

UNC

UNIVERSITY OF NORTHERN COLORADO
SPRING/SUMMER 2019

magazine

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OPENING DOORS FOR STUDENT SUCCESS

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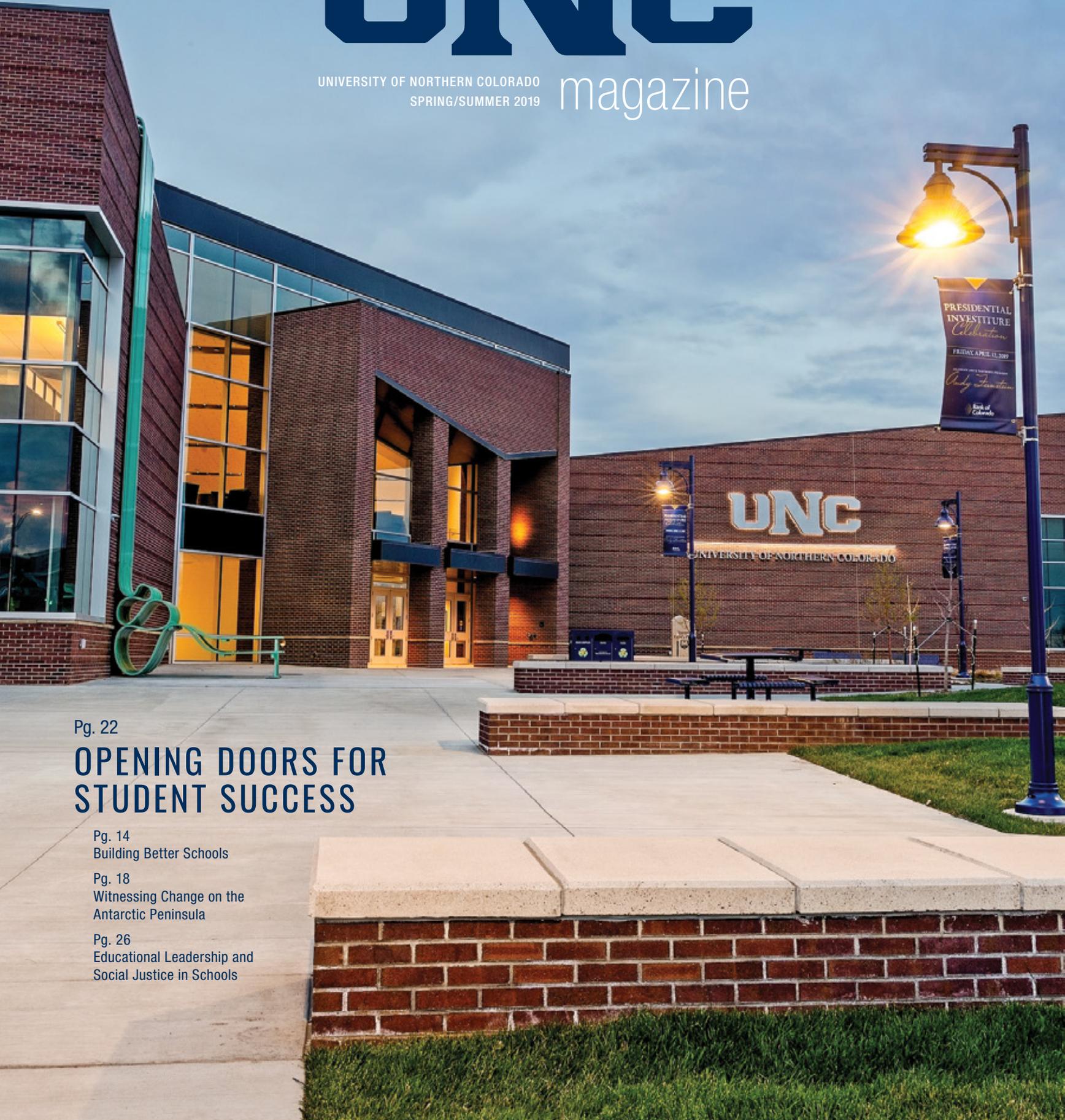
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Social Justice in Schools



The View from Here

In April, the campus community gathered in the Campus Commons atrium to celebrate the investiture of UNC's 13th president, Andy Feinstein, and the successful conclusion of the Campaign for UNC. The 114,000-square-foot building is in the process of being LEED-certified (recognition for Leadership in Energy and Environmental Design) and includes features like the social stairs (a focal point of the south entrance) which are made of wood reclaimed from railway cars. The staircase was created with the intent of being a multi-use space offering stairs, seating and a stage. Throughout the year, the stage will host open mic nights, poetry slams and more.



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PHOTO BY ERIC BELLAMY

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ON THE COVER

Campus Commons shines on a spring evening in this view from 11th Avenue.

PHOTO BY HUNTER WILSON

Editor's Note

UNC's Campus Commons Performance Hall (see page 25) is a fitting stage for our talented Bears.

➤ To learn more about upcoming performances in the 600-seat hall, go to arts.unco.edu/campus-commons

DANNY MEDOFF '18, Philosophy

I'm a Bear

PHOTO BY KATIE-LEIGH CORDER

ARMY MEDIC AND PHILOSOPHER DANNY MEDOFF, '18, TALKS ABOUT GROWTH AND ENGAGEMENT AT UNC

After joining the army in 2005, I received orders in July 2006 that I was being attached to the 28th Combat Support Hospital, located in Fort Bragg, North Carolina. We were being deployed to the hospital in Baghdad for a year.

I was placed in the Intermediate Care Unit. My first moment that I really felt like, “this is real, this ain’t no game, no joke. Things are happening,” was when I was helping an Iraqi policeman get out of bed for the first time since he’d been shot through his right hand. His bandage had just been removed, and he had a hole in his hand, and I remember vividly his facial expression as he looked at his hand for the first time since removing the bandage. I’ll never forget that, nor do I want to.

I served two tours in Iraq and Afghanistan, then was stationed in Germany from 2008 to 2011 before returning stateside to Fort Lewis, Washington.

After I was honorably discharged in 2013, I attended Seattle Central College. I knew I wanted to get my degree but doing so in Seattle would be too problematic for me. I wasn’t strong enough, then, to feel as though I could be a successful student with such distractions.

While I was there, I enrolled in the philosophy program because it offered me the flexibility to take the courses I would need to get into physician’s assistant school. But, as I went on in the philosophy program, I was hooked and wanted to see where I went with it.

I transferred to UNC, and it provided a stable place for me to cultivate my ability to think more productively, which has helped me be more friendly, courageous, open-minded and resilient. Philosophy helped me understand that there are multiple productive perspectives from which to think and work through each moment, which has helped me overcome feeling stuck and drastically decreased the amount of time I feel anxious and/or depressed about the experiences I have had and continue to have.

Working at UNC Veterans Services allowed me to meet and learn so much from all sorts of different types of people (I even got to eat hot wings with President Feinstein). Engaging with so many people each day while I was at work really forced me out of my comfort zone of super introverted-ness. I would love to teach someday, or at least work closely with individuals in a way that allows me to help them cultivate their ability to think more productively.

I worked with students to start the Philosophy Club at UNC in 2017 and served in Student Senate. I started UNC’s Philosophical Kevlar club for military veterans after learning about the topic among veterans of “moral injury,” which refers to the internal suffering resulting from acting against moral codes. The club allows veterans to talk about whatever in a nonjudgmental and loose and free way.

—By Danny Medoff as told to Jason Keller



PHOTO BY MATTEO SABBINI

News Briefs

JAZZ COMPOSITION STUDENT ZACH RICH WINS ISJAC AWARD

UNC Jazz Composition doctoral student Zach Rich was named this year's recipient of the International Society of Jazz Arrangers & Composers/University of South Florida's (ISJAC/USF) Owen Prize for Jazz Composition. His winning piece is titled, "Story of the Mad Hatter."

This is an annual prize offered to young, up-and-coming jazz composers. The work will be performed by the Colorado Jazz Orchestra in front of an audience of jazz composers from throughout the world at the ISJAC's Jazz Composers' Symposium at UNC May 16-18.

ENGLISH PROFESSOR INTERVIEWED BY THE BBC

UNC Professor and Chair of English, Andreas Mueller, Ph.D., participated in the radio show, "The Forum," which is the BBC World Service's flagship discussion program. The episode marks the tercentenary of the publication of Daniel Defoe's famous novel *Robinson Crusoe* (1719), and Mueller, along with others, discussed the various 18th-century contexts that shaped the story as well as the ongoing appeal of the Crusoe myth in modern culture. The program was broadcast by the BBC World Service in February.

SCHOOL OF NURSING MAKES POSITIVE IMPACT ON COMMUNITY

Forty-five nursing students and faculty from UNC's School of Nursing attended the Colorado Mission of Mercy's Greeley free dental event in November 2018. UNC Assistant Professor of Nursing Deb Rojas discussed this involvement as well as two other community events the school takes part in: Weld Project Connect and 9Health Fair.

At these events, nursing students do everything from measure blood pressure, body mass index and glucose screenings, to assist patients around the event, wash feet and get to know patients. Nursing students are better able to connect to community members and understand their stories.

"There are community needs that are not met, or that are hard to meet, and we have a huge group of people with very specific skillsets that can meet those needs," Rojas said. "Putting them together is really kind of a magical thing where there are needs in the community that can be met."

 Listen to the podcast: unco.edu/news/articles/school-of-nursing-community-events-podcast.aspx

Funding Important Work

ACTIVE SCHOOLS INSTITUTE AWARDED OVER \$1.2 MILLION IN GRANTS SINCE 2016

The UNC Active Schools Institute was awarded \$510,000 in grant funding through the Colorado Health Foundation from 2018-20. This is in addition to TCHF's 2016-18 grant of \$710,000.

Active Schools was also awarded more than \$26,800 combined in grants from Colorado Education Initiative, Active Schools U.S. and Alliance for a Healthier Generation.

These funds are used to conduct community engaged scholarship in school physical activity promotion. The Institute offers continuing education options for physical activity leaders (PALs), such as a two-year, online-hybrid master's program, and further assists schools and professional development providers with data and evaluation needs to improve children's health. The Active Schools Institute ensures Colorado school districts are resourced to plan and implement evidence-based practices and promote healthy activities for kids, including the Bear Physical Activity Week (Bear PAW) camp where children in grades K-5 participate in physical activity for a week during the summer.

"We know active kids do better in school and in life, every day. For youth to be benefited, physical activity learning communities must be cultivated and supported," said Russ Carson, founding director of Active Schools.

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News Briefs cont.

“GLO-CAL” COMMUNITY ENGAGEMENT: UNC MEETS BUDHAN THEATRE OF INDIA

In February, members of the Budhan Theatre of Gujarat, India, collaborated with students from the School of Theatre and Dance and the Department of Anthropology. Hosted by faculty Michael Kimball and Gillian McNally, global and local communities joined to address social justice issues.

Both the Budhan Theatre and UNC's Creative Drama course found their methodologies of Theatre for Social Justice incredibly similar. Both use the techniques of improvisation, interactive theatre and Image Theatre (using the body, rather than voice, to reflect on social issues) to engage in critical thinking and action towards social justice in communities.

Over two weeks, the groups engaged each other in physical and interactive exercises. Members of Budhan Theatre attended UNC's School of Theatre and Dance production of *By the Way, Meet Vera Stark*. Then, UNC students and community members watched a street-theatre style performance by the Budhan Theatre. Throughout the collaboration, groups contemplated their roles in making a difference in their communities and the world. How theatre professionals have and can make social change was the main topic of discussion.

THREE FACULTY MEMBERS RECEIVE CAST AWARDS

In November, the Colorado Association of Science Teachers (CAST) presented their Distinguished Service Award to UNC faculty members Rob Reinsvold, Ph.D., and Lori Reinsvold, Ph.D., as well as their Excellence in Elementary Science Teaching Award to Neva Nardone.

CAST's mission is to support, stimulate and improve science education for students of all ages in Colorado. The CAST service award recognizes distinguished service to the field of science education in Colorado.



PHOTO BY BARRY LAPOINT

ADDRESSING A SHORTAGE OF INTERPRETERS

Individuals who are deaf, hard of hearing or deafblind and live in rural Colorado may see an increase in qualified American Sign Language interpreters as a new certification training program begins.

The Rural Interpreting Services Project was made possible by a partnership between UNC's Department of American Sign Language and Interpreting Studies and the Colorado Commission for the Deaf, Hard of Hearing, and DeafBlind.

Currently, ASL-English interpreters working in the deaf community are required to hold national certification, which includes a four-year degree; however, there's a shortage of certified interpreters in rural Colorado. The project's Certification Readiness Training program will prepare participants to earn credentials over the course of a year.

The commission received funding for the Rural Interpreting Services Project from the Colorado General Assembly and is actively engaged in the development of the training.

TWO UNC STUDENT-ATHLETES AWARDED COLORADO SPORTSWOMAN OF THE YEAR AWARD

For the first time in UNC history, two student-athletes received the Colorado Sportswoman of the Year award: Savannah Smith (basketball) and Mariel Gutierrez (soccer).

Smith's outstanding 2018 season led the committee to award the second-ever honor for the UNC women's basketball program. Smith joins former teammate D'shara Strange, who won in 2016.

Gutierrez won the honor due in large part to leading the conference in points and goals. She leaves UNC as the leader in game-winning goals, shots and shots on goal and is second in career games played at the Division I level.

Gutierrez, Smith and all Sportswoman of Colorado award winners were honored March 10.

UNC PROFESSOR TO CO-HOST 2019 ABA'S NATIONAL CONVENTION

UNC Professor of Music Education and Associate Director of Bands, Richard Mayne, served as the co-host at the 2019 American Bandmasters Association (ABA) National Convention March 6-9 at the Embassy Suites Conference Center in Loveland with the Director of Bands at Colorado State University, Rebecca Phillips.

The ABA is a prestigious association that represents American bands to the world. Those invited to membership follow an intensive selection process. This is the first time Colorado hosted the prestigious event since the inception of the ABA in 1930.

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JONATHAN ALCANTAR, PH.D.
Hispanic Studies

Syllabus

Corridos: Bringing New Perspectives

EVERY CULTURE HAS A SONG. Assistant Professor Jonathan Alcantar, Ph.D., explores a very specific subgenre of cultural music called the *Narcocorrido* in his Mexican-American Studies class: MAS 410, Narcocorrido and Mexican Folk Culture.

The *Corrido* has been a cultural staple in the lives of Mexican-Americans for more than 100 years. “For some, Corridos resist an official history,” Alcantar says. “They provide an alternative perspective from the bottom to the top.”

Usually, Corridos focus on a significant historical event or person. They are written about deeds, people and life changing events from the perspective of the common folk and shared with the population.

Culturally significant, Corridos follow the ages and flow with events. Starting with early Corridos like *The Ballad of Joaquin Murrieta*, written for the Mexican-American War, focusing on battles, leaders and cultural conflict; the Chicano Movement of the 1960s, singing about certain protests and actions; and current issues with the most recent of the subgenres: the Narcocorrido.

As the name suggests, the Narcocorrido deals with drug trading. It’s a sensitive subject, with songs that may both praise drug lords’ deeds and criticize the violence and deaths that occurs. “We don’t try to glamorize this, because a lot of people have died,” Alcantar said. “This is a real, critical issue that involves both countries. When I teach this class, I want (my students) to know how to look critically at these issues.”

Alcantar wants his students to engage the issues head-on. He doesn’t expect his students to have simple solutions to the problems inherent in drug trafficking, but he does want them to think and reflect on them. He encourages them to ask questions and share concerns, often during his free, in-office “coffee hour,” giving them the opportunity to explore, discuss and engage in tough, contemporary issues.

“(The class) is always evolving, obviously,” he says. “As new policies are implemented, the Corridos are evolving, because now Corridistas are pondering how the cartels and the countries are dealing with this social problem.”

—Austin Huber

CLASS: MAS 410 Narcocorrido and Mexican Folk Culture

TAUGHT BY: Jonathan Alcantar, Ph.D., Hispanic Studies

COURSE DESCRIPTION: This course examines Mexican and Mexican-American Popular Folk culture in the context of historical and contemporary issues.

READING MATERIAL: *Chicana Traditions: Continuity and Change* by Norma E. Cantú and Olga Nájera-Ramírez; *Narcocorrido: A Journey into the Music of Drugs, Guns, and Guerrillas* by Elijah Wald.

PROFESSOR ALCANTAR’S SELECTED LIST OF MOST NOTORIOUS CORRIDOS

1. Los Madrugadores, “El Corrido de Joaquín Murrieta” (Corrido of California Gold Rush Era)
2. Los Alegres de Terán, “El Corrido de Gregorio Cortés” (Corrido of South Texas-Mexico Border)
3. Trío Nava, “El Corrido de Heraclio Bernal” (Corrido of the Pre-Revolutionary Period in Mexico 1870-1910)
4. Hernández y Sifuentes, “La Punitiva” (The Punitive Expedition) (Corrido of the Mexican Revolution 1910-1920)
5. Los Hermanos Bañuelos, “El Lavaplatos” (The Dishwasher) (Corrido of the Mexican Immigrant Experience 1920-1930)
6. Los Mascarones y los Alacranes Mojados, “El Corrido del Bracero” (The Bracero Program 1942-1964)
7. Rumel Fuentes y Los Pingüinos del Norte, “México-Americano” (Corrido of the Chicano Movement)
8. Daniel Valdez, “El Corrido de César Chávez” (Corrido of the Chicano Movement)
9. Los Tigres del Norte “Los Hijos de Hernández” (Corrido Dedicated to Mexican Immigrants and Chicanos who served in the U.S. Military) (1986)
10. Los Tigres del Norte “Tres Veces Mojado” (Three Times Wetback) (1998)



Quote worthy

“UNC has a rich legacy of excellence in teaching. Research. Learning. Exploring. Serving. We now are poised to build on that legacy. It will take all of us. 🍌🍌”

—President Andy Feinstein

➤ Read more in “Voices” on page 10.



VOLLEYBALL TEAM IMPROVES THEIR GAME WITH BIOMECHANICS TECHNOLOGY

UNC’s volleyball team is gaining insights on how to improve their off-season training programs with the assistance of three-dimensional motion-capture technology. Volleyball team members were asked to move and jump in a real-time setting to better understand if they were getting a return with the programs they’re using to train.

“We used equipment in our lab, including motion-capture and force plates, to capture how they’re moving,” said Otto Buchholz, a UNC Sport and Exercise Science doctoral student who works in the lab. “These special instruments — commonly used to develop video games and virtual reality — quantify the motions and forces while they’re jumping and landing.”

After the technology measures where their body positions are in the three-dimensional space, Buchholz, along with UNC Sport and Exercise Science students Shane Murphy and Nathan Robey, can reconstruct them on a computer.

“We just started this relationship, so our capabilities to dive deeper into how our athletes function is endless,” said UNC Volleyball Strength and Conditioning Coach, Jimmy Edel.

➤ For more “UNC in the News” stories, please visit unco.edu/news

PROFESSOR PARTICIPATES IN CONFERENCE ON TEACHING STEM TO ENGLISH LANGUAGE LEARNERS

A recent consensus study report titled, “English Language Learners in STEM Subjects,” from the National Academies of Sciences (NAS) found that U.S. school systems need to do more to ensure that English language learners (ELLs) are being included in STEM subjects in K-12 schools. To share its findings, NAS held a public event in January at the Beckman Center of the National Academies of Sciences and Engineering in Irvine, Calif.

Jingzi Huang, Ph.D., UNC professor of Language Education and associate dean and school director of Teacher Education, was invited to take part in a three-person panel as an expert on preparing and developing educators to teach ELLs science and mathematical subjects.

“We must make teachers realize that they need to be more inclusive with ELLs,” said Huang. “Studies show that teaching STEM to ELLs from an English teacher is not the best policy/practice instead, math and science educators should work with culturally and linguistically diverse teachers collaboratively for students’ development of language for math and science in the process of teaching and learning math and science content.”

UPCOMING ENVIRONMENTALLY FRIENDLY AND SUSTAINABLE EVENTS

In a recent Bear-in-Mind podcast episode, UNC Student L.E.A.F. President, Zak King and Vice-President, Max Wike, discussed upcoming environmentally friendly and sustainable solutions found on campus and within the community.

One such event includes a solar flower that literally blooms, follows and collects energy from the sun throughout the day. This solar flower will be installed in front of the César Chávez Cultural Center and will power the center.

➤ Listen to the podcast: unco.edu/bear-in-mind/56-solar-flower-power.aspx

SAVE THE DATE

Friday, Sept. 20, at 2 p.m., Jackson Field: Celebrate the unveiling of new solar panels on top of Parsons Hall with a ribbon-cutting ceremony.

GO BEARS!

MAJOR GOALS

Mariel Gutierrez graduated from UNC in December 2018, earning her Business Finance degree in three-and-a-half years while stacking up points on the pitch and trophies on her award shelf. She earned the title Colorado Sportswoman of the Year for College Soccer for her senior season (basketball's Savannah Smith was also a 2018 UNC honoree). She's currently focused on training for a break into professional soccer, in the U.S. or abroad. In the meantime, here are a few other things to know about the star striker.

HER RECENT AWARDS

- Colorado Sportswoman of the Year
- Big Sky Conference Offensive MVP
- Big Sky First Team All-Conference
- Big Sky Golden Boot Award (for the player with the most points scored; Gutierrez had 25)

HER STATS

- 36 goals during her college career
- 25 points her senior season (a goal is two points; an assist is one)
- 47.3 percent made shots on goal her senior season
- 7,327 minutes of regular-season play
- 85 regular-season games started (100 percent)

HER UNC

Gutierrez stood out academically, carrying on a tradition of UNC athletes excelling in both school and sports. She is the first UNC soccer player to earn a Scholar All-American nod, a national Division I honor, two years in a row. "It's the perfect size," she says of UNC. "You get to know your professors. They know who you are and they help you out." Gutierrez says she could go to her classmates, professors and staff members to talk about soccer, school, jobs or whatever she needed help with it.

HER INTERESTS

Sports have always been a central part of Gutierrez' life. In high school in Gypsum, Colo., she was a four-year letter-winner in both soccer and basketball. When it came to choosing a major, though, she chose to major in Business Finance at UNC because of an interest in numbers and the stock market. Business also runs in her family: Her parents and aunt each run businesses, and one of her two older sisters works for a bank. Gutierrez appreciates the flexibility and possibilities a Finance degree offers. "You can do anything with it," she says. "You can work for a corporation, or you can start your own business." Adding to her lineup of marketable skills is Spanish language proficiency; she was born in Mexico, and her family moved to Colorado when she was a baby. Before she takes on the business world, though, she's focusing on the cornerstones of her life: soccer and family.

—Rebecca Dell



MARIEL GUTIERREZ '18, Business Finance

Calming Chemo's Side Effects

UNC DOCTORAL CANDIDATE PETER SMOAK IS TAKING A CLOSE LOOK AT HOW DRINKING KEFIR — A CULTURED DRINK SIMILAR TO YOGURT — MAY IMPACT INFLAMMATION RELATED TO CANCER TREATMENTS.

As chemotherapy wages war on cancer cells, collateral damage takes a toll on a patient's wellness and quality of life. Peter Smoak is working on research to help lessen the damage that cancer treatment can cause.

Smoak, who came to UNC from Louisiana, didn't start out thinking he'd be working with people who were fighting cancer. His Sport and Exercise Science undergraduate and master's work focused more on athletic performance and nutrition. Then he met Laura Stewart, Ph.D., professor at UNC's School of Sport and Exercise Science, and she sparked his interest in working with disease populations.

Stewart became his advisor, and after touring the UNC Cancer Rehabilitation Institute (UNCCRI), he decided UNC was where he wanted to do his doctoral work.

"I feel like I'm really contributing with disease populations, helping people live better lives. I feel like it puts my work to a better use," he says. "Then my dad had prostate cancer a few years ago, and it kind of just hit home, like I need to be focusing on something more important."

Smoak looks at the impact dietary interventions might have on people who have undergone chemotherapy and radiation, which can impact the gastrointestinal (GI) tract by killing beneficial gut bacteria.

"It can cause the immune system to freak out and attack the intestinal lining, which causes something called mucositis — basically just really bad ulceration and inflammation of the lining, and that causes all kinds of GI issues," he says.

"Other bacteria leave the gut and get into regular circulation," he says. That can cause systemic inflammation that may lead to arthritis, cancer, heart attacks, strokes and even depression.

Through his research, Smoak has focused on what might help calm inflammation and repair the GI lining.

"Our gut bacteria produce these little metabolites called short chain fatty acids that will tell our immune system, and primarily our T cells, to calm down," he says, adding that they also increases mucus production — which may help the GI lining heal.

And that's where kefir enters the picture. A tart, fermented milk product similar in taste to yogurt, kefir is 99.9% lactose-free, and significantly different than yogurt when it comes to repopulating the gut with good bacteria.

Probiotics are those live bacteria and yeasts that are good for your GI tract. Smoak explains that there are basically two types: resident and transient.

"If you imagine your intestines like a tourist area, your resident probiotics work there, and they have houses there and they kind of keep up everything," he says. "Your transient probiotics are the tourists. So residential probiotics will actually take up living in your gut. They'll reproduce and they'll stay there. Your transient probiotics only last about two weeks, so you have to keep replenishing them."

Kefir, Smoak points out, is one of the best probiotic sources for residential bacteria. Conversely, yogurt and supplements will primarily provide transient bacteria that will pack up and leave town in about two weeks.

And the density of bacteria in yogurt and kefir is different as well.

"Probiotic yogurts are going to have somewhere around 10 million colony forming units (CFUs), which means that in every gram of yogurt, there are about 10 million probiotics. Probiotic pills are somewhere around 100 million to about a billion CFU per gram. Kefir can be up to a trillion CFUs per gram."

By repopulating the bacteria decimated by cancer treatments, the GI tract can heal, form a healthy barrier and keep bacteria where it belongs, rather than out marshalling the immune system to create inflammation.

Smoak, with a Provost Grant through the University Faculty Research Program and assistance from the Graduate Student Association, is seeking answers in an area that has had little scrutiny.

With a cross-disciplinary group of faculty advisors including Laura Stewart, Reid Hayward, David Hydock and Nick Pullen, Smoak is working in the UNCCRI with 12 people going through chemo and radiation who are consuming kefir for 12 weeks, and 12 who are going through chemo and radiation and not consuming kefir. All 24 will go through a structured exercise regimen so that Smoak can see if kefir boosts the benefits they know exercise has on rehabilitation for cancer patients. He'll be taking blood and stool samples (with the help of a firm called UBiome) and looking at markers for inflammation. He'll also do quality of life surveys and a gastric distress survey to see how each patient is handling the increased probiotics.

By June (12 weeks after beginning), Smoak hopes to have data in-hand, with the goal of finishing his dissertation before fall. After that? "I'd like to just continue this kind of line of research, and I love teaching," he says.

—Debbie Moors

➤ Ph.D. candidate Peter Smoak discusses his research on the possible benefits of kefir for patients with chemotherapy history. Podcast Episode 59: unco.edu/bear-in-mind



PETER SMOAK, Ph.D. candidate

Throughout his study, Smoak will be looking closely at different inflammatory markers. Those markers can help determine whether or not the clients who are drinking kefir are benefiting from its effect as a probiotic.

Field Notes



PHYSICS UNDERGRADUATE RECEIVES GRANT TO STUDY NANOTECHNOLOGIES

UNC student Jacob Fry, a senior physics major, received more than \$1,000 in grants from the UNC Office of Undergraduate Research to compare the chemical make-up of shark teeth using two nanotechnologies as well as to develop a lab curriculum on those technologies.

Nanotechnology is basically science, engineering and technology conducted at the nanoscale, equal to one billionth of a meter. It allows researchers to see a vivid image of an item at the atomic and molecular scale.

Fry used two nanotechnologies — Atomic Force Microscopy (AFM) and Scanning Electron Microscopy (SEM) — and found that the AFM provided a great image of samples with flat surfaces, but the SEM provided more detail and information about the sample.

From this, he created lab curriculum used during the spring 2019 semester as a how-to guide for these nanotechnologies.

Podcast at: unco.edu/news/articles/jacob-fry-physics-nanotechnology-grant.aspx



TWO ASSOCIATE PROFESSORS PRESENT RESEARCH IN SAUDI ARABIA

In February, UNC Associate Professors of Special Education Jennifer Ritchotte, Ph.D., and Hasan Zaghlawan, Ph.D., attended and presented their research at the International Conference for Talented People with Disability in Saudi Arabia.

Their research was supported by the Bresnahan-Halstead Center and was published in *Gifted Child Quarterly*. It's the first research study in gifted education to demonstrate a causal relationship between an intervention and outcomes using single-case research methodology.



EXPLORING EL NIÑO'S INFLUENCE ON DISEASES THROUGH GIS MAPPING

Peru is considered ground-zero for El Niño events to unfold. Assistant Professor in Geography & GIS Jieun Lee, Ph.D., along with Ivan Ramírez, Ph.D., a geography and environmental sciences instructor at CU Denver, recently published research on how the 1998 El Niño event affected numerous climate-sensitive diseases in Peru using GIS mapping technology.

They discovered connections between the flooding and torrential rainfall that occurred with the 1998 El Niño event and outbreaks of diseases.

"The main goal of the study was to develop ways to think about and visualize the occurrence of multiple infectious disease outbreaks that emerge during extreme weather or climatic events," said Ramírez.

Ramírez worked with Lee to fully map the concentrated instances (known as hot spots) of the diseases over time in that area of Peru. They tracked diseases that included cholera, malaria, conjunctivitis (or pink eye), pneumonia, and three others categorized as acute, diarrheal diseases.

Podcast at: unco.edu/news/articles/mapping-disease-risk-el-nino-peru.aspx



UNC Professor of History Joan Clinefelter, Ph.D., adjusts Feinstein's hood before the investiture ceremony.

Voices

Invested in UNC

DURING HIS INVESTITURE APRIL 12, PRESIDENT ANDY FEINSTEIN SPOKE TO THE UNIVERSITY COMMUNITY ABOUT UNC'S ONGOING — AND FUTURE — SUCCESS.

Investiture is an academic ceremony that confers the authority and symbols of high office. Reaching back to the Middle Ages, it's a long-standing tradition in academia, literally meaning to "dress in robe." The donning of regalia symbolizes how our new president is invested in and personally connected with the students, alumni, faculty and staff in the common goal of the pursuit of knowledge.

Andy Feinstein, Ph.D., became UNC's 13th president in July 2018, and early on identified with the words engraved on central campus' Horace Mann Gate — a gift from the class of 1910. The words "Rowing, Not Drifting" were inspirational as he sought to address challenges and changes as a purposeful, concerted effort among the campus community. Here, we've excerpted a portion of his investiture speech.

You can see the speech in its entirety at unco.edu/investiture.



“Our people are the reason UNC has prospered,” Feinstein said during his Investiture speech, attended by faculty, staff, students, alumni and friends.

PHOTO BY HUNTER WILSON

Our people are the reason UNC has prospered. I sensed it when I sought this presidency. I have become convinced of it during my early months here.

I have spent as much time as possible visiting all corners of our campus, our region and our state. I intend to continue doing so. A president learns a great deal by listening.

What I have learned shouldn't surprise anyone.

We have bright, entrepreneurial students who reflect the rich diversity of Colorado. Hard-working. Eager to learn. No sense of entitlement. They intend to change the world.

We have dedicated, loyal staff. People who get up every day excited about helping students. Who create an environment where every student can thrive. Who keep us safe. Who take great pride in making this campus beautiful.

Our faculty are brilliant educators and researchers. They are breaking ground in human cancer research. Developing sustainable farming practices. Writing best-selling textbooks and giving them to their students free of charge.

We are surrounded by supportive business, political, community and educational leaders.

We have proud, loyal Bear alumni and friends all over the world ready to help UNC be respected for all that it is, and all it can be. Thanks to their support, UNC tonight will celebrate the culmination of its first-ever comprehensive fundraising campaign.

UNC has a rich legacy of excellence in teaching. Research. Learning. Exploring. Serving. We now are poised to build on that legacy. It will take all of us.

There is plenty of room in the boat. We are headed in the right direction. Let's keep rowing.

—Andy Feinstein



PHOTO BY HUNTER WILSON

Special guest remarks by Dr. Loren J. Blanchard, the executive vice chancellor for Academic and Student Affairs for the California State University system.

Impact

A Historic Achievement for UNC

THANKS TO THE SUPPORT OF MORE THAN 10,000 GENEROUS DONORS, UNC'S FIRST EVER COMPREHENSIVE CAMPAIGN WAS A HUGE SUCCESS!

With an ambitious goal of raising \$45 million, the UNC community — alumni, students, parents, faculty, staff and friends — responded enthusiastically and generously to *The Campaign for UNC*.

After 1,279 days, the campaign officially concluded on December 31, 2018, exceeding our goal and raising a total of...

\$54,250,654

Although *The Campaign for UNC* has ended, the collective impact of donor support will be seen in all areas of campus for many years to come. Through donor support, this campaign has transformed how UNC educates students; how it attracts and retains the very best faculty, how it creates opportunity and encourages innovation.

On the pages that follow, you will see how this incredible philanthropy is making a difference in every corner of campus.

With the support of the entire community, this campaign has established a solid foundation that UNC can build on for many years to come. Go Bears!



THE CAMPAIGN FOR UNC — BY THE NUMBERS



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By Kaitlin Berry

Bob and Betty Tointon: Building Better



Bob and Betty Tointon were looking for ways to give back to their community. That vision turned into a life-changing leadership program for principals and their teams.

Honorary Alumni Bob and Betty Tointon are committed to supporting and improving their community.

Sweet success. That's how students, teachers and administrators at Centennial Elementary School in Evans, Colo., describe the progress they've seen over the last several years.

Placed on a Priority Improvement Plan in 2015, the school struggled to meet state standards; but with guidance from a unique program at UNC, they've worked hard to change that.

As of 2018, Centennial has been named a state Performance School and is outperforming the district average in kindergarten and first grade reading.

"Being a school that's 100-percent free and reduced, 90-percent minority, 70-percent language-learners, but still being a Performance School, it's really just putting a lot of good things together," says Principal Anthony Asmus.

It's a huge accomplishment, aided in large part by Asmus' transformational experience at the Tointon Institute.

Centennial isn't the only school in the state of Colorado seeing these results. Principals all over the state have been given the tools to build successful schools thanks to the vision of Bob and Betty Tointon.

BUILDING BETTER LEADERS

Established in 1995 thanks to a generous gift from the Tointons, the Tointon Institute has one simple goal: building better school leaders.

The Tointon's gift has made it possible for thousands of school principals, like Asmus, to attend an intensive, residential five-day academy focused on developing leadership skills that can guide their schools to success.

"Every time I host an academy, I'm overwhelmed by the passion, talent and commitment of the leaders in front of me who truly desire to improve their own skills as leaders so that they may better meet the needs of students in their schools, their districts or their classrooms," says Janet Alcorn, director of the Tointon Institute.

The Tointon Institute embraces a concept that Bob Tointon has long championed — "The road to success is always under construction" — by providing professional development that can improve the overall quality of education through systemic changes.



"By about the second day of the Principal Leadership Academy, the guards are down, and they have these amazing discussions about leadership. It's a really fertile ground for those important conversations to take place."

-Janet Alcorn, director of the Tointon Institute

"You know, we have the same issues around engaging kids, it doesn't matter whether you're in Cherry Creek or Deerfield. We have the same issues around teachers feeling worthy. We have the same issues around how to choose the best curriculum and how do we make it not about programs, but about learning. Those kinds of conversations are universal, eternal," Alcorn says. "The Tointon Institute is a safe place for these principals to have those conversations. By about the second day of the Principal Leadership Academy, the guards are down, and they have these amazing discussions about leadership. It's a really fertile ground for those important conversations to take place."

And that's exactly what the Tointons intended to create.



PHOTO BY WOODY MYERS

Tointon Institute graduate, Principal Anthony Asmus, introduces the Tointons to a kindergarten class at his school, Centennial Elementary.

ONCE A BUILDER, ALWAYS A BUILDER

Having spent decades at the helm of Hensel-Phelps Construction Co., building structures all over the state of Colorado, Bob Tointon decided to translate some of his most valuable leadership experiences to building leaders in local schools.

“You know, from the very beginning, the focus has been on leadership, and that really goes back to the experience that I had at Hensel-Phelps with the beginning superintendents’ seminar,” Tointon says.

The program Tointon is referring to was an annual training program started under his leadership at Hensel-Phelps. Every year

the six top managers of the company took 20 assistant construction superintendents to Estes Park for a week of intimate, hands-on leadership training that empowered their employees to perform at a higher level.

“Principals are just like construction superintendents in many ways. A principal is in charge of building young minds while a construction superintendent is just in charge of building a building,” Tointon says.

He thought the success they experienced through the Hensel-Phelps’ beginning superintendents’ seminar could easily translate to schools.

And he was right. Thus, the Tointon Institute was born.

“What we hear over and over again is that the experience is life-changing and that it’s the best professional development they’ve ever had. I don’t take that with a grain of salt because teachers and principals participate in a lot of professional development.”

–Janet Alcorn, director of the Tointon Institute

A FAMILY AFFAIR

Although neither Bob nor Betty Tointon are originally from Colorado, when Bob joined Hensel-Phelps in 1963 they moved to Greeley and never looked back. They love this community — and they’re always looking for ways to give back.

“You want to support the community. You want to make things better in your own community,” Tointon says.

And they see local schools as the perfect place to do that.

Betty grew up in a family full of educators. Her father was a principal, coach and superintendent of schools, and two of Betty’s uncles were also prominent educators.

“In my case it was a little bit different. It wasn’t that any of my family had been teachers, or principals, but I felt that the education I got was key to my success,” Bob says. “We look at this as a way to help people become self-sufficient. It’s a hand up instead of a handout.”

“Our Tointon graduates so appreciate Bob and Betty,” Alcorn says. “They get it. They know they’ve gotten something special because someone gave a lot of their own money to support them and want nothing in return. What Bob wants is better schools, better learning for kids, but he doesn’t expect results overnight. He understands that it’s a process. Bob knows that without the thoughtful, informed, smart and resilient leaders in our schools, little will change.”

TAKING IT ONE STEP FURTHER

To better meet the needs of educators and build better schools, the Tointon Institute expanded in 2002. Repeated requests from Tointon graduates who were eager to come back for more prompted the creation of the School and Teacher Leadership Academy.

Held twice per year, this second residential academy provides graduates of the Principal Academy the opportunity to bring a team of teachers together to discuss not only leadership, but concrete strategies they can take back to their schools.

“They have conversations that they would never have at their schools because there are bells ringing and parents knocking and kids needing help...you know all of those things,” Alcorn says. “What we try to provide is the information and the time for them to have the crucial conversations about change, the time that would otherwise not be available to them.”

Together, these educators create plans they take back to their schools and put into action. And the results speak for themselves.

A LASTING IMPACT

“What we hear over and over again is that the experience is life-changing and that it’s the best professional development they’ve ever had. I don’t take that with a grain of salt because teachers and principals participate in a lot of professional development,” Alcorn says.

Not only that, Alcorn says graduates of the Tointon Institute are staying longer at their respective schools. And consistent leadership is a crucial component of successful schools.

“Change in a school is a process. You implement it the first year, you don’t see real change until three years later. It can take about seven years in a school for significant changes to take place. So, having a principal and several teachers, or a leadership team who can lead an initiative through that time period is absolutely crucial,” Alcorn says.

And that’s exactly what’s happening at Centennial Elementary.

“My experience at the Tointon Institute has helped us to not be so top down, but more people-centered,” says Asmus. “We have a lot of great leaders in our building, and how you bring out leadership within every single person and treat them is important. We’ve got a lot of smart teachers in this district with a lot of great ideas. So how do you bring all the best ideas out and on the table and then have the best plan?”

“We’re after just exactly what Anthony has done. His school is number one in the district he said. It’s fantastic. And he gives his experience with the Tointon Institute quite a bit of credit for it,” Tointon says. “I think you find quite a few stories like that all across the state. That’s what we envisioned when we started this. Things don’t always turn out as well as you hope, but I would say because of Janet, the Tointon Institute has turned out as well as we hoped if not better.” **UNC**

SEEKING SOLUTIONS AND FINDING RESOLVE

Gentoo penguins go about their business at a rookery on a sunny, Antarctic summer day on Danco Island along the Antarctic Peninsula.

Witnessing change on the Antarctic Peninsula

Story and Photos by Cindy Shellito,
Ph.D., Professor of Meteorology, Earth
and Atmospheric Sciences

One of the last things I expected to happen in Antarctica was that I would work up a sweat. On a bright, austral summer day, the Antarctic Peninsula, despite the snow and ice, can become much warmer than Colorado on a winter's day. On this balmy January day, I happened to be trekking up a steep hillside in slushy snow, roasting beneath two layers of fleece pants, a set of black plastic rain pants and a heavy jacket that would probably keep me warm on the coldest of winter days in Colorado. Is this the picture of Antarctica I will share with my students when I get home?

I looked back down the hill to a trail of women behind me, zigzagging up the slope single-file, careful not to leave more footprints than necessary in this frozen paradise, and careful to avoid penguins from the nearby Gentoo colony as they waddled from their nests down to the sea and back again. We were visiting Danco Island, a small, snow-covered hill rising up in the middle of the Gerlache Strait on the west side of the Antarctic Peninsula. We were here together on the culminating adventure of a year-long international professional development program for women in STEMM (Science, Technology, Engineering, Math and Medicine) called Homeward Bound.

The aim of Homeward Bound is to raise the status of women in science and empower them to step into leadership roles related to making decisions that lead to a more sustainable future for our planet. The professional development program is centered around four themes: leadership development, visibility, strategy and scientific collaboration. I was one of 80 women from 18 countries selected to participate in the third expedition to Antarctica. There are seven more expeditions planned over the next six years with the aim of building a global network of 1,000 women supporting each other in science and leadership roles.



Cindy Shellito displays her UNC pride on a hill above a small Argentinian research station on Antarctica. The ship that carried Homeward Bound participants to Antarctica drifts in the background, waiting for participants to return from a shore excursion.



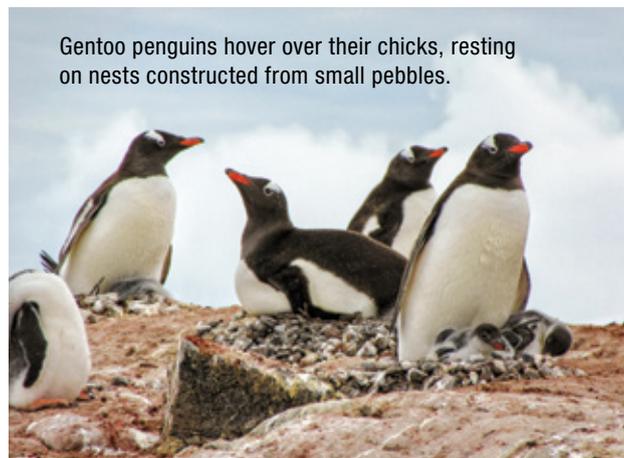
As someone who has studied past climate, visiting Antarctica is a dream. Gazing out at the mountains lining the Gerlache Straits, I felt like not only had I arrived at the end of the Earth, but that I had stepped back in time to the peak of the last Ice Age. The ice here can carve out deep valleys and move rocks thousands of miles. There are mountains topped with layers and layers of snow that look like icing on a birthday cake. There are so many glaciers in Antarctica, that, unlike other parts of the world, they don't have names. I imagined a similar view off the coast of Newfoundland, 20,000 years ago, just before the world warmed up.

Antarctica is one of the most pristine and fragile places on the planet, and it is marvelous.

But it is undergoing deep and rapid transformation. In the latter part of the 20th century, the Antarctic Peninsula warmed by about 1 degree Fahrenheit. While that may not sound like much, that can have huge consequences for ice volume and wildlife. That warming has slowed in recent years, thanks to shifting regional climate patterns, but it is expected to accelerate again in the near future if greenhouse gases continue to rise. Anyone who works on a ship that frequents the Peninsula can tell you how they've seen the glaciers retreat in the past 10 years. As a scientist, I find what is happening here sad and also fascinating.

I have spent more than 20 years studying climate and teaching my students how Earth's climate system works. Climate change is one of the biggest, most complex problems we have ever faced as a species, and its effects can be catastrophic. It's easy to feel overwhelmed and depressed by an issue of this magnitude. But I want to find a way to walk into my classroom and present climate change as an opportunity, not the disaster it is. I want to fuel my students with the hope that they can be part of the solution. That's why I applied to Homeward Bound. I wanted to be part of a professional network of women scientists working across disciplinary and national boundaries to find solutions.

Gentoo penguins hover over their chicks, resting on nests constructed from small pebbles.



Most of our program was carried out online through Zoom calls and chat forums by a group of 10 program faculty who are experts in leadership training, visibility, communication and science. The program continued once we began our three-week journey by ship together, but being in Antarctica meant adding elements of surprise and flexibility to our days. We quickly lost track of the number of lectures or workshop activities that were interrupted by shouts of "Whale!" Each day, we took breaks from our program to see penguins leaping through the water. There were moments when we paused just to watch the mist hugging the mountains as our ship glided through black waters toward some secluded bay. I often felt like I was in a fairy tale, or on another planet.

Self-awareness is at the heart of effective leadership and one of the recurrent themes in our Homeward



Left: From the top of Danco Island, Homeward Bound participants marvel at the grandeur of Antarctic mountains lining the Gerlache Strait.

COLLABORATING FOR UNDERSTANDING

Participating in the Homeward Bound expedition to Antarctica, UNC Meteorology Professor Cindy Shellito departed from Ushuaia, Argentina, Dec. 31, and returned to campus Jan. 28. Shellito said she applied for the initiative because she is drawn to interdisciplinary collaborations and is committed to finding new, more effective ways of teaching and sharing science, especially the science of climate change. Antarctica serves as the natural backdrop for collaborative work on climate change because it represents the relative fragility of the natural world and is highly sensitive to changes in global temperature.

“I want to better prepare students at UNC for life in the 21st century, which will involve making some tough decisions about how to respond to climate change,” she said, adding that UNC is poised to be a leader in environmental education. She hopes to use her professional development in this program, particularly that related to improving visibility and outreach, to better promote the types of programs and opportunities at UNC.

Shellito has studied climate change for nearly 25 years. Much of her work has focused on using computer models of climate to try to reconstruct what the climate of Earth was like 50 million years ago, when Earth was much warmer than it is today. During that time, the Earth was so warm, in fact, that Antarctica was covered by large swaths of forest. She also studies weather and climate change in the Andes of southern Ecuador, where she spent her sabbatical in 2015 after receiving a Fulbright award.

“Warming is not a new thing for the Earth,” she said, “But it is new for us. We evolved, and our civilizations evolved, in some of the coolest climates of the past 65 million years. And now, our activities are warming the Earth at a rate that is much faster than anything we’ve seen in the geologic record.”

—Katie-Leigh Corder

Bound discussions over the past year was learning to listen to ourselves. Sometimes, however, it takes stepping outside of your life and turning off the outside world to do that. Christiana Figueres was one of our Homeward Bound faculty. She is the former executive secretary of the United Nations Framework Convention on Climate Change (UNFCCC), and orchestrated 175 nations to sign the Paris Climate Agreement in 2016. She is one of us on this journey — gathering for meals with us, attending workshop sessions and sharing her own experiences and growth as a leader. “I’d like to invite you to experience silence today,” she said at our briefing before landing at Danco Island. “Antarctica has many tonalities of silence. I’d like to invite you to experience that.”

Silence was hard to come by on a ship with 90 women who were excited and passionate about sharing their lives and dreaming up a better world. But as we climbed the hill on Danco, the only sounds were the swishing of our jackets, the slosh of our boots on wet snow, and the chatter of the Gentoos. As we approached the top of the island, even the Gentoos faded into the background as we took in a panoramic glacial view. The water on the shore of the other side of the island was as smooth as glass and reflected cream-topped mountains. The world shimmered in shades of blue, silver and grey against copper-colored rocks in the mountains off in the distance.

I pulled off my weighty jacket and felt the sun burn my face despite layers of sunblock. It felt like a March day high in the Rockies. At some point, the silence was broken by a rumble off in the distance. I held my breath and looked around, but the world was perfectly still. I heard another rumble. Then another. There were glaciers calving in the distance, too far to see, or hidden from view. “This is the sound of climate change,” I thought.

With that sound I felt a new resolve — a resolve to talk and teach about climate change in a way that highlights opportunity. A resolve born from the collaborative nature of our trip together, from living on a ship full of women who are open and honest about communicating what it means for them to see the world change. A resolve born from hearing stories about what it took to bring about the Paris Agreement, the largest international agreement ever. These things give me a glimmer of hope, and insights into how we solve this global challenge.

Ultimately, it’s about collaboration. Collaboration on a scale that we have never seen. And it starts by listening to ourselves. This is what I want to share with my students. **UNC**

OPENING DOORS FOR STUDENT SUCCESS

By Katie-Leigh Corder

The newest building on campus will serve as a centralized gateway to student success and events

Heading north on 11th Avenue, just as you reach the crosswalk by North Hall, the campus landscape has changed. The new Campus Commons building stands to your right, sharing the hill that bridges west and central campus with the University Center. Even from the outside, the light-filled building shines warmly, welcoming students, the community and visitors to campus.

The building will serve as a hub for students and a showcase for the University of Northern Colorado's world-class performing and visual arts programs. It exemplifies UNC's commitment to providing students first-rate academic programs with customized learning opportunities and individual support.

The Campus Commons is all about connections: UNC students can connect with faculty, support services and opportunities; alumni and community members can connect with students as well as campus happenings; and prospective students and their families can connect with the wealth of opportunities that awaits them here. From Bear Central to the performance hall, campus tours and the Pie Café, visitors and students can find almost everything they need in the Commons.



View of south entrance to Campus Commons, just across 11th Avenue from Ross Hall.

Campus tours will start at the Commons with plenty of gathering space in the light-filled lobby.



PHOTO BY ALEX NUNLEY

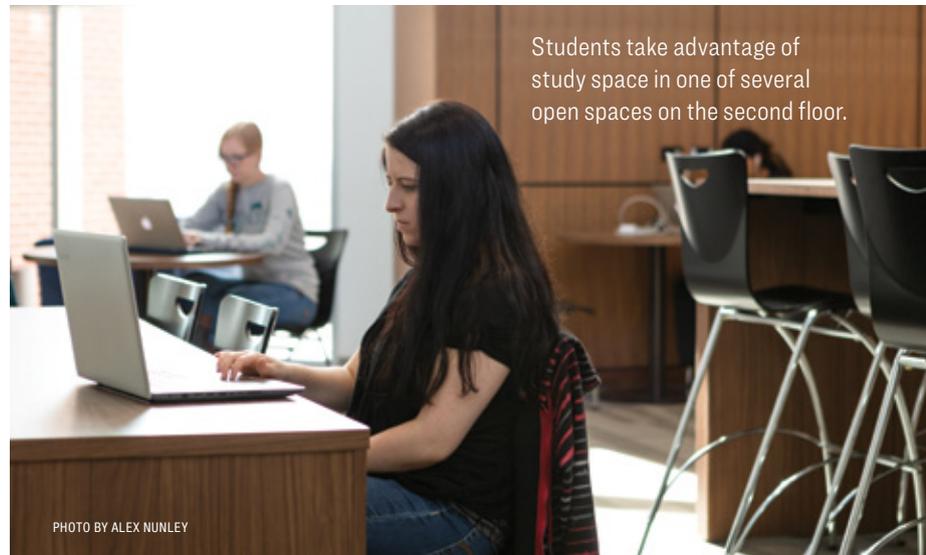
BEAR CENTRAL

This is the building's academic gathering spot. Here, Bears can take care of bills, ask questions and set educational goals. Housing the offices of Financial Aid, student accounts (Bursar) and registration services, students won't have to trek around campus for information — the offices and services here will connect students with the best tools and information in one area.

“The ability to have the three essential offices — Bursar, Financial Aid and Registrar — co-located to deliver integrated business services in Bear Central will be a major force in creating a centralized location,” says Marty Somero, director of UNC's Office of Financial Aid. “This should contribute to a student's success, ultimately resulting in their graduation.”

NEW STUDENT ORIENTATION

Helping newly enrolled students become familiar with UNC even before they start their academic career helps set them up for success with a smooth transition. They're wondering how to sign up for classes, what to expect their first year, how to navigate the financial aid process and what life on campus offers. It can all be a bit overwhelming — and with an average of about 250 students attending each orientation setting, it was



Students take advantage of study space in one of several open spaces on the second floor.

PHOTO BY ALEX NUNLEY

shoulder-to-shoulder at times in the University Center. The move to the new building allows plenty of space — with proximity to the University Center — for large and small sessions throughout orientation.

“From the time they come for orientation, these students will be able to use [the Campus Commons] for their entire career, so it's nice that we'll be able to introduce the population into the space,” says Erin Datteri-Saboski, UNC's director of Orientation.



This large multipurpose room offers flexible space for presentations and gatherings.

PHOTO BY ALEX NUNLEY

OFFICE OF ADMISSIONS AND VISITORS CENTER

This is a building that hums with Bear pride, and for prospective students and visitors, a central gathering spot is welcoming and reassuring. With the Office of Admissions and Visitors Center staff located in the Campus Commons, visitors will get a sense of UNC’s history, academic quality and unique opportunities — and they’ll also have easy access to information and answers. The Campus Commons will allow the Admissions and Visitors Center team to showcase the university and coordinate more than 10,000 campus visits for prospective students and their families.

Campus tours at the Commons started when the building opened in January, and the facility also houses a presentation room, called the Prosperity Room, presented by the Salazar Foundation, that holds more than 60 people. A multipurpose room nearby can accommodate 400-plus people for larger scale Admissions events, such as Discover UNC.

A SHOWCASE FOR TALENT

One of the most highly anticipated areas of the Campus Commons involves the new 5,900-square-foot-plus, 600-seat performance hall as well as rehearsal rooms and art gallery. The hall allows for an all-inclusive, central space for performing and visual arts, dance and music students to practice and perform as well as a place for the community to come together and celebrate the arts.

“From a curricular aspect, these are big, complicated classroom spaces, and, just like our chemistry students need lab spaces in order to learn their craft, our students desperately needed performance spaces and gallery spaces that mimic or are exactly like the real-life experiences that they will have in high-quality performance halls as they practice their craft,” says Leo Welch, professor and former dean of UNC’s College of Performing and Visual Arts.

Heating and cooling are installed beneath the seating, which is better for acoustics and space. The hall’s seating capacity can be increased by about 80 seats by using movable seating wagons that are stored under the front of the seating area and raised on the pit lift. Also, the curtains and walls around the stage can be adjusted to accommodate the wide range of sound and performances in the space.

The hall’s new Managing Director, Erin Hanke, D.M.A., started at UNC in November 2018 and is planning to bring in exciting, affordable and diverse performances at the new performance hall.

“The arts provide quality of life for everyone, and that’s our key mission — to share the arts with Greeley and the campus community while keeping prices low and promoting free and student-central events,” she says.



Visit unco.edu/unc-magazine for more:

- Erin Hanke Brings Energy, Inclusivity to Campus Commons’s Performance Hall
- Video Series: Introducing the Campus Commons

CAMPUS COMMONS
unco.edu/campus-commons



One of the first events to take place in the 600-seat performance hall was the Presidential Investiture in April.

PHOTO BY HUNTER WILSON

These new spaces will complement other performance venues on- and off-campus including the Union Colony Civic Center where other PVA performances will be held during the year.

PIE CAFÉ

Alongside the entertainment aspect of the Commons, visitors and students can indulge in on-the-go pies, pie fries and other sweet and savory foods. UNC Dining Services' Pie Café opened in Campus Commons in early January and is located on the first floor across from the Ticket Office and next to the performance hall. (For more information, turn to "Last Look," page 37.) **UNC**

When pies are in the oven, Campus Commons is filled with the scent of the pastry.



PHOTO BY WOODY MYERS

Learning to **LEAD**

By Debbie Pitner Moors



Assistant Professor Jacob Skousen focuses on educational leadership and social justice in schools.

FROM JACOB SKOUSEN'S BOOKSHELF

Well-read, Skousen pulls books from a vast collection to share ideas and philosophies. Following is his short list of books which have influenced his approach to education.

Pedagogy of the Oppressed by Paulo Freire

Life in Schools by Peter McLaren

Keeping Track: How Schools Structure Inequality by Jeannie Oakes

Teachers as Cultural Workers: Letters to Those Who Dare Teach by Paulo Freire

Savage Inequalities: Children in America's Schools by Jonathan Kozol

Democracy and Education by John Dewey

Teachers as Intellectuals: Toward a Critical Pedagogy of Learning by Henry Giroux

Chomsky on MisEducation by Noam Chomsky

Reinventing Paulo Freire by Antonia Darder

Literacies of Power by Donado Macedo

We Can't Teach What We Don't Know by Gary R. Howard

Literacy con Carino by Hayes, Bahruth and Kessler

A Pedagogy for Liberation: Dialogues on Transforming Education with Ira Shor and Paulo Freire

The School Leaders Our Children Deserve: Seven Keys to Equity, Social Justice and School Reform by George Theoharis

When Jacob Skousen headed from Idaho to Nicaragua for a church mission in the 1990s, he was 19 years old. It was a journey that carried him not only to an unfamiliar place, but it eventually led him to his life's work as an educator.

Skousen, Ed.D., is an assistant professor of Leadership, Policy, and Development in Educational Leadership and Policy Studies. Like so many educators he was drawn to teaching because he wanted to make a difference.

His experiences before college shaped his career path, and his past teaching positions have led to a research line that includes leadership for social justice, teacher mentoring projects in rural schools, and a case study of principals who've attended the Tointon Institute for Educational Change.

In his office in McKee Hall his bookshelves are filled to capacity with texts and journals. A voracious reader, he can reach out, mid-conversation, capture a book and conjure the words of educators John Dewey, Malcolm Knowles and Paulo Freire. And he does so with an intensity that comes from not only having read about social justice and leadership in education, but from having lived and breathed it.

BUILDING ON A PURPOSE

"Some of my original critical consciousness came from living in Central America — in Nicaragua — which is where I learned Spanish," he says. "I spent two years there — part of the time with Doctors Without Borders. I was in the capital — Managua — where there's a city dump and people actually live there. They sort through garbage that ends up there and that's how they make their living, and that's where they eat."

Skousen helped the doctors in the clinic, translating, taking down health histories and at one point, working in the nearby school, reading with the kids. The poverty he saw was eye-opening.

"Talk about a crisis of self, right? Recognizing how much I had and where I had come from and seeing this unfold in front of my face was ... it was life changing," he says.

Back in Idaho, he enrolled at Boise State University with a clear vision of what he wanted to do in life. "I recognized that teaching is what I was, who I am."

After earning his bachelor's degree in elementary education with a bilingual education endorsement, he taught for about eight years, with students ranging from fourth grade through high school. As a middle school teacher, he was hired to teach "intervention courses" in reading and mathematics.

"I worked in high poverty schools with high numbers of students who were second language learners," he says. During that time, he also earned his master's degree in curriculum instruction with an emphasis on bilingual education. He went on to earn a second master's degree — a master's of education and educational leadership.

Then he was offered a unique opportunity: He was hired as a principal for a new alternative school tasked with addressing a problem in the district.

“The district would see about 500 students in the grade level who would transition to ninth grade from two middle schools — about 250 students per middle school. By the time they enrolled in tenth grade, there were only about 350,” Skousen says.

While enrollment losses are not uncommon, these numbers went beyond typical. Many of the children started school with challenges other children did not, with poverty, language barriers and frequent moves putting up obstacles to learning.

“The district selected 50 students from each of the middle schools who were the lowest performing and put them in this school that I opened with a group of teachers. It was a phenomenal experience,” Skousen says.

Over the summer, Skousen visited each of the students and their families at their homes, as well as meeting teachers he’d be working with. The team defined who they were and who they wanted to be, then started building community in order to really engage students.

“Teachers work really hard,” Skousen says. “It’s not a question of, ‘Are we working hard?’ It’s a question of, ‘Are we working hard in the right ways?’ So we began to collaborate on what those right ways were going to be for us, and with our students.”

THE COMPLEX REALITIES OF EDUCATION

But stepping outside the norm isn’t always easy.

Skousen, who earned his Ed.D. in Curriculum and Instruction from Boise State, points out that schools are complex, and that there are multiple purposes of education.

“With the adoption of standards, college and career ready standards, we’ve bought onto this idea solely that the purpose of school is college and career readiness,” he says, adding that there are other purposes — like preparing kids for life in a representative democracy or readying them to be members of a community.

Skousen points out that in the past, teachers were writing their own curricula and designing their own lessons. With education policy changes of the last 20 years though, teachers were asked to use textbooks — and sometimes scripts — to teach to an approved standard and to be able to test students against that standard.

“There has been a change where teachers are again engaging in the development of lessons and thinking about how students learn,” he says, “which is probably where we should be as opposed to, ‘Let’s get this one-size-fits-all curriculum that clearly doesn’t fit everyone.’”

But change is a constant in education, sometimes bringing educators full circle. As he talks about the difficulties of change and rhetoric surrounding education, Skousen pauses and references a name from the early days of American public education.

“I’ve read work by John Dewey and read his critiques from the early 1900s about developing creativity, developing a disposition for learning in students. And one could read some of his essays and say, ‘Yeah. I want to go to the school that’s doing these things.’ That’s over 100 years old now.”

Added to changes in philosophies, pedagogies and policies, teachers and principals are facing challenges — from gun violence to political rhetoric — that require continued learning and leadership skills.

HELPING PRINCIPALS LEAD

Researchers know that the job of today’s principal is much different than it was 40 years ago, and at the same time, criticism of public schools in the U.S. is greater than ever.

“My experiences with teachers are that they got into teaching because they want to make a difference. They want to do the work that’s going to have the greatest impact on kids. And I think it’s no different for principals.”

Having worked as a principal for students, parents and families who come from poverty and a second language background, Skousen has focused his research line on principal leadership for social justice.

“We look at the ways in which students in groups of individuals have been marginalized, presently and historically,” he says. “How have we changed the system to be able to really educate students in a way that would fit their needs?”

Skousen says that we can start by looking at some school practices that perpetuate social injustices.

“In many schools we do things like ability grouping. The term for that in education is tracking. What does that really do? It separates kids. And more often than not, it separates them by socio-economic status and by race-ethnicity. That’s what it ultimately does,” he says.

To understand how tracking can perpetuate social injustice, Skousen explains that when a child who comes from a home where Spanish is the primary language arrives in kindergarten, the child isn’t really being assessed at their learning level as much as by their ability to communicate.

“We’re going to give them a test in English,” he says. “How are they going to do? Are they going to know the alphabet in

“We look at the ways in which students in groups of individuals have been marginalized, presently and historically. How have we changed the system to be able to really educate students in a way that would fit their needs?”

English? Are they going to be able to count to 10 in English? No. Even if they could do it in Spanish, it wouldn't matter in many schools. So where are they tracked immediately? That low group."

Some might argue that as they learn English, students will move into higher tracking groups. But research doesn't back that up. Instead, Skousen says it reveals a stifling influence.

It was something he'd heard teachers talking about, as well. One teacher — who started as a kindergarten teacher working in an intervention setting — said that after remaining in the district for her career, she went back to see how the children fared in the system.

"She said, 'They stayed. These were the ones we wanted to give an extra boost to so they wouldn't be in the low group. But what happened? They stayed there. And if they finished school, they were still at the bottom of the class.' For the vast majority of the students placed in low groups, they dropped out. They left," Skousen says.

Working with principals for social justice means taking a close look at those practices.

"If we really are thinking about social justice in our schools, that is a practice that we would eliminate," Skousen says.

Sometimes, social injustice is woven through educational tools as common as questions written for tests.

Skousen offers an example. "We're in the state of Colorado. An assessment might have students read a passage about the ocean. Then they have to answer some questions about it."

He points out that students who've been to the ocean and experienced the sound, smell and sight of it will have far richer context than students who've never seen the ocean.

"The students who haven't been to the ocean are typically, students who come from poverty and students of color. The subtleties of the context are going to make them so they can't respond as easily."

That doesn't mean, says Skousen, that people writing the test questions are intentionally trying to make it more difficult for some students than others.

"It's brilliant, it's a great question — for someone who's been there and who's experienced it, but if you haven't, it doesn't make any sense. That person doesn't really understand that they're excluding people from being able to really understand the context of the question."

So, for Skousen, teaching principals leadership for social justice can help them develop schools that meet student needs and foster engaged learning communities.

"I think the start of critical consciousnesses begins with understanding the ways in which we read the world. When we get these vast differences (in seeing the world), if we can really truly engage in that dialogue, we start coming to this middle ground of really understanding."

He also says that developing leadership skills in principals is something that isn't always addressed with career-long learning in mind.

"Most recent research in developing school leaders includes talking about leadership development as a continuum, as something that occurs over a long period of time," he says.

And he feels that UNC's Tointon Institute is unique in its approach to leadership in education, which led him to do a case study of principals who attended the institute. He wanted to explore how the institute develops leadership capacity in practicing school leaders.

"They talk about leadership theory, and different types of leaders; about change, and how change occurs. And so what Tointon provides school leaders is the opportunity to reengage in their development as a leader, which is what is missing.

"If the principal is learning and working, guess what the teachers are doing? They're learning and working well, and guess what they do with their students? Their students are learning and working well."

Skousen's research on leadership has led him to work on projects ranging from working with principals across the state to providing mentor training to rural teacher leaders. And it's this work that he finds so rewarding, with a teacher's and principal's perspective and a researcher's drive for understanding.

"When you work as a principal in a school you have to do a lot of thinking, but you make 30 decisions before lunch that are huge for the lives of kids and the lives of teachers. You don't often have a chance to stop and say, 'Well let's see. I've got this problem facing me. What's been written about this? What are other schools doing?'"

Those are questions Skousen explores as he works to make the difference he imagined in a makeshift school in Managua, where the people he met changed how he read the world. "I can still see them," he says. "I can still see the people I met there." **UNC**

"I think the start of critical consciousnesses begins with understanding the ways in which we read the world. When we get these vast differences [in seeing the world], if we can really truly engage in that dialogue, we start coming to this middle ground of really understanding."

 Dr. Jacob Skousen discusses how his experience with marginalized populations exposes the need to consider critical pedagogy in educational leadership. Podcast Episode 60: unco.edu/bear-in-mind

HONORED ALUMNI

Induction Ceremony

The University of Northern Colorado boasts outstanding alumni and dedicated friends from all walks of life. Each year it is the great privilege of the UNC Alumni Association to recognize a group of distinguished graduates and friends as Honored Alumni, the highest recognition that the Alumni Association can bestow.

Publicly recognized at the Honored Alumni Award Ceremony on May 10, this year's class of honorees includes a recorded military veteran, dedicated journalists, innovative educators, researchers and loyal UNC fans. We are proud to introduce you to UNC's 2019 Honored Alumni.



KATHLEEN DUNEMN

During her decorated career as an Army Nurse Corps Officer, Kathleen N. Dunemn '71 had many assignments and impressive accomplishments as a researcher, nurse midwife, educator and commander before retiring as a colonel in 2011.

While serving, Dunemn led a research project that ultimately improved the safety of military combat wear, helped the Czech Republic establish their own army nurse corps and received many accolades along the way.

Today she is happy to be back at her beloved UNC serving as the director of the Doctor of Nursing Practice program, which allows her to put her greatest passion to work.

"When I look back, my favorite moments are when I'm with junior nurses, when I was a chief nursing officer, helping them with their decision-making process. Helping them grow as individuals and helping them reach to the next level. I've always thought, and I'm pretty sure UNC taught me this, that you have to be reaching for the stars. You have to keep reaching for that next goal."

-Kathleen Dunemn '71

MATT SCHUMAN

Late journalist Matt Schuman '86 inspired those around him through his perseverance and advocacy. A diligent journalist who refused to be limited by muscular dystrophy, Schuman was hired as a reporter for the *Greeley Tribune* and went on to a 27-year career as an award-winning journalist.

Not only did he cover the sports beat at the community, prep, university and professional levels, he wrote an award-winning series called "Access and Ability," which focused on the challenges people with disabilities face and shared his own personal experiences.

Although he used a wheelchair, he never let that hinder his activities or upbeat attitude. Multiple awards have been named in his memory, and Schuman's family established the Matt Schuman Memorial Scholarship at UNC to support a journalism student every year.

"It's great when you see a person just achieve what they set out to do. He embodied that and I think he would appreciate the award. I think he loved his university and I think he loved his work."

-Steve Baker '86, nominator

JIM AND JANET LISTEN

Loyal UNC supporters and honorary alumni Jim and Janet Listen have exemplified commitment to the University of Northern Colorado for decades. They have embraced the athletic programs, adopted the UNC and Greeley communities and dedicated themselves to the academic success of student-athletes.

The Listens have become reliable fixtures at both home and away athletic events, and they can often be found sporting blue and gold in the stands regardless of the weather or score. The Listens have also been generous with their financial support for UNC Athletics, donating directly to several programs for more than 30 years and establishing the James R. and Janet S. Listen Athletic Scholarship in 2002.

“Jim and Janet have so much pride for UNC, and their enthusiasm is contagious. I think that is just a great example for everyone. Alumni or not. They have made the lives and experience of many student athletes much better by their presence, by their support, their scholarships, so many ways. They have enriched the lives of student athletes.”

–Jill Trotter '87, nominator

DARLENE LEDOUX

Dr. Darlene LeDoux '78, has been a fixture in Denver-area schools for more than 40 years serving as a teacher, principal, and central office leader. At the age of 30, she became one of the youngest principals in Denver Public Schools.

A fierce advocate for education and the rights of English language learners, LeDoux has spearheaded a number of initiatives that benefit some of the most disadvantaged students in Denver. LeDoux remains closely connected with UNC, inspiring future educators and connecting them with rare opportunities.

“Darlene is a dedicated, passionate leader who strives to support all students and I know her to be a person of great integrity. Darlene’s long career in education has its roots in the learning that she experienced at the University of Northern Colorado and she has continually brought honor to her alma mater. She has a strong drive to achieve educational equity and the most disadvantaged students — English learners, low income students, African American and Latino students — have a fierce advocate in Darlene.”

–Susana Cordova,
Deputy Superintendent of
Denver Public Schools

JULIE ZALIKOWSKI

Since graduating with her degree in chemistry, Julie Zalikowski '75 has had a distinguished career focused on analytical chemistry, first in the environmental field and then in pharmaceutical sciences.

After several years performing critical water analyses in both the state of Washington and Cairo, Egypt, Zalikowski left the environmental field to become a research scientist for several large biotech companies including AstraZeneca. At AstraZeneca she worked as a principal scientist and was part of the team that developed the statin drug Crestor.

Zalikowski has been a loyal donor to the university, providing support to Chemistry, Athletics and Nursing.

In 2015, she and her husband established the Julie Zalikowski and David Cissell Chemistry Endowment, which provides a scholarship to a Chemistry major with a financial need.

“I am humbled to receive this recognition, as I am certain I received more from UNC and the professors in the Chemistry and Math departments than I ever gave back.”

–Julie Zalikowski '75



To read more about current and past honorees, see photos of the ceremony and watch each honoree’s tribute video, visit unco.edu/alumni

Alumni Notes

Editor's note: Alumni News items are submitted by alumni and are not verified by the editors. While we welcome alumni news, *UNC Magazine* is not responsible for the information contained in these submissions.

 **Submit Alumni Notes online at unco.edu/uncmagazine**

 **Follow along on Twitter @UNCBearsAlumni for up-to-date alumni news and highlights**

30s

Marie Greenwood BA '35, Denver, celebrated her 106th birthday in November.

60s

Carl Veaux MA '67, Cape Coral, Fla., was presented an environmental stewardship award from the Florida Department of Environmental Protection for his work to enhance the region's environment.

Save the Date

The Class of 1969 will host their 50-year reunion October 18-19, 2019 during the annual Homecoming celebration.

 Visit unco.edu/homecoming for registration and details.

70s

Loren G. Salzman BS '73, Rockford, Ill., spent 35 years in the hospitality industry as a hotel/resort controller and received a Certified Hospitality Accountant Executive (CHAE) from the International Association of Hospitality Accountants.

Daniel C. "Dan" Benavidez BS '77, Longmont, is a member of the Board of Directors and the Vice President of Eco Cycle, the nation's largest non-profit recycling and sustainability organization. Benavidez also participates with Longmont Chief of Public Safety Mike Butler's "Belonging Revolution," in which they do weekly neighborhood walks where Benavidez accompanies him as a team member and as his Spanish interpreter. Benavidez and Butler have walked over 250 of Longmont's neighborhoods to meet over 3,000 Latino residents to help them feel safe and at home in Longmont. Benavidez is frequently called upon, as a public speaker at the University of Colorado in Boulder, as a guest speaker at Boulder County and Colorado

Springs High Schools, Elementary Schools and other Educational facilities in the state. Benavidez's message to the largely minority classrooms is that they can succeed. He shows them his UNC class ring as evidence. Benavidez also shares with them that he was the first Latino in Longmont history to be elected at-large to the Longmont City Council and then as Mayor Pro Tem by his colleagues. And if all that isn't enough, Benavidez is currently writing a book, titled *For All the Right Reasons*.

Donald Paul "Don-Paul" Benjamin MA '78, BA '70, Cedaredge, retired from his full-time role as staff writer for the Delta County Independent newspaper in western Colorado to complete three novels: a fantasy, a romantic-mystery and an alternative history.

Martha "Martie" (Minneman) Sullivan BS '78, Scottsdale, Ariz., celebrated the 25th anniversary of her Sweet Basil Gourmetware & Cooking School. She added the Sweet Basil Market Café four years ago.

Nathan Gerald "Nate" Smith BS '79, Highlands Ranch, was inducted into the US Army Officer Candidate School Hall of Fame Class of 2018 at Fort Benning, Ga. Smith retired from the Army as a colonel, and served in Operations Desert Storm, Iraqi Freedom and Enduring Freedom.

Terry L. Vice BA '79, La Paz, Bolivia, is now serving as the facility manager for the United States Embassy in La Paz.

UNC Board of Trustees Appointments

Colorado Governor John Hickenlooper announced the appointment of Stephen M. Jordan BA '71, Lafayette, to the UNC Board of Trustees. Hickenlooper reappointed current trustees Janice Sinden BA '97, Denver, and Richard "Dick" Monfort BS '76, Eaton.

80s

Diana Walsh MA '80, Fort Collins, retired from her teaching career in the Des Moines Public Schools. Walsh is preparing to hike through the Appalachian Trail. You can follow her journey at SaunteringwithDiana.com

John Dolan BA '80, Greeley, retired from the United States Air Force in October 2018 as a Lieutenant General and is living back in Colorado.

Robbyn Wacker MA '82, BA '80, St. Cloud, Minn., became the first female president of St. Cloud State University. Congratulations, Dr. Wacker!

Gary E. Lewis EdD '86, Northfield, Minn., was awarded the Legacy Award by the Minnesota Administrators for Special Education (MASE) in recognition of his "commitment to encouraging, developing and mentoring leaders who reflect the MASE mission."

Sara L. Rapp BA '86, Delta, retired from Edward Jones and now mentors women in the local jail and at Celebrate Recovery. Rapp also recently assisted with rodeo Bible camp in the Apache Nation.

Lonnie Weis BA '87, Littleton, appeared on Jeopardy and shared that when he was a UNC student, he helped design three winning homecoming floats. Weis finished in second place on that particular episode of the game show.

90s

Sydney Millage BAE '92, West Liberty, Iowa, graduated with a master's degree in Biblical Counseling from Faith Bible Seminary in Lafayette, Indiana. Millage recently wrote the book *Sanctuary: Hope and Help for Victims of Domestic Abuse*, published by Focus Publishing, Bemidji, Minn., 2018.

Heidi C. Yewman BAE '92, Portland, Ore., directed an 84-minute documentary titled "Behind the Bullet," which debuted during the prestigious Slamdance Film Festival in January in Park City, Utah. The documentary is about four individuals who pulled a trigger and shot someone, and the

emotional stress, trauma, and moral injury they've suffered — an angle into gun violence that goes unexamined. Five years ago, Yewman wrote a book about what it's like to be shot, titled *Beyond the Bullet*. She has served on the board of the Brady Campaign to Prevent Gun Violence for 13 years. Yewman is a 1986 graduate of Columbine High School.

Kyle Holman BA '99, Eaton, was appointed the North Colorado Medical Center Foundation president and CEO.

00s

Susan Myllykangas MA '00, Maryville, Mo., is a full professor at Northwest Missouri State University. Myllykangas coordinates the Parks and Recreation Management and Gerontology programs for the School of Health Science and Wellness.

Margaret "Meg" Cypress BS '02 Denver, was named the 2019 Colorado Teacher of the Year and will be entered as Colorado's nominee for the National Teacher of the Year Program competition. The President of the United States will honor Cypress along with the country's other teachers of the year at a special ceremony at the White House.

Andrew J. "Andy" Kelso BA '03, Maplewood, N.J., returned to the role of Charlie in the Broadway production of *Kinky Boots* and remained with the show until it closed in April.

Erica Sweany BA '03, Thornwood, N.Y., joined the Broadway cast of *Harry Potter and the Cursed Child*. This is Sweany's third Broadway production.

Anthony P. Reimer BA '05, Hoboken, N.J., voices a character in the new video game "Red Dead Redemption 2."

Joshua R. Buscher BA '08, Sunnyside, N.Y., joined the Broadway production of *Kinky Boots*.

Talia M. Liccardello BA '09, Denver, has accepted a new position as the drama director at Littleton High School.

10s

Valerie Lovato MA '10, BA '07, Westminster, received her certification for the National Boards of Professional Teaching Standards on December 1, 2018. The National Board Certification was designed to develop, retain and recognize accomplished teachers.

Emily (Carlton) Mills BA '10, Franklin, Tenn., wrote and published *The Art of Visual Notetaking*. Mills also appeared on the opening and closing segment of the daytime talk show *Pickler and Ben* to talk about life as an illustrator. Mills will be a guest speaker this spring via webcast to UNC typography students with instructor Woody Myers BA '92.

Armando Silva BA '10, Greeley, opened *Metamorphosis* in the Mari Michener Gallery at UNC.

Matthew "Matt" Smiley MM '10, Denver, has a rigorous performance schedule and teaches at both Denver School of the Arts Jazz Camp and The Gift of Jazz, a non-profit focusing on enriching the community through the creation, promotion and preservation of the art of jazz in the Rocky Mountain region. Smiley worked with a number of diverse and prominent performers and composers including Alvin Lucier, Christian Wolff, Stephen Drury, Jean-Claude Risset, Terrell Stafford and Greg Osby.

Matt Smiley MM '10, Denver, **Alexander "Alex" Nauman** BM '08, Billings, Mont., and **Briana Harris** MM '14, Greeley, were part of a quintet who recorded *Free Range*, thanks to the "Pathways to Jazz" grant program out of Boulder. About the recording, the group said, "We wanted to capture our favorite parts of creative improvisation and invite listeners to come explore with us."

Tasha Van Marter MA '10, BA '05, Thornton, was recognized as a Denver Channel 7 Everyday Hero. Van Marter, a former probation officer, founded Joyful Journeys Community Enrichment. Joyful Journeys has a thrift shop, which raises money and provides food, clothing and emergency supplies to struggling families. It also

Former Teaching Colleagues now have a Kidney in Common

Daniel F. "Dan" Warner MA '95, Kingston, R.I., made news when he received a kidney from Daniel Wagner BAE '87, Greeley. Warner and Wagner met as colleagues at the UNC Laboratory School. Warner had been fighting polycystic kidney disease for years when doctors recommended he go on dialysis and start looking for a kidney donor. As the search for a donor began, Warner reached out to Wagner, whose wife also has polycystic kidney disease. Although Wagner was not a match for his wife, he was a perfect match for his old friend. The lifesaving operation took place in December and both men are doing well.



UNC BEARS ON THE ROAD

Join the UNC Alumni Association for two travel games this football season.

AUGUST 29, 2019

UNC @ San Jose State University

SEPTEMBER 7, 2019

UNC @ Washington State University



Visit alumni.unco.edu/football-central for ticket and tailgate information.

provides a gym and gives low-income youth the opportunity to participate in sports. In 2017, Joyful Journeys provided support to roughly three families per week and approximately 5,000 Coloradans.

Cody T. Havard Ph.D. '11, Collierville, Tenn., is an associate professor of Sport Commerce in the Kemmons Wilson School of Hospitality and Resort Management at The University of Memphis. Havard was named an affiliate fellow of the Center for Great Plains Studies at the University of Nebraska, Lincoln. Havard researches rivalry in the sport setting, and uses comic strips and cartoons to teach about the phenomenon and appropriate group member behavior.

Kelsey M. Smith BA '12, Bailey, published her first book describing the journey she has been on since learning that she has a form of Turner Syndrome.

Gena A. Sturgon BA '13, Loveland, founded PlayEducate, a nonprofit organization in Kosovo, which educates local youth to prevent extremism, conflict and violence using sports, games and dialogue. The program also engages deployed US troops in Kosovo as program facilitators.

Chelsea Hansen BA '15, Ft. Collins, is busy working an 8-5 job, works as a freelance musician and, as of January 2019, is a published poet in several literary journals.

Rayvon Solomon BA '18, Aurora, is a licensed finance professional at Prudential.

Playing Rattlesnake Kate

Neyla Pekarek '09 made headlines with her first solo album and a Denver Center for the Performing Arts Center commissioned play, both inspired by Greeley historical figure Rattlesnake Kate. Pekarek, a classically trained vocalist formerly of The Lumineers, debuted her album and play earlier this year.



Voices of
UNC

Thanks so much to our alumni and friends who shared their thoughts about UNC as we celebrated the generosity of our community and the investiture of Andy Feinstein as president in April. Comments, including the quote below, were included in a video at investiture, which you can see online at youtu.be/GIa7c0x2LPY

*“There’s only one place like Greeley,
and only one university like the
University of Northern Colorado.”*

Shane Osthoff '90

UNC DAY AT THE ROCKIES

Let’s Play Ball! The UNC Alumni Association invites Bears of all ages to attend the family friendly **UNC Day at the Rockies July 14**. Gameday packages include a commemorative UNC special edition Colorado Rockies Hat.



Tickets sell out quickly, so go to ROCKIES.COM/UNC to reserve your seat today!

FROM THE VAULT

FROM MCNAIR SCHOLAR TO ACADEMIA

As Joseph Hamm, Ph.D., '08, takes the stage at the annual National Association for Court Management conference, the attendees are waiting for him to begin his discussion on people's trust in government and the courts. Hamm specializes in understanding the relationship between government entities and the public, and his knowledge has led him to a career as assistant professor of Criminal Justice at Michigan State University, as well as a top researcher of environmental impact in the Michigan area. These endeavors have helped him address recent needs for researching trust in the government.



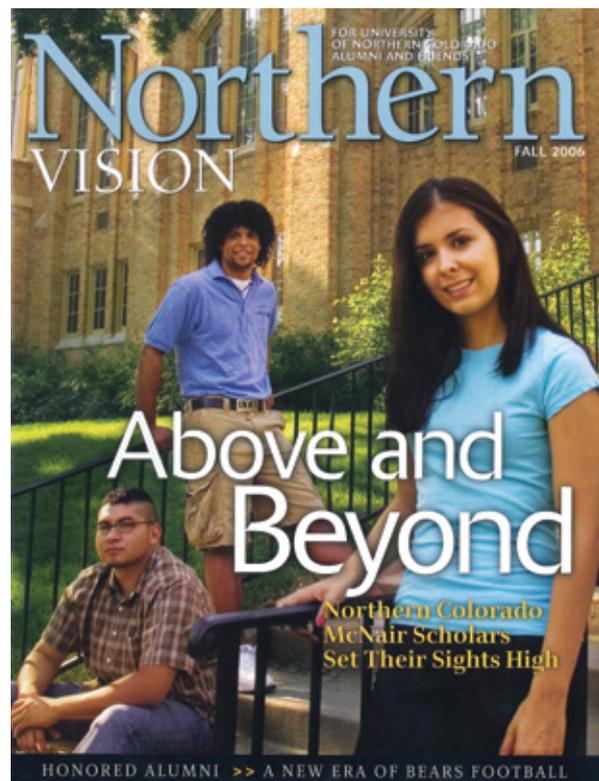
Hamm came to UNC in 2003, where a lecture from Professor Doug Woody inspired him to pursue the field of psychology and law. His sophomore year, Hamm was accepted into the McNair Scholars program, which was instrumental in helping him set goals and strive to reach his fullest potential.

"My time working with Doug and the McNair Scholars program were absolutely critical," Hamm said. "I started undergrad not really thinking about graduate school at all and it was only because Professor Carl Granrud encouraged me to apply for McNair that it ever hit my radar. Without (Doug Woody's) mentorship and the opportunities McNair offered, there is no way I would have made it into graduate school, much less a faculty position."

The McNair Scholars program posthumously recognizes Dr. Ronald E. McNair after his passing in the tragedy of the Challenger space shuttle explosion. The program is designed to prepare undergraduates of either first-generation or underrepresented backgrounds for doctoral studies.

Hamm's inspiring career is proof that the program works. "I guess I just never really... considered myself someone who would ever be able to get a Ph.D. I spent most of my time in the program really just wanting to give it my best shot and see how far I could go, but never quite believing I could finish the program and get into graduate school. Impostor syndrome is real."

At UNC, Hamm was a part of the Lambda Chi Alpha fraternity. "My fraternity had an annual fundraiser called Watermelon Bash. During one of the years, a brother of mine and I got to coach the Sigma Lambda Gamma's team through a week of challenges and a day of games. We had the best time working with them ... that was the year they ended up collecting the most money and donations and won overall."



 Joseph Hamm was first featured in the Fall 2006 issue of the university magazine, both on page 12 and on the cover. View at unco.edu/unc-magazine.

Building on the confidence the McNair program and his UNC experiences gave him, Hamm completed his doctoral degree in Law-Psychology at the University of Nebraska-Lincoln in 2014. Soon after, he accepted his position at MSU.

At MSU, Hamm has worked to continue his research and teach the intricacies of trust. His current work looks at issues of trust as they relate to the Flint water crisis, public engagement with the state courts, police body-worn cameras and adaptation to climate change. It's a challenge he's well-prepared to tackle.

—Austin Huber

 Watch Hamm speak at last year's National Association for Court Management conference at youtu.be/5KXhOUo5FXg.

In Memory

40s

Yuriko Lily Torigoe BA '45
William F. "B" Brown BA '48
Anthony Joseph Stone BA '48
Willard E. Lally MA '49

50s

Robert Warren "Bob" Richardson BA '51
Anthony Paul "Tony" Slavec MA '52, AB '48
Lawrence Alvarez BA '53
Valliemena Lorean "Val" (Owen) Clark MA '54,
BA '53
Clydella B. Meiller MA '54
Curt A. Natusch MA '54
Mildred Jean "Millie" Rose BA '54
Evelyn Joann "Jo" (McCarty) Williams BA '54
Zelda Frieda Brack BA '55
Paul C. Leaf BA '56
Joan Elizabeth Atkins BA '57
Irv Brown BA '57
Charles R. Kutzleb MA '57, BA '56
George Harvey Sage MA '57, BA '55
Arios "Gene" Camarigg MA '58
Edward W. Donald, Jr. MA '58, AB '57
Rodney Willis "Will" Bolin MA '59
John Lindsay Brown MA '59, BA '57
Robert Duane Corrie BA '59
Shirley Ann Lewis BA '59

60s

Thomas K. "Kiyo" Makaoui MA '60, BA '59
Marilyn Jo Ramey BA '60
Clair LaGene Leibhart MA '61
Pete Mirich MA '61, BA '60
Dean Bryan Beck MA '62, BA '54
Harold Lee Daniels BA '62
Dolores Pauline Hofmeister BA '64
Alfred Herbert Suydam BA '64
Sandra (Ensminger) Thom BA '64
Paul Byrne Abe BA '65
George Edward Louis Ayers Ed.D '65, MA '63
Marilyn A. Berge MA '65
Ronald Pope MA '65, BA '60
George M. Allen BA '66
Ellen Snyder Dellinger BA '66
Doris French BA '67
Sheila Kathleen Epler MA '68, BA '63
Gerald E. "Jerry" McGee Ed.D '68, MA '66
John Dale "Jack" Norris MA '68, BA '63
Donna J. Tanner MA '68, BA '67
Daniel W. Condit BA '69
Rosann Marie Doran BA '69

70s

Larry M. Shults BA '70
Keith R. Sloan MA '70
Ralph Tafoya BA '70

David T. Elwood MA '72
Connie Elaine Nelson BA '72
Robert Terry "Bones" Facchinello BA '73
Don Fineran MA '73, MA '57
Brent Earle Lewis BA '73
Brian Severin BS '74
Marjorie C. Ellis BA '75
Stephen F. Farmer BA '75
Jama Lynn Sebald Ed.S '75, MA '73
Kathleen Gremel BS '76
Verna Sue Couchman BS '77
Nancy Totty Hillin MA '77
Martha Kissane Pennell BA '77
Roger L. Burke MS '78
Joseph Edward "Jubby" Dolan DA '78
David Joseph Lauchnor Sr. BS '78
Anne A. Powell BA '78
Rebecca Sue "Becky" Poole MA '79

80s

Terrence "Terry" William Haverluk BA '80
Jill Marie (Phillips) King BA '80
Scott Lindsay Simpson BS '80
Dianne Goberis MA '82, BA '81
Robert O'Neill Jr. MA '82
Sara Marie (Bolis) Benham BS '83
Mary Catherine Ramsour BA '83
Charles Phillip Shively BA '84
Michealee F.S. "Micki" Whybrew MA '84, BA '78
Mark Allen Lewis Ed.D '85, MA '82
William Logan Ed.D '85
William "Bill" Krape MA '87, BA '72

90s

Carolyn Kathleen Klimper BAE '90
Nancy Joy Abrams BS '91
William "Bill" Osentoski MA '91
Kathleen "Katy" Linnen MA '98
Kevin R. Luby BA '99

10s

Samuel Charles Henline MM '12

FACULTY

Professor Steve Teglovic, Jr. Ph.D. '68, passed away January 2019 at the age of 87. Teglovic taught in the UNC Monfort College of Business from 1968-1998.

Professor Robert Evan Copley, Ph.D., passed away September 13, 2018 at the age of 88. Copley taught in the UNC College of Performing and Visual Arts from 1968-2007 and was the 1986 recipient of UNC's Distinguished Scholar Award.

TRIBUTES

Irv Brown, BA '57, a Colorado sports icon who got his start at UNC, passed away in February at the age of 83. Brown was a multi-sport star for the Bears being named all-district in both basketball and baseball during his time in Greeley, as well as inducted into the UNC Hall of Fame in 2001. Following his time as a Bear, Brown went on to a 25-year coaching career at both the high school and college level. As if that wasn't enough, he also had a 25-year stint as an NCAA Basketball official and worked six Final Fours. Aside from being a member of the UNC Hall of Fame, he was inducted into the Colorado Sports and Colorado High School Sports Halls of Fame. He was recognized by Sports Illustrated as 50 Great Sports Figures from Colorado and named by Referee Magazine *20 Who Made a Difference*.

George Harvey Sage MA '57, BA '55 passed away February 11, 2019 at the age of 89. Sage was a pillar of the UNC athletic and academic community. He was a star pitcher on the Bears 1955 College World Series team and served as the head coach of the men's basketball team, where he still owns the best winning percentage in program history. Sage's contributions to UNC go beyond his accomplishments on the field and court. As a longtime faculty member at UNC, Sage received many awards and accolades. Among them, he was the 1987 recipient of the UNC Distinguished Scholar Award, was selected for the M. Lucile Harrison Award, the university's top faculty honor, for his long career of professional excellence. Sage and his wife Liz established an endowment to support scholarships for UNC basketball and baseball student-athletes that will live in perpetuity. Sage and his wife also established a lasting legacy with their family and friends to live by. And they do. S.A.G.E. — Set A Good Example.



SETTING THE RECORD STRAIGHT

In the last issue of *UNC Magazine*, it was reported that Richard "Rick" Sanger (BS '84) of Sterling passed away. We are happy to report that Rick is alive and well and apologize for the error.



ARAN ESSIG, Executive Chef

Last Look

It's pie day every day at this new campus favorite, with careful research mixing up a perfect crust.

UNC'S AWARD-WINNING CERTIFIED EXECUTIVE CHEF

ARAN ESSIG has been serving scrumptious dishes at UNC for nearly 21 years. Throughout the last four of those years, he and his team have had an extra project in the works: UNC's new Pie Café at Campus Commons.

Café planning began in late 2015, in conjunction with the discussions of the new building. Essig and his team started by looking at similar cafés throughout the U.S. They began to plan for the shop to exhibit food from cultures all across the world, and to have a distinct “grab-‘n-go” concept. Their work began in earnest when they started trying to come up with the perfect crust for the sweet and savory pies in late 2016. They weren't just working on one crust — they were also trying to perfect the gluten-free and vegan crusts.

“I got the opportunity to go to Australia,” Essig said, “And our pastry chef Jen Moore visited the U.K. We wanted to find out what each crust's strengths were and combine the best of all of them.” Moore and Essig also attended several classes last year at the French Pastry School of Kennedy-King College at City Colleges of Chicago.

UNC's Nutrition and Dietetics programs were also crucial partners in the development of the Pie Café concept and initial menu direction. The students of the program, as part of their Food Science class, did intensive testing on various types of flours, fats, bake times and mixing methods and the effects of those on tenderness and final outcome of pie crust. This data was used in the creation of the final formulation of the pie dough for the Pie Café.

The base recipe was ready early on, but tweaks continued. Essig and his team were still adjusting the amount of each ingredient by minuscule levels until just a few days before the shop opened in January.

The servings at the café will continue to evolve. “What we really want is for customers to come back, of course,” he says. “I'm excited to see what changes are going to happen at the shop.” Some plans are to make pie fillings for lesser-known national holidays such as National Peanut Day, as well as looking at different cultural recipes to make their pies stand out even more.

—Austin Huber



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The University of Northern Colorado celebrated the Presidential Investiture of Andy Feinstein, Ph.D., April 12, 2019. Thanks to the generous support of sponsors and donors, like presenting sponsor Bank of Colorado, no tuition dollars, state funds, or student fees were used to host the campus event.

