

Fall 2012

Academic Affairs Report, Fall 2012

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Academic Affairs

Report

FALL 2012

A LETTER FROM PROVOST GLORIA GIBSON

Advancing toward academic excellence

I hope everyone is in the midst of a productive fall semester. I want to once again congratulate Jody Stone who was awarded the national Presidential Award for Excellence in Mathematics and Science Teaching; our 2012-13 Fulbright Scholars: Bettina Fabos, Kevin Finn and Tammy Gregersen; and Martie Reineke, Karen Mitchell, and Jean Neibauer for winning prestigious awards from their national organizations. I also send my appreciation to all faculty, staff and students who continue to advance scholarship, research/creative activity, engage in innovative teaching and dedicate themselves to impactful outreach/service.

For me, it's hard to believe calendar year 2012 is coming to a close. Without a doubt, this year will be remembered for personal and professional challenges. However, from challenges emerge opportunities. My primary goal this academic year is to work closer with campus members and to communicate more effectively. Already this semester I've given updates to the Faculty Senate, Graduate Council, all four colleges (with President Allen) and the Council of Department Heads. Tim McKenna and I have also met informally with United Faculty leadership. These avenues represent only a beginning to achieving my most important goal. So, what's on the horizon? I want to explore just a few initiatives that signal improved communication and advancement toward excellence in Academic Affairs.

I am very pleased many faculty and department heads worked on curricular and program revisions during the summer and fall semesters so they could submit proposals this fall. This curriculum cycle will also include revisions to the Liberal Arts Core that will move forward for additional discussion and revision along with the Cornerstone course proposal. And as you may know, academic programs will be included in the Board of Regents' (BOR) efficiency study set to begin next semester. It is my hope that the difficult work already undertaken will demonstrate our commitment to offer programs of the highest quality and, perhaps, we'll be asked to make only minimal changes.

Another extremely important goal is to develop criteria for program enhancement. Each college has programs in desperate need of filling existing or new lines. Each college has ideas for investing in new programs. Most recently, after years of planning, the BOR approved Bachelor of Arts in Interactive Digital Studies. Academic Affairs will work with college and faculty senates to discuss criteria for strategic

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allocation of additional resources. Even in challenging financial times, we should envision new areas of interdisciplinary collaboration, avenues to new knowledge and improved educational experiences.

Committee work remains one of the productive hallmarks of institutions of higher education. The search for an associate provost for faculty affairs is proceeding. I appreciate the work of the committee that revised the job description into a position that is more faculty-centered. A search is also currently underway by the president's office to hire an additional attorney to assist with policy and legal matters. Another committee is moving forward with plans to re-establish the Center for Excellence in Teaching and Learning. Their goal is to begin with an internal search for director.

Other Academic Affairs activities include:

- *Expanding our diversity initiative*
- *Planning a sustainability conference for the spring*
- *Continuing to build on our strengths in pre-K through 12 teacher preparation*
- *Hiring two recruiters for international students*
- *Working with a recently hired community college liaison to enhance UNI's relationships with community colleges*

Two fairly recent events bear mentioning. In October, 35-40 faculty/staff members gathered for a charrette for the UNI Science, Technology, Engineering, Mathematics (STEM) initiative. UNI is involved in many STEM initiatives, but at times we are unaware of the number or impact of these activities. The charrette covered three major areas: philosophy of STEM at UNI, UNI STEM structure and UNI STEM actions. Our goal is to answer the questions, "What are our strengths and what do we aspire to be?" The next step will be a campuswide discussion to share information from the charrette and to develop a plan for the future. I greatly appreciate faculty and staff who took time on a Saturday to think about solutions to this specific issue. The ultimate goal, after additional discussion and input, is to position UNI STEM for the future.

Finally, the Fall Campus Connexus, sponsored by the Office of Research and Sponsored Programs (ORSP), was very successful with almost 100 participants. The event provided opportunities for faculty to make meaningful scholarly connections with other faculty and research staff from across campus. In addition, campus members were asked to fill out a survey with ideas about how the university can best support faculty/staff research initiatives. I want to thank everyone who answered the survey on how we can move UNI's research agenda forward. Based on the results, competitive awards will be sponsored in several areas: scholarship grants, small seed grants, large grants, summer fellowships for pre-tenure faculty and grant training. ORSP and the provost's office will also invite faculty to participate in a session to discuss longer-term capacity building ideas.

I've outlined a brief overview of some of the Academic Affairs activities this fall. UNI is a strong, durable institution. Whether the Iowa State Normal School (1876), Iowa State Teachers College (1909), State College of Iowa (1961) or University of Northern Iowa (1967), it has always remained true to its commitment to provide an excellent education for students. As we move forward with the presidential search and future opportunities and challenges, that commitment and vision will not change. Thank you for your dedication and service to UNI!



Gloria J. Gibson
Executive Vice President and Provost

Transition in Teacher Preparation

By Becky Hawbaker

The 2012-13 year marks a new epoch in UNI's commitment to premier preparation of new teachers as we embed our programs more deeply in diverse school settings and become even more actively engaged in the professional learning communities of our school partners.

As part of a restructuring of UNI's field experiences, a Professional Development School model that began in 2007 with the Cedar Falls and Waterloo Community School Districts has been expanded and enhanced. A new cadre of field experience coordinators (FECs) who have long histories as master and mentor teachers at Malcolm Price Laboratory School are now using their expertise and experiences in new ways for the mutual benefit of schools and the university.

Our FECs help ensure that UNI's teacher preparation program remains grounded in

the reality of the classroom and the challenges schools face today and will face tomorrow. They teach clinical and methods courses on campus and are also embedded in a school or content-specific departments across several schools. They closely supervise and mentor UNI field experience students at their school(s) and provide support and guidance to the mentor teachers hosting them.

Additionally, FECs participate in professional learning communities and school professional development days that focus on improving student achievement. They collaborate with teachers and principals in inquiry and action research projects and service initiatives. Their work helps ensure that UNI remains a beacon that illuminates the power of school-university partnerships to solve problems, promote exemplary teaching, and renew and revitalize educational missions.

– Becky Hawbaker is Coordinator of Field Experiences in the College of Education.

STEM Hub Hires New Manager

By Mike Licari

This past summer, UNI was selected as the northeast network hub for the governor's STEM (Science, Technology, Engineering, Mathematics) Advisory Council. The STEM Advisory Council was developed by Governor Terry Branstad and is co-chaired by Lieutenant Governor Kim Reynolds and UNI President Ben Allen. The council works to increase Iowa's commitment to STEM education and innovation. Six hubs throughout Iowa were selected through a competitive application process.

I am happy to announce that James Hoelscher has recently been hired as the UNI STEM hub manager. As hub manager, Hoelscher will oversee STEM activities, resources, and outreach for the northeast region of the state. He will also work with other hubs and the STEM Advisory Council to help promote STEM education and economic development throughout Iowa. Hoelscher said what he finds most inspiring and motivating about STEM "is the enthusiasm of students and teachers, the commitment of educational leaders,

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STEM Hub Hires New Manager – *Continued from p.3*

and the sense of urgency among employers.” He will work to ensure the UNI STEM hub meets these needs and expectations.

Hoelscher served half-time as interim manager of the STEM hub starting this past summer, while still serving half-time on the staff of the UNI Center for Teaching and Learning Mathematics. While interim hub manager, Hoelscher oversaw the implementation of “scale-up” projects in the hub’s region, which are designed as STEM education modules for K through 12 schools to use.

He also hosted an event highlighting STEM at UNI during a campus visit by Lt. Gov. Reynolds.

Although the focus of the STEM hub is on building networks and outreach in the northeast region, with Hoelscher at the helm, UNI’s STEM hub can also play a vital role in helping coordinate the efforts of faculty involved in STEM. Congratulations to Hoelscher and to those who worked on the hub application. The hub will be a valuable resource to our region of the state as well as to UNI.

– Mike Licari is Associate Provost for Academic Affairs and Dean of the Graduate College.

Faculty Development Highlights

By Susan Hill

Todd Zakrasjek, from the University of North Carolina—Chapel Hill, was the guest for this year’s fall faculty workshop, “How Students Learn: Strategies for Teaching from the Psychology of Learning.” Approximately 120 faculty and administrators attended the day-long workshop that was filled with strategies for engaging students in the classroom. Responses to the workshop were very positive. One faculty member wrote, “I found this workshop beneficial from beginning to end. He was a great teacher and had great ideas about how to improve face-to-face teaching.” Another said, “He actually used the methods while doing his own teaching versus just telling us study summaries. I could walk right into my classroom and do some new techniques this week.” Zakrasjek’s handout can be found on the provost’s website, under resources: http://www.uni.edu/provost/sites/default/files/pdf_files/presentation_handout_zakrajsek.pdf

Throughout the fall semester, a number of faculty development sessions have been held on topics such as flipping the classroom, effectively teaching large sections, how to help students learn to write without spending all of your time grading, teaching first-year students at UNI, and using decision-making strategies in the classroom. Spring semester topics include how to grade oral presentations effectively, active learning using Creative Controversy, and how to guide students through the process of writing research papers. Faculty development sessions are a great way to meet faculty from around campus and have an opportunity to talk about teaching!

– Susan Hill is an Administrative Fellow.

The Office of International Programs Launches The UNI Diplomat Series

By Craig Klafter



Taiwanese Director General Baushuan Ger

The Office of International Programs is responsible for internationalizing UNI. It oversees the Culture and Intensive English Program (CIEP), Study Abroad Center (SAC) and the International Students and Scholars Office (ISSO). Over the past year, many accomplishments have been made. Funding was secured from the Taiwanese Ministry of Education to support a new instructor of Chinese Language and Literature. Under the newly launched UNI Diplomat Series, U.S. Ambassador Ronald K. McMullen,

Austrian Counsel General Thomas Schnoll and Taiwanese Director General Baushuan Ger were brought to speak at UNI. With the support and cooperation of UNI's academic departments, a record 24 visiting scholars and professors joined UNI to teach and undertake research. Three UNI faculty members were named Fulbright Scholars – Bettina Fabos, Kevin Finn and Tammy Gregersen. And, partnerships were developed with the Universidade de São Paulo (Brazil's top ranked university) and Otto-Friedrich-Universität Bamberg (one of Germany's leading universities for the humanities and social sciences).

CIEP secured accreditation from the Commission on English Language Program Accreditation. Only 111 of the more than 500 U.S. intensive English programs are so accredited. SAC expanded its short-term program offerings to include every continent in the world with the exception of Antarctica, and was ranked fourth in the nation for the quality of its academic programs by *Abroad101*. SAC also went through a restructuring this year that saved the University more than \$400,000 in scholarship funding annually. The International Service Office has been renamed the International Students and Scholars Office (ISSO) to reflect its broader responsibilities and to bring it in line with the name commonly used at other U.S. universities. ISSO now also helps UNI faculty, staff and students secure visas to travel internationally for UNI business or UNI programs, and advises on travel safety.

– *Craig Klafter is the Associate Provost for International Programs.*

Retention Council Works to Help All Students Graduate

By Mike Licari

Improving retention and graduation rates at UNI is a key goal. In Goal 1 of our strategic plan, UNI is committed to providing all students with educational experiences that are rigorous and relevant, while ensuring all are making progress toward earning their degrees (Goal 6).

Improving graduation rates is a complex challenge that involves nearly all elements of the university. We know that students drop out of college because of poor academic performance, but they also leave UNI because they might be homesick, or because they cannot afford it. Other students may leave because they feel the institution isn't a good fit for them, or because they never make a personal connection with it. Still others might leave because they are unsure about their goals or for other personal reasons. Some of these non-academic reasons for students' struggle might manifest themselves as poor academic performance.

This means that multiple units and offices on campus, from Financial Aid to Academic Advising, play a role in retaining students and helping them progress toward graduation. To ensure a more coordinated approach, the Retention Council continues to plan and oversee various campus efforts to meet our goals.

This year, the Retention Council supported the expansion of Peer Teaching Assistants (PTAs) for sections of Liberal Arts Core (LAC) courses reserved for first-year students. PTAs were first

used in Cornerstone last year as a way to provide new students with resources and mentoring from fellow students. This effort was well-received by students in Cornerstone. In addition, the Academic Learning Center provided resources for Supplemental Instruction (SI) in several first-year sections of LAC courses. The use of PTAs and SI is expected to help students navigate their transition to college-level expectations more easily and successfully.

The Retention Council supports other new efforts including the expansion of the number of Cornerstone sections, the development of Living Learning Communities in our residence halls, follow-on meetings and support beyond the first year for Jump Start students, and ways to smooth the process of transferring to UNI from community colleges.

These new efforts are added to ongoing projects supported or started by the Retention Council, such as the use of the ALEKS math placement exam, advisor development, the Gaining Panther Success mentoring program, and the program to provide mentoring and support to students who finish their first semester at UNI with poor grades.

The Retention Council is a set of highly creative people who will continue to identify innovative ways to help make graduating a reality for all UNI students.

– Mike Licari is Associate Provost for Academic Affairs and Dean of the Graduate College.

UNI I am...

Nine Student Profiles:

UNI I am... *learning how I can change the world.*

TIM HOPPER, from Waterloo, Iowa, is a senior majoring in history education. Hopper chose UNI because the College of Education has an excellent reputation. Because class sizes are small, he has been able to get to know his professors. One of his favorite classes was Human Relations. The class gave Hopper the opportunity to meet some important people in the community and to give back to future generations of students. He said it also opened him up to opposing viewpoints and diverse experiences.

Hopper loves his history education major because it allows him to explore other cultures. He says, "I love culture. I think you can learn a lot from other people's experiences. When I become an educator, I will be able to teach others about respect for one another, values and differences."



He looks forward to being able to offer his own students a lot of different experiences and to teach in new ways. "In the 21st century we can no longer teach kids the way we were taught. They are developing a lot faster and with different methods. Teaching will give me the opportunity to give

something back." Hopper believes there's no better way of reaching people than to teach. He says he'll most remember UNI for "how my instructors were passionate about what they taught and the relationships I built with them. I will use a lot of their methods in my own classroom."

UNI I am... getting hands-on experience in my major.



CRYSTAL PEREZ, from West Des Moines, Iowa, is a senior majoring in early childhood and elementary education and minoring in early

childhood special education. Perez chose UNI because she knew she wanted to be a teacher and had always heard positive things about the UNI teacher education program. She recommends the program because “UNI provides teaching experiences in the classroom and outside teaching experiences in the surrounding schools and with other community organizations. You are able to get hands-on experiences by working with students and the opportunity to meet with great teachers who are there to help with your own future.” Perez says she’s had great

professors at UNI; some of her favorite professors have been classroom teachers themselves. Those professors, she says, “are able to relate the course work back to the classroom. This has given me a better understanding of how the methods I’m learning can be applied to the classroom.” Her fondest UNI memories will be of “all the schools I’ve had the opportunity to work in and the teachers I’ve worked with. Outside of academics, I’ll remember how much I enjoyed being involved around campus and how much that has inspired me to continue to work with children.”

UNI I am... conducting award-winning research.



LUCAS JOERS, an undergraduate student in the Department of Biology, recently won first prize for his poster presentation at the first annual Iowa EPSCoR All-Hands Meeting. The competition provided students the opportunity to showcase their current or completed research and earn a cash prize.

The mission of the Iowa National Science Foundation’s (NSF) Experimental Program to Stimulate Competitive Research (EPSCoR) is to establish Iowa as the leader in the worldwide transition from fossil fuels to renewable energy. It also aims to increase the participation of underrepresented groups in science, technology, engineering, and mathematics (STEM) fields.

The poster titled “The Effect of Diversity on the Evolution of Physiology in Switchgrass (*Panicum virgatum*),” showcased the findings of Joers’ summer research project at UNI. In this study, he tested whether the diversity of a plant community influences the strength of natural selection on photosynthetic and

developmental traits of a focal species within that community.

To examine this question, Joers measured selection on switchgrass plants grown in four different treatments of native vegetation: (1) switchgrass monoculture, (2) five warm-season grass species, (3) 16 species of grasses and forbs, and (4) 32 species of grasses and forbs. He found that selection generally favored high photosynthesis and rapid growth in all four diversity treatments, but that selection was strongest in the switchgrass monoculture. He concluded that these selection pressures were likely caused by drought stress, which increased competition for light in the switchgrass monoculture relative to the diverse prairie mixes.

UNI I am... making the most of every opportunity.



When **JENNA ROSE GRAUPMANN** first came to UNI, her biggest challenge was deciding what her major would be. This creative junior spent two years taking classes and exploring what UNI had to offer

before deciding on not one, but two majors: art history and theatre, with an emphasis in costume design. If that wasn't enough of a challenge for this ambitious student, she also chose to add a minor in French as well.

Graupmann spends a substantial amount of time in the costume department of the UNI Strayer-Wood Theatre and gets involved in many theatre events. During her career in the Department of Theatre, she organized a costuming conference, costumed a student show, acted as an assistant in designing a blockbuster main-stage musical and even curated a textile exhibit.

"If you join the theatre department at UNI, you will be constantly amazed by the opportunities offered to you. If you put forth

your full effort, the professors here will pour a plethora of wonderful opportunities into your lap." In addition to her double major and volunteer work in the department, Graupmann has also traveled to Paris to study costume design, and highly recommends studying abroad to all UNI students.

"Without a doubt, the best times I have spent during my college career have been in the costume studio or in Paris. I rant enough about my work in the theatre's costume studio, so let me encourage the benefits of study abroad. Although making studying abroad happen takes incredible perseverance, the experience of escaping your comfort zone and learning from a new culture will show benefits for the rest of your life!"

UNI I am... becoming an effective leader.



TOM MADSEN, originally from Council Bluffs, Iowa, is developing strong leadership and tactical thinking skills in and out of the classroom at UNI. Madsen is a junior economics and political science double major, a member of the UNI ROTC, president of UNI Student Admissions Ambassadors and Northern Iowa Student Government

(NISG) senator for of Business Administration. He's also a member of UNI Circle K, a volunteer organization affiliated with Kiwanis International, and spent a summer in South Korea with Camp Adventure, a service-learning program that gives college students experience in youth services and program management.

UNI I am... digging up history.



MOLLY FRANTA is a senior majoring in history and theatre. From Elkader, Iowa, she is also one of the College of Social and Behavioral Sciences' (CSBS) prestigious SBS Scholars and a student assistant in the Office of the Dean. She shared her summer experience with us:

This past June I traveled to Greece to take part in an archaeological excavation. As a history major, I wanted an experience that would open me up to new possibilities as I prepare to apply to graduate schools. I went to Despotiko, a tiny island in the Cyclades, to gain that experience. The archaeological site, an archaic sanctuary dating back to around 600 B.C., was built to honor the god Apollo. The site is named Mandra, which is Greek for animal pen. This is because several years ago when the site was discovered, a shepherd lived on the island with his animal pen and goats residing on top of the ancient site. The shepherd still lives on

the island, but has since moved to a (slightly) less historical part of the island to allow for excavation. He was even nice enough to give our group a goat one afternoon for lunch. Though it couldn't have been fresher, I won't be eating goat again any time soon.

My work on the dig lasted for about four weeks and consisted of shoveling, wheel-barrowing, pick-axing, and the occasional rest. We had some exciting finds including detailed pottery fragments (6th century B.C.), small vases, and even human skeletons. Though it was difficult work, my summer in Greece was a good one, and I hope to return there next summer.

UNI I am... competing on the forensics team.

HARRISON POSTLER, a senior majoring in communications from Iowa City, wanted a school where he could pursue his interest in public speaking. It was clear that UNI would be a good fit.

"It was the only state school that had a speech team. I've known for years that I wanted to compete for as long as people would let me, and UNI was the best way to make that happen."

Postler's keen interest in speech naturally directed him to the Department of Communication Studies where he became involved

with the forensics team. Some of Postler's most memorable experiences at UNI are directly related to speech and the forensics team. Through his years participating, Postler has witnessed the team's significant growth and success.

Postler credits UNI and its faculty for preparing him for graduate work. "I've had no shortage of awesome mentors in my time here at UNI. All of my speech coaches (Rebecca Buel, Josh Hamzehee, Sade Barfield, Kate Lavelle, Sarah Taylor, Yaw Kyeremateng, Ian Hopkins and Rachelle Saunders) have had

a huge impact on my life. Each has done different things to help me, and all of those things have been significant. Some of them are just volunteers. Their level of dedication has really set the tone for the students." Postler also credits communication studies faculty members Cate Palczewski, April Chatham-Carpenter and Karen Mitchell for their guidance "through some pretty monstrous projects." In the LAC, Postler particularly appreciated the courses he took with Harry Brod (philosophy) and Cynthia Goatley (theater).

UNI I am... learning how to care for older adults.



SHANISHA JONES is a senior in the gerontology program. A non-traditional student who also has a family and works full-time, Jones is passionate about her chosen discipline. She grew up loving to spend time with her own grandparents, and she's encouraging her teenage son to be interested in caring

for older adults, too. Jones also enjoys singing and traveling. After graduation, Jones would like to work in the field of senior behavioral health. She says, "I enjoy working with older adults because they have so much to offer."

UNI I am... traveling to learn.

Driven to help others as she strives for success, **STEPHANIE DICK**, a senior marketing major from Humboldt, Iowa, is making the most of her time at UNI and the connections and resources in the College of Business Administration. With a love to travel and help others, she took part in the Socio-Economic Reality of Central America Capstone class in Nicaragua (photo) during May 2011; traveled to South Africa for an organizational management class where outreach was part of the curriculum in the summer of 2012; and is studying at the American College of Thessaloniki in Greece during the fall 2012 semester while also interning for International Medical Corps, a nonprofit humanitarian relief organization headed by



alumna Nancy Aossey. The active student also earned her Certificate in Entrepreneurship, participated in the Okoboji Entrepreneurial Institute, is a former vice president of the International

Club of Business Students and former vice president of social events and recruitment for UNI's American Marketing Association student chapter.

Campus Coalition Builders: ***Creating a More Diverse and Inclusive Community***

By Karen Mitchell

WHAT CAMPUS COALITION BUILDERS HAS BEEN DOING:

For the past two years, a group of faculty and staff called the Campus Coalition Builders (CCB) have been giving workshops that ask participants to examine how they could help UNI become a more welcoming and inclusive community. The workshops require that participants be comfortable with self-disclosure, open to affective and cognitive learning, interested in learning effective interpersonal and/or group teaching skills, and committed to diversity inclusion.

The Diversity Council decided to support the training of faculty, staff and students campuswide through the model developed by the National Coalition Building Institute (NCBI). This fall 12 three-hour introductory workshops were offered on campus through Academic Affairs.

Prior to the start of the semester, five members of the Campus Coalition Builders attended the Leadership for Diversity Institute in Annapolis, Md. The seminar, sponsored by the National Coalition Building Institute, taught practical skills for building cultural competency, welcoming diversity, and increasing unity and inclusion. Representing UNI were Harry Brod, Michelle Byers, Victoria DeFrancisco, Karen Mitchell and Melissa Payne.

In addition to conducting fall workshops, the CCB continues to meet monthly to practice facilitation skills and discuss ways to make workshops more effective. Another group of nine faculty, staff and students also meet each month to prepare for the Train-the-Trainer sessions that will be held

March 7 - 9, 2013. In their meetings, the members offer ideas to spread the word about workshops, share their experiences with other diversity efforts on campus, and brainstorm ideas for recruiting new CCB members.

Provost Gibson sponsored a one-day (Nov. 1) workshop to introduce the NCBI model to all vice-presidents and selected administrators. Trainers Robert Dungey and Joyce Shabazz from the National office led the workshop. In mid-November, UNI Campus Coalition Builders attended the 20th Annual Campus Conference of the National Coalition Building Institute, hosted by the University of Iowa. This year's conference theme was "Staying the Course: Transforming our Campus in the Face of Economic and Political Entrenchment." It featured sessions on mental health issues, Title 9, leadership, NCBI research, and constituency work.

WHAT CAMPUS COALITION BUILDERS CAN DO TOGETHER WITH YOU

As the campus moves to train more people, our one-day workshop, Welcoming Diversity and Building Community through the NCBI Model, is being offered on Wednesday, Jan. 9, 2013, and Friday, Feb. 1, 2013. If you would like more information about these one-day workshops, please go to <http://www.uni.edu/provost/diversity>.

They are for anyone interested in learning about UNI's Campus Coalition Builders. One of our goals is to diversify the CCB group in every way. It currently consists of faculty and a few staff members. The group does have some diversity in regard to categories such as race, ethnicity,

Campus Coalition Builders – Continued from p.12

gender, class, sexual orientation, and disability, but we want to make the leadership group as rich as possible, cutting across academic disciplines, divisions of the campus community, faculty, administrators, P&S, merit, and first to second year UNI students.

As a member of the CCB, I can tell you it is an incredibly enriching, positive, welcoming experience. The leaders learn how to positively respond to bigoted behaviors for mutual growth, how to handle

conflicts, and how to build a welcoming community. The team gets together once a month to practice skills and provide support. Members are asked to make a two-year commitment to serve as facilitators and/or support leaders for a minimum of two workshops each semester.

Please consider enrolling in a one day workshop (<http://fulldaydiversityworkshop.eventbrite.com/>) and joining our CCB community!

– Karen Mitchell is a Diversity Fellow.

James Loewen, Diversity Inclusion Lecturer, 2013

By Karen Mitchell and Harry Brod

We hear a great deal of talk these days about “diversity” and “inclusion” on the UNI campus. What do those words actually mean? To the Campus Coalition Builders (CCB), a diverse and inclusive campus describes a place where people from many walks of life and with differing experiences unite around a common cause – in this case, making UNI a more welcoming community where every person feels valued and respected. In addition to the CCB experiential learning workshops, we also pursue this goal through bringing impactful scholarship to our university. This coming spring semester we will inaugurate what we hope and expect will become an annual Diversity Inclusion Lectureship. On March 4, 2013, UNI will host James W. Loewen, one of the most acclaimed historians and sociologists of race in the United States. A prize winning author and lecturer, his best known work is “Lies My Teacher Told Me,”

a book used extensively in varied educational settings throughout the nation. He will be speaking to us about his book “Sundown Towns.” For many, it’s a shock – and a very enlightening one – to learn that the lack of diversity inclusion in their home towns was a problem of commission rather than omission. Often it wasn’t that African-Americans didn’t come to our Iowa towns, it’s that they were driven out of town, to be out by sundown. Loewen’s extensive research that he will share with us, focuses on Iowa. It is enormously important in helping us to understand how we got to be where we are, so we can go where we want to be.

Information on James W. Loewen and his work can be found at <http://sundown.afro.illinois.edu/>. This inaugural event is dedicated to the memory of Drake Martin, known to so many on our campus for his commitment to diversity inclusion.

– Karen Mitchell and Harry Brod are CCB Advisory Board Members.

Cornerstone Studies “The Great Migration”

By April Chatham-Carpenter



Approximately 500 first-year students at UNI are reading Pulitzer Prize winning author Isabel Wilkerson’s book, “The Warmth of Other Suns,” as their common read in UNI’s First-Year Cornerstone class this year. In this writing and speaking-intensive first-year class, students are doing projects about topics related to the Great Migration of African Americans from the South to the North during the early 20th century, as well as their own family’s stories of movement and change.



During the first two weeks of the semester, Cornerstone students participated in multiple events surrounding the common read, including an award breakfast for essay winners with author Isabel Wilkerson, a presentation by Wilkerson for the larger community, class sessions and book signings with Wilkerson, and a stirring theatrical adaptation of “The Warmth of Other Suns” by UNI theatre faculty, students and community members. After the presentation, one audience member commented, “I had no idea what to expect and was more than impressed. It brought some tears at several points for me. Thank you for this experience; and I am so proud to be a part of Cornerstone.”



TOP: Pulitzer Prize-winning author Isabel Wilkerson speaks with students from UNI’s Cornerstone course about migration and its impact on America. **MIDDLE:** Wilkerson and Provost Gibson at the UNI Cornerstone breakfast. **BOTTOM:** Wilkerson and Provost Gloria Gibson having breakfast with UNI Cornerstone student essay award winners.

This year UNI’s First-Year Cornerstone course has doubled in size, with the addition of 11 sections and 10 new faculty members, for a total of 21 sections. The first pilot year of this course proved to be a success, with both direct and indirect assessment measures showing improvement in student learning. The course serves first-year students who come to UNI having not yet met Liberal Arts Core (LAC) Categories 1A and 1B.

—April Chatham-Carpenter is the Cornerstone Co-Coordinator.

Office of Research and Sponsored Programs Update

By Christy Twait

The Office of Sponsored Programs has a new name! We are now the Office of Research and Sponsored Programs (ORSP) to better reflect our full spectrum of services from research development and compliance to preaward proposal development and postaward grant/contract management. We also co-manage Intellectual Property. Our mission is to help you advance your research, scholarship or creative activity.

Thank you to everyone who participated in our 2012 Campus Connexus! The intellectual stimulation and scholarly connections generated a vibrant event that will have ripple effects for years to come. Don't forget: if you would like to continue to meet with any of the connections formed that evening, lunch is on us. Please contact Sarah Bridges at 319-273-3217.

Connexus was also the launching point for Provost Gibson's new round of seed funding to build research capacity at UNI. Thank you to everyone who submitted their ideas on how UNI can continue to enhance its scholarly enterprise. We received more than 50 ideas in one week and are in the process of receiving week two submissions. We are a campus of great ideas! Please watch for more news in the near future about how you can apply for funding.

Save the date for the 2013 Symposium on Feb. 8, 2013, titled Research, Scholarship and Creative Activity: Scholarship Matters. The planning committee has put together a fantastic agenda for you to learn from a team of faculty and administrators at Western Carolina University, a regional public university like UNI, about



TOP: Stephanie Logan (Curriculum and Instruction) and Dawn DelCarlo (Chemistry & Biochemistry) at Campus Connexus.



BOTTOM: Kamyar Enshayan (CEEE) and Al Hays (Public Policy) at Campus Connexus.

how they have addressed the changing needs of faculty scholarship. Watch for the upcoming poster presentation solicitation, as well as the symposium registration! You can showcase your scholarship to your colleagues at UNI, learn what other fascinating research, scholarship and creative activity is happening across campus, and participate in sessions throughout the day about scholarly matters. Did you know that the idea for the Reaching for Higher Ground initiative came out of the 2009 Research Symposium? What a magnificent ripple effect to come out of spending the day away from our desks. The ripples will be no less with this one!

– Christy Twait is the Associate Provost for Sponsored Programs.

Recognizing Faculty:

Provost Gloria Gibson presents
Kimberly Cline-Brown (Biology),
with the 2012 Excellence in
Liberal Arts Core Teaching Award.



New Faculty (Fall 2012) **BACK ROW, L to R:** Provost Gloria Gibson; Eric Peterson, Chemistry & Biochemistry; Matthew Weedman, Theater; Erin O'Connell, Chemistry & Biochemistry; Sarah Boesdorfer, Chemistry & Biochemistry; Fernando Calderon, History.
FRONT ROW, L to R: Jennifer Sheshko, Theater; Dilbur Arsiwalla, Psychology; Danielle McGeough, Communication Studies; Allison Martens, Political Science; Doris Corbett, HPELS; Nilda Rodríguez, Biology; Christopher Cox, Library; Alison Altstatt, Music; Melanie Landon Hays, Curriculum & Instruction.



2012 Award Winners with President
Ben Allen and Provost Gloria Gibson.

L to R: President Allen; Larry Escalada (Physics), Regents Award for Faculty Excellence; Scott Peters (Political Science), Midwest One UNIque Academic Advising Award; Kimberly Cline-Brown (Biology), Excellence in LAC Teaching Award; Helen Harton (Psychology), Regents Award; Vince Gotera (Languages and Literatures), Regents Award; Chris Edginton (HPELS), Regents Award; Ken Brown (Economics) Regents Award; Provost Gibson.

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