"During this time, I hope you have been able to discover the constants that balance you."

-Dr. Jennifer J. Waldron
Dean of the Graduate College

Virtual Commencement: May 7, 2020
Finals Week: May 4-8, 2020
Fall Semester Begins: August 24, 2020

You are probably missing the beautiful UNI campus. We hope the photos in this newsletter remind you of your walks across campus.
Like many of you, my life has changed in unexpected ways due to the COVID-19 Pandemic. One of my coping mechanisms is finding the constants - both the tangible and intangible artifacts that exist in spite of so much change, transition, and unpredictability. Finding the constants doesn’t fix things, I am still scared and angry and sad, but it helps steady me. My own experiences can be captured in my writing.

*The Woodpecker*


During this time, I hope you have been able to discover the constants that balance you. I hope you have found moments to pause and find space. I hope that you have supported each other. I hope you have celebrated your accomplishments, both big and small.

To our graduates, I send you virtual cheers, smiles, and high 5’s. Your family, friends, and UNI graduate community are applauding your successes.

Continue to be kind to yourself and to each other. Our beautiful UNI campus will be full of energy, again.

Sincerely,
Jennifer J. Waldron
Dean of the Graduate College
1. Treat an online course like a "real" course.
When it comes to online classes, you need to have the discipline to sit down and say "I am going to work on this," as well as the dedication to actually follow through. Though you can be flexible as to when you choose to complete your work during the week, you can’t put it off indefinitely. One of the easiest ways to ensure follow through is to remember that you are paying to take this course! Treat your online class the same way you would a face-to-face class or better yet, a job, and you’ll be off to the right start!

2. Hold yourself accountable
Set goals at the beginning of the semester and check in with yourself weekly. In a traditional classroom setting, you’ll often receive verbal or visual reminders of an assignment’s upcoming due date. But without a professor actively reminding you, it’s up to you to make sure you’ve allotted enough time to complete the work so you’re not starting an assignment the day before it’s due.

3. Practice time management
The flexibility to create your own schedule is often one of the biggest appeals of taking online classes, but that freedom can also be detrimental if you do not have solid time management skills. Without them, you might easily find yourself cramming before classes or handing in subpar assignments. Try making notes of major assignments, create a weekly schedule that you follow, set reminders for yourself, or try time-blocking.

4. Create a regular study space and stay organized
Set up a dedicated learning environment for studying by completing your work there repeatedly and you’ll begin to establish a routine. Whether your workspace is your kitchen table, your room, or in your garage, it’s important to determine what type of environment will work best for you. Setting up a regular workspace or office will also help you stay organized. Knowing exactly where important dates, files, forms, syllabi, books, and assignments live will help keep you on track towards hitting your goals.

5. Eliminate distractions
From Netflix to social media to dishes piling up in the sink, you’ll be faced with many distractions that can easily derail your studies. The best online students know how to lessen these distractions and set aside time to focus. Regardless of where you choose to work, consider turning your cell phone off to avoid losing focus every time a text message or notification pops up. And if you’re still having trouble resisting the temptation to check your email or surf the web, try downloading a website blocker. Using applications like Cold Turkey or Freedom can help eliminate distractions by blocking the apps or website that tend to compete for your attention, such as Facebook and Twitter.

6. Figure out how you learn best
Once you’ve established where you’ll learn, think about when and how you accomplish your best work. If you’re a morning person, make time to study first thing. More of a night owl? Set aside an hour or two after dinner to cozy up to your computer. Brew your usual cup of coffee, put on your go-to playlist, and do whatever you need to get into the zone and down to business. Not everyone learns the same way, so think about what types of information help you best grasp new concepts and employ relevant study strategies. If you’re a visual learner, for example, print out transcripts of the video lectures to review. Learn best by listening? Make sure to build time into your schedule to play and replay all audio- and video-based course content.

7. Actively participate
If you feel yourself falling behind, speak up. Don’t wait until an assignment is almost due to ask questions or report issues. Email your professor and be proactive in asking for help.

8. Leverage your network
Online classes may sometimes make you feel like you are learning on your own, but this couldn’t be further from the truth. Most online courses are built around the concept of collaboration, with professors and instructors actively encouraging that students work together to complete assignments and discuss lessons. Build relationships with other students by introducing yourself and engaging in online discussion boards. Your peers can be a valuable resource when preparing for exams or asking for feedback on assignments. Don’t be afraid to turn to them to create a virtual study group. Chances are good that they will appreciate it just as much as you will.

Northeastern University. (2020, March 26). 8 Strategies for Getting the Most Out of Online Class. Retrieved from https://www.northeastern.edu/graduate/blog/tips-for-taking-online-classes/
During this time of isolation, it is important to know that you are not alone! The Graduate College asked graduate students on our Facebook page, UNI Grad Chat, various questions about their experiences. Read how your fellow graduate students are staying upbeat and motivated during the COVID-19 Pandemic.

**Graduate Student Chatter**

During this time, it's easy to see the negatives. What has been a positive for you during this experience?

- Reconnecting with friends and family!
- Learning new organization tactics and building leadership skills.

**How are you staying motivated during this time and how are you adjusting to the switch of virtual learning?**

- Virtual learning wasn't so hard for me because I've done most of my classes online at Hawkeye Community College. When I'm not studying, I enjoy the extra time I have to work on things I like, one of them is a novel I've been working on since my senior year of UNI!
- I've tried to stick with the daily schedule I had before, so I don't have to delete anything from my calendar. If my schedule says I have GA, then I will work on those tasks. If my schedule says I have class, I either attend via Zoom or I watch the prerecorded lectures. When I typically had clinic, I take that time to complete Simucases (clinic alternative). I typically determine the top 3 tasks I must get done each day and complete those during open hours. Keeping my schedule consistent has helped me stay motivated and on task.
- I've been adjusting to the switch of virtual learning by introducing my cat to each class via Zoom. Also, making a dedicated workspace and trying to get at least three things done every day.

**Have you acquired any new skills or hobbies during self-isolation?**

- I have been using Duolingo to review Spanish! I also have been playing Scrabble with my siblings!
- Finally learning how to play my mom's guitar and trying to cruise through my reading list!

**How do you plan on celebrating your graduation this year?**

- I intend to make my family do "Socially Distanced Hooding," which is like a game of horseshoes with a master's hood and my head.
Describe your educational background.
I have a B.S. in Genetics, a B.A. in Slavic Languages and Literature (Russian) and an M.S. in Systematics and Ecology (Ichthyology) from the University of Kansas and a Ph.D. in Fisheries (Ichthyology) from the University of Minnesota. In total, I spent 14 years in college. I love telling my students that (they always think that is totally crazy). One of my favorite stories is when I started my Ph.D., I told my advisor that I was going to graduate in 4 years. He chuckled... I graduated 6 years later. The Russian stuff was "just for fun", but I have been able to merge it with my scientific work. I am not particularly adept at languages nor do I have any Russian heritage...so I am not really sure what prompted me to do this. However, I have always loved all aspects of biology. At the end of my undergraduate, I had a shift in interests from molecular genetics to the study of evolution. I volunteered in a research lab on the study of the evolution of fishes in the KU Natural History Museum and Biodiversity Institute. I was hooked and did my masters in that lab. During my masters (1997), I received a Boren Fellowship and I spent a semester (winter..it was cold!) in Moscow, Russia. While there, I studied Russian language at Moscow State University and did research with a colleague at the Severtsov Institute of Ecology and Evolution, Russian Academy of Sciences. During my undergrad time (1994), I studied abroad in St. Petersburg, Russia. Russia was a very interesting and challenging place to be in the mid 90’s.

What has impressed you at UNI?
UNI is an excellent school, I always tell my students that I wish I went to a school like this. I only attended large, research institutions. I grew up in New Mexico and was hoping to ultimately settle somewhere in the West or Southwest. Our (my wife Jenna and my) intention was to stay in Iowa (I never thought I would live in Iowa) for a few years and then find something out West. However, I pretty quickly realized that UNI and the Department of Biology were exceptional. We have a fantastic and extremely collegial faculty in Biology, I have learned so much from them. I believe that our students are very well-prepared when they leave UNI. Not only are they getting into post-graduate programs or jobs, but they are excelling at them. We also like the community of the Cedar Valley.

What do you enjoy most about teaching?
My ultimate goal is for students to gain a passion for science and biology. I call it "turning them to the darkside.” In a classroom, you can always tell the students who are really engaged and taking it all in. I love it when we challenge their thinking and get their wheels turning. One of the big problems in our society is the lack of trust and understanding of science (this is very evident now during the pandemic). So another really big goal of mine is to help them learn and truly understand what science is and how it works.

What are your research interests?
Broadly I work on the evolutionary genetics of fishes. I have two specific research interests. One is on the evolutionary fate of duplicate genomes (polyploidy). Fishes, specifically freshwater fishes, are one of the groups of organisms that frequently hybridize (when two closely related species mate and produce offspring). This has resulted in many fishes having more than 2 copies of chromosomes (humans have 2 copies). When the genome is redundant it frees up constraints that allows increases in mutation which may lead to novel genes. My second interest is in the landscape of native stream fishes in the upper Mississippi River. We use genome wide data to identify how historical and contemporary shape the population genetic structure of the species. These results can be used to help guide future conservation and management of the aquatic ecosystems.

With the COVID-19 Pandemic, the university has had to switch to virtual learning. Do you have any experience in virtual learning?
I don’t use it that often. In the sciences we strongly believe in in-person and hands-on learning. So, we are having to be creative during this time. I think we are successful at it and it is working. However, I strongly believe that it will never replace learning in the classroom and laboratory.
Describe your educational background and your employment experiences.

My employment and education go hand in hand. I began my career graduating from the University of Iowa with a BFA in painting and certification (K-12) to teach art. I taught art to various age groups over the next ten years, throughout the state of Iowa. I loved teaching all ages, but found my favorite age group to be very young children. While teaching elementary art, I earned my MA in art education and created a mural with young people, focusing on symbolism in culture through interdisciplinary teaching. My mentor and professor invited me to work with her on several projects involving teens and women from the Iowa Juvenile Home and the Iowa Correctional Institution for Women. It was the pivotal experiences that led me back to school to continue my education, focusing on civic engagement in the arts, and working with marginalized populations. I made a big leap from teaching elementary art in Cedar Rapids to joining the University of Iowa's PhD program and adjuncting in art education at the University of Northern Iowa. After teaching at UNI for 5 years, I simultaneously earned a PhD at the University of Iowa and a tenure track position at UNI. What a ride!

What has impressed you about UNI?

Since I came from a larger university, I was impressed by how easy it was to get around UNI and find resources I needed. I loved that art education was housed in the art building, a convenient novelty for me. The faculty I work with and my department head are singularly dedicated to our students; we communicate with one another to ensure the success of our students. When I began teaching at UNI, I immediately saw a genuine sense of care for our undergraduate and graduate students. Over the years I have taught at UNI, I have been very grateful for the support and expertise of my colleagues in the Office of Community Engagement, Rod Library, and Center for Excellence in Teaching and Learning as resources to support and encourage my research and that of my students.

What do you enjoy about teaching and what are your research interests?

My teaching and research are inextricably linked. I absolutely love all my students! I get excited to plan each semester and decide how we will grow together and connect art making with the community. My research now focuses on community engagement through the arts. I am especially interested in creating meaningful opportunities for my students to use art and art education to improve communities. I am always amazed by how hard my art education students work and how passionate they are when they get involved in community engagement projects. For example, I have an upcoming publication about a recent project I completed with my preservice art education students, local 9th grade students, and their art teacher, a former student in our graduate program. During the project, we decorated rain barrels for the Hartman Reserve Nature Center. Our focus for this project was to help young students learn about the importance of watershed ecology and make connections to their local land in order to develop care for it. We spent time learning how our actions can affect the land through flooding, soil run-off and water pollution. The rain barrels were auctioned off to raise money for the new interpretive center.

What has been your experience in teaching virtually?

When I arrived at UNI, the MA program in Art Education needed to be revised. I worked with my department and Continuing Education to develop an all online MA in Art Education program. In 2015, we began our first cohort of practicing art teachers, working towards their MA degree. Teaching online had some challenges, like how will we make art? But with some creative thinking and amazing flexibility and dedication of these MA students, we did it! I am now getting ready to teach our third cohort of MA students this summer. Taking classes online as a practicing teacher is ideal because we offer class once a week on Wednesday nights in a cohort and the students can still be full time art teachers while developing a community of support through this program. I see it in every group, they love to talk to one another, sharing ideas, and giving and receiving advice on art teaching. They come early to class to talk on the chat bar and they stay late "Zooming" about classroom issues and art supply recommendations. Due to COVID-19, I have now been teaching my undergraduate courses online too. We meet once a week and then work on independent projects the remaining time. It isn't ideal, but I am so proud of the resiliency and creativity of my students.

**Dr. Wendy Miller is this year's recipient of the Outstanding Graduate Faculty Teaching Award**
What was your undergraduate institution, degree, and major?
I attended the University of Northern Iowa from 1990-1994. My major was Social Work. My degree is a Bachelor of Arts with a Social Work Certificate.

What is your anticipated graduation date for your Master's program?
My anticipated graduation date from the Master of Public Policy program is Summer 2021.

Describe your employment experience.
I began my career after graduating from UNI in 1994 at a provider agency run through Bremer County called Community Based Services. I was a direct support professional working with individuals with intellectual disabilities, mental illness, or brain injury. When the state implemented a request for a database in the counties to manage the mental health system in 1996, I became the Information Coordinator helping to build that information management system in Bremer County. The county made the decision to offer Targeted Case Management in 1997, and I became a Case Manager for Bremer County. In 2003, I became the Case Management Supervisor. In December 2005, I became the Director of Bremer County Case Management and served in that capacity until the closing of the department due to the implementation of Managed Care Organizations in Iowa in 2018. Along with becoming the Case Management Director in December 2005, I became the Central Point of Coordination, General Assistance Director, and Substance Abuse Administrator. From 2006-2009, in addition to my other duties, I was the administrator of Bremer County Veterans Affairs. The state of Iowa changed legislation and required counties to join together into mental health and disability regions starting in 2014. I then transitioned into Bremer County’s Mental Health/Developmental Disabilities Coordinator. I continue to be employed by Bremer County as the General Assistance Director and Substance Abuse Administrator in addition to doing work on behalf of the Mental Health/Disability Services of the East Central Region (ECR). The ECR is a nine-county region that provides funding and oversight for disability services for adults residing in those counties. The regions have now been tasked with adding a Children’s Behavioral Health system to that array of services. In my role as the Operations Coordinator at the ECR, I have duties related to training, HIPAA, the region’s website, and policy development and implementation. In addition to the work I have done at the county, I am a Coach with WW (formerly known as Weight Watchers). I have previously been a facilitator with the Iowa Foster Care Review Board in Chickasaw County. Additionally, I have worked with Dr. Celina Peerman as an Industrial and Organizational Trainer with her agency, The Peerman Group.

What professional organizations are you a member of?
I am a member of the Iowa State Association of Counties Community Services Association where I have been past secretary, treasurer, and vice president. I currently sit on the Legislative Review Committee of that association. I belong to the Iowa Association for Infant & Early Childhood Mental Health and am a member of the Iowa Coalition for Integration and Employment. I am also a member of the Bremer County Community Emergency Response Team.

What motivated you to continue your graduate education at UNI?
The ECR’s Chief Executive Officer was planning to retire in 2019. I felt that furthering my education would give me an advantage in applying for that position. Even though I did not get the CEO position, I still felt that the MPP program would enhance my ability to do my current job as well as any future positions. I believe in lifelong learning and feel that education creates betterment for oneself as well as society at large.
Describe your educational experience.
I graduated from Iowa State University in May 2017 with a dual bachelor's degree in Child, Adult, and Family Services and Psychology. I received my Master's in School Counseling at the University of Northern Iowa in Fall 2019.

Describe your graduate student employment.
During my entire time as a graduate student, I was grateful to have worked at UNI in the Graduate College as the Graduate Assistant for Online Content and Electronic Media. Some of my duties while I was employed there included organizing and assisting with professional development opportunities for the graduate student community and I served as co-editor for the UNI Grad Student News.

Why did you choose school counseling as your profession?
I chose school counseling because I had the desire to be a constant in students’ lives. School counselors have the unique role of being able to address students’ social/emotional issues as well as assist them in college/career readiness and their academics. I enjoy that every day is different, but my students understand that I will always be there for them.

What is your current place of employment?
I currently work at Atlantic Community School District as the Atlantic High School Counselor. I work to address students social/emotional, career, and academic concerns by offering individual, small group, and large group counseling services. There are currently 420 students in the school.

What's a typical day like in the life of a school counselor?
Each day is different as a school counselor and that's why I like it so much. I typically am working with individual students most of my day and may have a small group or two throughout my week that addresses a specific issue such as time management strategies. As a high school counselor, I am rarely in the classroom setting but there are times when I teach a lesson to an entire grade level throughout the day. My role as a school counselor is to be proactive and not reactive, but there are many days where crisis counseling takes up a good amount of my time. I am grateful to be a key role in the leadership in my building as well, so I am often attending meetings that work to address issues on a more systematic level. This allows me to advocate for students in ways teachers and administrators cannot. The largest issue I deal with consistently is mental health concerns. I work a lot with students on coping mechanisms and figuring out plans to get them the help they need. The thing I like most about my job are my students. It is so energizing to watch them grow into young adults. They are always teaching me something new and keeping me on my toes. They are truly a joy to work with.

Why did you choose UNI for your graduate studies?
I chose UNI for my graduate education because it is one of the longest standing and most well-recognized school counseling programs in the state. The program is CACREP accredited and the faculty is very knowledgeable.

What are your future plans?
I plan to continue working as a high school counselor and continuing to grow professionally. I was active with the Iowa School Counselor Association as a graduate student, and I hope to pursue leadership positions with them as I grow in my career. Next year, I have accepted a new position at Roosevelt High School within Des Moines Public Schools and I am excited for the new challenges I will face there. The world of school counseling is always changing, so I hope to evolve with the profession.

With the current COVID-19 Pandemic, how has virtual learning impacted your role as the school counselor?
Moving to virtual learning within a high school has certainly been a challenge for all educators. My school has chosen to provide optional learning opportunities rather than required learning. We felt that families and students already have enough on their plates with things going on in the world, so we didn’t want to force them to do required schoolwork on top of that. As a school counselor, I have been working hard to get mental health resources out to all our students. I send weekly newsletters and activities as well as set up individual Zoom counseling meetings with students who I see regularly. As our school's concurrent enrollment coordinator and AP coordinator, I have also been keeping these students on track and communicating with families and students alike. I have been a part of our school's leadership team for making plans and decisions about graduation requirements and how to move forward as a building. As a school counselor, it is so hard to be away from my students and I am hanging onto hope that we can return by the end of the year.
Robert Runkle Endowed Scholarship in Social Work
The Robert Runkle Endowed Scholarship in Social Work honors the memory of Robert Runkle, a prominent local social worker, and was established by Mr. Runkle’s wife, Sue, after Bob’s death in 2010. Bob served with the American Friends Service Committee in Europe after World War II, helping convert the German High Command barracks in Berlin to a home and school for war orphans. He also worked with the Germantown Schools Council in Philadelphia, and later at Goodrich Settlement House and Cleveland State Psychiatric Hospital in Cleveland. He returned to Iowa to work at what is now the Black Hawk-Grundy Mental Health Center, becoming its executive director from 1976 until his retirement in 1992.

Winners
Sabra Cain
Kelly Smith Arickx

Outstanding Graduate Research Paper Award
The Outstanding Graduate Research Paper Award recognizes outstanding scholarship by an MSW student

Winner
Tierra Luppen

Outstanding Graduate Service Award
Chosen in consultation with the MSW Student Social Work Association, the student selected to receive the Outstanding Graduate Service Award has exemplified outstanding service and dedication through university and community involvement. The student is nominated by their peers and chosen by the Social Work Department for this award.

Winner
Aweke Tadesse

Graduate Faculty Award Winners
2019-2020

Outstanding Graduate Faculty Teaching Award
Dr. Wendy Miller
Department of Art

Distinguished Scholar Award
Dr. Michael Waggoner
Department of Ed. Psychology, Foundations and Leadership Studies

James F. Lubker Faculty Research Award
Dr. Deb Gallagher
Department of Special Education

Graduate Student Award Winners
2019-2020

Outstanding Doctoral Dissertation Award
First Place: Dr. Mahjabeen Hussain
Curriculum and Instruction (Ed.D.)

Second Place: Dr. Angela Widner
Health, Recreation & Community Services (Ed.D.)

Outstanding Master's Thesis Award
First Place: Jocelyn Jenks
Speech-Language Pathology (M.A.)

Second Place: Zachary Meehan
Psychology-Clinical Science (M.A.)

Outstanding Creative Master's Thesis Award
Adrianne Lloyd
Languages & Literatures-English (M.A.)

Outstanding Master's Research Paper Award
Erin Hogan
Science Education (M.A.)
The recipient of the 2020 University of Nevada, Las Vegas (UNLV) Outstanding Teaching by Part-time Faculty Award was Dr. Bin Ruan. Dr. Ruan received her master’s degree at the University of Northern Iowa in Community Leisure Service in 2009. In 2013, Dr. Ruan received her Doctor of Education in Leisure Youth and Human Services at the University of Northern Iowa. Congratulations to Dr. Ruan for this outstanding accomplishment!

## Graduate Assistant First Award Winners

The Graduate College established a recognition of exemplary Graduate Assistants through the Graduate Assistant First Award. This award recognizes Graduate Assistants who excel in commitment, initiative, and engagement in their assistantship duties, academic program, and at UNI. Graduate Assistants were nominated by staff and faculty. This year, thirteen students were recipients of the Graduate Assistant First Award and will be recognized in the Graduate Education Messenger and receive a certificate of achievement.

<table>
<thead>
<tr>
<th>Name</th>
<th>Program</th>
<th>Department/Program</th>
<th>Nominator</th>
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<tbody>
<tr>
<td>Sydney Cindrich</td>
<td>Kinesiology &amp; Sport Performance</td>
<td>Graduate Assistant, Graduate College</td>
<td>Susie Schwieger, Director of Graduate Student Life</td>
</tr>
<tr>
<td>Madisen Hinegardner</td>
<td>Postsecondary Education: Student Affairs</td>
<td>Graduate Assistant, Admissions</td>
<td>Shelley Christensen, Events Coordinator, Admissions</td>
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<tr>
<td>Bailey Holm</td>
<td>Psychology: Clinical Science</td>
<td>Graduate Assistant, Institutional Research &amp; Effectiveness</td>
<td>Dr. Kristen Moser, Director, Institutional Research &amp; Effectiveness</td>
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<tr>
<td>Natalie Ita</td>
<td>Speech-Language Pathology</td>
<td>Graduate Assistant, Graduate College</td>
<td>Susie Schwieger, Director of Graduate Student Life</td>
</tr>
<tr>
<td>Kimberly Moothart</td>
<td>Postsecondary Education: Student Affairs</td>
<td>Graduate Assistant, International Services</td>
<td>Dr. Isabella Varella, Director, International Students &amp; Scholars Office</td>
</tr>
<tr>
<td>Kristin Mossman</td>
<td>Postsecondary Education: Student Affairs</td>
<td>Graduate Assistant, Student Accessibility and Dean of Students</td>
<td>Jenny Lynes, Student Accessibility Services Coordinator and Kelly Fiddelke, Assistant Dean of Students/Accessibility Services</td>
</tr>
<tr>
<td>Sara Naughton</td>
<td>Women’s and Gender Studies</td>
<td>Graduate Assistant, Women’s and Gender Studies Program</td>
<td>Stacy Lyman, Secretary, Women’s and Gender Studies</td>
</tr>
<tr>
<td>Mallory Petsche</td>
<td>English Teaching and Literacy Education</td>
<td>Graduate Assistant, Department of Curriculum &amp; Instruction</td>
<td>Dr. Sarah Vander Zanden, Associate Professor, Curriculum &amp; Instruction</td>
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<td>Mandy Rawson</td>
<td>Postsecondary Education: Student Affairs</td>
<td>Graduate Assistant, College of Business Administration Professional Distinction Operations</td>
<td>Jenny Connolly, Associate Director Advising, College of Business Administration Professional Distinction Operations and Mary Friedrich, Secretary, College of Business Administration Professional Distinction Operations</td>
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<tr>
<td>Pragati Sharma</td>
<td>Business Administration</td>
<td>Graduate Assistant, College of Business Administration</td>
<td>Dr. Daniel Bumblauskas, Associate Professor, Department of Management</td>
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<td>Jake Weber</td>
<td>Mathematics</td>
<td>Graduate Assistant, Department of Mathematics</td>
<td>Cynthia Helgeson, Secretary, Department of Mathematics</td>
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<td>Dionna Williams</td>
<td>Health Promotion/Fitness Management</td>
<td>Graduate Assistant for Recycling &amp; Reused Technology Transfer Center</td>
<td>Dr. Catherine Zeman, Professor, Recycling &amp; Reused Technology Transfer Center</td>
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<tr>
<td>Regan Zollman</td>
<td>Speech-Language Pathology</td>
<td>Graduate Assistant, Speech-Language Pathology</td>
<td>Dr. Angela Burda, Professor, Department of Communication Sciences &amp; Disorders</td>
</tr>
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## Congratulations Graduates!

Although this year’s commencement ceremony was cancelled, that will not stop UNI from celebrating the 2020 graduates! On May 7, 2020 at 11:00 a.m., UNI will be hosting a virtual commencement ceremony for this year’s graduating students. Please be sure to tune in to support your fellow graduate students! Congratulations to all who are graduating. We at the Graduate College are so very proud of you!
APA has updated their Manual from APA 6th edition, to APA 7th edition. Students should defer to their committee and department regarding the changes. For more information about the changes, please refer to this chart [https://guides.lib.uni.edu/kinesiology/citations](https://guides.lib.uni.edu/kinesiology/citations) or refer to the APA blog [https://apastyle.apa.org/blog](https://apastyle.apa.org/blog).

**INSPIRE Student Research & Engagement Showcase**

Even though this year's 13th Annual Graduate Student Symposium and the INSPIRE Conference were cancelled, graduate students received the opportunity to showcase their research, volunteer/internship experiences, and club activities through a virtual INSPIRE Student Research & Engagement Showcase. Around 25 graduate students participated in the virtual conference. To view these works, please visit [https://scholarworks.uni.edu/csbsresearchconf/2020/](https://scholarworks.uni.edu/csbsresearchconf/2020/).

**Summer Thesis/Disseration Deadlines**

- **JUNE 5:** Preview must be completed by this date in order to be eligible for Summer graduation.
- **JUNE 26:** Submission due into the Graduate College by 4:30 in order to be eligible for Summer graduation.
- **JULY 1:** Application for Summer graduation due through Student Center
- **JULY 31:** Final deadline for application for Summer graduation.

*NOTE: There is no Summer commencement ceremony. Please refer to the Registrar’s Website for more information.*

Summer Activities in the Cedar Valley

Books, Music, Movies, & More
- Cedar Falls Library
- Waterloo Library
- Marcus Theaters, College Square Cinema and Crossroads Cinema

Buy Fresh, Buy Local
- College Hill Farmer's Market in Cedar Falls
- Downtown Cedar Falls Farmer's Market
- Downtown Waterloo Farmer's Market

Catch Some Rays
- Lost Island Waterpark in Waterloo
- The Falls in Cedar Falls
- Waterloo Leisure Service Aquatics

General Travel Information
- Cedar Falls Tourism and Visitors Bureau
- Travel Iowa, Iowa Tourism Office
- Waterloo Convention and Visitor's Center

Outdoor Recreation
- Cedar Valley Pedal Fest
- Parks
- Trails
- Waterloo Parks & Recreation

Sizzling Summer Festivals
- Cedar Basin Jazz Festival in Cedar Falls
- Cedar Falls Community Main Street
- Cedar Valley Pridefest
- College Hill Arts Festival in Cedar Falls
- Iowa Irish Fest in Waterloo
- Main Street Waterloo
- My Waterloo Days
- Sturgis Falls in Cedar Falls

Sports
- Waterhawks in Waterloo
- Waterloo Open in Waterloo
- Waterloo Bucks in Waterloo

Produce in Season

May
Asparagus, Lettuce, Radishes, Rhubarb, Spinach

June
Asparagus, Beans, Blueberries, Broccoli, Cabbage, Carrots, Cauliflower, Cherries, Leeks, Lettuce, Onions, Potatoes, Radishes, Rhubarb, Spinach, Strawberries

July
Apples, Apricots, Asparagus, Beans, Blueberries, Broccoli, Cabbage, Carrots, Cherries, Cucumbers, Leeks, Lettuce, Onions, Peppers, Potatoes, Radishes, Raspberries, Rhubarb, Spinach, Squash, Sweet Corn, Tomatoes, Zucchini

August
Apples, Apricots, Beans, Blueberries, Cabbage, Cantaloupe, Carrots, Cucumbers, Eggplant, Kohlrabi, Leeks, Lettuce, Okra, Onions, Peaches, Pears, Peppers, Plums, Potatoes, Radishes, Raspberries, Rutabaga, Spinach, Squash, Sweet Corn, Sweet Potatoes, Turnips, Watermelons, Zucchini

Note: These events may be subject to change due to COVID-19. Please check the event website for updates.
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**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 the Submission Form at [https://grad.uni.edu/online-submission-form](https://grad.uni.edu/online-submission-form). Submissions can include information about recent conferences you have attended, academic accomplishments, or upcoming departmental events.

**We Welcome Your News!**

*Submission Deadlines for Fall 2020 Issues:*

September 11, 2020 and November 16, 2020

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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://grad.uni.edu/grad-student-news](https://grad.uni.edu/grad-student-news).
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