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UNI Grad Student News, v14n8, April/May 2016

University of Northern Iowa. Graduate College.

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UNI GRAD STUDENT NEWS

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Message from the Dean



The spring semester has been busy with many events, including the 9th Annual Graduate Student Symposium. We had over 70 student presenters and performers this year who shared their scholarship and creative activities through poster presentations, oral presentations, and creative performances. Congratulations to the award winners listed below, and thank you to all the students, faculty, and staff that made the Symposium a successful event. The spring 2016 Commencement ceremony is scheduled for Saturday, May 7 at 6 p.m. in the McLeod Center. Emily Francis, Geography M.A. student, will be our speaker. I'm happy to see many of you completing your degrees and moving on to the next phase of your career and life. Please complete the Graduate Program Survey regarding your graduate experience, which you should have recently received from me via email. I am looking forward to seeing many of you at the graduation ceremony, and I hope you will remember UNI fondly. Have a great summer!

POSTER PRESENTATION AWARDS

First Place Award

Jordan Young: Biology (M.S.)

Effects of Soil Type and Diversity on Soil Respiration and Litter Decomposition in a Perennial Biofuel Production System

Faculty Advisor: Dr. Kenneth Elgersma

Second Place Award

Jessica Riebkes: Biology (M.S.)

Effects of Predator Satiation on Seed Predation in New Roadside Prairie Plantings

Faculty Advisor: Dr. Laura Jackson

Third Place Award

Amani Al Rebeh: Allied Health, Recreation & Community Services (Ed.D.)

Parental Knowledge and Attitudes Regarding Their Infant's Mandatory Vaccination in Saudi Arabia

Faculty Advisor: Dr. Christopher Edginton

Honorable Mention

Katie Langmeier: Athletic Training (M.S.)

The Role of Perceived Motivational Climate on Injury Occurrence and Rehabilitation Behaviors

Faculty Advisor: Dr. Windee Weiss

ORAL PRESENTATION AWARDS

Elm Room

First Place Award

Zheng Li: Psychology: Social Psychology (M.A.)

Control Threat Induces Internalization of Benevolent Sexism among Women

Faculty Advisor: Dr. Helen Harton

Second Place Award

Benjamin Olsen: Curriculum & Instruction (Ed.D.)

Pre-Service and Practicing Teacher Science Inquiry Projects: An Analysis of their Understanding of the Scientific Inquiry Process

Faculty Advisor: Dr. Audrey Rule

Third Place Award

Shehreen Iqtadar: Special Education (M.A.E.)

Roles and Responsibilities of Paraprofessionals in Creating Inclusive Communities: A Three Dimensional Perspective

Faculty Advisor: Dr. Amy Petersen

Oak Room

First Place Award

Haley Steele: Performance: Voice (M.M.)

Estelle Lieblich: A Biographical and Pedagogical Survey

Faculty Advisor: Dr. Katherine Osbourne

Second Place Award

Alia Afzal: English: Literature (M.A.)

Ecocritical and Postcolonial Study of Humans, Land, and Space

Faculty Advisory: Dr. Anne Myles

Third Place Award

Cory Dahlstrom: English: English Studies (M.A.)

Huckleberry Finn and the Picaresque as Lens Against Debt Peonage

Faculty Advisor: Dr. Julie Husband

Presidential Room

First Place Award

Heather McAlpine: History (M.A.)

'From Soprano to Barking Dog:' Public Response to John Cage and Avant-Garde Music, 1950-Present

Faculty Advisor: Dr. Brian Roberts

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ALUMNI PROFILE

MARK ROWE-BARTH



As a freshman at UNI, Mark Rowe-Barth became involved in Residence Life as a student leader in his house and hall. From

Sophomore year on, he was a resident assistant, which provided him with tremendous leadership and involvement opportunities as an undergraduate student. He was also a Peer Health Educator for Wellness & Recreation Services, primarily focusing on alcohol and violence prevention/education. He always thought that he was going to be a teacher, but by junior year, he had the Student Affairs bug. Following graduation, Mark worked at Truman State University as a Bachelor's level Hall Director for one year. He came back to UNI as a part-time graduate student in 2004, and worked on

his degree between 2004-2007. During this time, he was also the Lawther Hall Coordinator, continuing his work in Residence Life.

In his last year of graduate school, Mark had every intention of becoming an Academic Advisor. He and his partner decided they were going to remain in the Cedar Valley, which opened the door to considering other positions within Student Affairs. In August of 2007, Mark started his full-time, post-graduate school career at UNI in Wellness & Recreation Services as a Violence Prevention Educator; a new position. Mark has also served as Substance Abuse and Violence Intervention Services Coordinator, and currently serves as Associate Director/Student Wellness.

Mark's current research interests include, but are not limited to: college student wellness and implications on student success and retention; LGBT college students, and student success. Within the

areas of student wellness & health, victim & survivor support and services, and violence prevention, the committees and teams that Mark serves on provide opportunity for collaboration, strategic planning, and assessment, all of which leads to creating a better campus environment for UNI students.

When asked if Mark has any advice for current graduate students, he said "I loved my undergraduate academic and co-curricular experiences, but really loved my graduate academic experiences, including my graduate assistant position and practicum experiences. Seize as many scholarly and co-curricular opportunities as you can, while striving to create balance in your life. Graduate school is a busy time. It's important to work hard, achieve academic success, gain valuable experiences, but also make time for you to ensure your overall well-being, which is critical to your other successes."

FACULTY PROFILE

ANTHONY WILLIAMS



Dr. Anthony Williams is the Assistant Professor of Trombone in the School of Music. He teaches applied trombone, trombone choir, low

brass techniques, trombone literature, and the jazz trombone ensemble. Dr. Williams earned his B.M. in Music Performance from the University of Central Arkansas, his M.M. in Music Performance from UNI, and his D.M.A. in Performance with a minor in Jazz from the University of Memphis.

Dr. Williams' first college teaching position was at Lemoyne-Owen College in Memphis, Tenn. from 2009-2010. He then accepted the position of Director of Jazz Studies, Low

Brass, and Athletic Bands at the University of Mary in Bismarck, N.D. He taught there until the fall of 2013, at which point he became an Instructor of Trombone at UNI. He became the Assistant Professor of Trombone in the fall of 2014.

Before playing trombone for 18 years, Dr. Williams played percussion instruments for 10 years. His interest in jazz stemmed from growing up listening to jazz, gospel, and soul music. He began to play jazz music during his undergraduate studies. Besides playing jazz and classical music, Dr. Williams has played trombone for Latin, electro-acoustic, gospel, R&B, ska, and rock music.

Dr. Williams has performed with a multitude of artists and ensembles in a variety of genres throughout his career. Of his favorite performance so far, Dr. Williams said, "My favorite performance to this date was with Ray Charles in 2002. It was my first 'big time'

gig. I was one of three musicians that were not regular members of his band so I was nervous and excited at the same time. It went well and I was called to do subsequent shows. I will never forget the pure joy that I felt during those concerts. It felt like home!"

If given the chance to perform with any artist or ensemble, past or present, Dr. Williams said, "I would have to go with the Duke Ellington Orchestra. Duke's music is always interesting and challenging to perform. He also wrote his music with each of his band members in mind so it would have been fun to see what he would have written for me."

In his spare time, Dr. Williams enjoys spending time with his family, watching sports, and smoking meats. For more information on the UNI Trombone Studio, visit www.unitrombones.com.

Graduate Symposium Winners *Continued from cover*

Second Place Award

Ashley Loper: History (M.A.)

One-Room School Heroes: The Feminization of Rural Schools

Faculty Advisor: Dr. Leisl Carr-Childers

Third Place Award

Alexander Newkirk: History (M.A.)

"A Global License to Kill" Exploring the Culture of hunting Within Safari Club International During the 1980's: Ethics of Hunting Globally in the Reagan Era

Faculty Advisor: Dr. Brian Roberts

State College Room – Presentations in Spanish

First Place Award

Jillian Siehlmann: TESOL/Spanish (M.A.)

Los comediantes mexicanos-americanos: Como utilizan el lenguaje para contruir la identidad etnica tras el humor (Mexican-American Stand-Up Comedians: How They Utilize Humorous Language to Construct Ethnic Group Identity)

Faculty Advisor: Dr. Heather Jeronimo

Second Place Award

Liz Becker: TESOL/Spanish (M.A.)

El rol de la lengua: Un analisis de la falta de conocimiento del espanol de los jovenes latinos en la television americana (The Role of Language: An Analysis of the Lack of Spanish of Latino Youth in U.S. Television)

Faculty Advisor: Dr. Elise DuBord

Third Place Award

Ashley Boose: Spanish (M.A.)

Capital de la Lengua Ideologia: Un Grupo Pequeno de Los Mayas en Iowa: Language Capital and Ideology: A Small Group of Mayans in Iowa

Faculty Advisor: Dr. Heather Jeronimo

University Room

First Place Award

Ranjana Joshi: Industrial Technology (D.T.)

A Joint Power Harvesting and Communication Technology for Smartphone Centric Ubiquitous Sensing

Faculty Advisor: Dr. Hong Nie

Second Place Award

Emily T. Francis: Geography (M.A.)

Analyzing Winter Migration of Wild Taimyr Reindeer Using Historical Census Data and Satellite Telemetry

Faculty Advisor: Dr. Andrey Petrov

Third Place Award

Glendolyn Neely: Speech-Language Pathology (M.A.)

Anna Joerger: Speech-Language Pathology (M.A.)

Testing Swallowing Speed in Healthy Adults and Persons with Dysphagia

Faculty Advisor: Dr. Laura Pitts

CREATIVE PERFORMANCE AWARDS

Original Composition

First Place Award

Michael Dickerson: Composition (M.M.)

Blango--A Duo for Two Trombones

Faculty Advisor: Dr. Alan Schmitz

Second Place Award

Jen Corrigan: English: Creative Writing (M.A.)

Four-Minute Stories: Three Flash Fiction Pieces of Five Hundred Words Each

Faculty Advisor: Dr. Jim O'Loughlin

Performance of Established Works

First Place Award

Michelle Monroe: Vocal Performance (M.M.)

Eve-Song, An Old Story With New Eyes

Faculty Advisor: Dr. Jeffrey Brich

Second Place Award

Dawne McClure: Communication Studies: Mass Communications (M.A.)

Ryan Courtney: Communication Studies: Mass Communication (M.A.)

The Difficulty of Crossing the Field

Faculty Advisor: Dr. Karen Mitchell

OUTSTANDING MASTER'S THESIS AWARDS

First Place

Kristin A. Broussard: Psychology, Social Psychology Emphasis (M.A.) July 2015

Predictors of Racial Prejudice: A Meta-Analysis of the Influence of Religion and Political Orientation

Advisor: Dr. Helen Harton, Department of Psychology

Second Place

Jordan L. Ludwig: Literature Emphasis (M.A.) July 2015

The Traumatic Incursion of the Old South on Gender and Motherhood in William Faulkner's Novels The Sound and the Fury, As I Lay Dying, and Light in August

Advisor: Dr. Jim O'Loughlin, Department of Languages and Literatures

Third Place

Rachel E. Meisinger: Psychology, Clinical Science Emphasis (M.A.) May 2015

Identification of Sluggish Cognitive Tempo by Pre-Service Teachers

Advisor: Dr. Elizabeth Lefler, Department of Psychology

MASTER'S RESEARCH PAPER AWARDS

First Place

Megan L. Vogt: (M.S.W.) May 2015

Influx of Child Immigrants to the United States: Policy & Practice Implications

Advisor: Dr. Cindy Juby, Department of Social Work

Second Place

Meghan L. Wethington: Speech-Language Pathology (M.A.) May 2015 *Implementation and Effectiveness of the Iowa Oral Narrative Project: A Survey of Iowa Speech-Language Pathologists*

Advisor: Dr. Jennifer Garrett, Department of Communication Sciences and Disorders

Third Place

Robin E. Summers: Women's and Gender Studies (M.A.) May 2015 *Empowering Young Black Women Through Wellness*

Advisor: Dr. Jennifer Waldron, School of Health, Physical Education & Leisure Services



Pictured, from left to right: Amanda Raymond Resendiz, Christiana Smith, Dr. Elise DuBord, Jillian Siehlmann, Samantha Kohls, Lynette Cavin, Dr. Heather Jerónimo, Ashley Boose (not pictured: Liz Becker)

SPANISH PRESENTATIONS AT THE GRADUATE STUDENT SYMPOSIUM

The Ninth Annual Graduate Student Symposium held on Wednesday, April 6, offered a unique opportunity for Spanish speakers on campus.

For the first time, the Symposium included an entire panel of Oral Presentations in Spanish. The presenters were students from the Spanish and TESOL/Spanish Master's programs, many of whom participated as part of Dr. Heather Jerónimo's Research Methods class. Presentations covered a diverse range of topics from the fields of linguistics and literature, including analyses of immigration rhetoric in the 2016 presidential election and the representation of Latino identity in popular sitcoms. Many of the presentations were the culmination of research completed in Dr. Elise DuBord's Language and Nationalism Class in the fall of 2015. Congratulations to the presenters of this well-attended panel.

ALUMNI JAMIE MAHLBERG RECEIVES ADVISOR AWARD



Jamie Mahlberg, M.A. class of 2005, received a regional advising award with the Phi Theta Kappa (PTK) Paragon Advisor Award. An instructor at Rochester Community and Technical College (RCTC) in Rochester, Minn., Dr. Mahlberg was recognized for encouraging students to be more engaged on campus with faculty, staff,

and each other. According to The Daily Buzz, RCTC's blog, PTK received a five star status while under Dr. Mahlberg's leadership and the students are working with faculty to reinstate an honors program at RCTC. For more information on the award and RCTC's Omicron chapter of PTK, visit <http://blog.rctc.edu/rctc-faculty-member-presented-phi-theta-kappa-outstanding-advisor-award/>.

Dr. Mahlberg graduated from UNI with a M.A. in Psychology with a Social Psychology emphasis in 2005. Dr. Mahlberg went on to receive her Ed. D. in Higher Education Leadership from Minnesota State University in Mankato, Minn. in 2013. Congratulations to Jamie!

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Megan Vogt

Graduate Student,
Department of Social Work
and Women's and Gender
Studies Program

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- Graduate Research Papers

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Midwestern Psychological Association (MPA) Conference

Eleven psychology graduate students' original research posters have been accepted for presentation at the Midwestern Psychological Association (MPA) Conference in Chicago, Ill., May 5-7, 2016. The MPA conference draws people from the Midwest and beyond and invites leaders in the field of psychology to network and collaborate. Below are the student presenters, study descriptions and poster titles for the accepted presentations:

"WHAT WOULD FACEBOOK DO?: COGNITIVE DISSONANCE AND FACEBOOK USE." Larissa Hall, Salomi Aladia and Tim Ledbetter will present a study which examined whether making people aware of discrepancies between their attitudes and Facebook's data policies would lead to cognitive dissonance and affect their Facebook usage intentions.

"WHO'S REALLY MORE AFRAID?: POLITICAL IDEOLOGY AND FEAR." Manuel Salinas, Lijing Ma, and Jenna Gray will present a study which examined levels of concern about eight categories of fears, as well as moral foundations, perceived vulnerability to disease, sensitivity to disgust, and political orientation.

"SAME CRIME, DIFFERENT PUNISHMENTS: RACE-BASED PERCEPTIONS OF SUSPECTS' MENTAL ILLNESS."

Victoria Linnerson, Zheng Li, Olivia Thompson, and Kellie Petersen will present a study which examined the effects type of crime, race, and socioeconomic status have on perceptions of guilt and mental illness using a news story.

"IMPULSIVITY AND RISKY BEHAVIORS IN EMERGING ADULTS."

Marjorie M. Perkins will present a study which examined impulsivity, risky sexual behaviors, and internet pornography usage among emerging adults.

"ASSOCIATIONS BETWEEN ROMANTIC RELATIONSHIP ATTACHMENT AND SLEEP PATTERNS: THE MEDIATING ROLE OF EMOTION REGULATION."

Dacia Oberhelman will present a study which examined the mediating role of emotion regulation in the links between attachment and sleep patterns.

EDUCATIONAL PERSPECTIVES MEETING



On Friday, April 1, 2016 at 11:00 am in the Slife Ballroom, Deborah Loewenberg Ball, an educational researcher from the University of Michigan, discussed the practices of teaching that are particularly "high-leverage" for beginning and early career teachers. A "high-leverage practice" is an action or task central to teaching. Examples include recognizing common patterns of students' thinking, conducting a whole-class discussion, building relationships with students, choosing representations and examples, and assessing students' learning. Deborah talked about the danger of undervaluing how to teach well, and gave a round of applause to all future educators, school psychologists, and current professors that attended the event. She concluded the presentation after discussing the growing diversity in public classrooms, how teacher education needs to change to accommodate all needs, and that skilled teachers should be an expectation in today's school systems.



2015 – 2016

UNIVersitas, the University of Northern Iowa Journal of Research, Scholarship, and Creative Activity, unveiled their 2015-2016 Volume 11 on March 9, 2016. Volume 11 features two forums, one on academic integrity and the other on the continued impact of the Voting Rights Act of 1965, along with a hybrid and extended work about conflicting experiences of a central day of commemoration for Israelis and Palestinians. This volume also contains two reviews, one of the Cornerstone Program at UNI and the other of the contemporary moment in Holocaust remembrance and education.

UNIVersitas is an academic forum for showcasing the work of UNI graduate faculty and graduate student work in research, scholarship, and creative activity. Through interdisciplinary campus-wide collaboration between faculty and students, UNIVersitas seeks to advance the university's connection with the scholarly and creative communities. To learn more about UNIVersitas, visit <http://www.uni.edu/universitas/>.

UNI INTERPRETERS THEATRE PRESENTS

FREE ADMISSION, LIMITED SEATING

PERFORMANCES: MARCH 3, 4 AND 5 AT 7:30 PM
LANG HALL 040 ON THE UNI CAMPUS

DRESSING

BY MONA MANSOUR AND TALA MANASSAH

NIGHT VISION

BY DOMINIQUE MORISSEAU

COLORS

BY WINTER MILLER

THE BALLAD OF GEORGE ZIMMERMAN

BY DAN O'BRIEN AND QUETZAL FLORES

SOME OTHER KID

BY A. REY PAMATMAT

NO MORE MONSTERS HERE

BY MARCUS GARDLEY

PERFORMANCES WILL BE FOLLOWED BY
AN AUDIENCE DISCUSSION OF THE ISSUES
THAT EMERGE FROM THE PLAYS.

FACING OUR TRUTH 10 MINUTE PLAYS ON TRAYVON RACE AND PRIVILEGE

IS PRESENTED BY SPECIAL ARRANGEMENT WITH
SAMUEL FRENCH, INC.

DIRECTED BY DR. KAREN S. MITCHELL, DAWNE MCCLURE,
RYAN COURTNEY, SCOTT BREDMAN, AND MONTANA SMITH

TRIGGER WARNING: This production contains mature themes and
language. It is intended for mature audiences only.

Following the murder of Trayvon Martin and the
acquittal of George Zimmerman, The New Black
Fest commissioned a group of playwrights to
write 10-minute plays reflecting on the tragedy.
Facing Our Truth features the work of playwrights
Dominique Morisseau, Winter Miller, Dan O'Brien
and Quetzal Flores, Marcus Gardley, Mona
Mansour and Tala Manassah, and A. Rey
Pamatmat. This production contains mature
themes and situations. Performances will be
followed by an audience discussion of the issues
that emerge from the plays.



FUNDED BY THE DEPARTMENT OF COMMUNICATION STUDIES AND
THE COLLEGE OF HUMANITIES, ARTS AND SCIENCES.

University of Northern Iowa

UNI INTERPRETERS THEATRE: *FACING OUR TRUTH*: SHORT PLAYS ON TRAYVON, RACE, AND PRIVILEGE



The UNI Interpreters Theatre presented *Facing Our Truth: Short Plays on Trayvon, Race, and Privilege* on March 3-5 in Lang Hall 040. Sponsored by the Department of Communications Studies and the College of Humanities, Arts, and Sciences, *Facing Our Truth* is comprised of six 10 minute plays commissioned by the New Black Fest, a theater community dedicated to celebrating, advocating, and highlighting the dynamic and thought-provoking work of Black theater artists. *Facing Our Truth* had approximately 35 cast and crew members made up of undergraduate and graduate students under the direction of Dr. Karen Mitchell, Professor of Communication Studies. *Facing Our Truth* also featured four graduate student directors: Dawne McClure, Montana Smith, Ryan Courtney, and Scott Bredman. UNI Grad Student News communicated with student directors about their experience as student directors of this diverse and provocative set of performances.

WAS THIS YOUR FIRST EXPERIENCE AS A DIRECTOR? IF SO, WHAT DID YOU TAKE AWAY FROM THE EXPERIENCE, PERSONALLY OR PROFESSIONALLY?

RYAN: "I got the chance to direct a one-act play while I was in high school. While that was fun, I felt like I had absolutely no idea what I was doing. So in a way, this still felt like my first time as a director because I had a lot more experience under my belt and I felt like I had more freedom to experiment."

SCOTT: "I was a coach with the UNI Speech Team for about a year and a half, so I have some directing-type experience through that, but this was my first time as a director for a staged production. I think I mostly learned how to work with a group on something that is very controversial and personal. It is amazing to see how each actor approached the subject matter, and that was definitely the biggest thing I took away as a director."

DAWNE: "Yes. I learned that in order to produce the vision you have as a director, you must be hands on with everything. That includes, paint, actors, clothes, tech,

and making sure your cast and crew is maintaining their health in their personal lives as well."

MONTANA: "This was my first performance directing more than one movement piece in a show. I have done previous work choreographing for other shows in the Interpreters Theatre, but this was by far the most important work I have done within our Theatre. Personally, I was very proud of cast who had no prior dance experience to be open-minded to telling stories of race and oppression through their bodies rather than spoken word. I think it opened them up to see some of the stories presented in our play through a different lens and to really embody the discrimination the Black bodies experience on a daily basis. Professionally, I believe directing these movement pieces will allow me to expand the way I work with future students in movement piece and hopefully I will be able to direct a whole play by myself one day concerning social justice issues."

HOW WAS WORKING ON *FACING OUR TRUTH* A UNIQUE EXPERIENCE COMPARED TO YOUR PAST WORK?

DAWNE: "I have directed other small pieces but this was unique because I had never worked with four different directors. Trying to agree on what the overall themes should be and how we would bring this entire play together was hard."

MONTANA: "I believe *Facing Our Truth* was unique because it allowed me to work with issues that I am personally very passionate about. I believe because there has been so much talk about discrimination on our campus and within our community, that this performance took place at the perfect time. It allowed for these discussions to be continued to be addressed on campus as well as how we can change our culture on campus. I believe the talkback at the end of each of our performances was a starting point for the discussion to begin and for the audience to be able to go tell their friends, family, and peers about the issues addressed during the performance and talkback."

RYAN: "I love working in the Interpreters Theatre. It's so small and that gives you a chance to make a performance that is very intimate with your audience. I think

that was especially important for this production because we wanted people to think about the issues at hand and be willing to talk back afterward. Also, given the content, I felt more pressure to make these plays the absolute best they could be. Race can be overlooked often and so I wanted this show to stick with people."

SCOTT: "I think cooperation and patience were a necessity throughout. I also appreciated it as a moment of civic engagement – how we asked the audience to participate with us in viewing, and then discussing these intense and important topics."

IN GENERAL, WAS THE EXPERIENCE OF WORKING AS A DIRECTOR AND/OR ACTOR ON *FACING OUR TRUTH* DIFFERENT THAN WORKING ON PAST INTERPRETERS THEATRE PERFORMANCES OR OTHER THEATRICAL PERFORMANCES?

DAWNE: "It was different for me because it was the first time I was directing as well as in the same play. It was hard not being able to critique my performance because I couldn't see or grasp how it would move people emotionally."

SCOTT: "I think how we went about engaging with the audience was much different. Iowa is over 90% white, and to engage an audience in a discussion of privilege when it is so easy for them to ignore racism in their lives is difficult and never fun, but I think it was a great way to bring awareness to a group who might otherwise not get it."

MONTANA: "Definitely. As mentioned before, I believe for all the directors this performance allowed us to work with issues we are all very passionate about. We had a strong investment in making sure the show came together and really showed the issues we were trying to tackle."

RYAN: "For *Facing Our Truth*, I was directing and acting and my experience helped me picture where this was going. One thing that I like about Interpreters Theatre

productions is that they typically have a strong argument or theme. For *Facing Our Truth*, we had to sit down and discuss everything we need to do for this to be true to the issues at hand, have a large impact, be respectful to people of all races involved, and still make people want to stay and talk which was difficult."

DESCRIBE THE DIRECTING PROCESS. WERE THERE ANY CHALLENGES IN WORKING WITH THE MATURE SUBJECT MATTER OF THE PLAYS?

SCOTT: "I had the benefit of working with phenomenal people, so I had very few challenges along my directorial path, but I think with one of my scenes, "No More Monsters Here," trying to handle the satire in a way that was poignant but not offensive was a difficult line to walk, but my cast did an amazing job of finding ways to push the subtlety of satire without being too offensive."

MONTANA: "For me, the process of directing was a bit different. The other directors had preconceived plays that they were working on presentation and delivery with their actors. I had to start from scratch. Although I used *Facing Our Truth* as a starting point for my choreography, I think my directing process took a bit more time because I not only had to conceive two dance pieces myself, but also teach them to my dancers. I was lucky because my dancers were committed to telling the stories I was trying to convey to the audience and worked tirelessly to perfect them. I believe the most difficult part for me was choreographing these dance pieces and embodying the emotions that these plays have. One dance performance was told from a mother, sister, and partner's perspective of losing someone very dear to him or her due to systematic racism and hatred. The other was a portrayal of Black bodies both throughout American history as well as currently in the media. Embodying these roles as a white female made me empathize deeply with the oppression that my friends and peers face every day."

RYAN: As a white director, I didn't know if I should direct a play about race and that bugged me for a while. I didn't like the idea of a play about race and people of color that is directed from a white perspective. To get around this, I tried to be very open with other directors and cast members of various ethnicities to get other perspectives and brainstorm new ideas."

DAWNE: "Directing was challenging because I was trying to push people to discover a day in the life of a black body and what it means to have violence associated with that image."

FACING OUR TRUTH HAD AN AUDIENCE DISCUSSION FOLLOWING THE PERFORMANCES. DID YOU FIND THAT THE AUDIENCE WAS RECEPTIVE TO THE PLAYS AND DISCUSSION, OR WERE THERE CHALLENGES IN ENCOURAGING DISCUSSION?

DAWNE: "Three out of four of the talk backs were amazing and people wanted to engage in discussion immediately. There was only one night where we had to push people to engage in conversation."

SCOTT: "For the most part, our discussions were great. Even when we had moments of silence, I think they were productive moments. I think having people sit and think can be just as influential. However, I think we walked out of each of the talkbacks feeling as though the group and community had taken a step forward. We just hope it continues."

RYAN: "Overall, I think the discussions went very well. We broke the audience into small group of 3-5 people first which allowed everyone to express some of their ideas. Then we came back together as a large group and had three general questions to ask the audience which I think helped to start the group conversation. I was very happy with how the people speaking in the large group conversation seemed to be very diverse in terms of race, sex, gender, class, age, etc. This told me that the show didn't just have an impact for one group of people."

MONTANA: “It depended on who was in the audience each night. Most nights, the demographics of the audience led to a very interactive and phenomenal discussion of issues of race and discrimination on our campus. These demographics included individuals of African American, Latino, and Caucasian ethnicities. One night specifically, though, there was an audience of mainly Caucasian individuals who were a bit older. I believe our play led them to feel White Guilt, a feeling often associated with realizing that White individuals have inadvertently contributed to systematic oppression. This led these people to fall silent and made for an, at times, awkward and silent talkback where the directors led most of the conversation. I think this speaks volumes to why our performance was so important to this campus.”

AS A DIRECTOR OF *FACING OUR TRUTH*, WHAT DID YOU WANT TO AUDIENCE TO TAKE AWAY FROM THE PERFORMANCES?

MONTANA: “Overall, I wanted the audience to realize that although this is a performance, the issues that occurred in this play happen to Black bodies every day. They are real-life accounts of the discrimination that occurs in our community. One thing that was frustrating for me, personally, was that I believe the people who came to see our performance already knew these issues were taking place. The people who did not come to see our show, were, arguably, the ones who needed to see it the most.”

RYAN: “The main thing I wanted people to take away is that they should always question the things around them, acknowledge when an issue of race comes up, and do something to change it in the future. From a white perspective, it’s very easy to overlook issues of race because we aren’t forced to think about it as much. For that reason, I wanted people to start questioning the things they take for granted and what they can do to make this a community a safe place for everyone.”

SCOTT: “Racism IS an issue in our country, state, city, and campus. It is so easy for us to look away or see a certain group as non-sympathetic, but I hope *Facing Our Truth* allowed them to see how we are more similar than not, and how they might be ignoring their own privileges or predispositions and confront them. Don’t just call people out on being racist. Call people IN to the discussion on race relations in our country. Guilt is a stopping of the process, but helping people move past guilt will allow for an ally to be born.”

DAWNE: “The most important thing to remember is that we are all human and deserve to be heard equally.”

WHAT DID YOU TAKE AWAY FROM THE EXPERIENCE OF WORKING ON *FACING OUR TRUTH*?

SCOTT: “People are willing and want to engage in these sorts of discussions. We need more outlets to allow them to do so.”

DAWNE: “I think I realized why so many people love black culture but do not support black life. I learned people love black culture because it functions as art, in that you can step away from it when you are done with it. Black life does not work in that same sense.”

RYAN: “As I said before, I was hesitant about directing a play about race given that I am white. However, I stayed with it because I figured that it’s better to do the show and start a conversation rather than stay silent and wait for someone else to do it. I think that is a very important thing to remember. Staying silent or neutral does nothing but allow the issues to continue. Speaking up, even if it makes you uncomfortable, starts the conversation.”

MONTANA: “So much. I could talk for hours about all the important experiences I took away from being a part of this show. Not only was I able to work on a performance that discussed issues I am quite passionate about, but it also allowed me to share that with everyone on campus. I am so unbelievably proud to have been a part of *Facing Our Truth*. I believe it to be one of the most important works to ever come out of The Interpreters Theatre and I hope we keep pushing to work on performance that discuss social justice issues for many years to come.”

Auditions for Interpreters Theatre productions take place prior to each show. No previous experience is necessary. Additional opportunities to for involvement in the Theatre include the organization Students Advocating for Voices and Equality (SAVE). SAVE is an interactive peer theatre group that presents workshops about college social life, sexual intimacy, gender issues, and UNI’s policy on sexual misconduct. (<http://www.uni.edu/commstudies/about-save>). No audition is required to be a part of this group. Contact Amandajean Nolte (amandajean.nolte@uni.edu) for more information on how to become a member of SAVE.

For more information on auditions for the Interpreters Theatre or Performance Studies, contact Dr. Karen Mitchell (karen.mitchell@uni.edu), Dr. Paul Siddens (paul.siddens@uni.edu), and Dr. Danielle Dick McGeough (danielle.mcgeough@uni.edu).

NASP CONVENTION

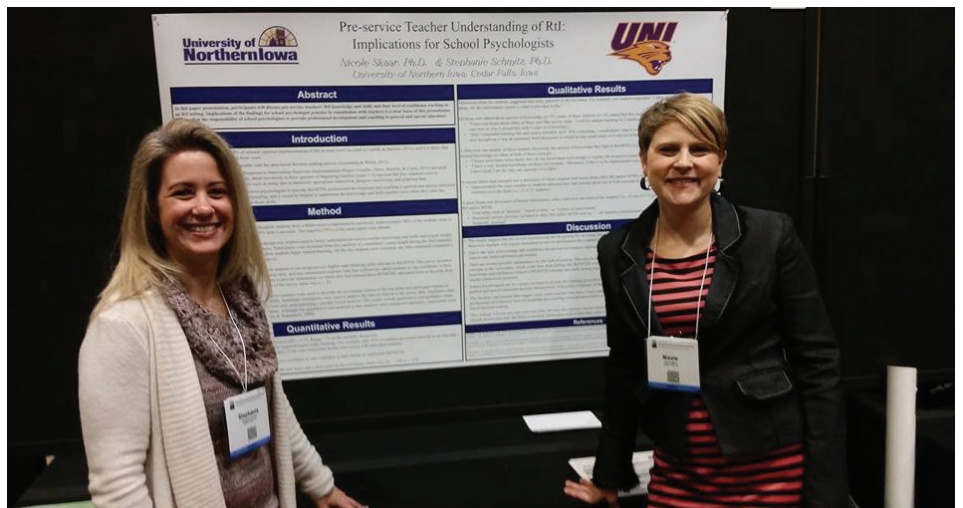
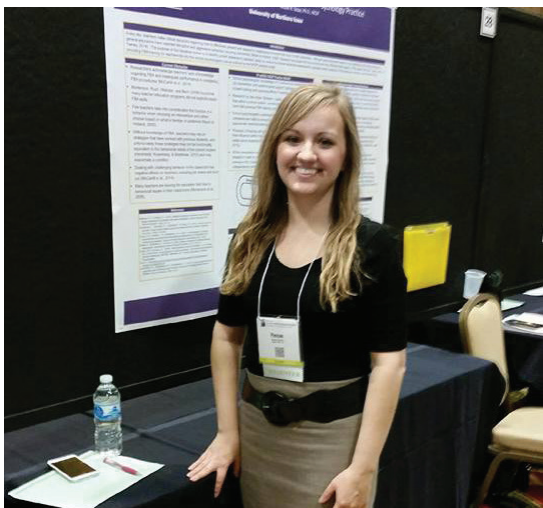
The National Association of School Psychologists (NASP) annual convention was held in New Orleans, La. from February 10-13, 2016. The theme of this year's convention was "School Climate: Connect the Dots." The focus was on the importance of supporting every student within their school community, the unique abilities of school psychologists to advocate for students, support students, and to facilitate the components important to producing a positive school climate. The keynote speaker was Janet Mock, a nationally acclaimed author and advocate. As part of the keynote, Janet discussed her experiences as a transgender woman, and emphasized the importance of ensuring that schools foster climates in which all students feel safe, supported, and valued.

A variety of presentation types and topics were available throughout the duration of

the convention. Some of the main topics included evidence-based interventions; Response to Intervention (RtI) in schools; working with families; assessment, including introduction to and overviews of various instruments and/or methods and results of research studies in which particular assessments were utilized; practices and factors associated with special education eligibility; crisis prevention and intervention; and mental health practices in the schools.

Two of the three school psychology faculty and six of the seven second-year school psychology graduate students attended the convention. They presented two mini-skills and four poster presentations. The graduate students had the opportunity to attend sessions with information on multiple topics of interest and relevance to school psychologists, and to present either

their research or on a topic with faculty. The NASP convention also provided the opportunity to network and meet school psychologists from around the country and to learn more about their practices. There were also specific sessions at NASP tailored to graduate students, so that they can meet other students, talk with representatives from education agencies and school districts from other states for hiring purposes, and get information on completing research, interviewing for jobs, and transitioning into first-year employees. Furthermore, the large exhibit hall provided the students and faculty with a wide variety of texts, assessments, and other resources that are invaluable to our work as trainers and practitioners. All in all, the convention was a wonderful opportunity for UNI's School Psychology program faculty and students.



Sights of Spring

Spring has arrived at UNI! The campus is blooming with beautiful flowering trees and bushes, and the UNI Botanical Center is full of native and unique plants. Check out some of the sights of spring, and stop by the UNI Botanical Center!



WHAT'S HAPPENING IN CEDAR FALLS – WATERLOO

SUMMER EDITION

Cedar Falls and Waterloo offer an assortment of activities and events for UNI students living in the area during the summer months. Between live music, farmer's markets, art exhibits, theatre workshops, film series, and much more, there's plenty to do and see during summer break. Check out our list of upcoming events!

MY WATERLOO DAYS: JUNE 8 - 12

My Waterloo Days is an annual festival organized by volunteers to showcase and celebrate Waterloo's recreational and cultural opportunities throughout the community. Visit <http://www.mywaterlooday.org/> and like My Waterloo Days on Facebook to learn more!

STURGIS FALLS CELEBRATION: JUNE 24 - 26

The Sturgis Falls Celebration is an annual event filled with music, vendors, food, parades, and plenty of fun activities for friends and family. Check out <http://www.sturgisfalls.org/> and like Official Sturgis Falls Celebration, Inc. on Facebook to stay up-to-date on information about the celebration.

FARMER'S MARKETS

There are multiple farmer's markets throughout the Cedar Falls – Waterloo area this summer. Go to <http://www.uni.edu/ceee> to find information on local food events! For a comprehensive list of summer activities and events in Cedar Falls – Waterloo, visit the Cedar Falls Tourism & Visitor's Bureau website at <http://www.cedarfallstourism.org/>, and the Waterloo Convention & Visitor's Bureau at <http://www.travelwaterloo.com/>.

ADDITIONAL EVENTS AND INFORMATION:

- » **CEDAR BASIN JAZZ FESTIVAL, JUNE 24-JUNE 26**
<http://www.cedarbasinjazz.org/>
- » **TRAVEL IOWA**
<http://www.traveliowa.com/>
- » **COLLEGE HILL ARTS FESTIVAL, JUNE 17-JUNE 18**
<http://www.collegehillartsfestival.com/>
- » **COMMUNITY MAIN STREET**
<http://www.communitymainstreet.org/>
- » **WATERLOO BUCKS, SEASON BEGINS MAY 31**
<http://northwoodsleague.com/waterloo-bucks/>



SUMMER 2016 FARMER'S MARKETS

BLACK HAWK FARMERS MARKETS

SATURDAYS

Cedar Falls Farmers Market

Sat 8:30 a.m.-12:00 noon
Overman Park
Corner of 3rd St & Clay St
Lorna Martin: 641-858-6671

WEDNESDAYS

Evansdale Farmers Market

Wed 2:30-5:30 p.m.
3524 LaFayette St
Dave Strack: 319-291-6109

THURSDAYS

Downtown Waterloo

Midday Market

Sat. 10:00 a.m.-2:00 p.m.
(May 7-Oct 29)
Riverloop Expo Plaza
460 Jefferson St
Nick Hedrick: 319-291-2038

College Hill Farmers Market

Thu 4:00-6:00 p.m. (June-Oct)
Cedar Falls
2205 College St
Jodie Huegerich: 319-273-7883
College Hill Farmers Market

Kimball Ridge

Family Market

Sat 8:00 a.m.-12:00 noon
(May 7-Oct 29)

Waterloo

NE Corner of Kimball &

Ridgeway Ave

Carolyn Adolphs: 319-478-8624

Kimball Ridge Family Market

LaPorte City Park

Farmers Market

Fri 4:00-6:00 p.m. (June 24 - Oct 1)

La Porte City Park

Shelter by Tootsie's Drive Inn -

next to Stop n' Go Light

Marion Moser: 319-551-2095

FRIDAYS

TUESDAYS

Kimball Ridge

Farmers Market

Tue 3:30-6:00 p.m. (May 3 - Oct 25)

Waterloo

Parking lot behind KFC

Mark Litteaur: 319-296-1840

BENTON

Belle Plaine

Farmers Market

Fri 5:00-7:00 p.m. (June 3-Oct 28)

Location TBD

Rebecca Poduska:

641-489-2107

Belle Plaine Iowa

Farmers Market

Urbana Farmers Market

Sat 9:00-11:00 a.m.
(May 28 - Sep 24)

American Legion Pavilion

on Wood St. Oct: Urbana

Community Center

Eileen Schmidt: 319-443-5620

Urbana Farmers Market

BREMER

Waverly Farmers Market

Sat 8:30-11:30 a.m. (May 7 - Oct 15)

Tue 3:00-6:00 p.m. (June 7 - Oct 11)

Downtown Waverly

200 block of 1st Ave SE

Rick Montgomery:

319-230-1132

Waverly Farmers Market

Waverly Winter Market ❄️

One Sat a month (Nov-Mar):
8:30-11:30 a.m.

Civic Center Building

200 1st St NE

Rick Montgomery:

319-230-1132

Waverly Farmers Market

FAYETTE

Oelwein Farmers Market

Mon 3:00-5:30 p.m.

Fri 8:00-11:00 a.m.

City parking lot NE of

Subway corner at intersection

of Hwys 150 & 3

Delphine Deaner:

319-283-8012

GRUNDY

Grundy Center

Farmers Market

Thu 4:30-6:30 p.m.

7th St, east of courthouse

Grundy County Extension

and Outreach: 319-824-6979

TAMA

Toledo Farmers Market

Fri 5:00-7:00 p.m.

East side of Courthouse Square

Dawn Troutner:

641-691-9710

❄️ = WINTER FARMERS MARKET

BUCHANAN

Independence

Farmers Market

Sat 8:00 a.m.-12:00 noon

Wapsipinicon Mill

1st St W

Buchanan County ISU Extension

& Outreach

Roxanne Fuller:

319-334-7161

Jesup Farmers Market

Thu 11:00 a.m.-2:00 p.m.

Land o Corn Park

Paul Gudenkauf:

319-240-9060

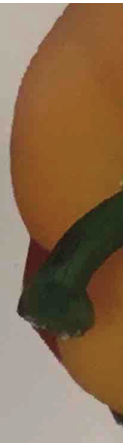
Vinton Farmers Market

Thu 5:00-7:00 p.m.

BCHS Railroad Depot

(612 2nd Ave)

Brad Barker: 319-472-4164



STUDENT AFFAIRS INTERVIEW DAY 2016

The UNI Postsecondary Education: Student Affairs program sponsored its annual "I-Day" Interview Day on February 22, 2016 for incoming graduate students. This event provided accepted students with the opportunity to learn more about UNI and their programs, as well as interview for graduate assistantship opportunities within the Division of Student Affairs as well as other divisions across campus. Campus partners from Financial Aid, Career Services, the Department of Residence, and more supported the event by providing educational sessions for students.

GRADUATE COLLEGE STAFF AND CONTACT INFORMATION

To submit articles for consideration in the UNI Grad Student News contact gradlife@uni.edu.
With any questions or concerns feel free to contact the Graduate College staff listed below.

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