everyone wants to know how."

UNFORTUNATELY, this type of celebrity status means that Fleece Men on Campus

campus safety.

He points out that "The Management Study Body, having the same cultural background and many of the same goals, values and attitudes, can produce a genuine fear of someone or something different. Students have been asked to be suspicious of, and even to

guess, rather than the results often only "accidental."

IF THE American Negro is in an unsatisfactory situation at SCI, the foreign Negro is in a deplorable one. These victims have not only racial barriers, but language, cultural, national and even dietary barriers.

Over two million Negroes



◀ Ethnic Minority Group Board of Directors, 1970, from the University Archives at Rod Library



◀ Student demonstrations surrounding the sit-in and disciplinary hearings, from the UNI Quarterly, summer 1970, University Archives at Rod Library

misunderstanding among many of the white students because they were unaware of the resolutions adopted by the administration in September and subsequently held a negative view towards the demonstration.

In March of 1970, when the proposal for a cultural center was not included on the agenda for the Board of Regents, the students decided something more than making requests had to be done. Members of the Afro-American Society went to President Maucker's home on March 16 to discuss the situation.

Seven of the students that participated in the sit-in and were identified as playing a leadership role were temporarily suspended a few days later – **Byron Washington**, '75, **Terry Pearson**, '77, **Charles (Chip) Dalton**, **Anthony (Tony) Stevens**, '81, **Palmer Byrd**, '72, **Joe Sailor** and **Ann Bachman** – known as the UNI Seven.

The suspension was based on the university policy statement explaining that students can conduct demonstrations provided such actions do not intentionally disrupt, obstruct or interfere with operation of the institution; interfere with flow of traffic; molest, abuse or interfere with rights of students, staff or visitors; or engage in action that damages or threatens to damage university property or of individuals in the university community.

Disciplinary action became the larger issue. According to the April 3 article of The Northern Iowan, the UNI Seven were not granted proper due process of law because they were not told they were acting in violation of rules at the time of the sit-in. Due to the controversial nature of the problem, the discipline committee decided that it would be unworkable to attempt to hold a totally open hearing. A combination

of distrust by students and the political nature of their actions, the UNI Seven believed they could not receive a just hearing unless it was totally open.

As the Disciplinary Committee attempted to begin hearings of the UNI Seven on Monday, April 20, disturbances from a large group of students demonstrated in and around the Administration Building in an attempt to force open hearings. In violation of a court order roughly 14 students were arrested. The hearings on Tuesday ended in a very similar manner with more disturbances and 19 students receiving court citations for violating the injunction.

President Maucker stated in an April 24 article of The Northern Iowan that the disciplinary procedures already in place were believed to be inadequate for the situation, as the

accused students would not get a fair trial nor a just decision. A new committee would be established to create a new set of student disciplinary procedures with the intention to have a majority of Black individuals. With President Maucker's decision and nationwide events such as the Vietnam War moving into Cambodia and the Kent State shootings, the trials fell into the background.

Action towards the establishment of a culture center did not cease. In May, possible fundraising projects were discussed with a small group of students and faculty. President Maucker submitted a proposal to the State Board of Regents establishing an Ethnic Minorities Cultural and Educational Center (EMCEC) and providing funds for the equipping and operation of the center. The EMCEC would reflect the culture of Afro-Americans, Mexican Americans and Native Americans.

The Board of Regents approved the proposal of an EMCEC policy board in June of 1970. The house in which the university vice president occupied would now become the EMCEC, also known as the Culture House. In July, **Benedict Harris** was selected as the first director of Educational Opportunity and Special Community Services, and in October, **Reginald Hayes** was appointed as the first director of the EMCEC. According to a later publication by the Educational Opportunities Program, the purpose of the program is to give youths from culturally disadvantaged and low-income families an opportunity to obtain a college education.

February 21, 1971, marked the official opening of the Ethnic Minorities Cultural and Educational Center. Opening week was very successful with more than 500 people including **President Kamerick** and the mayor of Cedar Falls, **William McKinley**, in attendance to observe the different displays in the center. Most of them left with a different feeling toward the center.

In October of 1972, the Black Student Union (BSU) was reformed from the Afro-American Society. **Chris Coney** was elected president and **Lannie Lawrence** vice president of the group. Coney stated in a November 17 Northern Iowan article, "We the Black Students have again united to deal with situations and/or problems that concern us here at UNI. We hope to be a stronger and more active organization than the former Afro-American Society."

The events at UNI in the late 1960s and early 1970s set the groundwork for the Black Student Union, Ethnic Minorities Cultural and Educational Center, Educational Opportunity Program and UNI Center of Urban Education.

The Black Student Union and the Ethnic Minorities Cultural and Educational Center served to enhance the voice of marginalized ethnic groups via art, music, poetry, film and speaking events. Both organizations were responsible for bringing in notable figures to UNI's campus such as **Fannie Lou Hamer, Jesse Jackson, Ida Lewis, Maya Angelou, Michele Wallace, Yolanda King, Dick Gregory, Julian Bond,**

Isabel Wilkerson and many others from the 1960s to present day.

The Voices of Freedom Choir was formed in 1971 through the EMCEC and UNI's Gospel Choir established in 1984 contributed to more Black representation on campus and in the community. The Soul Food Dinner, beginning in the 1970s, became a staple tradition for the Black Student Union during Black History Month along with skate parties, poetry slams and arts shows highlighting Black artists.

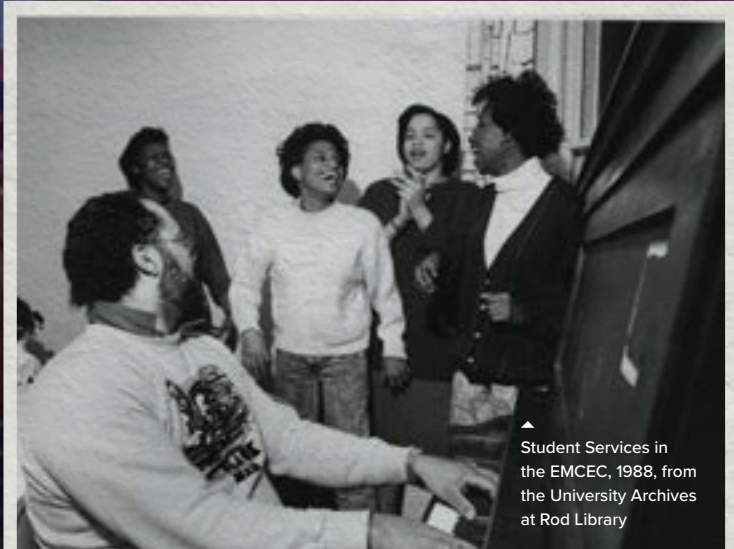
A moment of reclaimed Black agency came when controversies in campus management and leadership policies affected the Educational Opportunity Program (EOP). In 1981, a group of mostly Black students called for the resignation of leadership and brought forth a semester-long investigation. As a result, there was a restructuring of the administration and development of the EOP program. The Ethnic Minority and Cultural Education Center (EMCEC) worked in conjunction with campus departments and organizations to promote efforts in cultural understanding under new guidelines.

During the academic year of 1997-1998, the EMCEC changed its name to the Center for Multicultural Education (CME). In 2003, the center relocated to a new addition of the Maucker Union where it is located today.

The Black Student Union and the Center for Multicultural Education at the university have remained steadfast in changing political, social and economic landscapes. The



▲ Student protest, 1992, from the University Archives at Rod Library



▲ Student Services in the EMCEC, 1988, from the University Archives at Rod Library

Students demand firing of EOP directors

by Kathy Armstrong
News Editor

A group of UNI students are demanding that Mary Hall, director of the Black Student Union program (BSU), and Patricia Edwards, assistant to the director of BSU, be fired from their positions. Approximately 50 people, mostly Black students, met Friday in the Union to gather signatures on a petition demanding that the EOP program be investigated and disciplinary measures against the two directors. Some of those people that went to protest filed a petition with UNI President John K. ...

Brooks, a junior. Brooks, who is a member of the UNI Black Student Union, said that she has been taken from the position with a student input or voice on the no-go motion. Brooks said that when she looked at the situation, the signing of this document, Edwards would not continue in paying the account numbers. She said she was able to get them from John K. ...

20, 1988. Brooks said she did not know what Black history class was meant to be at UNI. The money was given to the students, so they don't want any more. Brooks said that when she looked at the situation, the signing of this document, Edwards would not continue in paying the account numbers. She said she was able to get them from John K. ...

as a candidate against him. He was not going to do anything of the students. ...

Edwards for student input in her decisions, but she told him that she had been through the process of getting the money and ...

“The Black Student Union as a whole — they’re strong, they’re mighty, they’re powerful. I’m excited to see the growth.”

- CHIQUITA LOVELESS

purpose of this commemoration is to recognize those who have laid the foundation for past, current and future students at UNI, share the history of the BSU and CME, and celebrate 50 years of hard work and dedication to creating a better experience for everyone at the University of Northern Iowa.

“We have to acknowledge and recognize and celebrate from whence we came — from sitting on the president’s lawn to now having a nice place for all our students, our marginalized students, our Black and brown students in the Center for Multicultural Education,” said

Chiquita Loveless, director of diversity, inclusion and social justice at UNI. “I say it’s a place of refuge for our marginalized students.”

Although the Black Student Union is not a physical location like the CME, it’s come to represent refuge for Black students in a similar way. Loveless said that having BSU at UNI is important because it gives students a home away from home.

“The goal for BSU is to bring a commonality to a people that looks like one another to help one another, to lift one another up, to foster positivity and make them feel

included when no one else does,” said Loveless.

Loveless said the 50-year milestone is something for prospective students to see and get excited about because they know they will have a place at UNI where they are accepted and welcomed. **UNI**

RELIGION 'IN REAL LIFE'

UNI workshop helps teachers address religious diversity in the classroom

It started with the emails.

They came in from public school teachers across northeast Iowa and beyond – from a middle school social studies teacher, then from a literacy teacher and a choir director.

Is our school allowed to host our winter concert at a local church?

How do I respond to a student that includes their religious beliefs in a paper they submitted?

How do I help a student who wants to be excused to pray?

For **Michael Graziano**, a professor of religion at the University of Northern Iowa, it was surprising to be receiving so many emails on the topic unsolicited. Nevertheless, he judiciously responded, drawing upon his expertise in the intersection of religion, law and the government.

"I kept receiving emails, phone calls and requests from teachers," Graziano recalled. "Very sort of nitty gritty questions about how to

handle challenging situations in the classroom having to do with religion ... And over time, I realized there was a demand for something more formal to give these teachers more resources."

So Graziano worked with **Susan Hill**, head of the UNI Department of Philosophy & World Religions, to apply for a grant to support a summer professional development workshop focused on religious literacy, or the basic understanding of various religions and their place in life.

Funding from the New York-based Whiting Foundation in 2019 gave Graziano the resources to offer the seminar. Delayed due to the pandemic, the Iowa Religious Literacy workshop or "Religion 'IRL' (In Real Life)" took place last summer with 12 teachers from across the state joining Graziano and his fellow facilitators for a three-day discussion of religion and the public school classroom. UNI religion professors **Cara Burnidge** and **John Burnight** – as well as **Abby Helgevold**, a former UNI professor of religion now teaching at Wartburg College – led sessions on a range of topics, from "the Bible through an academic lens" to "101" sessions on Judaism, Sikhism and Islam in public schools.

Zach Steger, '20, a sixth grade social studies teacher at Denver Community Schools, said the workshop gave him a framework to teach about different faiths and how they influence societies. He also used the seminar's resources to bring in Iowa connections to the histories of various religions, all in service of building his students' understanding of people, places and cultures throughout the world – part of the sixth grade state education standards.

The workshop also provided practical strategies to navigate conversations with parents who have questions about course content, Steger said.

The Mother Mosque of America, established in 1934 in Cedar Rapids, is the longest standing, continuously operating mosque in the nation. The mosque is listed on the National Register of Historic Places.

Courtesy of The History Center, Linn County Historical Society

"I had a couple of students that had told me that their parents were kind of curious about why are we learning about Judaism and Islam and Christianity in the class because of the idea that religion is separate from [public] schools," Steger said. "One

of the lessons from the workshop was addressing those questions, responding to emails in a positive way and referencing the district goals or our school's values and how we can use those values to promote what we're teaching in our classes."

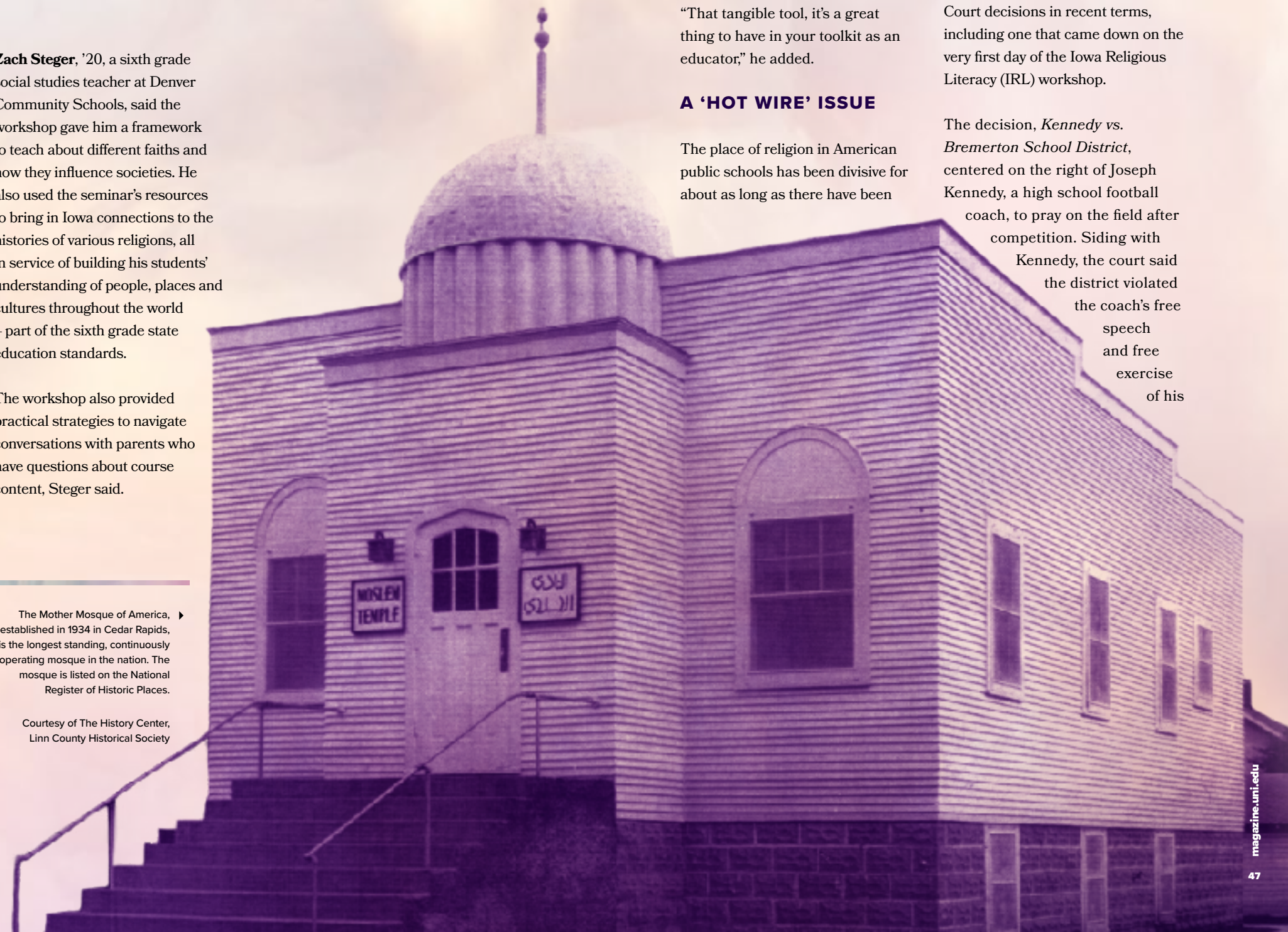
"That tangible tool, it's a great thing to have in your toolkit as an educator," he added.

A 'HOT WIRE' ISSUE

The place of religion in American public schools has been divisive for about as long as there have been

public schools. The separation of church and state in public education that has reigned in recent decades is relatively new, codified through a series of Supreme Court decisions in the 1960s. Legal experts say that long-standing precedent is now being reversed through a series of Supreme Court decisions in recent terms, including one that came down on the very first day of the Iowa Religious Literacy (IRL) workshop.

The decision, *Kennedy vs. Bremerton School District*, centered on the right of Joseph Kennedy, a high school football coach, to pray on the field after competition. Siding with Kennedy, the court said the district violated the coach's free speech and free exercise of his



religion by suspending him after he refused to end his practice of post-game prayer.

Graziano used the decision as a real-time teaching moment in the workshop.

“We talked about how religion in public schools is always changing and has never really stayed the same,” Graziano explained. “And right now, we are clearly in a moment where the court is giving way more power to free exercise claims than to establishment concerns – which is another way of saying that right now the deference is going towards people who want to exercise their religious rights rather than concerns about restricting the government from endorsing or being involved with religion.”

Steger said the court’s decision and other headlines regarding religion in schools underscore how tough it can be to be a teacher, especially today.

“I think most educators out there are trying to do their best to educate kids, and when it comes to religion – it’s a touchy subject,” Steger said. “It’s kind of like a hot wire.”

Graziano, who teaches a course on religion in public schools for UNI education majors, said the evolving nature of the issue can make it hard to keep up – but it pays for all of us, not just teachers, to be informed.

“One of the reasons that religion and public schools is so controversial, that so many people are so invested in it, is that it’s where most people meet the government,” he explained.

“Most people don’t have really passionate feelings about the post office or the DMV. But you send your kids to public schools for tons of time ... I mean, that’s a really intimate relationship to have with the government. And so people obviously feel strongly about it.”

TEACHING RELIGION VS. TEACHING ABOUT RELIGION

An overarching theme of the IRL workshop was the difference between teaching a person how to be religious versus teaching *about* religion. Generally speaking, public school teachers err when their lessons or statements to the class reflect their own religious views.

But the more pressing challenge for most teachers isn’t the legality of their lessons, but rather how to best serve their students, who increasingly come from more diverse backgrounds.

Jason Milke, ’14, ’19 – a social studies teacher at Waverly-Shell Rock Community Schools – said he wanted to learn more about various faith traditions to help his students feel more comfortable participating in class.

“You never know a student’s background, and as a teacher, to be able to know at least a baseline about a wide variety of different religions can help you have better conversations,” Milke said.

Milke said he and his fellow teachers in the workshop – whose disciplines ranged from social studies to language arts, as well as

psychology, special education and art – discussed, for instance, how to support Muslim students who are fasting for Ramadan, or students who need to be excused for daily prayer.

“Having that knowledge of how to assist your students in order to make them feel more comfortable coming into your classroom – it helps them be that much better of a student,” he said.

Sarah Seligman, ’06, a sixth grade literacy teacher at North Polk Community Schools in central Iowa, said lessons from the workshop have improved her teaching, particularly for fiction works.

“I think it’s clear that our students having a general idea of different cultures and religions is going to make them better citizens.”

- SARAH SELIGMAN

For Graziano, a key aim of the workshop was to give formal structures and resources to teachers who were sometimes left to navigate the uncertainty themselves.

“They appreciated the opportunity to have these conversations,” Graziano said. “A lot of them mentioned ... that they’ve just never had a chance to talk about this before. They’ve

wondered about it, they've talked to their colleagues in the hallway, like, 'Hey, did you hear about this thing?' But they didn't know where to go."

He added that some had been told by supervisors to avoid religion altogether or even that it was illegal to talk about it in front of students.

"Which is of course not true," Graziano said.

TRENDS, MYTHS & IOWA HISTORY

Several of the IRL sessions placed religious diversity in the classroom against a historical backdrop, as well as current trends in religious affiliations.

"Islam in Iowa," led by Burnidge, a historian of American religion, delved into the Muslim tradition in the United States and dispelled popular myths about the tradition, such as the belief that Muslims are "outsiders" to American culture. In reality, Islam has been a part of the American story from the beginning, dating back to the colonial period.

Iowa occupies a unique place in the history of Islam in the United States. The Mother Mosque of America, established in 1934 in Cedar Rapids by Syrian and Lebanese immigrants, is the longest standing, continuously operating mosque in the nation.

The seminar concluded with a visit to the Masjid Al-Noor Islamic

Center in Waterloo. A tour of the space was led by UNI student body president **Leila Mašinović**, who is Muslim.

This inaugural offering of the IRL workshop served a dual purpose of launching Graziano's tenure as director for the UNI Institute for Religion and Education. The institute, previously directed by longtime UNI education professor **Mike Waggoner**, exists to "promote the study of and education about Constitutionally appropriate treatment of religion in public schools and higher education in the areas of teaching, research, curriculum, and policy," according to its website. The institute is also the editorial home of the research journal Religion & Education.

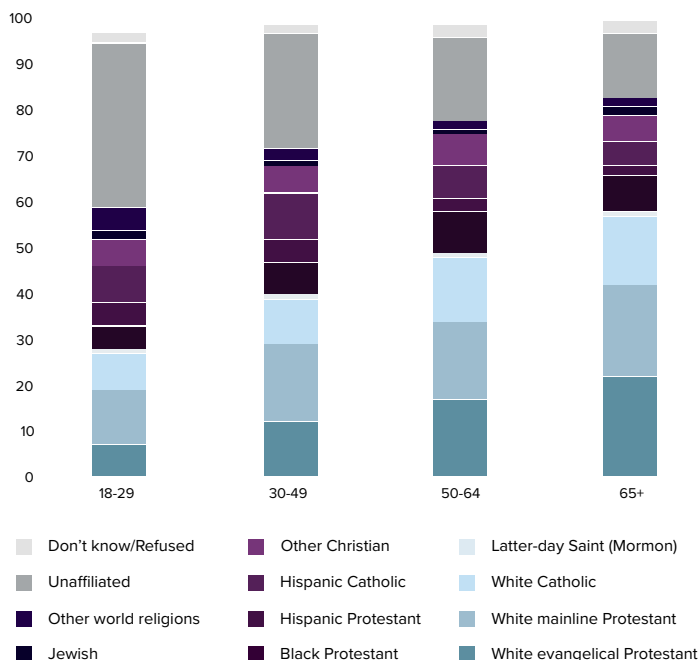
For Graziano, UNI's leadership role on religion in schools is an important one. He hopes to offer the IRL workshop again in the future but is seeking funding.

"To my knowledge, there's not another place in Iowa – there are very few places even nationally – that are focused on this," Graziano said. "And I think given our commitment to teacher preparation, it makes sense that UNI would also be a place to consider the full spectrum of content and skills that teachers need to be successful in the classroom.

"And I think, as current events illustrate really well, religious literacy can help UNI graduates succeed in their own classrooms and communities." **UNI**

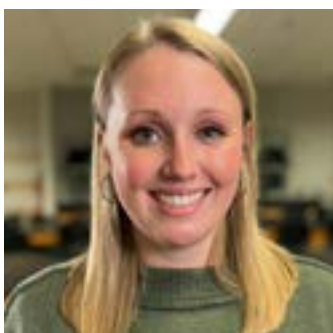
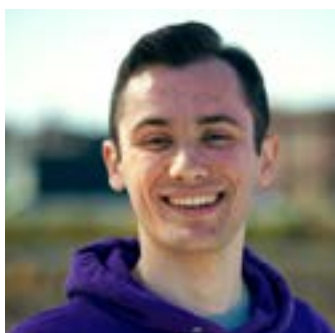
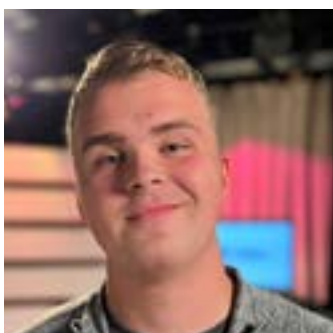
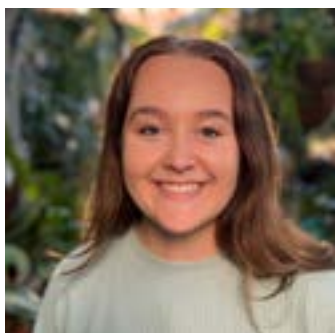
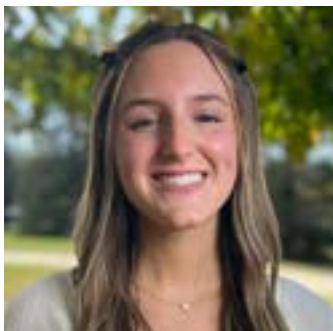
A GENERATIONAL SEA CHANGE IN RELIGIOUS AFFILIATION

Percent who identify as:



Surveys show a greater portion of younger Americans are not affiliated with an organized religion. Religion 'IRL' workshop teachers discussed the potential impact of this "generational sea change" on their classroom teaching.

Source: Public Religion Research Institute, 2021



UNI's biggest virtual campus tour ever is on Amazon Prime

10 current students featured in "The College Tour"

For prospective University of Northern Iowa students, a preview of campus life doesn't require a trip to Cedar Falls. Get ready for "The College Tour," a streaming series on Amazon Prime that takes viewers on a college experience through the eyes of its students. UNI's episode showcases the best our campus community has to offer from its top-ranked on-campus dining to valuable hands-on learning experiences, and you can see it on a phone, laptop or TV near you.

The full UNI episode is available on Amazon Prime as of May 23. You can also watch the segments on our website.

**VIEW THE SEGMENTS
FEATURING 10 CURRENT
STUDENTS ONLINE!**



"The College Tour" was created by Emmy-nominated and multi-award-winning producers and is hosted by "Amazing Race" winner **Alex Boylan**. Boylan conceptualized the show based on the experiences of his teenage niece. When the pandemic and financial constraints posed an obstacle to touring the colleges of his niece's dreams, Boylan decided to bring the college touring

The College Tour ▶

UNI hosted a premiere event and watch party on Feb. 8 in the Gallagher Bludorn Performing Arts Center. All 10 cast members attended the screening with family, friends and others from campus. Viewers could stream the premiere online.



experience right into the living rooms of prospective students, saving them time and money.

Ten short segments, each driven by the unique stories of UNI students, make up the 30-minute episode. To put together the episode, UNI sent out a casting call in summer 2022. Interested students submitted a short video audition, and ultimately a wonderful cross-section of students from across Iowa were selected to participate. The filming process occurred over several days in various locations on campus and in the Cedar Valley in fall 2022.

"I would describe the experience of filming as honestly a whirlwind," said **Caitlyn Nuehring**, who starred

in a segment about UNI's supportive faculty. "I didn't fully realize what went into creating a TV episode prior to 'The College Tour,' and getting to see the behind-the-scenes was exciting. I definitely am glad I was chosen for this project and hope it makes a difference for lots of others going forward!"

"I was just in awe of how the episode turned out," said **Diamond Roundtree**, who discusses finding an on-campus community in her segment. "It made me proud to represent UNI even more."

"Seeing my school in that level of a production was a really neat experience, and it was even further amplified when I saw my own

segment," said **Ethan Ahrens**, whose feature focuses on hands-on learning. "It was a really fun feeling seeing myself doing these things with my friends and knowing it'll be viewed nationwide."

The entire episode makes it clear UNI is a special place, and each student who attends has a story to tell about how the people, classes and resources have helped shape who they are.

"After my segment was released, I had multiple professors reach out, past and present, to tell me how cool it was to see me representing UNI," said **Aly Sayre**, who stars in the feature about academics at UNI. "You won't get that at just any college, and I think that's really important for prospective students to know." **UNI**

SHAPING THE FUTURE OF health

It's no secret that demand for qualified health professionals has grown exponentially over the past several years – due in part to an aging population, increased access to health care, and a global pandemic – and the numbers show it won't slow down anytime soon.

Over the next 10 years, the health care sector is projected to add 2 million new jobs. In addition to new jobs from growth, it will also be necessary to replace workers who retire or leave their positions. About 1.9 million openings each year, on average, are projected to come from growth and replacement needs, according to the U.S. Bureau of Labor Statistics.

In the face of growing demand, and growing interest by students, the University of Northern Iowa is taking steps to bolster existing health-related programs, while launching new programs, new partnerships and new opportunities for students interested in health.

GROWING DEMAND, GROWING PROGRAMS

In response to demand, and growing student interest, the institution is launching its first standalone

baccalaureate nursing program. Campus leadership will work to develop programming and curriculum in anticipation of a Fall 2024 launch.

“Our research indicates that nursing is one of the most in-demand fields of study among Iowa students seeking a four-year degree,” said President **Mark Nook**. “We believe UNI is uniquely positioned to provide the right combination of hands-on experience and curriculum necessary to serve the students and residents of our state.”

In November, the university welcomed **Nancy Kertz** to UNI. For the next two years, Kertz will serve as UNI's executive director of nursing and chief academic nurse administrator and will provide leadership in matters related to state approval, curriculum design, facilities, accreditation and recruitment related to nursing.

Prior to her most recent position as vice president and provost at Mercy College of Health Sciences in Des Moines, Kertz served as the college's dean of nursing, where she led collaborative efforts to revise curriculum and develop new programs which resulted in a 30% growth in enrollment.



“
The University
of Northern Iowa
is responding to
the needs of Iowa
communities by
offering in-demand
health care training
backed by one of
the Midwest's most
respected brands in
higher education.”

- NANCY KERTZ



Pending approval by the Iowa Board of Regents, UNI will additionally launch a new School of Health and Human Sciences in July 2023. The school will house the new Bachelor of Science in Nursing program, alongside the long-standing programs of athletic training, kinesiology, gerontology, public health, family services, counseling and social work. It will also serve as a central hub for health programming across the university, collaborating closely with the departments that house other pre-professional pathways that set students on track to become doctors, dentists, physical therapists, pharmacists, veterinarians, occupational therapists, optometrists and more.

The university is also home to a variety of 3+2 programs in health, which allow students to obtain their degrees faster and for less money.

In the fall of 2022, UNI launched a new Athletic Training 3+2 program. The new, intensive pathway blends three years of undergraduate studies and two years in the master's program at UNI. Upon completion, graduates earn their bachelors degree and their masters in athletic training. As a result, students will save a year of undergraduate tuition as well.

"The combined degree option allows students to enter professional practice more efficiently than the

traditional path. While this option is not unique in athletic training, what we offer at UNI is one-of-a-kind," says Kelli Snyder, '03, program director of athletic training. "By combining our Master of Athletic Training degree with the clinically-based foundational bachelor's degree in athletic training and rehabilitation studies – which was designed to prepare students to enter graduate studies across a multitude of health care professions – our students are engaged in clinically-focused coursework and actual clinical experiences from their first semester at UNI."

The 3+2 program is a first for UNI in combining undergraduate and graduate



studies leading to UNI degrees. At the undergraduate level, the UNI Department of Biology is home to a number of blended degree programs, including a chiropractic 3+1 and medical lab sciences 3+1 program that speed up the degree process, allowing students to fast-track their career while saving money.

With these new programs, organizational structures and a renewed focus on health-related curriculum, the University of Northern Iowa is poised to become an even more desirable destination for students seeking pathways to in-demand careers in health.

SUCCESS IS IN THE NUMBERS

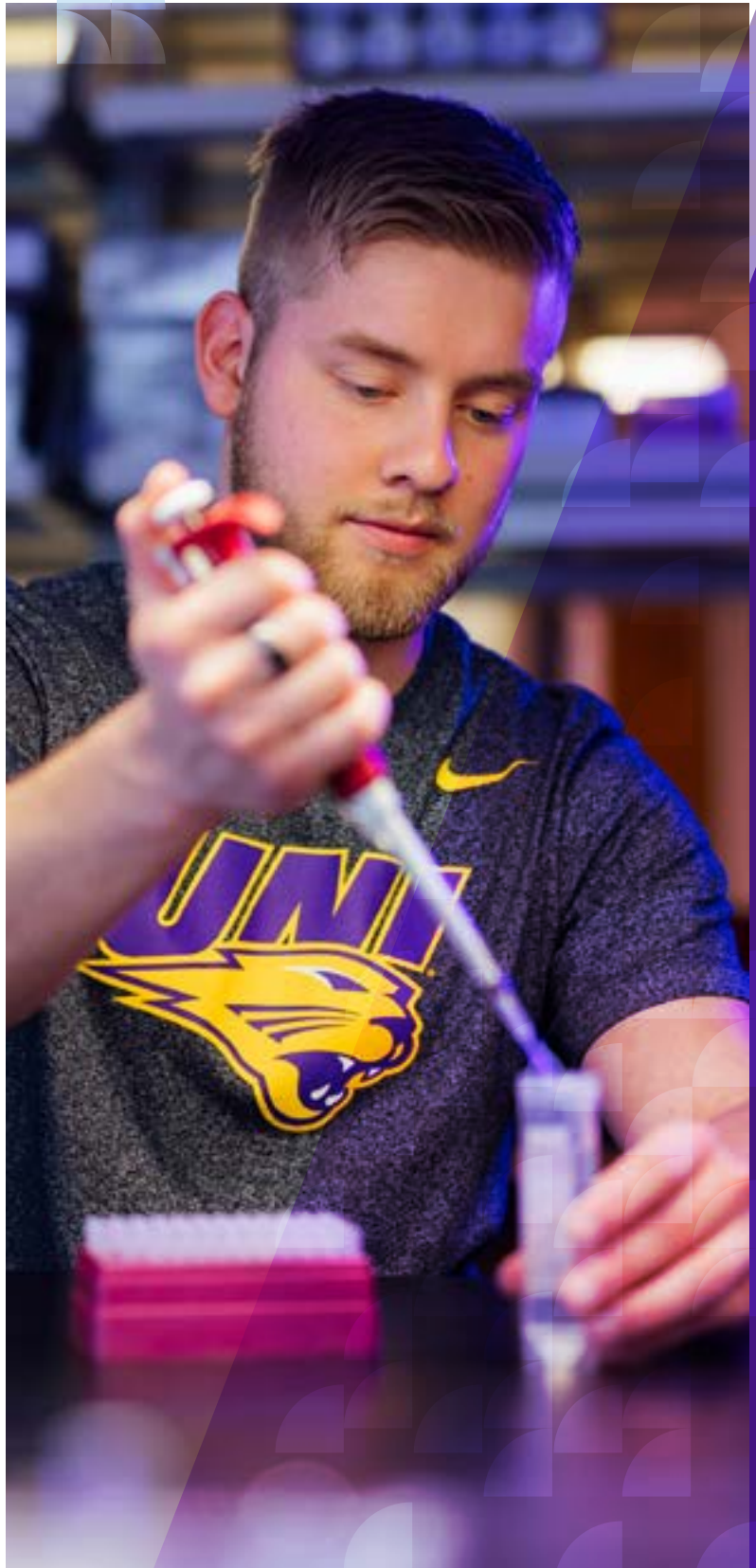
As UNI works hard to prepare students for health-related fields, the success can be seen in the numbers.

UNI graduates have a higher acceptance rate to professional schools (like medical school, dental school or PT school) than the national average.

Specifically, biology students gain admission to medical school at rates seven times higher than the national average, while the biochemistry major boasts a 100% placement rate for medical school.

Part of this success can be attributed to the unique mix of classes, including a strong liberal arts core that prepares students to be well-rounded individuals, along with hands-on research opportunities and individualized guidance from faculty and advisors who support students through every step of their journey.

“UNI’s science departments provide rigorous classes that are taught with





a lot of personalized attention, a hallmark of a UNI education,” said **Theresa Spradling**, head of the UNI Department of Biology. “These classes provide strong preparation for future doctors, nurses, occupational therapists, physical therapists, genetic counselors, medical laboratory scientists, pharmacists, dentists, optometrists, physicians assistants and more.”

Students also have access to a unique draw at UNI – the Human Anatomy Lab, which is one place where students of all health-related fields receive an important part of their preparation.

Funded by the Roy J. Carver Charitable Trust, the Department of Biology’s Human Anatomy Lab owns four lifelike human synthetic cadavers that allow students hands-

on access to tissues that feel lifelike while also making students in a variety of majors, including athletic training, exercise science, psychology and biology, comfortable with their most detailed experiences in studying human anatomy.

UNI was the first school in the nation to use syndavers, and this year, it became the first institution in the

world to receive the new generation 3 syndavers.

Nathan Bird, associate professor in the biology department, says the syndavers are a cutting-edge addition that bridges the needs for hands-on learning, realism, ease of maintenance and limited waste.

“Since their arrival, we have embraced our syndavers as a critical and indispensable component to both how we structure Anatomy and Physiology 1 laboratories and how we approach teaching anatomy to our students,” he said. “Syndavers provide a deeply conserved representation of the human body, both visual and tactile, are size appropriate and can be reused and maintained indefinitely with little waste. Optimal for undergraduate-level anatomy across many majors, syndavers have helped us maintain hands-on learning without the drawbacks or complications of virtual or cadaver-based alternative approaches. Assessment scores have increased relative to cat-based dissection, and the students love using them to learn.”

The syndaver labs complement UNI's only human cadaver laboratory where all Master of Athletic Training students and undergraduate students (space permitting) can apply and enhance their knowledge of human anatomy and pathology as well.

FINDING A CAREER IN CARING

Perhaps more telling than the numbers, though, are the stories of success that have come out of UNI.

Whether it's performing surgery, advocating for health programs or using physical therapy to improve patients' lives, alumni from UNI's health-related programs go on to do amazing things – making a profound impact. **UNI**

health at UNI

SEE HOW IT STACKS UP

- + Nearly 50 majors, minors and certificates dedicated to health-related areas

- + UNI graduates have a higher acceptance rate to professional schools (like medical school and dental school) than the national average.

- + UNI's speech-language pathology master's program is rated one of the “Best Graduate Schools for Speech-Language Pathology” with an employment rate of 100% for graduates.

- + UNI offers the only four-year gerontology program in the state of Iowa.

- + UNI's health majors earn dual degrees through cooperative partnerships with Allen College, St. Luke's College-Unity Point, Palmer College of Chiropractic and Logan College of Chiropractic. Programs include allied health, chiropractic, dentistry, hospital and health administration, nursing, physical therapy and more.

- + Students are routinely accepted into highly-competitive Summer Health Programs around the nation – learning and working in real health care settings.



STEVEN GOMEZ

*Orthopedic Surgery
Physician Assistant*

TSAOG Orthopaedics
San Antonio, Texas

Dedicated advising guiding the way

ALUMNUS STEVEN GOMEZ' JOURNEY TO BECOMING A PA

Coming from San Antonio, Texas, **Steven Gomez** (biology, '19) had his pick of universities – but he found his fit at UNI.

“The environment was really welcoming, and you could tell the professors really cared and were generally interested in helping us succeed,” he said.

“The big thing that drew me to UNI was that tight-knit community. I didn’t want a big school where I was just a number.”

Gomez flourished with small class sizes, unique research opportunities and close faculty mentorship not afforded at larger institutions. With the help of his dedicated advisors, he found his calling, and decided to pursue a pre-physician assistant track in the UNI Department of Biology.

“I liked that as a PA, you can specialize in any field, and you don’t just have to stick to one area,” he

said. “You can jump from ER to family medicine to general surgery without any additional training. I ended up talking with my advisor, **Joan Smothers** – who was such a great resource – and she helped make a road map of what I needed to do to graduate and get into PA school.”

After graduation, Gomez ended up going back home to Texas, where he enrolled in the PA program at the University of Texas Rio Grande Valley.

After completing his boards and getting his certification, he got his first job in a hospital setting in June of 2020, working in a burn and reconstructive surgery center.

Gomez says his time at UNI was invaluable in launching his career as a PA.

“UNI helped me to prepare professionally by giving me all the tools needed to succeed,” he said. “But beyond that, the professors and advisors are really kind and want to help students succeed.”



MEGAN ZIMMERMAN

*Dementia Friendly Iowa
Statewide Coordinator*

Northeast Iowa Area
Agency on Aging
Waterloo, Iowa

Giving back through advocacy

ALUMNA MEGAN ZIMMERMAN HELPS LAUNCH STATEWIDE DEMENTIA ADVOCACY INITIATIVE

Growing up, **Megan Zimmerman** (gerontology and social work, '20) always felt she connected with the older population.

"I had always felt called to work with older adults," Zimmerman said. "There were so many influential older adults in my life, and I knew I was meant to work with them."

This passion drew Zimmerman to UNI – home to the only four-year gerontology program in the state. Once at UNI, her passion for the field only grew.

Before she had even graduated, Zimmerman had secured an internship with the Northeast Iowa Area Agency on Aging (NEI3A), where she helped launch the Dementia Friendly Cedar Valley initiative, which works to educate community members and businesses on dementia and how to support those living with it, while making positive changes in the community.

Now, she works full time for the NEI3A – leading the statewide Dementia Friendly Iowa initiative. As the Dementia Friendly Iowa

coordinator, she helps build and launch Dementia Friendly communities across the state.

"Without my time at UNI and connections built from the gerontology program, I wouldn't be in this role," she said.

**"The biggest impact
UNI had on me was
connecting me with
hands-on experience in
the outside community."**

Zimmerman credits **Elaine Eshbaugh**, '00, professor of gerontology, as a strong mentor and role model.

"Elaine was great about getting us out in the community – she would plan monthly visits to a local adult day center and students would lead activities and interact with the older population, and people with dementia," Zimmerman said.

As the number of people living with dementia in the state increases, so must public awareness and ability to serve this population, says Zimmerman.

PANTHERS GO PRO



WHERE ARE THEY NOW?

From UNI to the pros, these athletes took their experience as Panthers to the next level.



DAVID JOHNSON

/ FOOTBALL 2010-13 /

David Johnson was the first player in NFL history with a rushing touchdown, receiving touchdown and a kickoff return touchdown in his first two games to begin a career. The Arizona Cardinals selected the running back as the 86th pick in the 2015 NFL draft. After five years in Arizona, Johnson spent two seasons with the Houston Texans, and was signed by the New Orleans Saints in November 2022.



BRITTNI DONALDSON

/ BASKETBALL 2011-15 /

Brittani Donaldson broke into professional basketball as one of only a handful of female assistant coaches in the NBA, playing a key part of the Toronto Raptors' 2019 NBA championship alongside UNI alum Nick Nurse. Specializing in coaching analytics in both the NBA and the NBA G-League, the former UNI sharpshooter joined the Detroit Pistons' coaching staff in 2022.



KAYLA HANELINE

/ VOLLEYBALL 2012-16 /

Kayla Haneline helped the Panthers to the 2013 Missouri Valley Conference regular season championship, and NCAA Tournament appearances in 2015 and 2016. After earning a pair of bachelor's degrees in business management and biology, Haneline, who helped coach youth volleyball teams throughout college, signed her first professional contract in 2018 with Vasas Röplabda Sports Club in Budapest, Hungary.



BRANDON CARNES

/ TRACK & FIELD 2014-15 /

The best sprinter in UNI and Missouri Valley Conference history, Brandon Carnes won 16 MVC titles, while going undefeated at the league indoor and outdoor championships. He continues to hold MVC records in the indoor 60-meter dash and outdoor 100- and 200-meter dash. The Florida native continues to compete around the globe and holds a top 20 world ranking in the 100-meter dash.



JAIDYN BLANCHFIELD

/ VOLLEYBALL 2014-16 /

A key piece of UNI's 2015 and 2016 NCAA Tournament teams, Jaidyn Blanchfield remained active in volleyball after finishing her career as a Panther. She became an assistant volleyball coach at the University of Massachusetts in Boston before signing her first professional playing contract in 2019 in Finland. There, she helped her team win the 2019 Finnish Cup and reach the Finnish Cup Final Four in 2020.



ELIJAH CAMPBELL

/ FOOTBALL 2016 /

Elijah Campbell signed with the Cleveland Browns as an undrafted free agent in 2018 but was waived before the start of the regular season. He spent time in the AAF and XFL before the New York Jets signed him to the practice squad in November 2020. The Miami Dolphins picked him up in 2021.



SPENCER BROWN

/ FOOTBALL 2016-18 /

Offensive tackle Spencer Brown was selected by the Buffalo Bills in the third round of the draft as the 93rd overall pick in 2021. He was part of UNI's first-ever duo of selections in the same draft, as former teammate Elerson G. Smith went to the New York Giants in the fourth round as the 116th pick overall.



ELERSON SMITH

/ FOOTBALL 2016-18 /

Linebacker Elerson Smith was part of UNI's first-ever duo of selections in the same draft. Smith was picked up by the New York Giants in the fourth round as the 116th pick overall. He followed Spencer Brown, who went in the third round to the Buffalo Bills.



ISAIAH BROWN

/ BASKETBALL 2016-20 /

After graduating in 2020, Isaiah Brown signed with the Santa Cruz Warriors of the NBA G-League for one season, before joining the Texas Legends in 2021. Brown made his NBA Summer League debut in 2022 with the Dallas Mavericks, and got the chance to match-up against former UNI teammate AJ Green and the Milwaukee Bucks. Following Summer League, Brown made history as a member of USA Basketball's first ever FIBA 3x3 World Tour team, earning the chance to play three-on-three basketball across the globe.



TREVOR PENNING

/ FOOTBALL 2017-21 /

Offensive lineman Trevor Penning made history in April 2022 as the first Panther to be selected in the first round of the NFL draft. Penning, an offensive tackle who graduated in December 2021 with a degree in movement and exercise science and a minor in coaching, was picked 19th overall by the New Orleans Saints.



AJ GREEN

/ BASKETBALL 2018-22 /

One of the most prolific and decorated players in school history, AJ Green pushed himself through adversity and injuries to fulfill a lifelong dream of playing professional basketball. With multiple records and accolades to his name at UNI, Green signed a two-way contract as an undrafted free agent in July 2022 with the Milwaukee Bucks.



JESSICA HEIMS

/ TRACK & FIELD 2018-21 /

A native of Swisher, Iowa, Jessica Heims became the first female leg amputee to receive a Division I Track and Field scholarship when she earned her place at the University of Northern Iowa. She now travels the world to compete and is a two-time member of the U.S. Paralympics Track & Field team, competing in discus and the 400-meter in Rio, and discus in Tokyo. In April 2022, she set a world record in the Paralympic discus at the Drake Relays.



Alumni Board

FRONT ROW L TO R: Deborah Blume '94; Renae Billings '05; Michele Haupt '83; Kay Smith '70, '77; Laurie Krumm '83; Krystal Madlock '95 '04; Dylan Keller '14, '16; Chet Adams '20; Ann McCalley '92.

BACK ROW L TO R: Drew Conrad '93; Jerry Harris '89; Eric Hackman '12; Chance McElhaney '07; Victoria Crouse '07; Kevin Saville '87; Doug Whittle '73; Joe Murphy '06; Trevor Rayhons '18; Samantha Hemann '22.



2022 Distinguished Awards Recipients

BACK ROW, L TO R: Michael Schreurs '69, John Schreurs '77, President Mark Nook, Scott Sernett '97, Patrick Fier '09.

MIDDLE ROW, L TO R: Judith Finkelstein '68, Meg Sernett '97, Cheryl Nook, O. Jay Tomson, Michael Sheeley, '83.

FRONT ROW, L TO R: Gaylon Halverson '63, Daryl Smith, Patricia Tomson '86.



UNI advertising team takes top honors

UNI advertising team takes top honors at the National Student Advertising Competition (NSAC) which is put on yearly by the American Advertising Federation (AAF). The team, which is composed of a diverse group of majors, produced a winning campaign for Meta to promote the Quest 2 virtual reality (VR) headset.

The team delivered a persuasive pitch for a national promotional campaign that won accolades from competition judges, including the global social & influencer marketing manager from Meta, who flew in from San Francisco to judge the entries.

Leading up to the competition, students spent months researching the audience and VR technology and Meta's history as a social technology brand. From this research, they developed a media plan to reach their target audience, a messaging strategy to communicate to that audience and all of the creative elements that were part of the proposed campaign.

This work is facilitated by Instructor of Marketing **Matthew Wilson**, the faculty advisor for the AAF chapter at UNI. Wilson said of the team, "The competition is very fierce in District 9, a district that includes powerhouse schools with strong advertising programs such as University of Nebraska-Lincoln, University of Missouri, Webster University and Kansas University. This year the team from UNI was absolutely phenomenal and executed their pitch presentation perfectly - I couldn't be prouder of these amazing students!"

Roy J. Carver Charitable Trust awards \$213,000 to UNI for new microscopes



Earlier this year, the UNI Department of Biology received a \$213,000 grant from the Roy J. Carver Charitable Trust, which was used to purchase new microscopes outfitted with real-time imaging technology.

The new compound microscopes and stereo microscopes are outfitted with cameras that allow images to be displayed in real-time on a computer monitor, laptop or personal device. Users will be able to capture images, annotate them and use them in lab reports or for studying.

With this enhanced and enlarged image of study specimens, faculty will be able to very quickly see which students are doing well in their investigations and which need coaching.

"We're very excited to put these to use," said **Theresa Spradling**, head of the UNI Department of Biology.

"Because of the collaborative nature of these new microscopes, faculty will be better able to help students, and it will engage students in discussions about their findings – leading to more inspired and durable learning outcomes."

The microscopes, which were delivered in April, will be used in biology classes by an average of more than 300 students from various majors across campus each semester.

"Traditional microscopy has long been one of the most solitary activities a biology student could engage in," Spradling said. "Classrooms where all students were working independently at microscopes tended to be quiet places where students would call the instructor over to discuss what they were seeing, perhaps then showing other students, one at a time. With the new equipment, we will bring a lively and collaborative experience to our students. We would like to thank the Roy J. Carver Charitable Trust for their generous gift that made this purchase possible."

New partnership advances Industry 4.0 technologies for metal casting

A new partnership between the University of Northern Iowa, Youngstown State University (YSU) with support from the National Center for Defense Manufacturing and Machining (NCDMM) will leverage \$10 million in first-year funding to increase the number of small-to-midsize foundries using advanced technologies, bolster critical areas of the defense manufacturing supply chain, and prepare the future workforce.

The partnership will provide hundreds of foundries and metal

casting supply chain companies with support to remove barriers to adopting Industry 4.0 technologies, enabling a faster output of quality parts while expanding and strengthening the defense supply chain for metal casting. Those technologies include robotics, sensors, Internet of Things (IoT), and enhanced 3D sand printing. The distinctiveness of this project is the blending of applied research, business assistance, and preparing the future workforce, which will lead to enhanced competitiveness of the nation's metal casting supply chain for defense.

"In the next five years, our nation's manufacturing economy is positioned to achieve levels of efficiency and productivity not yet

realized with current technologies," said **Jerry Thiel**, '93, director of the UNI Foundry 4.0 Center. "Bringing Industry 4.0 technologies to the metal casting industry while preparing the future workforce will be critical in strengthening the country's manufacturing base and removing supply chain issues with critical cast components."

The project was made possible through competitive funding secured from the Defense Logistics Agency and supported by a bipartisan Congressional coalition across Iowa and Ohio. Project funding allows UNI and YSU to grow their outreach to small-to-midsize metal casting companies and provide industry-tailored support for Industry 4.0 initiatives.



Beloved professor James McCullagh leaves \$1.1 million legacy gift to student scholarships

A \$1.1 million legacy gift by the late professor of social work, **James (Jim) McCullagh**, will provide much needed financial support for students pursuing a social work major at UNI.

McCullagh taught within UNI's Department of Social Work for 40 years, retiring in 2021 after a lifetime of service to the social work profession and his students.

The \$1.1 million gift from James McCullagh will provide scholarships through three different funds: The Dr. James G. McCullagh Endowed Fund for Excellence, which will award social work students for academic excellence and excellence in leadership; the Anna McCullagh Memorial Endowed Scholarship, providing three scholarships for social work students; and the Dr. James McCullagh Student Support Endowed Fund, which will help provide financial support for undergraduate social work students

with internships out of the state or country.

Professor of criminology Clemens Bartollas, who started at UNI in 1981 alongside McCullagh, reflected, "We need giants in this world. People who are going to make a difference. And that was Jim McCullagh. He was very dedicated to his craft and to making a difference in the lives of his students."

UNI holds the largest Bachelor of Social Work program in the state of Iowa and the only trauma-informed Master of Social Work program in the Midwest. In honor of their many contributions, the atrium in Sabin Hall on the UNI campus will soon be dedicated as the Dr. James and Cheryl McCullagh Atrium.

1940s

'49 Lois (Landon) Wishmeyer, 2 yr Cert., Cedar Falls, was named one of the Waterloo/Cedar Falls Courier's 8 Over 80 for 2022.

1950s

'56 Jere Graetz, BA, MA '68, Burnsville, MN, taught for 40 years, mostly in elementary music. Also was in a men's choir, church choir and bell choir until age 88.

1960s

'60 Dick Trotter, BA, Cedar Rapids, retired in 1995 after 33 years with the Cedar Rapids School District. He is still mobile and enjoys playing golf and tennis.

'62 Marlys (Benning) Folkers, BA, MA '70, Cedar Falls, received the Governor's Volunteer Award in 2022.

'63 Louise (Thoms) McGinnis, BA, Cedar Falls, was named one of the Waterloo/Cedar Falls Courier's 8 Over 80 for 2022.

'64 Marlene (Wynn) Behn, BA, Cedar Falls, was named one of the Waterloo/Cedar Falls Courier's 8 Over 80 for 2022.

'64 Bonita (Dostal) Neff, BA, MA '66, Munster, IN, received a Lifetime Achievement Award from Marquis Who's Who Top Educators for dedication, achievements and leadership in communication and speech theory instruction. She is a professor emeritus at Valparaiso University.

'65 Calvin Irons, BA, MA '67, Queensland, Australia, remains very active after retirement from Queensland University of Technology after 39 years. He co-founded ORIGO Education, a publisher of mathematics books and founded OceanView Estates Winery and Restaurant. A new venture will build a mathematics gallery near the winery.

'66 Joy (Neal) Kidney, BA, West Des Moines, published her third book in the "Leora's Stories" series titled "Leora's Early Years: Guthrie County Roots." The others are "Leora's Dexter Stories: The Scarcity Years of the Great Depression" and "Leora's Letters: The Story of Love and Loss for an Iowa Family During World War II." All five of her sons served, but only two came home. They are remembered on the Dallas County Freedom Rock at Minburn. One of the brothers was stationed at ISTC at the beginning of his cadet training in the spring of 1943.

'67 Daniel Macy, BA, Wills Point, TX, retired from operating an education research consulting business and serves on the board of directors for Holy Family Academy of Van Zandt County Texas.

1970s

'70 Lyle Luckow, BA, Grimes, retired after more than 32 years as a claims adjuster and litigation specialist at Hawkeye Security Insurance and more than nine years as a legal administrator at Whitfield and Edy Law Firm.

'72 Mark Rhoads, BA, MA '90, Oracle, AZ, would love to connect with fellow dorm mates from Kendall House in Shull Hall from 1968-1972.

'73 Russell Bell, BA, Sand Springs, OK, remembers when Steven Hawking visited the UNI Physics Club in 1969.

'73 Roger Frederick, BT, MBA '02, Hilton Head Island, SC, received the 2021 Jack Franklin Award from USRowing, recognizing his lifetime contribution to the sport.

'74 Cheryl Mullenbach, BA, Panora, published a book titled "Women of the Spanish American War: Fighters, War Correspondents and Activists."

'75 Deb (Kofron) Stanek, BA, Manchester, received the 2022 Gold Star Award for Outstanding Teaching. She teaches family and consumer science at Hudson High School.

'77 Richard Huber, BA, Iowa City, received an Award of Excellence at the 28th Annual Communicator Awards for his logo design for the 2022 All Iowa rotary District Conference.

'78 Kathy (Siemsen) Minde, BA, Richardson, TX, retired 1/3/2020 after 42 years with Lennox International Inc.

1980s

'81 Joel Alter, BA, Saint Paul, MN, retired in April 2022 after

39 years conducting nonpartisan research, program evaluations and investigations for the Minnesota Legislature. He served as program evaluation coordinator, director of special reviews and interim legislative auditor.

'81 Bill Coontz, BA, Atlanta, GA, is CEO of Dalton, a brand and communication agency.

'84 Sandy (Hauser) Cassady, BA, was named president of Rockhurst University in Kansas City.

'85 Lori (Weydert) Engel, BA, MA '88, Cedar Falls, received the 2022 Gold Star Award for Outstanding Teaching. She is a special education teacher at Peet Junior High.

'86 Debra Shapiro, BA, Suffolk, VA, was installed as president of the International Technology and Engineering Educators Association. She teaches technology and engineering at Forest Glen Middle School.

'88 Troy Upah, BA, Spencer, is the CEO of AgState, a merger of ALCECO and First Cooperative Association.

'89 Gerald Claude, BA, Sioux Falls, SD, is a veteran services representative with Sioux Falls Veterans Benefits Administration.

'89 Sheri (Stittsworth) Huerta, BA, Dumfries, VA, received the 2022 Adjunct Teaching Excellence Award from George Mason University. She teaches

courses related to African American history, public history and popular culture for the Honors College and Department of History and Art History.

1990s

'93 Shannon (Riley) Covault, BA, Eldridge, is the director of business management at the Missions Systems Division of Eaton Aerospace in Davenport.

'93 Dean Eyler, BA, Minneapolis, MN, was recognized by the World Trademark Review as a Global Leader in Private Practice for 2022. He is a partner at Lathrop GPM LLP.

'94 Michelle Kaufmann, BA, Omaha, NE, is a retirement plans administrator for HDR and handles 401(k) and ESOP stock plans.

'95 Jennifer (Erbe) Kennedy, BA, Athens, AL, received the 2022 Presidential Award for Excellence in Mathematics and Science Teaching. She is the STEM specialist at SPARK Academy at Cowart Elementary School.

'95 Keith Koehlmoos, BM, Minneapolis, MN, was named the VFW Post 6208 Teacher of the Year. He is an instrumental music teacher at Prior Lake High School.

'96 Chris Bowser, BS, Linn, MO, was in the 2021 class of Leadership Missouri. He is vice president of student affairs at State Technical College of Missouri.

'96 Scott Kirkland, BA, Saint Paul, MN, was promoted to CFO with Ecolab Inc.

'96 Terri Wiley, BA, Portland, OR, joined the development board committee of Bradley Angle, an organization serving people affected by domestic violence. She is a development director for Store to Door, an organization serving homebound seniors and adults with disabilities.

'99 Angela Brommel, BA, MA '01, Henderson, NV, was named Clark County Poet Laureate for 2022-2024. She is the executive director of arts, culture and advancement for the arts and an affiliate faculty member at Nevada State College.

'99 Kyle Palmer, BA, Liberty, MO, published a book titled "Parentships in a PLC at Work: Forming and Sustaining School Home Relationships With Families."

2000s

'00 Kenneth Rigdon, EdD, Winston Salem, NC, worked in Kansas, North Carolina, United Arab Emirates, Qatar and Kazakhstan before retiring in 2012.

'01 Jane (Wildeboer) Castings, BA, Cedar Falls, received the 2022 Gold Star Award for Outstanding Teaching. She is a media specialist at Orange Elementary in Waterloo.

'01 Jeremy Jones, BA, MA

'11, ASC '11, Cedar Falls, was

named the 2022 Iowa Middle Level Principal of the Year by the School Administrators of Iowa. He is the principal of Holmes Junior High School.

'01 Rita Koontz, MA, Wellston, OK, earned a PhD in counseling psychology from the University of Oklahoma in 2005. She is writing full time and developing a business plan for private practice.

'01 Hilary LaMasters, BA, MA '03, Waverly, received the 2022 Gold Star Award for Outstanding Teaching. She is a Spanish teacher for Cedar Falls High School.

'01 Sammy Spann, MA, Toledo, OH, is vice president of student affairs and dean of students at the University of Toledo.

'02 Laura (Williams) Booth, BA, Cedar Rapids, was promoted to director of family philanthropy with the Greater Cedar Rapids Community Foundation.

'02 Mark Scheffer, BM, BA '04, Sioux City, serves as senior researcher at the Baha'i International Community United Nations Office. He has contributed to a variety of edited books, journals and other publications. He serves on delegations attending UN functional commissions.

'02 Erin (Kleis) Schmitz, BA, Jesup, was named convention director for the National Down Syndrome Congress. She is

the owner of E&B Management and co founder of the FIRE Foundation of Northeast Iowa.

'03 Gregory Caldwell, BA, Clarkdale, AZ, completed medical residency training in anesthesiology and perioperative medicine and the University of Texas San Antonio. He joined Northern Arizona Healthcare as a general anesthesiologist at Verde Valley Medical Center.

'03 Melissa Matz, BA, Jacksonville, FL, was named the 2021-2022 Florida Teacher of the Year. She is a seventh grade math teacher at Lakeside Junior High.

'03 Marcus Pitts, BA, Ankeny, received the 2022 Deal of the Year Under \$5 Million Award from the Iowa Commercial Real Estate Association. He is a managing director with JLL.

'03 Scott Stokes, BA, Estherville, was named president of Iowa Lakes Community College effective 7/1/2022.

'03 Trent Tillman, BA, Cedar Rapids, was named president of TrueNorth.

'04 Jason Hutcheson, BA, Mediapolis, is executive director of the Great River Health Foundation.

'04 Ashley (Atherton) Thompson, BA, Ames, was selected by the Des Moines Business Record as one of the 2022 Forty Under 40 honorees.

She is director of government and external affairs with UnityPoint Health Systems.

'04 Dallas Vit, BA, MBA '07, Dallas, TX, was named chief information officer of Fay Servicing, a mortgage servicer.

'04 Lindsay (Varcoe) Wagoner, BA, Cedar Rapids, became a shareholder in Holmes Murphy 6/21/2022.

'05 Leslie (Rash) Berckes, BA, MPP '09, Des Moines, was selected by the Des Moines Business Record as one of the 2022 Forty Under 40 honorees. She is the director of programs with Trees Forever.

'05 Dawn Boone, BA, BA '20, Waterloo, received the 2022 Gold Star Award for Teaching. She is a third grade teacher at Lincoln Elementary in Waterloo.

'05 Tyler Dingel, BA, Clive, received the 2022 Deal of the Year Over \$5 Million Award from the Iowa Commercial Real Estate Association. He is a senior vice president with CBREHubbell Commercial.

'05 Marc Engels, BA, Davenport, was named one of the Quad Cities Business Journal's inaugural Forty Under 40. He is president of Mel Foster Insurance.

'05 Holly (Petersen) Wardlow, BA, MSW '07, Waverly, is a licensed independent clinical social worker with Waverly Health Center.

'05 Laura (Cox) Wittnebel, BA, Bettendorf, was named one of the Quad Cities Business Journal's inaugural Forty Under 40. She is assistant race director for TBK Bank Quad Cities Marathon and business development coordinator for Mel Foster Co.

'06 Aaron Hyde, BA, Waukeez, received the 2022 Deal of the Year Under \$5 Million Award from the Iowa Commercial Real Estate Association. He is a vice president for retail with JLL.

'06 Philip Jones, BA, Waverly, was named to the 2022/2023 Leadership Iowa class. He is the president of Rada Mfg. Co.

'06 Rebecca (Wagoner) McCarty, BA, Cedar Falls, was named one of the Cedar Valley's 20 under 40 by the Waterloo/Cedar Falls Courier for 2022. She is the director of mission engagement with the Boys & Girls Club of the Cedar Valley.

'06 Qulishia (Taylor) Williams, BA, Waterloo, was named one of the Cedar Valley's 20 under 40 by the Waterloo/Cedar Falls Courier for 2022. She is a senior manager of human resources with CUNA Mutual Group in Waverly.

'07 Edita (Rizvanovic) Begic, BA, Cedar Falls, was named one of the Cedar Valley's 20 under 40 by the Waterloo/Cedar Falls Courier for 2022. She is the president of Vine Valley Real Estate.

'07 Tylor Burke, BA, Waverly, was named one of the Cedar Valley's 20 under 40 by the Waterloo/Cedar Falls Courier for 2022. He is a partner and business solutions advisor with The Accel Group.

'07 Meghan (Reynolds) Lang, BA, MA '14, Cedar Falls, received the 2021 Dr. Robert E. and Phyllis M. Yager Exemplary Teaching Recognition Award. She is a science teacher at Cedar Falls High School.

'07 Nicholas Rhoads, BA, Cedar Falls, received the 2022 Gold Star Award for Outstanding Teaching. He is a 5th grade teacher at Southdale Elementary.

'07 Jamekia (Washington) Sanders, BA, Evansdale, was named one of the Cedar Valley's 20 under 40 by the Waterloo/Cedar Falls Courier for 2022. She is the residential supervisor at the Waterloo Women's Center for Change and the First Judicial District Department of Correctional Services.

'07 Will Smith, BA, Auckland, New Zealand, is a learning and education leader for PwC New Zealand.

'07 Andrew St John, BA, Polk City, was named to the 2022-2023 Leadership Iowa class. He is the vice president and chief financial officer with Central Iowa Power Cooperative.

'08 Dan Black, BM, MA '17, ASC '18, Council Bluffs, was named the 2022 Licensed Staff

Member of the Year for Council Bluffs Community School District. He is the orchestra director at Abraham Lincoln High School and Kirn Middle School.

'08 James Crawford, BA, MA '12, Washington, DC, served as a GIS Analyst for Polk County for seven years and then as a GIS Systems Administrator for the Library of Congress since 2020. He deploys, upgrades and administers ESRI Enterprise and related GIS software and contributes to GIS educational outreach for Library of Congress employees.

'09 Devin Boyer, BA, West Des Moines, was selected by the Des Moines Business Record as one of the 2022 Forty Under 40 honorees. He is vice president for commercial banking with Community State Bank.

'09 Alexis (Persson) Denton, BA, ASC '18, Waukeez, was named principal at Oak Park Elementary in the Des Moines School District effective for the 2022-2023 school year.

'09 Molly Hanson, BA, Des Moines, is a conservation and community outreach specialist with RDG. She is working on a climate action and adaptation plan for the City of Des Moines and is co chairing the company's diversity, equity and inclusion committee.

'09 Katie (Noonan) Hillyer, BA, Cedar Falls, is vice president/EOS Leader at the Techworks location of Lincoln Savings Bank.

'09 Krystal (Campbell) Mikkilineni, BA, Clive, is a shareholder in the restructuring, insolvency and bankruptcy department and the mergers and acquisitions department at Dentons Davis Brown.

'09 Daniel White, BM, New York, NY, performed as keyboardist for numerous large scale touring NETWorks Presentations shows, as well as the Broadway production of "The Lion King."

2010s

'10 Pernel Cezar, BA, Des Moines, was selected as one of 27 Influential Leaders for 2022 by the Association to Advance Collegiate Schools of Business. He co founded BLK & Bold, the first Black owned coffee business with national distribution.

'10 Nicki (Valentine) Davis, BM, MM '12, Cedar Falls, received the Phillip Sehmman Excellence in Teaching Award for the elementary level by the North East Iowa Bandmasters Association. She is the band director for Hansen, North Cedar and Lincoln Elementary schools.

'10 Jordan Dunn, BA, MSW '11, Waterloo, was named one of the Cedar Valley's 20 under 40 by the Waterloo/Cedar Falls Courier for 2022. He is a clinical director at Pathways Behavioral Services.

'10 Christina McDonough, BA, Princeton, was named one of the Quad Cities Business Journal's

inaugural Forty Under 40. She is a community transformation consultant for Scott County and city council member for the city of Princeton.

'10 Julia Ruetten, BA, Albuquerque, NM, is the director of government regulation and reimbursement policy with the New Mexico Hospital Association.

'11 Heather (White) Boyce, BA, Frankfort, IL, is a managing director with Cloud Untitled, a Salesforce implementation partner.

'11 Jenny Gibbs, BA, MA '13, Phoenix, AZ, is a delivery manager for Workiva.

'11 Brad McLaury, BA, Saint Louis, MO, was promoted to area president with Midwest Regional Bank.

'11 Taryn Parker, BA, Chicago, IL, was promoted to vice president with KemperLesnik.

'11 Corey Pottebaum, BA, Lakeville, MN, is a customer engineer at Microsoft.

'12 Joyce (Payer) Beyer, BM, MA '19, Des Moines, received the 2021 Dr. Robert E. and Phyllis M. Yager Exemplary Teaching Recognition Award. She is an orchestra teacher at North High School and Harding Middle School.

'12 Lauren Booten, BA, MA '19, Ames, received the 2021 Dr. Robert E. and Phyllis M. Yager Exemplary Teaching Recognition Award. She is an

eighth grade math teacher at Ames Middle School.

'12 Jaci Linn, BA, London, England, is an internships manager with IES Abroad. While London is now home, Cedar Falls will always have a special place in her heart.

'12 Reilly (Zlab) Martin, BA, Portland, OR, ran the 2022 Boston Marathon in honor of and to raise money for the pediatric cancer unit at Massachusetts General Hospital.

'12 Jamie (Harthoorn) Pfeiffer, BA, Waterloo, is an account manager with Lessing Flynn.

'12 Aaron Quinby, BA, Schertz, TX, joined the Moss & Barnett firm in the area of real estate finance, real estate and business law.

'12 Katelyn (Pedersen) Tungland, BA, Cedar Falls, was promoted to regional director for Junior Achievement of Eastern Iowa, overseeing the development team and three area boards.

'12 Josh Wilson, BA, Cedar Falls, was named one of the Cedar Valley's 20 under 40 by the Waterloo/Cedar Falls Courier for 2022. He is a senior publicist with Otter PR.

'13 Lauren Hernandez, BA, Saint Paul, MN, is a senior corporate business recruiter for Indeed.com.

'13 Veena Kallambettu, MA, Powell, OH, received the 2022

Louis M. DiCarlo Award for Recent Clinical Achievement from the American Speech Language Hearing Foundation. She is a third year doctoral student and practicing speech pathologist at The Ohio State University Wexner Medical Center.

'13 Margaret Nervig, BA, MA '15, Ankeny, received a Fulbright scholarship to the Slovak Republic and served as an English teaching assistant for the 2021-2022 school year.

'14 Jessica (Woodward) Auel, BA, Mankato, MN, is a mental health therapist at Gustavus Adolphus College.

'14 Megan (Ruebel) Hamm, BA, Waverly, received the 2021 Dr. Robert E. and Phyllis M. Yager Exemplary Teaching Recognition Award. She is a science teacher at Denver High School.

'14 Austin Hedstrom, BA, Ankeny, received the 2022 Broker of the Year award from the Iowa Commercial Real Estate Association. He is a senior vice president with JLL.

'14 Alex Jantsch, BA, Rogers, AR, is the senior director of analytics and strategy with Transplace.

'14 Sydney (Bricker) Naranjo, BA, MACC '14, Des Moines, was promoted to senior manager at EY.

'14 Nick Reeve, BA, MACC '15, Urbandale, is controller for AgencyBloc, Inc.

'15 Katherine (Striegel)

Farnsworth, BA, Des Moines, works for Ruan Transportation Management Systems.

'15 Jay Fruechte, BA, Des Moines, is mobile product owner at Pella Windows & Doors.

'15 Ty Smith, BA, Waterloo, was named one of the Cedar Valley's 20 under 40 by the Waterloo/Cedar Falls Courier for 2022. She is a fitness trainer with Bodied by Ty Fitness.

'15 Alyssa Turcsak, BA, Lansing, MI, is the outreach coordinator and consultant support specialist at Nonprofit Network.

'15 Daniel Vorwerk, BA, MA

'17, North Liberty, is the event and communication project specialist for international programs at the University of Iowa.

'16 Carissa (Schneider)

Barrett, BA, Dubuque, is a victim witness coordinator with the Dubuque County Attorney's office.

'17 Tanner Bernhard, BA,

Des Moines, is the director of marketing for the National Cooperative Purchasing Alliance.

'17 Jonah Eide, BA, Tampa, FL, works for Rapid7, a cybersecurity company.

'17 Jordan Hanson, BA, Cedar Falls, is a supply management planner at John Deere.

'17 Mikayla Montgomery,

MA, Waterloo, was named one of the Cedar Valley's 20 under 40 by the Waterloo/Cedar Falls Courier for 2022. She is assistant principal at the Dr. Walter Cunningham School for Excellence.

'18 Karlene (Izer) Clark, BA,

Galena, IL, is a sexual assault and domestic violence advocate with Riverview Center.

'18 Trevor Rayhons, BA,

Chicago, IL, is a manager of digital communications at Pfizer.

'19 Jordan Gehlhaar, BA,

Waukegan, joined the Peddicord Wharton law firm as an associate attorney.

'19 Maria Maddy, BA, Albia, is

an inside sales representative at Legrand North America.

'19 Champagne (Hubert) Mouw,

BA, Bettendorf, is a logistics analyst at John Deere in Moline.

'19 Kirstin Samuels, BA,

Schofield, WI, is a human resources generalist focusing on retention of manufacturing production staff.

2020s

'20 Stef Graser, BA,

Menomonee Falls, WI, is a data analyst at FIS Global.

'20 Rebecca (Bence)

Hordusky, BA, Le Mars, is a corporate lab analyst tech at Wells Blue Bunny.

'20 Cade Olmstead, BA,

Ankeny, is a graduate teaching assistant in the Department of English at the University of Vermont. He was previously a U.S. Fulbright researcher at the University of Ljubljana Institute of Philosophy at Slovenian Academy of Sciences Arts.

'21 Olivia Anderson, BA,

Cincinnati, OH, is a recruiter with Insight Global.

'21 Val Loewenberg, MA,

Asbury, was named principal of the new fully online 6-12 grade school in the Dubuque Community School District effective for the 2022-2023 school year.

Marriages

'89 Jeff Bonner, BA, married

Julie (Perry) Bonner, BA '89, on 6/18/2022.

'92 Jason Streed, BA, married

Heidi (Ludeking) Streed, BA '93, on 1/1/2022.

'11 Michael Ivory, BA, married

Brianna (Weber) Ivory, BA '12, 11/4/2017.

'12 Jessica (Long) Schneider,

BA, married Jacob Schneider Aug. 2019.

'13 Dylan Kleckner, BA,

married **Carlie (Frost) Kleckner, BA '15**, 9/17/2021.

'15 Tyler Moran, BA, married

Amanda (Walters) Moran, BA '16, on 4/24/2021.

'16 Carissa (Schneider)

Barrett, BA, married Bryce Barrett on 12/26/2021.

'20 Eric Hordusky, BA, married

Rebecca (Bence) Hordusky, BA '20, 6/25/2021.

Births

'10 Megan (Schuh) Huffman,

BA, and Chris Huffman, Fort Collins, CO, son Everett Gael born 9/21/2022.

'11 Brad McLaury, BA, and

Kaitlyn (Wohlgemuth) McLaury, BA '12, Saint Louis, MO, daughter Madilyn Anne born 6/2/2020.

'12 Jessica (Long) Schneider,

BA, and Jacob Schneider, Ruthven, son Bryan James born Oct. 2021.

'13 Kelly (Wiltjer) Vick,

BA, and Brett Vick, Mount Pleasant, WI, son Colton Allen born May 2021.

'16 Erin (Mulder) Hodge, BA,

and Ayden Hodge, Lincoln, NE, son Halston James born 6/22/2021.

'16 Keegan Patterson, BA,

and Emma Cassabaum, Nevada, welcomed Amos Jude, Ingrid Josephine and Beatrice Fern 12/20/2021.

'17 Kyle Brinning, BA, and

Makenzie (Sterk) Brinning, BA '17, Altoona, daughter Hayes Mikah Brinning born on 6/26/2022.

'18 Clair (Collins) Bauer, BA, and Thomas Bauer, Huntley, IL, daughter Saige Ivy born 4/14/2021.

'18 Lauren (Janning) Johnson, BA, and **Avery Johnson, BA '18**, Cedar Falls, daughter Martha Mercy Johnson born on 11/11/2021.

Deaths

'42 Eleanor (Sparks) Heisey, BA, died 5/3/2022 in Raytown, MO.

'51 Don King, BA, died 4/7/2022 in Sarasota, FL.

'54 Dennis Hunt, BA, died 12/24/2021 in Arden Hills, MN.

'58 Sylvia (Johnson) Klonglan, BA, died 9/21/2022 in Grand Junction, CO.

'64 Shirley Ryll, BA, died 1/12/2022 in McKinney, TX.

'72 Roger Ramthun, BA, died 9/3/2022 in Charles City.

'76 Bonnie (Riepe) Adkins, BA, MA '77, died 9/16/2022 in Muscatine.

'76 Janine (Snyder) Elder, BA, died 3/7/2022 in Portales, NM.

'82 Thomas Harvey, BT, died 4/12/2022 in Boone.



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