

Spring 2014

Academic Affairs Report, Spring 2014

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Academic Affairs

Report
SPRING 2014



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Ever-Present Committee Work: Necessary and Important

By Gloria Gibson

Executive Vice President and Provost

Academic life affords us the opportunity of educating and helping to shape the lives of countless individuals. To fulfill our institutional goals, we participate in numerous activities: teaching, learning, discovery, engagement, presentations, performances... the list goes on. Daily, we find ourselves interacting with a variety of constituencies.

One very important, recurring and indispensable structure that supports university work is the ever-present committee. Sometimes we feel inundated with committee work, but it is absolutely vital. Without committee work, we could not award fellowships, develop and revise curricula, welcome new faculty and staff, host special events, re-envision new spaces, or make progress with important projects.

Committees help us organize our creative (and sometimes disparate) thoughts to complete pressing assignments. Because they are composed of members with particular experience and expertise, committees can complete specific tasks and make informed decisions or recommendations.

Besides accomplishing a specified objective, committee meetings generally have other benefits. Coming together for a shared purpose helps to define initiatives, explore ways to accomplish outcomes, resolve challenges, and connect with other people or issues. Sometimes, committees bring together individuals who have been on campus for years, but have never worked with each other or perhaps even met. These newly formed relationships can have long-term benefits.

Committee work can also provide an informal mentorship for students, faculty and staff. They can function to socialize new faculty into the culture of the university, for example. Moreover, committee participation can offer a new faculty, staff, or student leadership opportunities in the future.

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Finally, we all learn more about a specific topic from working on committees. Each person brings his/her knowledge base to a committee meeting's research and discussion. Everyone benefits by being exposed to their co-members' perspectives and realizing the many ways to accomplish a goal or solve a challenge.

Although sometimes there is frustration before resolution, much is accomplished through your commitment and dedication. Thank you for your service on university committees – and for all you do at UNI!



Gloria J. Gibson
Executive Vice President and Provost

NEW COMMITTEES INITIATED

At UNI, faculty, staff and students serve on governance committees, search committees, academic review committees, Professional Assessment Committees, curriculum committees, the Liberal Arts Core Committee (and subcommittees), and grant review and award committees.

Each committee has its own focus, workload, goals and objectives. Much is accomplished by coming together, discussing, debating, resolving and moving forward.

The **Student Assessment Committee** membership (as outlined in the Master Agreement) includes nine representatives, three each from the Northern Iowa Student Government, United Faculty and the Office of the Executive Vice President and Provost. The committee continues to meet on a regular basis to develop a new student assessment instrument. As part of their process, the committee distributed a campus-wide survey during the fall semester to gain more knowledge about how the new instrument might be designed. A draft instrument was recently approved and the committee contacted faculty to request volunteers to pilot the instrument during the week of March 24-28. The committee hopes to analyze the results after the pilot and then present a report to the NISG, UF and EVP/P for their consideration and approval by the end of the Spring 2014 semester.

The **Peer Institution Selection Committee**, composed of faculty and staff across all University divisions, is charged with examining UNI's current peer institutions and recommending a new or revised list of peer institutions and aspirant institutions (model institutions of which UNI aspires to become). Identifying relevant comparison groups is important for internal data analysis, external funding proposals, and other reporting required by state and federal agencies. Using similar and aspirant groups' enrollments,

costs, financial aid, faculty and staff data, and institutional finances as benchmarks can contribute to effective decision making.

The committee also created a list of additional benchmarks to consider, and compiled a list of schools based on criteria including location, Carnegie Classification and institution size.

Faculty, staff and students will be surveyed for feedback, and the overall process will result in the recommendation of eight peer institutions and two aspirant peers.

The **Bachelor of Applied Science (BAS) Exploratory Committee** is researching the potential of offering community college graduates who have earned an Associate of Applied Science degree an opportunity to pursue a Bachelor's degree. The BAS has been successfully implemented at universities across the country, and the charge to the exploratory committee is to discuss key issues relevant to its potential implementation at UNI. Because this is a new degree and new programs would be developed, a broad constituency of stakeholders will be contacted. Specific issues under consideration include curricular considerations, possible program areas, delivery mode (online, distance, face-to-face, hybrid), community college transition, and funding/resource needs.

A \$750,000 Boost Arctic Research at UNI

By *Andrey Petrov*, Assistant Professor of Geography

The National Science Foundation (NSF) has awarded a \$750,000 grant to support Geography assistant professor Dr. Andrey Petrov's research project, "Arctic-FROST: Arctic FRontiers Of SusTainability: Resources, Societies, Environments and Development in the Changing North." Dr. Petrov and UNI students' field work in the Arctic and resulting international and national presentations and publications have contributed to understanding social and climate change in the region.

Dr. Petrov serves as one of the U.S. representatives for the International Arctic Science Committee, as a Councilor of the International Arctic Social Sciences Association, and Vice-Chair of the Polar Geography Specialty Group of the Association of American Geographers. He is also an Associate Editor of the journal *Polar Geography*.

Arctic-FROST is specifically funded by NSF's Science, Engineering and Education for Sustainability Research Coordination program, which builds international, interdisciplinary research networks of environmental and social scientists, local educators and community members from all circumpolar countries.

An important objective of the networks is to engage Indigenous scholars and develop a new generation of Arctic scientists. Senior scientists of circumpolar countries will act as mentors for young researchers.

Arctic-FROST also will fund meetings and workshops in various parts of the USA and Russia. Project researchers intend to publish several scholarly documents, and create educational materials to be



The International Caribou Research Network is just one of many Arctic research-focused projects at UNI.

used in higher and secondary education – including Iowa schools participating in the Arctic-FROST IArctic (an Iowa-Arctic awareness initiative).

Ultimately, the grant will mobilize research on sustainable Arctic development specifically to improve the health, human development and well-being of Arctic communities while conserving ecosystems under changing climate conditions.

The NSF grant places UNI at a national level as the focal center for sustainability science research

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in the Arctic for the next five years. Arctic-FROST will be based at the Arctic Social and Environmental Systems Research Laboratory, established in 2011 and housed in the College of Social and Behavioral Sciences.

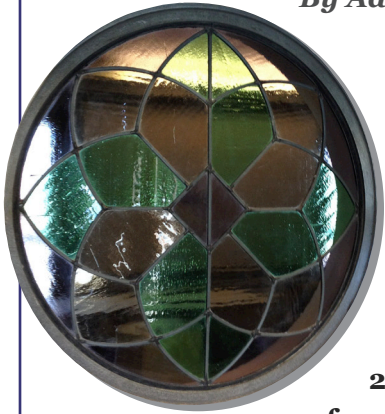
NSF, NASA and other funds historically have supported UNI's Arctic research. A large effort at UNI is devoted to studying implications of climate change for wildfires in Arctic tundra and caribou migration. UNI researchers have been involved in circumpolar initiatives such as the International Polar Year, International Caribou Research Network, Creative Arctic and others. ■

Professor Petrov holds office in one of the American Geographical Society's Specialty Groups.



Century-Old Building Receives Facelift

By *Adrienne Lamberti*, Associate Professor of Languages and Literatures
Rachel Morgan, Instructor of Languages and Literatures



Although it had served UNI for a century as a student dormitory, after extensive renovation Bartlett Hall reopened its doors in December 2013 as a building for faculty offices, common areas, and classrooms.

Bartlett was named for UNI English and Mathematics professor Moses Willard Bartlett, who taught from 1876 to 1904.

The remodeled building is now home to the previous occupants of Baker Hall, including departments such as Languages and Literatures, Philosophy and Religion, and Psychology. Bartlett's renovation made use of materials from Baker, for instance marble (repurposed into stair steps and windowsills) and the latter's well-known stained glass window. Baker Hall has now been demolished.

Among Bartlett's new features is an open presentation space, used for university business meetings, educational opportunities, and social gatherings. A reading in February by poet and National Endowment for the Humanities Fellow Eduardo C. Corral was among the events inaugurating the new presentation space. Corral's poetry reading and sharing of expertise are representative of the scholarly and creative potential made available by Bartlett's renovation.

Via his presentation, Corral, a recipient of the Olive B. O'Connor Fellowship in Creative Writing at Colgate University and a Philip Roth Resident in Creative Writing at Bucknell University, contributed to UNI's intellectual culture, as the website *Web del Sol* describes, by representing his philosophy of art as inclusive and a process that requires attention. ■



TOP: The newly remodeled Bartlett Hall features stained glass from Baker Hall. (Photo courtesy of the Department of Languages and Literatures)

ABOVE LEFT: The new Bartlett presentation space supports business, social, and educational events for the university and larger community.

ABOVE RIGHT: The new presentation space in Bartlett Hall was filled to capacity during a recent poetry reading by Eduardo C. Corral.

UNI Professors Win **Civil Rights and Immigrant Champion Awards**

By Mark Grey, Professor of Sociology, Anthropology and Criminology

Michele Devlin, Professor of Health, Physical Education and Leisure Services

Dr. Mark Grey and Dr. Michele Devlin recently won two prestigious awards for their work on civil and human rights and immigrant integration.

In October 2013, professors Grey and Devlin received the Friends of Iowa Civil Rights Award. This award is given to individuals who, as the award website states, “have led the way to a better life for Iowans by making an impact in one or more areas of civil rights.” In November 2013, Dr. Devlin and Dr. Grey also received the Immigrant Champion Award from the Immigrant Entrepreneur Summit, a state-wide non-profit organization that promotes entrepreneurship and integration among immigrant and refugee newcomers. This award was presented by Iowa Governor Terry Branstad.

Professors Grey and Devlin are widely recognized in Iowa as the “go-to” sources of training and technical assistance on issues related to Iowa’s rapidly growing immigrant and refugee populations as well as civil and human rights issues, and to culturally responsive services in health care, education, emergency services, social services, and law enforcement.

Dr. Devlin focuses on health education and promotion as a professor in the School of Health, Physical Education and Leisure Services. She is also founding director of the Iowa Center on Health Disparities and a member of the International Red Cross. Recently, Dr. Devlin returned from the Philippines, where she assisted communities recovering from Typhoon Haiyan. Dr. Grey is a professor in the Department of Sociology, Anthropology and Criminology and founding director of the UNI New Iowans Center. Both professors also serve on the Iowa Attorney General’s Task Force on Human Trafficking. ■



Governor Terry Branstad presented the Immigrant Champion Award to Dr. Mark Grey and Dr. Michele Devlin in November.

The Payoff of UNI Pre-Tenure Fellowships

By Dilbur Arsiwalla, Assistant Professor of Psychology; Elizabeth Hughes, Assistant Professor of Mathematics; Adrienne Lamberti, Associate Professor of Languages and Literatures; Alicia Rosburg, Assistant Professor of Economics



Professor Emily Machen applies her research in the classroom.

The promise in faculty's planned research projects garnered Pre-Tenure Fellowships for twenty-four UNI probationary faculty during Summer 2013. The UNI Office of the Executive Vice President and Provost contributed \$54,000 (at \$4500 per award) towards the fellowship's budget, designed to support scholarly, research and/or creative work that assists faculty during their tenure track.

When added to the budget monies contributed by the UNI Office of the President and the Graduate College, Office of the Provost contributions meant that over \$127,000 in Pre-Tenure Fellowship Awards were granted during Summer 2013.

Among other criteria, proposed projects qualifying for award consideration needed to contribute to the faculty member's discipline, relate to previous scholarly, research or creative activity, and be feasible for dissemination via scholarly presentations, publication, performance or exhibition. Projects also needed to demonstrate promise for continued development beyond the fellowship. In doing so, project proposals overall needed to show projects' benefit to UNI and its constituents.

Award recipients shared the results of their fellowship work in October 2013 during a poster presentation session.

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In “Work-Family Factors as Predictors of Change in Sleep, Alcohol, and Stress across the Work Week,” Psychology assistant professor Dilbur Arsiwalla, Psychology professor Adam Butler, and College of Social and Behavioral Sciences interim dean Brenda Bass examined daily variations in stress- and health-related behaviors (specifically alcohol consumption, sleep quality, and sleep quantity) and the role of “work-family functioning” as a predictor of these changes.

Across five days, professors Arsiwalla, Butler, and Bass examined changes in health behaviors, as documented in diaries, among 97 employed parents with dependent children. The researchers witnessed that across the work week, overall stress levels revealed a pattern of decline.

Other interesting trends occurred as well. For example, despite the overall decline in stress across the week, negativity in a spousal relationship and higher workload were risk factors associated with higher levels of stress across the work week. They also found that those who had poor quality of sleep (more frequent waking episodes and greater daytime sleepiness) reported greater stress than those with healthy sleep patterns across the work week.

Also, at the beginning of their study professors Arsiwalla, Butler and Bass had predicted that a high degree of negativity in a spousal relationship would be associated with an increase in waking episodes during sleep, and that the opposite – a low degree of negative relations would be associated with a decline in waking episodes – would occur. These predictions were borne out by the study’s data. A decline in sleep quality across the week additionally was associated with greater caffeine consumption across the week.

Alcohol consumption showed an increase across the week, although overall levels of alcohol were low. Those with high stress exhibited higher alcohol

consumption at the beginning and end of the week than the study participants with lower stress. Those with negative spousal relations started the week with higher consumption, and its rate remained more stable than those with less negative spouse relations.

Based on their findings, the scholars suggested that future research could examine the role of personality, emotion regulatory, and conflict resolution strategies as moderators of work-family factors and health behaviors.

In “Mitigating Risk in Cellulosic Biofuel Production,” Economics assistant professor Alicia Rosburg and Iowa State University Economics professor John Miranowski evaluated strategies to manage risks when investing in grass and crop residue materials (“biomass”) used to produce a particular type of fuel (“cellulosic biofuel”). Cellulosic biofuel is a renewable and lower-emissions substitute for petroleum transportation fuel.

The financial risk of investment is tied to the fluctuating supply of biomass. Although the U.S. government has supported cellulosic biofuel through such measures as tax credits and subsidies, the cellulosic biofuel industry has been slow to develop. Three commercial-scale plants are under construction in Emmetsburg and Nevada and in Hugoton, Kansas, but commercial-scale production has not yet begun.

Professors Rosburg and Miranowski began their study by developing an economic model of cellulosic biofuel production. The model evaluated risk mitigation using two variables – biofuel producers’ decisions as to how much biofuel to generate, and contractual arrangements with the growers – especially arrangements proposed for growers and the two forthcoming Iowa plants. The researchers applied their model to potential plant locations in

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the Midwest, using data from the volume of corn produced in the past, and from a central Iowa research project on the residue left from a corn crop (“stover”).

A key finding from the research project was that mitigating investment risks is dependent upon the location of biofuel production. In other words, there is no “one size fits all” financial risk management model. An understanding of these locational tradeoffs is especially important for potential biofuel producers, and by extension, many biomass growers in the Midwest.

In “Investigating Elementary Teachers’ Classroom Discourse When Implementing a New Mathematics Curriculum,” Mathematics assistant professor Elizabeth Hughes looked at the challenges elementary teachers experience as they used *5 Practices for Orchestrating Productive Mathematics Discussions* while implementing a new, discussion-rich mathematics curriculum. Results of the study indicated that two of the practices, “anticipating student responses” and “connecting student responses” during class discussion, were teachers’ biggest challenges while orchestrating mathematical discussions. Teachers found that they needed to pre-plan the connections they wanted students to make during discussion, in order to have sufficient time prior to a lesson to craft questions to ask, as opposed to improvising questions during class.

Among other recipients of pre-tenure fellowships, faculty such as Dr. Emily Machen (History) explored how the acquisition of territory by one nation from another in the aftermath of World War I shaped the experiences of minority religious groups – in particular how the groups in traded territories integrated their communities into a new nation. Dr. Brett Olsen (Finance) examined the consolidation of Agricultural Credit Associations as enabled by

the Agricultural Credit Act of 1987 focused on the efficiency of post-merger agricultural cooperatives – a topic of relevance to UNI’s finance and real estate programs. ■

UNI Summer 2013 Pre-Tenure Fellowship Recipients

Alison Alstatt
Music

Dilbur Arsiwalla
Psychology

John Burnight
*Philosophy and
World Religions*

Donald Gaff
*Sociology, Criminology
and Anthropology*

Oksana Grybovych
*School of Health,
Physical Education
and Leisure Services*

Rui He
Physics

Wendy Hoofnagle
Languages and Literatures

Elizabeth Hughes
Mathematics

Julie Kang
Biology

Eric Lee
Accounting

Emily Machen
History

Amanda McCandless
Music

David McClenahan
Biology

Ramona McNeal
Political Science

Augustina Naami
Social Work

Brett Olsen
Finance

Eric Peterson
Chemistry

Andrey Petrov
Geography

Alicia Rosburg
Economics

Stephanie Schmitz
*Educational Psychology
and Foundations*

Nicholas Schwab
Psychology

Mark Sherrard
Biology

Marek Sliwinski
Biology

William Wood
Mathematics

The Teacher-Student: Peer Learning at UNI

By Kristin Woods, Assistant Dean of Students



Peer mentors in first-year Liberal Arts Core and Cornerstone courses help to build a supportive learning community for students.

UNI often uses the phrase “the teacher-scholar” to represent its mission as a comprehensive university – an institution that advocates a mutually influential relationship between instruction and research. One of the University’s key efforts regarding first-year students enables a similar role that could be called the “teacher-student,” available to students who participate in UNI’s peer mentoring initiative.

This opportunity harnesses the influence of student leaders to promote social and intellectual engagement among first-year students. The initiative connects faculty members who teach first-year only (FYO) sections of Liberal Arts Core courses with undergraduate peer mentors who assist in building student-centered classroom communities.

Peer mentors attend all sessions of a particular FYO class, assist faculty members with classroom activities, attend co-curricular activities with students, lead study sessions, hold office hours, and take the *Studies in First-Year Peer Mentoring* course.

The peer mentor initiative began during the 2010-11 year, with 13 peer mentors in ten sections of the *First-Year Cornerstone* course. It has grown to include 47 peer mentors in 42 sections of FYO courses across UNI’s Liberal Arts Core.

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From the Students: Peer Mentoring at UNI

“Inside the classroom, I collaborated with students in small groups and presented topics relating to first-year experiences, such as study strategies, homesickness, and roommate issues. ...I also had the amazing opportunity to prepare a discussion regarding the common misconceptions and fears of the Islamic religion, especially those held by people who grew up in the post-9/11 era.

“Outside the classroom ... I held office hours for the students to discuss class-related items, such as writing conferences and upcoming quizzes, or non-class-related items.”

– Jenna Geick, peer mentor with Martie Reineke (Philosophy and World Religions) in the course *Religions of the World*

“Since working with two professors, I have learned how to work with different learning and teaching styles. I have improved in my own writing by teaching proper techniques to

my students. I love working with students on a project or [showing them] how to get involved on campus. I want them to have a great first year of college where they will gain skills that will help them in the future.”

– Jennifer Hampton, second-year peer mentor with Deb Young (Languages and Literatures) in *Cornerstone*

“My first year as a PTA, I ... had students come to my office hours just about every day and I was able to have important conversations with them. Whether we began with a question about an assignment or a request for advice on dealing with a roommate issue, I was able to individually build up my students’ confidence and let them know that even if they felt overwhelmed by the new challenge of college, they were not alone.”

– Alexandra Bissell, second-year peer mentor with Rachel Morgan (Languages and Literatures) in *Cornerstone*

The Awards and Rewards of Being a Part of UNI

During 2013-14, internal funding managed by the UNI Office of Research and Sponsored Programs (RSP) supported faculty and staff’s large and small seed grant projects, scholarship leading to commercial products, collaborative, interdisciplinary projects-in-development, and student-faculty research partnerships.

The RSP encouraged proposals from all colleges and departments, particularly from junior faculty and those new to the internal grant competitions.

Funded by

- the Office of the President,
- the Office of the Executive Vice President and Provost,
- the National Science Foundation (NSF) Experimental Program to Stimulate Competitive Research (EPSCoR), and
- the Skilled Worker and Job Creation Fund (formerly the Regents Innovation Fund and Grow Iowa Values Fund),

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grant programs at UNI build the university's capacity for scholarship, research and creative activities, support interdisciplinary work, enhance the ability of faculty and staff to apply and compete for external funding, and encourage student research and creative collaboration with UNI faculty.

The 2013-14 Capacity-Building Grants competition, for instance, honored faculty and staff for a variety of activities. Among the recipients, Languages and Literatures associate professor Jim O'Loughlin received a grant that will underwrite the creation of a James Hearst digital archive based on the Hearst Family Papers held by Rod Library. As Dr. O'Loughlin's grant proposal explained, "Students will play a

foundational role in making materials related to the renowned Iowa poet ... digitally available for the first time, with a slated launch of Spring 2015."

Students undertaking the digital archive project will learn "important theoretical and practical matters" regarding "what material to digitize and how it would be best presented – the basis for work in digital humanities."

As a result, not only will students acquire "important professional experience while contributing their efforts to a larger goal," but their work "can serve as a model for how digitally-oriented research can launch a new area of faculty/student collaboration in the humanities." ■

UNI 2013-14 Capacity Building Grant Recipients

SCHOLARSHIP GRANTS:

Alison Altstatt

Music

Christina Curran

Special Education

Kevin Droe

Music

Gary Gute

Applied Human Sciences

Kenneth Hall

Art

Thomas Kessler

Rod Library
(Student Assistant)

Charles McNulty

Educational Leadership
and Postsecondary Studies

Brett Olsen

Finance

Susan Roberts-Dobie

Leisure, Youth and
Human Services

Leila Rod-Welch

Rod Library
(Student Assistant)

Elizabeth Sutton

Art

Jolene Zigarovich

Languages and Literatures

PROJECT GRANTS:

Peter Berendzen

Biology

Leisl Carr Childers

History

Christina Curran

Special Education

Kevin Droe

Music

Nalin Goonesekere

Chemistry and Biochemistry

Laura Jackson

Tallgrass Prairie Center

Jim O'Loughlin

Languages and Literatures

Steve Onken

Social Work

Andrey Petrov

Geography

Jack Yates

Psychology

CONFERENCE GRANTS:

Kevin Droe

Music

Steve Carignan

Outreach and Special
Projects

STUDENT-FACULTY COLLABORATION:

Sarah Boesdorfer

Chemistry and Biochemistry

Leisl Carr Childers

History

Martin Chin

Chemistry and Biochemistry
(with Kavita Dhanwada,
Student, Co-Principal
Investigator)

Kenneth Elgersma

Biology

Nalin Goonesekere

Chemistry and Biochemistry
(with Kavita Dhanwada,
Student, Co-Principal
Investigator)

Theresa Kouri

Communication Sciences
and Disorders

Christopher Martin

Communication Studies
(with David O'Shields,
Student, Co-Principal
Investigator)

Mark Myers

Biology

Hong (Jeffrey) Nie

Technology

Steve Onken

Social Work (with
Kate O'Brien, Student,
Co-Principal Investigator)

Michael Walter

Biology (with Ryan O'Hara,
Student, Co-Principal
Investigator)

COMMERCIALIZATION GRANTS:

Kirk Manfredi

Chemistry and Biochemistry

Hong (Jeffrey) Nie

Technology

Andrew Stollenwerk

Physics

First-Hand Look: **The National Coalition Building Institute**

By Dan Bumblauskas, Assistant Professor of Management
Shuaib Meacham, Associate Professor of Education

Our experience during the November 2013 NCBI workshop connected us more strongly to our university community, and motivated us to work for a better campus environment.

If not facilitated well, professional development events can leave participants with a sense of alienation or lack of accomplishment. In contrast, the activities and relationships built throughout an NCBI one-day seminar enabled us to comfortably explore what might otherwise be controversial or polarizing issues.

This workshop provided an opportunity for us to reflect on our work at UNI and to challenge pre-conceived notions of what “diversity” means on campus.

As faculty members whose greatest joys come from learning, we appreciated the opportunity to discover and discuss populations who experience marginalization in a campus setting. One such group includes transfer students, a fact that surprised us.

We had no idea that marginalization existed for these students, and were moved by the experiences they shared.

We were also surprised, and pleasantly, to find that the NCBI workshop was attended by participants with whom we rarely share institution-sponsored experiences outside of the classroom – undergraduate students, graduate students, and staff.

Overall, NCBI helped to reveal how we hold commitments in common with people from whom we are profoundly different. ■



November 2013 NCBI workshop facilitators

L to R: *Ruby Casiano (UNI Counseling Center), Nick Pace (Educational Leadership and Postsecondary Education), Ellie Hail (Educational Leadership and Postsecondary Education), Darcie Davis-Gage (School of Applied Human Sciences), Colice Sanders (Academic Learning Center)*

NOTE:

In 2010, Executive Vice President and Provost Gloria Gibson initiated the UNI-National Coalition Building Institute (NCBI), which is coordinated by faculty diversity fellows and an advisory committee. During the University’s 2014 Annual Town Hall Meeting on Diversity Inclusion, UNI-NCBI was listed as one of the programs making a positive impact on campus.

Lecture Series Explores Smart, Sexy Scholarship...

By *Sheila Benson*, Assistant Professor of Languages and Literatures
Juan Carlos Castillo, Associate Professor of Languages and Literatures



Guest speaker Dr. Cheryl Ball discussed digital archiving during the 2013-14 Meryl Norton Hearst Lecture Series.

This academic year, the UNI Department of Languages and Literatures is hosting the Meryl Norton Hearst Lecture Series. The Series is supported by an endowment from James Schell Hearst, author, poet and professor of creative writing at UNI from 1941 until his retirement in 1975, when he was granted an honorary Doctor of Letters degree by UNI.

The Hearst Series engages scholars and experts from outside the university to share their expertise, viewpoints and theoretical frameworks with faculty, students and the community. The Series rotates among hosting departments in the College of Humanities, Arts, and Sciences.

The focus of this year's series, "The Digital Turn," features speakers who explore questions such as, "In what ways does digital culture influence how people write, communicate, and teach?" and "How might educators and scholars respond to the growth of electronic media and their effects, both disruptive and productive, on traditional means of communication?"

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Guest speaker Dr. Kate Pullinger shared her latest digital novel project during the 2013-14 Meryl Norton Hearst Lecture Series.

...and how

Everything Bad Is Good for You

The first 2013-14 series lecturer was Bath Spa University (UK) professor Kate Pullinger, author of digital fiction projects including *Inanimate Alice* and *Flight Paths*. In October, Professor Pullinger discussed how print and digital fiction can exist productively alongside one another. Professor Pullinger's visit was co-sponsored by the UNI College of Education's Instructional Technology Division.

West Virginia University associate professor and Fulbright Scholar Cheryl Ball presented in early March. A scholar of rhetoric and new media and author of the forthcoming book *Smart, Sexy Scholarship*, Professor Ball explored digital technology's effects on the archiving of information and the defining of scholarship. Her lecture was co-sponsored by UNI's Rod Library.

Juan Luis Suárez, professor and director of the CulturePlex Lab at Western University (Canada), lectured at UNI on March 24th. His research focused on the reproduction and transmission of collective knowledge in the digital age, be it through the digitization of the classic canon and its study, or the use of digital tools to create spaces for scholarly collaboration.

Best-selling author Steven Johnson will speak on April 8. Johnson is well known for his book *Everything Bad Is Good for You: How Today's Popular Culture Is Actually Making Us Smarter*. This lecture is co-sponsored by the UNI College of Business Administration.

Additional information about the Hearst Series can be found at: sites.google.com/a/uni.edu/thedigitalturn/. ■



CENTER FOR EXCELLENCE
IN TEACHING & LEARNING
University of Northern Iowa

Continuing Strong

By Susan Hill, Director of the Center for Excellence in Teaching & Learning

Since Fall 2013, the Center for Excellence in Teaching & Learning (CETL) has organized and co-sponsored over 35 presentations, workshops, and reading groups, serving over 500 faculty, staff and students at UNI. The Center is grateful for the support it's received from the campus community. This summer, the CETL is excited to provide more faculty development opportunities.

- Working with the Department of Sociology, Criminology, and Anthropology, and Information Technology Services (ITS)-Educational Technology, the CETL will offer a two-day workshop on using the Collaborative, Active learning, Transformative (CAT) Classroom in Bartlett Hall. The CAT Classroom is an example of a commitment to an active-learning pedagogy that infuses technology into collaborative learning spaces. Classes will be scheduled into the CAT Classroom beginning Fall 2014, and training in the room's technology and active-learning pedagogy is a prerequisite to teach in the CAT Classroom. Completion of the training comes with up to \$500 from the Provost's Office for equipment and to continue participating in relevant faculty development events and conferences.
- In collaboration with ITS-Educational Technology, the CETL will offer "Flipped and Blended: An Exploratory Camp," a week-long camp exploring the pedagogy and technology of courses that use on-line tools to "flip" or "blend" instruction. Flipped courses focus on moving course instruction on-line, so that class time can be used for experiential activities and application of course content. Blended courses combine face-to-face instruction with on-line instruction to give students and faculty more flexibility. Completion of the training comes with up to \$500 from the Provost's Office for equipment and to continue participating in relevant faculty development events and conferences.
- The CETL will also sponsor two writing groups this summer for faculty seeking more productivity, accountability and community while working on writing projects. One group will consist of tenure-track faculty, and the other of tenured faculty. Each group will meet briefly two-three times per week to talk about practical strategies for ensuring productivity, encourage accountability within a community of writers, and offer structured time for writing.

Please watch for announcements regarding registration for these events on the April CETL calendar, *Inside UNI*, on the CETL website at www.uni.edu/provost/cetl and CETL's Facebook page at www.facebook.com/unicetl. Questions may be directed to cetl@uni.edu or susan.hill@uni.edu. ■