Greetings from the Graduate College!

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

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

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

Sincerely,

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

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

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

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

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

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

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

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

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

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

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**Student Profile: Sydney Cindrich**

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

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

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

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

What are your professional and career goals following your graduation from UNI?
I plan to pursue my doctorate in Sport and Exercise Psychology and becoming a certified consultant for athletes and teams by helping them enhance their performance through mental skills training. I would love to work with collegiate athletes.

What are your leisure time interests?
In my free time I love to read. When I am feeling particularly overwhelmed with school, I really like to walk around Barnes and Noble. There is something about the smell of coffee and new books that is just relaxing to me. I also love exercising, volunteering, and spending time with my niece and nephew.
Three UNI offices have merged forces to form the Office of Diversity, Inclusion, & Social Justice (DIS). The Center for Multicultural Education, Gender & Sexualities Services and Military & Veteran Student Services have joined to serve as the hub for student diversity initiatives. The mission of DIS is to “promote equity and inclusion for all members of the university by leading efforts in diversity education, advocacy and support of underrepresented and minoritized individuals, and implementing best practices to foster a sense of belonging for all.” Some highlights of DIS include:

- Our Facilities: Our offices are located on the Plaza Level of Maucker Student Union. Whether you want to reserve our classroom for programming, find a place to connect with others, take a nap, or study, we have a place for you.
- Mentoring Programs: We currently offer three mentoring programs including: Peer Queer Peer Mentoring Program, M2S2 (Multicultural Mentors for Student Success) and Military Peer Advisors.
- Monthly Programming: We sponsor monthly student led programs designed to engage in courageous conversations. We invite you to attend our Heritage Month programming, Hot Wings, Hot Topics, LGBTea Time, VA Nights and much more!
- Diversity Mini-Grant: We offer mini grants to students, faculty and staff to host on campus programming around topics of diversity and inclusion.
- Trainings and Education: We offer a variety of trainings and workshops to students, faculty, staff and community members including Safe Zone, Green Zone and customized diversity workshops.

Check DIS out via social media and please be on the lookout for our website launch!
Center for Multicultural Education: cme@uni.edu
Gender & Sexualities Services: lgbt@uni.edu
Military & Veteran Student Services: military@uni.edu
Facebook: DISatUNI
Twitter: DISUNI2
Email: dis@uni.edu

During the 2018 Spring semester a Food Insecurities Task Force was charged to determine student need. Food insecurity refers to the USDA’s measure of lack of access, at times, to enough food for an active healthy life. Food-insecure households are not necessarily food insecure all the time. It may reflect a household’s need to make trade-offs between important basic needs, such as housing, medical bills, and purchasing nutritionally adequate foods (Feeding America, 2018). For our students these tradeoffs also include tuition, books, and other school expenses. The information acquired by the Task Force led to the decision that a food pantry should be established on our campus as 15% of our students have identified as having low food insecurity. Low food security means they have limited access to quality and variety foods, or occasionally reduce food intake as a result of not having access to food.

On January 14th a food and necessities pantry, the Panther Pantry, opened in the lower level of Maucker Union to the right of the Computer Lab. The Pantry has food and necessity items available for students to access Sunday - Thursday from 12 pm - 8:00 pm and Friday and Saturday from 12 pm - 5 pm. All currently enrolled UNI students are able to use the Pantry. The intent is that any student that cannot financially afford food, either because their paycheck hasn’t come in or because they don’t know where their next meal is coming from, utilizes the Pantry. If you wish to volunteer you can sign up here: https://goo.gl/forms/eTXRxWyyKZ0fCh13
All volunteers must go through a brief training on confidentiality prior to their shift. If you would like more information or have questions regarding the Pantry please contact us at pantherpantry@uni.edu or visit our website pantherpantry.uni.edu.
12th Annual Graduate Student Symposium

April 3, 2019
Maucker Union

6 Reasons to Participate

1. Build your resume or CV!
2. Showcase your research or creative work!
3. Be included in UNI ScholarWorks!
4. Enhance your presentation or performance skills!
5. Be eligible to receive a Symposium Scholarship Award!
6. Network with the University community!

For more information visit the Graduate College website https://grad.uni.edu/ and click on “Graduate Student Symposium.”

Email gradlife@uni.edu with any questions.

Fall Commencement 2018

UNI hosted Fall Commencement on December 15th, 2018 at 10 A.M. in the McLeod Center. Undergraduate and graduate students who completed their coursework were able to walk proudly across the stage and collect their diploma. Dr. Jennifer J. Waldron, Associate Vice President for Research & Innovation/Dean of the Graduate College addressed the students and gave them well wishes. Jo Ellen Latham (Ed.D. Curriculum and Instruction), pictured above right, gave the student address at Commencement. Jo Ellen reflected, “As we move forward in celebration of this day, there will be joys; there will be challenges. Your careers will be rewarding and meaningful, your children will have children, and the doctor will tell you that you are currently in remission. And through it all, we will have our support network to give us strength. With the gifts we have been given through our time at UNI, and the support from all of you here, the possibilities are endless. I am honored to be standing here among you today, and I wish you the very best for a promising future.” Jo Ellen plans to continue in her role as Executive Director of Curriculum and Instruction at Southeast Polk Community Schools. She completed a dissertation entitled, “Student Variables and Teacher Perceptions: Examining the Decline of Reading Proficiency at Sixth Grade.”

Office of Research & Sponsored Programs
Training Opportunities, Resources and Events

Ethical Issues in Quantitative Research
Tuesday, February 12, 2:00-4:00 PM, Rod Library 287

Project Management for Principal Investigators
Wednesday, February 13, 3:00-4:00 PM, Rod Library 287

Avoiding Plagiarism
Wednesday, February 13, 3:00-4:30 PM, Rod Library 301

Ethical Issues in Scholarship: Gender, Ethnicity, and Power
Thursday, February 21, 2:00-4:00 PM, MAU 109

Fatness, Body-Size Stigma, and Thin Privilege
Monday, March 4, 3:00-4:30 PM, Rod Library 301

Survey Methods: You Need More Than a Monkey
Thursday, March 28, 3:00-4:00 PM, Rod Library 287

Grant and Contract Budgets
Tuesday, April 16, 3:00-4:00 PM, Rod Library 287

For more information and to register visit https://rsp.uni.edu/Training-and-Events.
**Describe your educational background.**

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

**Describe your employment experience.**

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

**When did you begin your career at UNI and in what role?**

I started working at UNI in the fall of 2018 as an assistant professor in TESOL and Applied Linguistics in the Department of Languages and Literatures.

**What graduate and undergraduate courses do you teach?**

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

**What do you enjoy most about teaching at UNI?**

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

**What are your teaching interests?**

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

**What are your research interests?**

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

**What journals or other publications has your research been published in?**

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

**What types of activities do you enjoy during your leisure time?**

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

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

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

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

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

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

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

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

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

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

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

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

Sponsored by UNI Career Services
https://careerservices.uni.edu/events
Student Accolades

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

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

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

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

UNI Career Services Job Board

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

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

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

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

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

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

How and What Can I Submit as News?

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

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

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Who Receives the Newsletter?

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

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

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