Greetings from the Graduate College!

Like so many faculty, I fondly remember my years in graduate school. The expectation was to be challenged and honestly, sometimes that was scary. One of the reasons we have high-quality graduate programs at UNI is because the programs embed experiences requiring safe risks. Safe risks are times when you open yourself to new opportunities and constructive criticism knowing you have the skills and the support system to endure. Safe risks are challenging, scary, and rewarding. We may enter these situations feeling like an imposter. One of my first safe risks in graduate school was being a part of a research team where it was necessary for me to share ideas and scholarly writing with more-seasoned students and faculty. I feared sounding silly or not intelligent - I was certain I would be exposed as a fraud. Little by little, because my ideas were appreciated by the group, I became more willing to participate. Over time, the opportunity allowed me to take new safe risks and continue to learn more. Without safe risks, there is no value to graduate education.

Now, is the time for you to take a safe risk. The 12th Annual Graduate Student Symposium is an opportunity for you to share your scholarly and creative works with the UNI academic community. Presenting your scholarly and creative works in front of others is hard and risky. You may feel like an imposter. Your work may be questioned. Although the feedback may be hard to hear, it will lead to stronger work. Yet, the risk of presenting will be tempered by your skills and by social support. I know each of you has the skills to be successful. I know the graduate academic community at UNI supports each of you. The Graduate College works hard to create a Symposium environment based on respect and appreciation for the scholarly and creative work of graduate students. And when your presentation or performance is complete, you will be rewarded with feelings of personal accomplishment and growth. Trust me, it’s worth it.

Complete the Registration Form for the 12th Annual Graduate Student Symposium today. You will be challenged. You will be nervous or scared. You will be supported. You will celebrate your achievement. Take a safe risk, it will lead you to great places.

Sincerely,

Jennifer J. Waldron, Ph.D.
Take Care Tips from the Graduate College

While in graduate school, it is very easy to feel overwhelmed. So much so, that you may put your mental and physical health on the back burner. Following closely with the 8 Dimensions of Wellness, here are aspects of health to pay attention to while you finish out the remainder of your studies.

1. Physical health is not limited to exercise and proper nutrition, but extends out to getting the recommended hours of sleep, going to the doctor if you feel sick, washing your hands, and drinking plenty of water.

2. Intellectual health is important for personal growth so that you are open to expanding your knowledge base as well as getting involved scholastically on campus as much as possible and taking advantage of professional development opportunities.

3. Emotional health may be difficult for graduate students because of many stressors. To be emotionally healthy, it is necessary to effectively learn how to cope with life's stressors.

4. Social health helps to develop a sense of belonging and social support through communication and networking.

5. Financial health means having satisfaction with your current and future financial situation. A good, easy way to help with financial health is to develop a budget.

6. Occupational health is the dimension where you feel personal satisfaction and enrichment from your workplace.

7. Spiritual health is expanding your sense of purpose and the meaning of life. It involves your set of beliefs that provide you direction in life.

8. Environmental health includes forming a sense of appreciation for the social environment, natural environment, and built environment around you.

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Student Profile: Sydney Cindrich

Describe your educational background.

I earned my undergraduate degree at the University of Northern Iowa in Movement and Exercise Science with a minor in Coaching. My Master's program is Kinesiology with an emphasis in Sport Psychology. I am anticipated to graduate in May 2020.

What motivated you to attend UNI for your graduate education and pursue your current field?

I love the faculty in my program. They are all very hands on and are willing to help their students grow as individuals. UNI has always felt like home because of the sense of community and acceptance. The people in my program are incredible and I wouldn’t want to share the highs and lows of graduate school with anybody else.

Describe your previous work and volunteer experience.

Before accepting the position as a Graduate Assistant for the Graduate College, I worked at the UNI Bookstore for three years. During my first semester of graduate school, I was fortunate enough to be able to work with a program called UNI Panther Play that helps children from the ages of two through five in the development of their motor control by using different activities that encourage them to use their fine and gross motor skills. I also volunteer at Prairie Lakes Church as a Small Group Leader for middle school students. I currently have an internship with the Swimming and Diving Team at UNI helping them to enhance their mental toughness. I also am an ACE Certified Personal Trainer.

What are your research interests?

I am interested in the different aspects of motivation and how athletes respond differently to each one. I am also interested in how to build self confidence in athletes, athletic anxiety management, and body image concerns in both male and female athletes.

What are your professional and career goals following your graduation from UNI?

I plan to pursue my doctorate in Sport and Exercise Psychology and becoming a certified consultant for athletes and teams by helping them enhance their performance through mental skills training. I would love to work with collegiate athletes.

What are your leisure time interests?

In my free time I love to read. When I am feeling particularly overwhelmed with school, I really like to walk around Barnes and Noble. There is something about the smell of coffee and new books that is just relaxing to me. I also love exercising, volunteering, and spending time with my niece and nephew.
Alumni Profile: Scotti Hagensick

Describe your educational background.
I attended the University of Northern Iowa for both my undergraduate and graduate degrees. I graduated from UNI in 2013 with a Bachelor of Arts degree in Public Relations with minors in Journalism and Marketing. After completing my first degree, I went on to pursue my graduate degree, a Master of Arts in Counseling: School Counseling. Currently I hold an Iowa Professional Service License as a K-12 school counselor.

Describe your professional background and employment experience.
My first position as a school counselor was with the South Tama County Community School District. I served students in grades 5th-7th. I have spent the last three years of my career as a 3rd-6th grade school counselor with the Charles City Community School District. I have recently engaged in professional development opportunities including presenting at the Iowa School Counselor Association (ISCA) Conference and the Keystone Premieres Education Conference (KPEC).

What motivated you to earn your graduate degree from UNI?
Pursuing my graduate degree from UNI was especially advantageous due to the CACREP accreditation the school-counseling program holds. UNI is a high-quality program that is known and respected not only in the Cedar Valley but statewide. I was able to pursue classes in a flexible environment while connecting with esteemed professors and engaged colleagues. I still possess many of the positive working relationships developed with fellow students and my professors. Earning my degree from UNI was a decision that enabled me to accomplish a goal in a rigorous and stimulating environment.

What does a typical day look like for you as a Professional School Counselor?
No two days are the same! That fact is one of my favorite parts of my role as a school counselor. Some of the services I engage in consistently include teaching classroom counseling lessons. I am able to directly engage with approximately 50 students everyday through direct classroom teaching. I focus on the academic, career and social/emotional development of all students. I also engage with students in small group and individual settings. Much of my work also involves collaborating with teachers and staff and connecting with families and parents. Some of my specific responsibilities involve serving in a leadership capacity with the Trauma Sensitive Schools team, serving as an internal school coach with Positive Behavior Intervention & Supports (PBIS) and helping families connect to mental health resources.

What changes are you currently seeing in your field?
School counseling is a field that is incredibly data-driven. Not only do school counselors utilize empathy and compassion as listeners but also we are focused on goal setting and developing strategies to achieve success for all students. We use measurable results to indicate how students are different because of the school counseling program. Leading schools to embed social/emotional learning in a holistic manner is one change I am witnessing. Helping students become college- and career ready citizens requires the work of all staff and community members. I have also seen a major evolution within the field as schools become trauma-informed in their services for students.

What do you enjoy most about your career as a Professional School Counselor?
The role of a school counselor, while incredibly busy, is also immensely rewarding. Connecting with hundreds of students on a daily basis is energizing and exciting. The students I serve are now the adults of our future. To have the opportunity to directly build positive connections with our growing children is dynamic and thrilling. My career is stimulating and constantly pushes me to grow and develop as an individual. I love helping students consider their goals and ambitions for the future and possessing the chance to assist in both small and big ways in the realization of those dreams.

What advice do you have for current graduate students?
As a graduate student, I encourage you to stay present and fully engaged in what you are currently doing. While I was a student, our professors often stated, “trust the process.” It is easy to begin thinking about your plan for the next year or where you hope to be in five years. While taking the time to consider long-term goals is important, don’t forget to stop and consider where you are right now. It is okay to let yourself continue developing as a person and seeing your path unfold mindfully. I spent much of my graduate school years focused on the moving target of success. Each time I accomplished one challenge or obstacle, I set about establishing a new target to replace the previous one. When I have chosen to stay present, I have recognized the opportunities and growth happening right in front of me. Give yourself time. It’s okay to not completely have everything figured out right now! What are your leisure interests?
I enjoy spending time with my husband and two children. Despite the busyness of our careers, we take full advantage of our days spent at home enjoying the little things. We have twin boys who are 15 months old and much of our time is spent in coffee shops, bakeries and at parks or swimming pools. I like to think we are in the “messy but cherished” time of our lives. There are always lots of small toys underneath and much laughter at the silliest moments! I also love to read for leisure and attend yoga classes.
UNI hosted Fall Commencement on December 15th, 2018 at 10 A.M. in the McLeod Center. Undergraduate and graduate students who completed their coursework were able to walk proudly across the stage and collect their diploma. Dr. Jennifer J. Waldron, Associate Vice President for Research & Innovation/Dean of the Graduate College addressed the students and gave them well wishes. Jo Ellen Latham (Ed.D. Curriculum and Instruction), pictured above right, gave the student address at Commencement. Jo Ellen reflected, “As we move forward in celebration of this day, there will be joys; there will be challenges. Your careers will be rewarding and meaningful, your children will have children, and the doctor will tell you that you are currently in remission. And through it all, we will have our support network to give us strength. With the gifts we have been given through our time at UNI, and the support from all of you here, the possibilities are endless. I am honored to be standing here among you today, and I wish you the very best for a promising future.” Jo Ellen plans to continue in her role as Executive Director of Curriculum and Instruction at Southeast Polk Community Schools. She completed a dissertation entitled, “Student Variables and Teacher Perceptions: Examining the Decline of Reading Proficiency at Sixth Grade.”

For more information and to register visit [https://rsp.uni.edu/](https://rsp.uni.edu/).
Faculty Profile: Dr. Joshua Gordon

Describe your educational background.
My educational background is in second/foreign language teaching and learning. I obtained a BA in Teaching English as a Foreign Language (EFL) from Universidad Nacional, Brunca Extension in Costa Rica—where I am from. After that, I came to the United States and I obtained a Master’s degree in TESOL (Teaching English to Speakers of Other Languages) from Indiana University of Pennsylvania. Finally, I obtained a Ph.D. in Second Language Studies from Indiana University, Bloomington.

Describe your employment experience.
Before coming to the United States I worked in Costa Rica for some years in public and private secondary schools teaching EFL. I also worked at the university level teaching EFL to undergraduate students of different majors, or preparing pre-service EFL teachers. I also had the opportunity to teach ESL and Spanish as a foreign language here in the US while I was working on my doctorate, and after my graduation I worked for a year at the University of Illinois at Urbana-Champaign as a visiting assistant professor in linguistics.

When did you begin your career at UNI and in what role?
I started working at UNI in the fall of 2018 as an assistant professor in TESOL and Applied Linguistics in the Department of Languages and Literatures.

What graduate and undergraduate courses do you teach?
As I mentioned, I came to UNI last semester, but so far I have taught five different courses for both undergraduate and graduate students. I taught Introduction to Linguistics and Structure of English in the fall of 2018 (for graduate and undergraduate students), and an online section of Principles of Language Learning and Teaching for the MA TESOL online program. This semester I’m teaching Introduction to Sociolinguistics and Phonetics, Phonology, and Language Teaching. These two courses are intended for graduate and undergraduate students in TESOL.

What do you enjoy most about teaching at UNI?
The students! The students are really interested in learning not just from the professor but also from other students with different or similar teaching and learning experiences, so this is something that always generates interesting discussions in class. I also feel fortunate to teach courses that I really like and in areas that I think are fundamental for pre-service and in-service ESL/EFL teachers for their future careers.

What are your teaching interests?
I’m an applied linguist and teacher educator, so I always enjoy teaching courses in these areas. I like Second Language Acquisition as a field and how it can inform language pedagogy in the classroom, so courses related to language acquisition and teaching methodology are among my favorite. I also enjoy teaching pedagogical phonetics and phonology to help pre-service teachers develop the necessary tools to implement pronunciation instruction in a classroom.

What are your research interests?
My main research interest is second language pronunciation instruction and learning. I’m interested in how the findings from laboratory phonology can guide pedagogical principles that teachers can apply in the classroom to help learners develop intelligible and comprehensible second language speech. So in my research I have explored how different types of phonetic content and explicit instruction can help learners increase comprehensibility in L2 speech. I have also developed an interest in teacher cognition (i.e., how teachers think about their own teaching) and how language teachers become effective pronunciation teachers, and more specifically how non-native-speaking teachers of English develop a pedagogical knowledge base to teach pronunciation.

What journals or other publications has your research been published in?
My research has been published in the Proceedings of the Annual Pronunciation in Second Language Learning and Teaching Conference and in the Journal of Second Language Pronunciation. I have also presented my research at conferences such as the Annual TESOL Convention, the American Association for Applied Linguistics Conference, and the Second Language Research Forum.

What types of activities do you enjoy during your leisure time?
I enjoy listening to music, I don’t usually watch a lot of TV but I like to listen to music all the time while I’m at home. I listen to a little bit of everything. I like simple activities like cooking, or going out with friends to have a nice conversation while having a cup of coffee. I also enjoy going for walks with my 5-year-old Schnauzer-mixed dog that I brought to Cedar Falls all the way from Costa Rica.
If I’m being entirely honest, I’m the type of person who has inspirational quotes all over her house. They adorn every room and are bound to either inspire you or make you roll your eyes. One day, while waiting for me to get dressed, my mom looked over my fridge at all my notes, magnets, pictures, and quotes. Among the items, she pointed at one and said to me down the hall, “This one sounds like you.”

When I saw where she was pointing, my heart immediately swelled. My mom had always been supportive and encouraged me to chase after my dreams no matter how big or small they are. Even knowing all of that though, this action meant more to me than anything. Her finger was pointed to a quote that said, “She turned her can'ts into cans & her dreams into plans. - Kobi Yamada.”

I was a little over halfway through my graduate program when that moment occurred in my life. Before it, just a few months prior in fact, I had confessed to my mom that I might drop out of the graduate program at the University of Northern Iowa. She listened to my fears and worries, to my stress and anxiety, and she confessed for the first time in our history the faintest hint of disappointment.

She said she loved me and she understood how much stress I was under but told me I was stronger than this. She reminded me about everything I’d been through to get this far in my life, the things I’d endured, and she encouraged me to take some time to think about it.

So, I did. I spent the summer before I went back for my second year reflecting on what I’d done thus far and what I had left to do. As a creative writing major, I’d taken all of my required literature courses and, for the most part, all that remained in my future were writing courses (which I loved more than anything in this world), graduate elective courses, and my research hours. However, I also had two major exams, two defenses, and my thesis all due that year. Hence my apprehension.

Graduate school is not easy. Don’t let anyone fool you. That being said, with the right support system, you can do it. I promise you that if you’re willing to put in the time to study, read, write, and listen all of the time, you can do it.

As well as my mom, I had a few other graduate students who I was able to speak to and professors welcomed me into their offices whenever I needed help. These relationships I made became friendships that I never imagined could happen. Those people in my support system showed up to my graduation party, my going away party, and on my social media.

Graduate school was obviously stressful, but without it I never would’ve known how intelligent, strong, and independent I really was, and I never would’ve made the friends I did. In my undergraduate program, I was a shy wallflower who loved books and writing, but I was always sitting on the outside of groups. Graduate school opened me up to the world, gave me confidence, an incredible education, and, more than anything, it gave me relationships I will be forever grateful for.

Trust me when I say that you too can turn your can’ts into cans and achieve your dreams. All it takes is some support, determination and persistence.
UNI Teacher Fair & Interview Day
Saturday, March 2, 2019

- Free for educators and schools
- 70+ school districts from across the U.S.
- 300+ teachers
- Open to all PK-12 educators seeking employment for 2019-2020

Teachers/Students:
- No advanced registration required
- List of 2019 Registered Schools/Districts (List will be uploaded at later date)
- Tips & Preparation

Schedule:
- 8:00-9:00am | Check-in
- 9:00-11:00am | Networking & Interview Sign-up
- 11:30-4:00pm | Interviewing

Sponsored by UNI Career Services
https://careerservices.uni.edu/events
UNI Career Services Job Board

The UNI Job Board, managed by Career Services, focuses on helping students and alumni locate jobs, contacts, and preprofessional experiences. Providing access to over 4,800 employers and 5,200 recruiter contacts, the Job Board is a pathway to locate positions across the state of Iowa and U.S. With nearly 5,300 unique jobs posted annually (1,000 internships, 3,200 full-time, 1,000 additional experiences), UNI students and alumni will have opportunities to grow professionally, earn money, and gain new experiences.

The Job Board login uses the same login information as your email and MyUNIverse. You can access the Job Board through careerservices.uni.edu, myUNIverse.uni.edu, or directly at https://c45-shib.symplicity.com/sso/. The Job Board is powered by Symplicity, the largest college to career connecting system in the United States. If you are graduating in May 2018 you will need to re-register as an alumni by going here: https://uni-csm.symplicity.com/students/. There is no charge for this service. Contact Career Services at 319-273-6857 with any questions.

Student Accolades

Department of Postsecondary Education: Student Affairs

Twenty-five students from the Postsecondary Education: Student Affairs program attended NASPA IV-East in Milwaukee, Wisconsin from November 11-13. Seven of the students presented at the conference where attendance was over 400 people. Presenting students were Olivia Ballhagen, Taberit Halling, Maddy Spettel, Tori Bertelsen, Jay Ramones, Kristin Peiffer, and Hannah Amann.

Department of Languages and Literatures

Charles Saini (MA English: Literature) received the Richard Anderson Trailblazer Award from his place of employment, Delta Air Lines. The $20,000 scholarship is the highest academic honor that Delta awards and is based on academic performance and leadership potential.

Elsa Hanson, Engagement Center Director (ECD) from Delta Air Lines recommended Saini for the scholarship, citing his passion, courage and leadership skills.

“Education is an important part of Charlie’s values,” Hanson said. “He will continue to challenge himself, personally and professionally. Charlie is a natural leader and one of our go-to people in Operations. His capacity for empathy and out-of-the-box thinking set a high bar for those around him.”

Spring 2019 Brown Bag Lecture Series

Taking Care of Ourselves In and Out of the Workplace
Dr. Gayle M. Rhineberger-Dunn, Professor of Sociology, Anthropology, & Criminology and Dr. Darcie A. Davis-Gage, Associate Professor, Applied Human Sciences
Thursday, February 28, 12:30-1:30 PM Rod Library 287

Refugees and Artificial Equality
Dr. Yasemin Sari, Assistant Professor, Philosophy and World Religions

Disruption of Swallowing and Cough Function in Parkinson’s Disease and the Therapeutic Role of Exercise
Dr. Laura L. Pitts, Assistant Professor, Communication Sciences & Disorders
Wednesday, March 27, Noon-1:00 PM, Plaza Conference Room, Maucker Union

Climate Change, Human Migration, and Micro-Diversity: A Case Study of Marshallese Environmental Refugees in Iowa
Dr. Mark A. Grey, Professor, Sociology, Anthropology & Criminology and Dr. Michelle K. Devlin, Professor, Health, Recreation & Community Services
Wednesday, April 3, Noon- 1:00PM, Rod Library 287
What is the UNI Grad Student News?

UNI Grad Student News is a quarterly newsletter featuring news and updates concerning graduate education at the University of Northern Iowa. Each issue features profile stories on graduate students, faculty, staff, and notable alumni. UNI Grad Student News is unique in that it publishes news submitted directly from graduate students and faculty.

How and What Can I Submit as News?

Complete Submission Form at https://grad.uni.edu/online-submission-form. Submissions can include information about recent conferences you have attended, academic accomplishments, or upcoming departmental events. Submissions for accolades are limited to 150 words and must be written in third person. Submit photographs to gradlife@uni.edu.

We Welcome Your News!
Submission Deadline for 2019 Issues:
April 11, 2019 for May Issue

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Who Receives the Newsletter?

All graduate students, faculty, and staff receive the newsletter via email. You can always view previous and current issues of UNI Grad Student News at https://www.grad.uni.edu/uni-grad-student-news.
GRADUATE COLLEGE STAFF AND CONTACT INFORMATION

With any questions or concerns feel free to contact the Graduate College staff listed below.

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