

SPRING 2012

Your connection to the
College of Liberal Arts and Sciences

Arts & Sciences

COLLEGE OF LIBERAL ARTS & SCIENCES



Iowa Summer Rep 2012

WHAT THE BUTLER SAW

By Joe Orton

Directed by Eric Forsythe

David Thayer Theatre, Theatre Building

June 21-24, 26, 27,

July 1, 3, 4, 8, 10, 11

THE WOMAN IN BLACK

Book by Susan Hill

Adaptation by Stephen Mallatratt

Directed by Mary Beth Easley

E.C. Mabie Theatre, Theatre Building

June 28-30, July 5-7

SHERLOCK'S LAST CASE

By Charles Marowitz

Directed by Matt Hawkins

E.C. Mabie Theatre, Theatre Building

July 12-14, 18-21

Martha Ellen Tye Opera Theatre SUMMER 2012

GILBERT & SULLIVAN'S H.M.S. PINAFORE

Coralville Center

for the Performing Arts

July 13-15

Hoyt Sherman Place, Des Moines

July 20, 21

For a comprehensive listing of all University of Iowa arts events, visit the new Arts Iowa web site at <http://arts.uiowa.edu/>



College of Liberal Arts and Sciences

240 Schaeffer Hall

The University of Iowa

Iowa City, Iowa 52242-1409

Like us on Facebook! www.facebook.com/UIowaCLAS 

Visit the College of Liberal Arts and Sciences web site at www.clas.uiowa.edu

Dean	Linda Maxson, UI Alumni Association Dean's Chair in the Liberal Arts & Sciences
Managing Editor	Nic Arp
Consulting Editors	Jenna Hammerich, Barbara Yerkes
Designer	John Hawn
Writers	Nic Arp, Lori Erickson, Jenna Hammerich, Jen Knights, Linzee Kull McCray
Photographers	Mark Fullenkamp, Tom Jorgensen, Tim Schoon, Jill Tobin

Arts & Sciences SPRING 2012

Arts & Sciences is published for alumni and friends of the College of Liberal Arts and Sciences at The University of Iowa. It is produced by the Office of the Dean of the College of Liberal Arts and Sciences.

Address changes: Readers who wish to change their mailing address for *Arts & Sciences* may call Alumni Records at 319-335-3297 or 800-469-2586; or send an e-mail to alumni-records@uiowa.edu.

Cover: *Those who have known Dean Linda Maxson over the past 15 years know her deep affection for frogs. As a molecular evolutionary biologist, Dean Maxson collected frog specimens on four continents. She wrote her doctoral dissertation on the frog family Hylidae, which includes many tree frogs. The Gunther's Tree Frog from Peru, which graces the cover of this final Arts & Sciences to be published under Dean Maxson's leadership, is a hybrid. Dean Maxson will continue her service to the College and University as a member of the faculty in the Department of Biology.*

Contents

- 2 **A Message from the Dean**
- 3 **Learning How to Learn**
The Peer Mentors program helps students learn successful habits from fellow students
- 4 **Teach. Interact. Learn. Engage!**
New high-tech classrooms are changing teaching and learning
- 6 **Dean Linda Maxson: 15 Years of Leadership and Support**
- 10 **Ancient questions. Today's tools.**
Public Humanities in a Digital World
- 12 **Candice Price: Mathematician, Biologist, Teacher, Pioneer**
- 13 **Optimal Aging**
The Aging Studies Program
- 14 **Generation Healthy**
The Department of Health & Human Physiology
- 16 **Extraordinary Opportunities**
Undergraduate students in the arts are creative in finding their niches
- 18 **All Hawk-Eyes on Science**
Bringing science to schools and cafés
- 19 **Steve Heilmann: For the Love of Science**
- 20 **Tanna Frederick: Acting Out, Giving Back**
- 22 **Discoveries**
A taste of CLAS faculty research
- 24 **Ruth Bentler: Answering the Call to Serve**
- 25 **Alumni Fellows**
- 26 **CLAS Faculty Appointed to Named, Endowed Positions**
- 28 **UI Distinguished Alumni Award, Hancher-Finkbine Medallion Winners**

Arts & Sciences



Art Building West



A Message from the Dean

College of Liberal
Arts & Sciences

15 Fifteen years ago, I had the great privilege of joining the University of Iowa as Dean of what was then known as the College of Liberal Arts. And what a wonderful 15 years it has been!

As I step down from the Deanship of the College of Liberal Arts & Sciences at the end of June 2012, I am deeply grateful for having had the opportunity to be a part of this dynamic, vibrant community of learners.

I have been consistently impressed by the creative and dedicated teaching offered to our students throughout the humanities, fine and performing arts, mathematical and natural sciences, and social sciences. The research conducted by our faculty—often with the help of undergraduate and graduate students—is extraordinary and impactful. Our staff are professional, innovative, and profoundly committed to advancing our University's mission of education, research, and service. And our alumni and friends have been incredibly generous with their time and treasure as they have worked to ensure that the UI remains a university of the highest distinction, with a strong, versatile College of Liberal Arts & Sciences at its heart.

Evidence of our College's success lies in a recent finding that of more than 3,100 graduating seniors in the spring of 2011, an astonishing 92% have found placements in jobs or graduate/professional schools. As CLAS is the UI's primary undergraduate college, that speaks volumes about the quality of the educational experience we offer our students.

We continue to take strides in responding to the evolving needs of students and the society they will be called upon to lead. One recent innovation has been the creation of the **Division of World Languages, Literatures & Cultures**, which brought together departments with closely related missions into a more collaborative teaching and research enterprise dedicated to helping students navigate our increasingly globally connected world.

Another has been the establishment of the **Frank N. Magid Center for Undergraduate Writing**. Made possible by the generosity of Marilyn Y. Magid and her family, the Magid Center offers the Undergraduate Certificate in Writing to all UI undergraduates, regardless of college or major. Along with the new creative writing track in the English major—as well as the Iowa Writers' Workshop, the Nonfiction Writing Program, the new MFA in Spanish Creative Writing, and our other graduate-level writing programs—this new certificate truly makes the UI the “Writing University” for all.

As of press time, we do not know who the College's next Dean will be. But I believe that the College is extremely well-positioned to adapt and respond to change as it serves our state, nation, and world. I have no doubt that the new Dean will find the position not just fulfilling and meaningful, but also fun and exhilarating, as I most certainly have.

As for me, I will continue in my role as a professor in the **Department of Biology**. My heart will always be with the College of Liberal Arts & Sciences!

With sincere gratitude for your partnership during these past 15 years,

Linda Maxam

For many college students, the most significant barrier to doing well in school is not a lack of motivation but inadequate study skills. Thanks to a new peer-mentoring program coordinated through the CLAS **Office of Academic Programs and Student Development**, struggling scholars can get practical advice from fellow students who know first-hand the difficulties they're experiencing.

"We started the program because we found ourselves covering the same ground over and over again with students who were on academic

probation," says Diane Hauser, associate director of the office. "Many times, their difficulties developed because they didn't know how to study effectively. We thought that the best people to help them might well be other students who had successfully made the transition to college-level work."

Before meeting with students, the mentors analyze their own study habits and learn additional techniques for skills that include taking notes, reading texts, staying

motivated, connecting with University resources, and test-taking. About a dozen mentors participated in the program during 2010–11, its first year. Some worked through the Office of Academic Programs

and Student Development, meeting with fellow students one-on-one, corresponding with them via e-mail, giving presentations

in the residence halls, and blogging about navigating the college experience at <http://peersonthepentacrest.wordpress.com>. Others served as peer mentors through Life Design, an eight-week course that helps students

students, as well as to teach them useful skills, is crucial to the success of the program. I'm very grateful that our first group got us off to a great start that we're building upon this year."

Elizabeth Weyer, a political science major from Sterry, Iowa, who graduated in May 2011 and is now in her first year of law school at the UI, worked as a CLAS peer mentor. "I think the program works because we can give realistic advice based on our own experiences," she says. "We know what people are going through in their classes."

David Gould, who teaches the Life Design course, found a number of benefits to having peer mentors assist in his class last spring. "They really

connected with the students and responded to them on a personal level in a way that's difficult for a teacher to do," he says. "I especially appreciated how they were able to alert me to problems in people's lives that meant that they needed

additional institutional support beyond the class."

Weyer says the experience of being a mentor was a valuable capstone to her undergraduate career: "It gave me the chance to reflect on what I've learned in my four years, and it felt good to be able to pass some of that information on to other students."

—Lori Erickson



Diane Hauser

Learning How to Learn: Peer Mentoring



examine what makes a meaningful life.

Both sets of mentors earned one semester hour of academic credit for three hours of work a week.

"The success of this program depends entirely upon our mentors," explains Hauser. "Their ability to empathize with their fellow

TILE

Teach. Interact. Learn. Engage!



If you were to drop in on Professor Tom Lewis's class on romanticism and revolution in Spain, you'd see much that would be familiar. Just as in decades past, students in the course read texts, write papers, and participate in class discussions, all guided by a teacher with a comprehensive knowledge of the subject.

But this isn't the same classroom that you experienced in your undergraduate days. Instead of a podium at the front and rows of seats, the room features round tables with computers, while multiple video screens line the walls. As Lewis talks about Juan Eugenio Hartzenbusch's tragic romance *Los Amantes de Teruel* (The Lovers of Teruel), he projects images relating to the book's themes, asking questions about the material. The students click on remote controls to show their choice of several possible answers to the questions, with the anonymous results appearing on screen. Soon the classroom is filled with lively conversations in Spanish, as students defend their responses and hear the opinions of others.

This high-tech classroom is part of an initiative known as TILE, an acronym for "Teach, Interact, Learn, and Engage." Launched in 2010–11, the UI program features specially equipped rooms on campus that are designed to better reach a new generation of technologically sophisticated undergraduate students. Nearly 50 faculty members—including many from the College of Liberal Arts & Sciences—have received training in the program's interactive pedagogical methods. During the program's inaugural year, 23 faculty members from 17 departments taught in TILE classrooms.

Influenced in part by instructional models developed at North Carolina State University, the TILE

program recognizes that for the current generation of students, using computers and other digital devices is as natural as breathing. "Technology is the native language of our students, and this type of classroom plays into their strengths," says Mercedes Niño-Murcia, chair of the **Department of Spanish & Portuguese** in the College's new **Division of World Languages, Literatures**



& Cultures. “TILE classrooms create a student-centered learning environment, not a teacher-centered one.”

Lewis, a Professor in the Department of Spanish & Portuguese, points out the benefits to teaching in a TILE classroom. “The seating arrangements and technological capabilities of the room help stimulate discussion, make it easier to work in groups, and encourage everyone to participate. All those things mean that students are more likely to learn and retain information,” he says.

Julianne Streff, a fourth-year student from the Chicago area majoring in journalism with a concentration in Spanish, agrees that the TILE approach increases student motivation: “For one thing, the entire set-up and teaching style make it harder to hide both from your professor and from your fellow students,” she says. “In Professor Lewis’s class, it’s obvious if you haven’t read the material on any given day. You need to keep up because you know you’re going to be actively participating in class.”

The technology also provides real-time feedback to professors. “When the students use their remotes to answer questions on the screen, I can immediately see what percentage of the class understands the point I’m trying to make,” says Lewis. “If most people get it, I can move on. If not, I need to take the time to explain it better. That sort of feedback from everyone in the class is invaluable.”

Professor Alison Bianchi of the **Department of Sociology** appreciates the ways in which the TILE format helps students in need of extra attention. “I’ve found that it’s the students who are struggling a bit who benefit the most from

the TILE structure because it gives them a variety of ways to absorb the material,” she says.

In her undergraduate research methods class, for example, Bianchi lectures on a topic and then has her

students work in groups to actually use the methods she’s just explained. “Most people learn best by doing,” she says. “So I’ll talk about the various steps involved in putting together, for example, a social psychological experiment, and then I’ll ask them to take that information and design their own experiment. In a lecture, you learn the theory behind the method, but you don’t actually come up with ideas for yourself on how to apply it.”



The paradox of the TILE approach is that while it is more high-tech than a standard classroom, the end result is a more human-centered learning environment. Students engage each other and the professor, as well as the material they’re learning.

Bianchi has found that, like her students, she prefers the TILE environment. “The primary motivation for the TILE program has been to improve student learning, but I think a secondary benefit is how this approach helps keep teachers enthused,” she says. “I know that because I spend less time lecturing and more time walking around interacting with students. I get to know them and am better able to adapt my teaching methods to their needs.”

—Lori Erickson



Most
people
learn
best
by
doing

Dean Linda Maxson:

...leaving
behind a college
of extraordinary
dynamism...




Remember 1997? It was a long time ago. *Titanic* ruled the box office. The iPod didn't exist. Today's incoming University of Iowa students were barely in preschool. Mary Sue Coleman was two years into her UI Presidency. And the Iowa Hawkeye football team was still coached by Hayden Fry.

That year was also the year the UI College of Liberal Arts (as it was then known) found a new leader: Linda Maxson. She came with impeccable credentials, having served as a teacher and administrator at a number of universities—including the University of Illinois at Urbana–Champaign, where she founded and directed the Chancellor's Honors Program; Penn State, where as professor and head of biology she built a department of international acclaim; and the University of Tennessee at Knoxville, where as associate

vice chancellor and dean of undergraduate academic affairs, she revitalized the promotion and tenure process and invigorated academic programs.

Dean Maxson also came with a far-reaching vision for the liberal arts and sciences at Iowa. As an evolutionary biologist—she'd done field work on four continents, published over 115 papers in premier journals, authored four editions of a genetics textbook, and was named a fellow of the American Association for the Advancement of Science—she knew that in order for our College to thrive, it must adapt to its changing environments. She set about transforming every aspect of the College's mission so that it could respond to the changing needs of students, of the state of Iowa, and of society.

After 15 years of Dean Maxson's leadership, this issue of *Arts & Sciences* celebrates an evolutionary transition for her and for the College of Liberal Arts & Sciences. She is stepping down in June 2012 as Dean, while continuing to serve CLAS and the University on the faculty of the Department of Biology.

Dean Maxson is leaving behind a College of extraordinary dynamism, one that is positioned for continual innovation in teaching and research in the humanities, fine and performing arts, mathematical and natural sciences, and social sciences. On these pages, we take a look at a few of her achievements that have steered the College toward a vibrant, sustainable future at the heart of The University of Iowa. 

What's in a name?

In 2001, Dean Maxson changed the name of the College from the College of Liberal Arts to the College of Liberal Arts & Sciences. The new name underscores the College's breadth and the range of disciplines it includes, and reflects the fact that the sciences are a key element of a liberal arts education. As Dean Maxson says, "The sciences are a particularly critical component of education in today's world. All our graduates must be scientifically literate!"

Great minds think alike. With Dean Maxson's leadership, CLAS has created two interdisciplinary divisions to house



departments with closely related missions.

The Division of Performing Arts

(comprising the Departments of Dance and Theatre Arts and the School of Music) and the **Division of World Languages, Literatures, & Cultures** (consisting of the American Sign Language Program, and the Departments of Asian & Slavic Languages, French & Italian, German, and Spanish & Portuguese), create synergies and foster collaborative learning, teaching, and research environments for faculty and students.

What's the word? In 2011, Dean Maxson—working with Associate Dean for Undergraduate Programs and Curriculum Helena Dettmer—created the Undergraduate Certificate in Writing.

15 Years of Leadership and Support

The new certificate allows all undergrad students, regardless of major or college, to take part in Iowa's renowned writing tradition, and signals to employers that a student has first-rate written communication skills. Part of the new **Frank N. Magid Center for Undergraduate Writing**, which is generously supported by the family of CLAS alumnus Frank Magid (BA '56, MA '57), the certificate program publishes the literary journal *Ink Lit Mag*. Two other breakthroughs in writing education that help make CLAS the "writing College" of the Writing University: the launch in spring 2012 of

Louise Kelly Professional Development Award, which supports the commitment of CLAS staff to job-related continuing education, training, and professional activity. In addition, she restructured positions in the Dean's Office and in departments to create a professional staff with expertise in administration, IT, accounting, fundraising, human resources, communications, and academic advising—all of whom work to facilitate CLAS's teaching, research, and service mission.

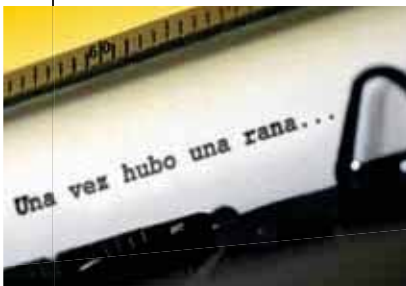
Music to our ears. With such a wonderful **School of Music** in the College, Dean Maxson knew that we needed a first-rate quartet-in-residence to extend the School's outreach to the community and state, and to

enhance learning opportunities for students. With her support, the School brought the Maia String Quartet to campus in 1999. Until its disbanding in 2011, the Maia—praised by the *Baltimore Sun* for its "sparkling musical intelligence and youthful enthusiasm"—performed regularly in the University, around Iowa, and at major concert halls across the nation and the world. The commitment to chamber music education and outreach will continue: with Dean Maxson's encouragement, the School of Music is starting an annual series of residencies for visiting string quartets.

Building tomorrow. Dean Maxson's commitment to

(opened 2005); Glenn Schaeffer Library addition to the Dey House, home of the **Iowa Writers' Workshop** (opened 2006); Art Building West (opened 2006, reopened 2012); Chemistry Building (renovation completed 2010); Stuit Hall (opened 2011); Psychology Building (anticipated opening 2014); Visual Arts Building (anticipated opening 2016); and School of Music Building (anticipated opening 2016).

Continued on next page



the MFA in Spanish Creative Writing (the first of its kind in the Big Ten and one of only three in the U.S.) and the creative writing track in the English major.

Kudos! Dean Maxson has been committed to creating an atmosphere for the College's faculty and staff in which they can grow professionally and be recognized for their excellent work. She started an annual, public Faculty Honors Celebration to recognize significant honors and achievements by faculty. She also instituted the Mary



ensuring an optimal learning and research environment is obvious across campus—roughly half of the 1.1 million square feet that CLAS occupies is new, or renovated to be like new, representing over \$400 million in construction:

Biology Building East (opened 2000); Biology Building (renovation completed 2004); Philip D. Adler Journalism and Mass Communication Building





In the wake of the flood.

The flood of 2008 devastated much of the College's physical plant—especially the buildings housing the **School of Music**, the **School of Art & Art History**, and the **Department of Theatre Arts**. Working with Associate Dean for Research and Development Joseph Kearney, as well as with leaders of the affected units, Dean Maxson has led a recovery process that will put the College on firmer ground than ever before. A highlight of the flood recovery was the reopening of Art Building West—the Steven



Teacher! Teacher! Starting with William LaRue Jones, the director of orchestral studies in the School of Music, Dean Maxson has hired more than half of the faculty members now teaching, conducting research, and creating artistic works in the College. Working with Executive Associate Dean Raúl Curto, she created new opportunities for developing those faculty by securing research funds for new faculty in the humanities and social sciences and dramatically improving the availability of equipment and renovation funds to support new hires in the natural sciences. She



Art Building West

Holl-designed masterwork of architecture that opened in fall 2007—for classes in spring semester of 2012. As the Dean likes to say, because she oversaw the original planning and construction process for ABW, she got to dedicate the building twice!

also established new ways to recognize, retain, and encourage promising faculty members: the Dean's Scholar program (given to newly tenured faculty members who excel in both teaching and scholarship or creative work), Collegiate Scholar



program (awarded to mid-career faculty for exceptional achievement), and other meaningful recognitions (such as the annual Faculty Honors Celebration that recognizes scholarly achievements).

The cream of the crop.

During her deanship, Dean Maxson more than doubled the number of prestigious recognition opportunities for the College's top faculty—named professorships and chairs, and collegiate fellow positions. Such positions are crucial to keeping our most productive and respected faculty at Iowa, and to recruiting top scholars and teachers to make Iowa their academic home. The number of those positions has more than doubled to 75, or 12% of the faculty.

Equal opportunity for all.

Dean Maxson has striven—successfully—to greatly increase gender, ethnic, and racial diversity among CLAS staff and faculty. Today, 60% of CLAS staff are women and 12% are from minority groups, a 50% increase in each during Dean Maxson's tenure. Among today's CLAS faculty, 41% are women and 18% are from minority groups, both substantial increases. These numbers include areas where women have, across the nation, been underrepresented: there are now 9 female faculty in Chemistry, 7 in Political Science, 11 in Psychology, 9 in

Mathematics, 4 in Physics & Astronomy, and 8 in Biology.

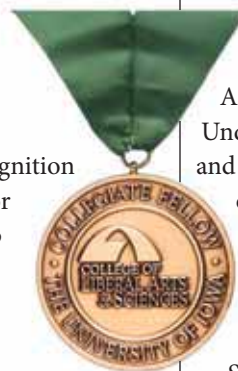
Certifiably excellent. Dean Maxson's commitment to one of CLAS's core missions at the UI—educating the vast majority of the University's undergraduates—has yielded

remarkable educational opportunities. Working with Helena Dettmer,

Associate Dean for Undergraduate Programs and Curriculum, she has

overseen the development of numerous academic certificate programs (in areas including American Sign Language and Deaf Studies, Critical Cultural

Competence, Disability Studies, Fundraising and Philanthropy Communication, Medieval Studies, Museum Studies, Performing Arts Entrepreneurship, and Writing), which enable students to gain valuable experience and résumé-ready credentials. During Dean Maxson's tenure, the College also expanded and enhanced its **Interdepartmental Studies Program**, which allows students whose interests cross disciplinary boundaries to choose a plan of study that fits their career aspirations, and established the **Department of Health & Human Physiology**, which brought together several smaller health-related programs. And CLAS undergrads can now take advantage of expanded professional academic advising opportunities and the Peer Mentors program, which helps students help their fellow students excel.



With a lot of help from our friends. In close coordination with the UI Foundation, Dean Maxson has worked tirelessly to attract donations from generous alumni and friends,



who have been drawn to her vision for the College and her dedication to its mission. CLAS's endowment, managed by the UI Foundation, has doubled to nearly \$100 million dollars during her tenure. In addition to increasing the number of named, endowed faculty positions and scholarships, she initiated the **Excellence and Innovation Funds**, donor-supported resources that are used to increase the College's scholarly visibility and reputation nationally—for instance, she has used Excellence and Innovation Funds to support the **DELTA Center** (a research collaboration among students and faculty in the **Department of Communications Sciences & Disorders** and the **Department of Psychology**) and help the **Department of English** inaugurate its biennial NonfictionNow writing conference. Also, funding from governmental granting agencies to the College has increased by about 50% to nearly \$50 million per year—a testament to the remarkable productivity of the faculty

hired during Dean Maxson's time as dean.

Making discoveries. As the largest college of a major research institution, CLAS is heavily invested in research. Our faculty lead the way, but Dean Maxson has ensured that undergraduate and graduate students have opportunities to help make discoveries and



learn vital research skills. She created the endowed **Dewey Stuit Fund for Undergraduate Research**, made possible by gifts from friends and former colleagues of the late Dewey Stuit, the College's long-term (1948–1977) former Dean—its purpose is to promote the development of mentor-protégé relationships between undergraduate students and faculty members. She also increased funding to help graduate students complete theses, MFA projects, and dissertations.

We are family. Dean Maxson has worked diligently to foster a Collegiate identity, to

reinforce the fact that CLAS is far more than a collection of disparate departments—it is a unified, interdisciplinary collaboration of scholars, students, and staff exploring who we humans are and envisioning what we may become. A CLAS education is the foundation of the UI experience for the great majority of students, whether they major in a CLAS discipline or move on to another college—and that immersion in the liberal arts and sciences is a source of pride for alumni who have gone on to build

meaningful careers and fulfilling lives, including more than 43,000 who received bachelor's degrees during Dean Maxson's tenure.

Welcome home! Our alumni are CLAS's greatest ambassadors. The knowledge that our graduates bring to their careers and lives has helped shape professions and



strengthen communities. To make sure the College today reflects the real-world wisdom of those alumni, Dean Maxson initiated the **Dean's Advisory Board** to gain input from CLAS graduates on issues facing the College. She also established the Alumni Fellows honor, to integrate alumni into the activities of the College and departments. 🌱

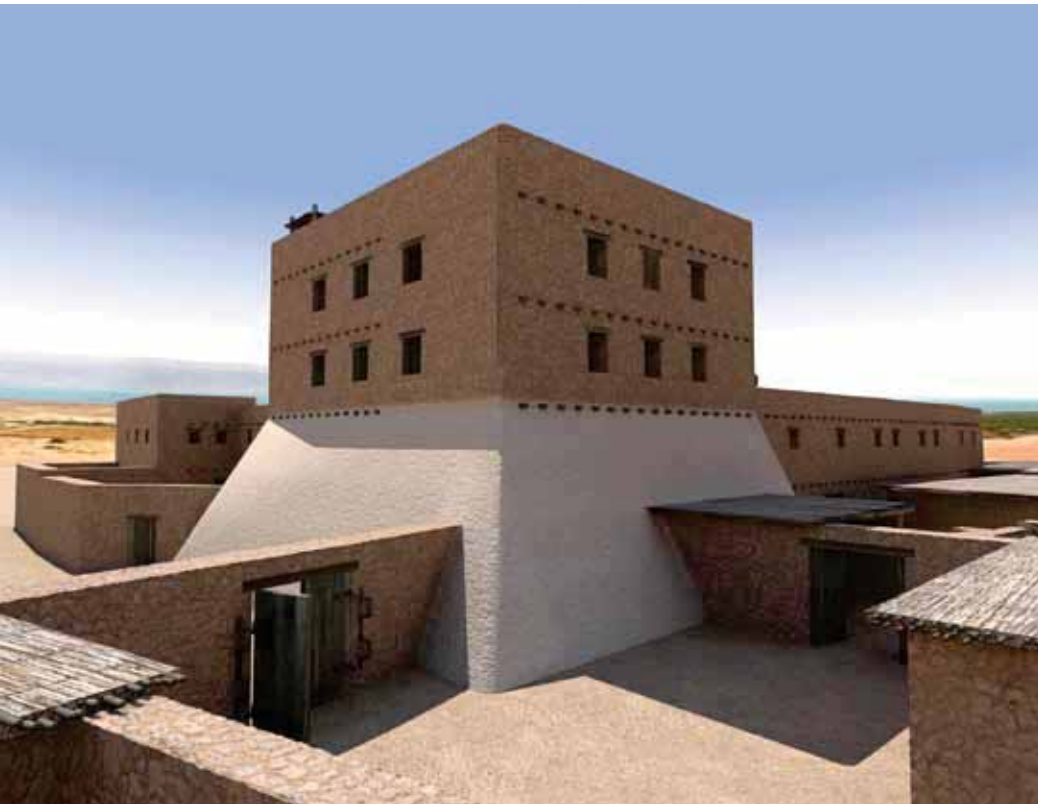


This is just a sampling of the legacy with which Dean Maxson has enriched our College and set it on solid ground for the next generation and beyond.

On behalf of all CLAS students, staff, and faculty, Arts & Sciences thanks Dean Maxson for 15 extraordinary years of leadership!

—Nic Arp

Ancient questions.



Top: a 3-D visualization of the northwest tower of the Qumran settlement

Bottom: A dining hall at Qumran

The UI College of Liberal Arts & Sciences has since its earliest formation featured teaching and research in the **humanities**: the study of the human condition.

As an institution serving the citizenry of Iowa, CLAS is deeply committed to the **public humanities**: engaging individuals, schools, and communities in conversation about the human condition.

And as a 21st-century leader in education, CLAS is an innovator in the **digital humanities**: using the power of technology and computing to enhance the exploration of the human condition.

Put it all together, and you have the **Public Humanities in a Digital World** project (www.uiowa.edu/~phdw/).

Proposed by and centered in the College of Liberal Arts & Sciences, embraced by the University as part of its “cluster hire” initiative that brings together interdisciplinary faculty to approach important questions and challenges, and involving collaborators from other UI colleges, the initiative puts the UI at the vanguard of today’s teaching and research in the humanities. The breakthrough work that CLAS scholars—from undergraduates to professors—are doing is supported by the UI’s state-of-the-art Digital Studio for Public Humanities (<http://dsph.uiowa.edu/>). On these pages is just a small sample of the digital humanities work taking place in the College.

Reconstructing Qumran

Imagine walking through the halls of the Qumran settlement in the West Bank, where many of the Dead Sea Scrolls may have been written. Thanks to Professor Robert Cargill of the **Departments of Religious Studies and Classics**, you can—virtually. What to the naked eye is a pile of rubble has come to life through Cargill’s extraordinary 3-D, real-time, virtual reconstruction of the site. Cargill recently hosted the National Geographic Channel special, *Writing the Dead Sea Scrolls*. Learn more: <http://virtualqumran.com/>

Animating the Victorians

The Victorian Wiki, or VicWik, is a growing collection of research projects by undergraduate students who are taking courses in Victorian literature with **Department of English** Professor Teresa Mangum—who co-directs the Public Humanities in a Digital World project—and visiting faculty member Deborah Manion. The site—of value to amateurs, students, and scholars alike, is a collaboration with Nathan

Today's tools.

Culmer in the UI's Student Instructional Technology Assistant program, in which undergraduate and graduate students



The Beloved (The Bride) by D. G. Rossetti

work with faculty members on web- and technology-based projects. Learn more: <http://tinyurl.com/vicwik>

Reading the unreadable

Scholars have long been vexed by the extreme fragility of ancient texts and manuscripts, which can be so brittle it's impossible to read them without destroying them. Digital imaging and editorial work by Professor Paul Dilley (also of the Departments of Religious Studies and Classics) and several colleagues are making texts such as the Manichaean Kephalaia codex—ancient transcriptions of dialogues involving the 3rd-century Persian prophet Mani—available for study by scholars. Learn more: www.uiowa.edu/~religion/dilley.html

Exploring the flow

Fluxus, from the Latin word for “flow,” was an important movement of artists, composers, and designers in the 1960s and '70s engaged in collaborative, humorous, intermedia art. The UI is home to Fluxus West, one of the most important collections of such work, and professor

of English Stephen Voyce is working with head of Special Collections & University Archives Greg Prickman; the UI Libraries Digital Research and Publishing department (www.lib.uiowa.edu/drp/index.html); and the Digital Studio for Public Humanities to create the Fluxus West Digital Collection at the UI. Learn more: <http://tinyurl.com/FluxusWestVid>

Starting from Paumonok, stopping in Iowa

Carver Professor of English Ed Folsom has been a pioneer in the digital humanities for years. The Walt Whitman Archive, co-directed by Folsom and University of Nebraska Professor Kenneth Price, is a highly visible archive of all things Whitman. Transcriptions of original manuscripts—complete with the poet's edits—letters, images, even an audio recording of Whitman, can be found on the site, creating an unparalleled resource for scholars and amateurs alike. Learn more: www.whitmanarchive.org

Mobilizing literary research

As the only North American UNESCO City of Literature, Iowa City has much to offer those interested in the UI's legendary literary tradition. Jon Winet, professor in the **School of Art & Art History**, director of the Digital Studio for Public Humanities, and co-director of the digital cluster, heads up a team of students and faculty that has developed an extraordinary application for mobile devices. The UNESCO City of Literature app allows users to virtually tour Iowa City while accessing multimedia research about the generations of great writers associated with the University and its community. Learn more: <http://tinyurl.com/CityLitApp>

Mapping decline

Department of History Professor Colin Gordon has created a web site of interactive digital maps of St. Louis that bring to life its struggle with public policies that have left much of it in a state of urban decay and racial division. Gordon, who regularly presents his research

to urban planners and community organizers, built the site to accompany his book, *Mapping Decline: St. Louis and the Fate of the American City*. Learn more: <http://mappingdecline.lib.uiowa.edu/>

These are just a few examples of the work being done throughout the College of Liberal Arts & Sciences using technology and computing to explore the humanities and engage the public. Stay on top of these initiatives, and other emerging projects, through the links in the article above, the College's web site (www.clas.uiowa.edu)—or by liking the College's Facebook page at www.facebook.com/UIowaCLAS

—Nic Arp



Fluxus works



Originally from Sacramento, California, Candice Price earned a BS in math from California State University at Chico, after an observant professor noticed her aptitude and encouraged her to pursue the subject as a major. Two years later, while finishing her master's degree at San Francisco State University, her advisor and one of her professors asked

Candice Price is a mathematician-biologist-teacher-pioneer.

if she'd considered applying to the

University of Iowa's PhD program in mathematics. "Suddenly everyone was talking to me about Iowa," Price says, laughing, "when I'd never planned to leave California!" In researching the UI's program, she discovered faculty who shared her cross-disciplinary interests in biology and math, as well as a vibrant community of graduate scholars. She was accepted into the **Department of Mathematics** doctoral program in the fall of 2006, joining the most diverse population of graduate students of any department

in the College. Now in her sixth year in the program,

Price researches DNA topology with Professor Isabel Darcy, applying the study of mathematical knots to the proteins within DNA.

As an African-American woman, Price is an atypical math PhD student: women of color make up less than 1% of the nation's graduate population in STEM (science,

technology, engineering, mathematics) fields. In the UI's Mathematics Department, however, *half* of the graduate students in Price's cohort are from U.S. minority groups underrepresented in STEM fields. Currently, over 20% of the department's graduate students are from underrepresented minorities, and over 30% are female—percentages that rank among the highest at American institutions.

In 2010, Price and three of her fellow graduate students,

Syvillia Averett, Erik Insko, and Carlos De la Mora,

founded the **Underrepresented Students in Topology and Algebra Research Symposium**, which, now in its second year, brings together minority scholars in these fields from across the U.S. for dialogue, collaboration, and professional development. "We realize that at Iowa," Price says, "we're lucky to have such a diverse group of colleagues. We founded

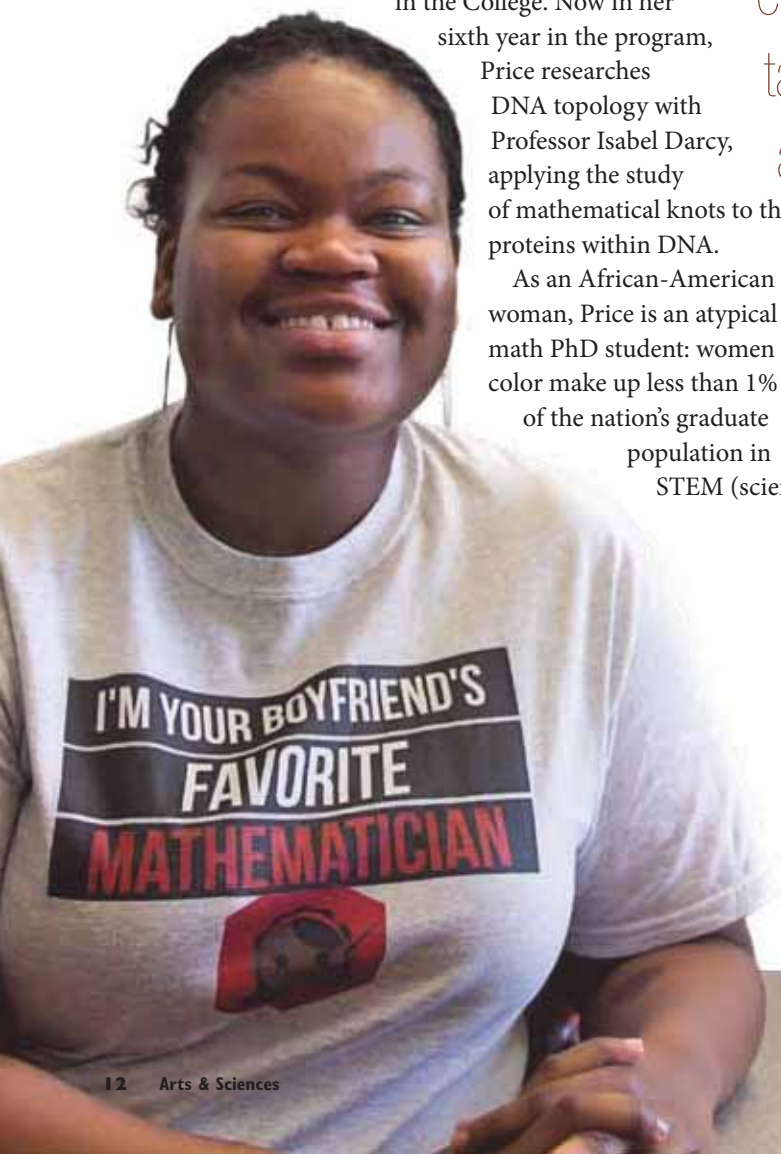
Suddenly everyone was talking to me about Iowa!

USTARS to give that experience to students at other universities, too." It's important, she says, to work and study with people of diverse backgrounds—educational and socioeconomic as well as cultural—because it provides for productive collaboration: "We all have different strengths and perspectives, so we're able to help each other in a lot of different ways."

When she's not researching DNA topology or planning conferences, Price participates in Professor Colleen Mitchell's MathBIO group and mentors an undergraduate major. Upon graduation, she intends to pursue a teaching career, in preparation for which she has earned a Certificate in College Teaching from the UI Graduate College. "Knowing math isn't the same as knowing how to *teach* math," she says, adding, "I want to be the kind of professor who can explain complicated ideas and also make students feel confident in their ability to do math."

—Jenna Hammerich

The Department of Mathematics is a national leader in recruiting and mentoring minority doctoral students. Nearly 25% of its graduate students are from underrepresented minority groups, and it is consistently among the top three U.S. departments in graduating minority students with PhDs. For these achievements, the department has received the U.S. Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring and the American Mathematics Society's Award for Exemplary Program or Achievement in a Mathematics Department. The department has received grants from the Alliance for Graduate Education and the Professoriate (AGEP), the U.S. Department of Education, and the Sloan Foundation to support these efforts.



The aging of the world's population has been called one of the most important trends of the century, a demographic shift with profound implications across nations and cultures. UI undergraduate and graduate students who want to explore the complex issues related to these changes enjoy extraordinary educational opportunities in the **Aging Studies Program**, which is administered by the College's **School of Social Work**.

And those opportunities are set to expand significantly. CLAS has developed an initiative in Optimal Aging, bringing new specialists to the faculty in areas ranging from medical anthropology to social gerontology to the physiology of aging. Working with existing faculty, these new hires will help establish the UI as a world leader in enhancing quality of life among aging populations.

The Aging Studies curriculum is meant to supplement work in other fields. "Students get a degree in some other discipline—for example, social work, business, or pharmacy—and then get a minor or certificate in Aging Studies to deepen their knowledge of how that field applies to older adults," says Professor Mercedes Bern-Klug, director of the Aging Studies Program. "That's a terrific combination to have in a society where the population of older adults is steadily increasing."

She aims to double the number of students in Aging Studies—in the minor and in the certificate program, which requires additional coursework and an internship. "Both the minor and the certificate program take a multidisciplinary, wide-angle view of the process of growing older, looking at it from both individual and societal perspectives," explains Bern-Klug. "We have required courses in the psychology, biology, and social and cultural aspects of aging, in addition to electives that range from a course on Medicare and Medicaid policy to end-of-life care for adults and families."

It's appropriate that Iowa has such a program, for the state has one of the highest percentages of older adults in the nation. "If UI graduates are going to remain in Iowa, or in the Midwest in general, they need to be particularly



OPTIMAL AGING



aware of the issues and processes related to aging. Indeed, from Iowa to India, aging-related topics are front-burner issues," Bern-Klug says. She points out that each of us will one day be in that category of older adults: "It benefits all of us to make that period of life as healthy and productive as possible." She adds, "This is a wonderful time to be working on these issues because, while we still are a youth-oriented society in many ways, there's a growing recognition of the value older people bring to our society. We have a great deal to learn from them."

—Lori Erickson



Generation Healthy

In one sense, the **Department of Health & Human Physiology (HHP)** has a simple task, for its area of study is a single organism. But what an endlessly intriguing organism it is: the human body. Dazzlingly complex, both delicate and strong, it has been an object of fascination from time immemorial. In an era when our knowledge of the body is expanding exponentially, the task of HHP faculty and researchers is to teach a new generation of students about the interplay of biological, behavioral, and societal factors that influence and sustain our bodies.

The department's graduates use their education in a wide range of careers. Some will become physicians, physical therapists, dentists, optometrists, and physician assistants. Some will help people learn to take better care of their bodies, and some will do biomedical research to find new cures and treatments for

illness. Still others will pursue careers in recreational therapy, athletic training, and sports business. In settings ranging from hospitals and corporations to schools and non-profit agencies, graduates of the Department of Health & Human Physiology seek to understand and improve the health of individuals and communities.

Paul Jurgens from Batavia, Illinois, is one of those graduates. Jurgens graduated from HHP's human physiology program—which offers rigorous study of the molecular/cellular, systems, organism, and behavioral aspects of the human body—in May 2011. “I’m now attending medical school at Northwestern

University, an opportunity that I credit to the quality of the classes and professors in the department,” he says. “My favorite class was exercise physiology. I learned how even a little bit of exercise on a regular basis can have profound benefits. It’s deepened my appreciation for physical activity, and when I become a physician, I want to make that knowledge part of how I treat my patients. I’ve learned that medicine is about more than just prescriptions and procedures; it’s also about encouraging people to treat their bodies well.”

Students in another of HHP's programs,

health promotion, hope to help people develop behaviors that reduce the need to visit a doctor in the first place. While health promotion programs at other universities tend to focus on areas such as stress reduction or alcohol abuse, the program at Iowa emphasizes nutrition and exercise, seeking ways to encourage people to make good behavioral and dietary choices as well as to create civic environments that support healthy lifestyles.

“Students can get a broad grounding in basic science but also learn how this

...medicine
is about more
than just
prescriptions
and procedures;
it's also about
encouraging
people to treat
their bodies well.



knowledge can be used to promote healthy behaviors and prevent illness and disabilities,” says Kathleen Janz, a professor in the health promotion program. She points out that this is especially relevant today, given the dramatic increase in the incidence of lifestyle-related conditions such as obesity and diabetes.

Janz appreciates the fact that many of her health promotion students view their studies as a vocation, not just as a path to a job. “I hear over and over how they love studying something that directly applies not only to their own lives, but also to the lives of the people they care about and their larger communities,” she says. “They’re passionate about wanting to make a difference in the world, and they appreciate the fact that they’re going into careers that have a lot of variety and that don’t keep them behind a desk.”

According to Kevin Kregel, professor and chair of HHP, graduates of the human physiology program have an excellent record of acceptance into medical schools and other graduate and professional programs. And students with concentrations in areas such as health promotion or athletic training can often find entry-level positions in their fields upon earning their bachelor’s degree—a significant advantage in a tough economy. Even better, careers in these health-related areas are predicted to grow significantly in the coming years.

These strong job prospects have helped create an enviable problem

for the department. “Right now we’re experiencing a huge surge of interest, even without actively promoting our programs,” says Kregel. “With more than 1,300 students majoring in our programs, we’re already one of the largest departments on campus, and I think we could easily grow to 1,500 students in the next five years. That means we’re scrambling a bit to hire new faculty and offer enough sections, but it’s a good problem to have. We’re proud to be on the forefront of educating students who will respond to the growing emphasis on health, fitness, and wellness.”

—Lori Erickson



The Department of Health and Human Physiology offers a path to a health-related career for UI students, whether they go on to medical school or choose another profession. Students can choose from degree programs in human physiology, health promotion, health studies, athletic training, or several tracks within leisure studies: child life, therapeutic recreation, or recreation and sport business.

Extraordinary Opportunities for Undergrad Artists

Whether they travel the country and the world or stay right here on campus, University of Iowa undergraduates studying the creative arts find myriad opportunities to hone their skills in the College of Liberal Arts & Sciences. They perform, compose, choreograph, write, direct, edit, and produce. The University of Iowa has long fostered creative endeavors: in 1922 it was the first university in the country to accept creative work as theses for advanced degrees. Today, that esteem for artistic work is stronger than ever.

The breadth and depth of creative endeavors both on campus and in the Iowa City community enables students to explore their own disciplines and work across boundaries. Whether it's within the **Division of Performing Arts**—which comprises the Departments of Dance, Theatre Arts, and the School of Music—or in the **School of Art & Art History**, the **Department of English**, the **Cinema** major, or elsewhere in the College, students learn skills and establish connections that lead to fulfilling careers and meaningful lives.

These rich experiences help produce graduates who can readily compete in today's changing world—alumni who can think and act creatively and are flexible, tech-savvy, comfortable with improvisation, and able to communicate clearly in a variety of ways.



Amanda Griffin

Amanda Griffin, Class of 2011

A “Eureka!” moment in class can inspire a student to think about changing her major and, ultimately, her career. Such was the case for Amanda Griffin, who wanted to be an art teacher until one of her professors at Kirkwood Community College recommended CLAS’s cinema major. The Cedar Rapids native had fallen in love with cinema at Kirkwood but couldn’t imagine how it would fit into her future: “Making a film in Iowa seemed improbable,” she says. “I figured you’d have to go to NYU or UCLA.”

But, as Griffin discovered, the UI and its surrounding community offer a wealth of filmmaking opportunities. The College boasts 250 cinema majors who, in addition to studying film history and theory, gain many hours of hands-on filmmaking experience. “I was able to make six short films in three months!” exclaims Griffin, citing students’ 24-hour access to equipment and facilities. She also has edited films as part of an Honors Research Practicum; worked on features at Iowa City’s Public Access TV; had her work screened by the UI’s Bijou Cinema; and served as a production assistant on a short film created by two local filmmakers. “We shot for four days straight, 19 hours a day,” Griffin recalls.

“Making a film is a weird combination of structure and chaos. We were eating pie at three a.m.”

After graduation, Griffin began an editing internship with a Milwaukee filmmaker.

She plans to stay in the Midwest, working on independent films that tell stories of the region.

Brett Kissell, Class of 2013

Brett Kissell remembers returning from Kansas City with a group of UI graduate students after a weekend at the Kansas City Composers Exchange. The experience of being with other composition students, comparing notes and performing pieces, had been exhilarating. His delight only increased when the graduate students started reminiscing about their undergraduate experiences at other institutions.

“They said the Composers Exchange was an incredible opportunity to network and to hear their work performed, and that they’d never had these kinds of opportunities as undergraduates,” recalls Kissell, who was then a first-year composition and music theory student in the **School of Music**.

Indeed, the opportunity to hear one’s own music performed, as well as that of other students, is one of the strengths of the composition area, says David Gompper, professor of music and director of the **UI Center for New Music**. “Few other programs have such connections to chamber and larger ensembles, such as orchestra, band, and chorus. Having this kind of direct feedback from musicians is the only way for composers to grow.”

“It was such a gift
for a young artist
and an amazing way
to test myself”



Brett Kissell

Maxwell Gates, Class of 2012

Maxwell Gates came to Iowa from Springfield, Illinois, and initially declared a journalism major. But then he learned about industrial design, and after meeting with Monica Correia, professor of design in the College's School of Art & Art History, he changed his major.

The school's 3-D design area offers classes in furniture design, bicycle design, interior design, installation design, and designing objects like light fixtures, bowls, and tableware. Students combine technologies like computer-aided design (known as CAD), computer numerical control, and virtual reality with an emphasis on sustainable materials and practices.



Gates is excited about the opportunities

he's had to share his creations with the outside world. A 3-D design show that Correia organized in Fairfield, Iowa, was a turning point for Gates. "It solidified for me that I was on the right path and that this program would get me where I wanted to go," he says. In 2009, he traveled to Portugal with other students to participate in another show organized by Correia, who has also taken students and their work to Rio de Janeiro and Istanbul.

Though passionate about industrial design, Gates has also enjoyed opportunities in the College outside of his subject area. "Being able to get outside my major has been the greatest thing," he says. "I feel like I have the whole University at my fingertips."



Sarah Gonsiorowski, BFA 2011, BA 2011

While it's not surprising that undergraduate writers find the proximity of the College's **Iowa Writers' Workshop** invigorating, it's a little more unusual for a dance student to be equally affected.



But for Sarah Gonsiorowski of Milwaukee, who has always considered writing a natural

complement to dancing, the College's strong literary tradition offered the perfect opportunity to meld the two disciplines.

"I hadn't anticipated how great it would be," says Gonsiorowski, who, through a double major in dance and English, paired her classical ballet training with a longtime interest in storytelling. "I was encouraged and able to pursue my two passions simultaneously," Charlotte Adams, professor of Dance, attributes this to the department's interdisciplinary character, observing, "There's a demand for versatile dancers. Our program values multifaceted artists and fosters their growth and development." The program regularly encourages its students to explore other academic areas that intersect with the arts. According to Adams, more than half of the 130 undergraduate dance majors earn a double major, thereby expanding their career opportunities into areas such as the business of dance, writing about dance, and injury prevention and rehabilitation.

Gonsiorowski used her double major to choreograph works that include both movement and text, such as her piece "ClearlyThisIsn'tWorthTalkingAbout," an innovative duet about miscommunication in which the dancers speak, described by Adams as a "delightful mixing of the arts."

In 2011, Gonsiorowski was chosen to represent CLAS and the University at the regional American College Dance Festival—a distinctive honor, well deserved.

Søren Olsen, BA2011

Søren Olsen entered the College's **Department of Theatre Arts** thinking he wanted to be a lighting designer—but then he discovered a greater passion. "The way the Department of Theatre Arts requires us to take design, acting, and tech classes is great, because in the end it helped me find my calling—directing,"

says Olsen, of Falcon Heights, Minnesota. The program gave Olsen plenty of opportunities to test his directorial chops: each year the department stages more than 30 productions.

The high point of Olsen's career came in the fall of 2010, when he brought a production of *Eggshell*, an hour-long show he wrote and directed, to Theatre B, a 144-seat campus theatre perfect for presenting new student work.

That experience—having a small budget, the use of a stage, actors, and lighting, and sound designers to work with—was the perfect way to use what he'd learned in classes. "It was such a gift for a young artist and an amazing way to test myself," he says.

He also had the chance to work with giants of the theater world. The Division of Performing Arts regularly brings in working professionals, giving students the chance to work side-by-side with them.

"When [director and playwright] Robert Wilson visited, I had the privilege of being a master electrician for his production," Olsen says. "My friends at NYU and Cal Arts said they've never had a chance to work intimately with someone of Wilson's stature."

—Linzee Kull McCray



ALL HAWK-EYES ON SCIENCE



Vincent Rodgers

When Vincent Rodgers and his twin brother were growing up in St. Louis, their favorite pastime was taking apart broken radios and playing with toy telescopes and robots. “I

was fascinated

by science from an early age, but it took me a while to realize that it was actually a living discipline,” he recalls. “For a long time I thought everything had already been discovered.”

When Rodgers learned that science is actually a dynamic, ever-changing field, he decided to devote his life to it. In the College’s **Department of Physics & Astronomy**, he is a professor of physics specializing in string theory, a branch of theoretical particle physics sometimes referred to as the “theory of everything” because it attempts to mathematically explain the fundamental forces and matter of the universe.

But even as he delves into the mysteries of particle physics, Rodgers tends to another, equal passion: introducing others to the world of science. During his time at the UI, he has devoted countless hours to educational outreach programs and has mentored hundreds of students interested in careers in science.

For instance, Rodgers’s volunteer work with the **Hawk-Eyes on Science** program focuses on getting school children excited about physics. “Scientists tend to stay in our little corners and go unnoticed by the larger world,” he says. “I think that’s particularly true with physicists, even though our research is the basis for much of our technological world. I want to help get kids thinking about questions like where our electricity comes from and how our cell phones work. In our demonstrations we invite students to come up and do things for themselves, because that’s the best way to learn.”

For the past decade Rodgers has coordinated Hawk-Eyes on Science with Dale Stille, coordinator of instructional resources and outreach services for Physics &

Astronomy.

Thanks to their leadership, each year dozens of department faculty, staff, and undergraduate and graduate students lead 40-60 demonstrations both on and off campus. Their combined efforts have made Hawk-Eyes on Science one of the nation’s premier university-based science outreach programs, one of a small handful of programs to receive both the World Year of Physics and LaserFest grants from the American Physical Society.

In 1999, Rodgers and a colleague at the University of Maryland founded the **Summer Theoretical Physics Sessions**, a month-long program on string theory for talented students of diverse ethnic backgrounds. Participants range from high-school students through undergraduate and graduate college students.

Since 2005, Rodgers has been co-director of the **Iowa Biosciences Advantage**, an NIH-sponsored initiative that seeks to train academically-gifted African-American, Latino/Hispanic, American Indian, and Pacific Islander students for entrance into doctoral programs in the biomedical, behavioral, and biophysical sciences. In April 2011, Rodgers received the CLAS Diversity Award in recognition of his efforts to



For a long time I
thought everything
had already been
discovered.

encourage and train students from a wide variety of backgrounds to pursue careers in science.

Rodgers also coordinates the Iowa City **Café Scientifique**, which extends the principle of inclusion to a broader community audience. About once a month, the public is invited to an Iowa City coffee shop to join a discussion relating to a current idea in science, mathematics, medicine, or technology. “It’s a form of civic engagement based on a European model,” explains Rodgers. “We want more people to learn about the truly impressive scientific research that we’re doing at the UI.”

“Physics is an old discipline with roots in many places, from North Africa to China to Europe—but it’s also a vital, living discipline,” says Rodgers. “We want students of all ages and backgrounds to see that they can be part of the exciting enterprise of scientific discovery.”

— by Lori Erickson

For the Love of SCIENCE

Consider the lowly algae. They've been around for some three billion years. They're found everywhere on Earth, from that green film on the local pond to giant kelp reaching almost 200 feet long.

We barely notice algae, and if we do, it is often because they can be, well, slimy and stinky. Yet they might be the fuel of the future—clean-burning, renewable, and cheap.

We don't yet know whether that will come true. But if it does, a College of Liberal Arts & Sciences alumnus will have helped us understand the basic science involved. Steven M. Heilmann, who earned his PhD from the **Department of Chemistry** in 1973, is conducting research at a University of Minnesota lab regarding the hydrothermal carbonization of algae—essentially “pressure cooking” it into something like coal.

Heilmann is quick to point out that his work as a basic-science researcher does not involve wading into the political and economic debates raging over how best we can feed humans' insatiable hunger for energy. “I'm not trying to get into one fuel over another,” he says. “I'm just trying to provide options.”

The options he's providing hold great potential. To investigate the possibility of producing fuel from algae, Heilmann and his team use microalgae, tiny single-celled organisms. They employ low heat and moderate pressure to create a “char” from the algae that is comparable in energy content to bituminous coal, which is currently used for much of our energy production and industrial fuel. The process is remarkably fast—in about a half-hour, Heilmann can create what takes nature millions of years. When the resulting char is burned, it's carbon-neutral because it's not made from fossil fuels.

Better yet, as a quick-growing plant form, algae can rapidly multiply—and capture harmful carbon dioxide from the air to help itself grow.

The questions that must be answered before algae can be widely used as a fuel source are whether it can be farmed in large enough quantities and whether hydrothermal carbonization can be used to process huge amounts of algae continuously. Heilmann estimates that we'll know the answers to those questions in about five years.

Heilmann, who lives in Afton, Minnesota, wasn't always an algae researcher. For more than 34 years after receiving his PhD, he was a research scientist at 3M, earning an astonishing 100 patents. Heilmann loves basic science—research for the sake of discovery, rather than for profit.

“It's like unsupervised play,” he says, and he urges today's students to pursue scientific research careers. “If you have a passion for research and potentially providing solutions for the critical challenges that face our world, you can have a fulfilling career.”

And Heilmann laughingly admits to one other reason for his love of research: “Molecules are a lot easier to deal with than people!”

—Nic Arp



Steven M. Heilmann

...regarding
the hydrothermal
carbonization of
algae...



Tanna Frederick

When Tanna Frederick finds something she loves, she's "all in."

As a student at the University of Iowa, she didn't just dabble in Tae Kwan Do. She competed on the Hawkeye Tae Kwan Do team and eventually became a second-degree black belt. Last year, she even appeared in *Black Belt* magazine.

After receiving her BA from the College of Liberal Arts & Sciences in 1999 (focusing her studies in theatre arts and political science), Frederick moved to Los Angeles and learned how to surf—but that wasn't enough. She took in the view of the heavily polluted Santa Monica Bay from her surfboard, and instead of just heading south to Huntington Beach where the water is cleaner, she started a nonprofit organization—Project Save Our Surf—to help clean up the water in her new hometown.

Tanna has brought the same energy and focus to acting. As a child growing up in Mason City, Iowa, she recalls, "I was always doing shows at my house. My friends and I would rope our parents

into doing cameos in our films." She began performing in Mason City's Stebens Children's Theater around the age of nine, doing four or five shows a year, and embraced

opportunities to get involved with choir and community theatre as a teenager.

If Frederick could have had her way, she would have moved to Hollywood right after her high school graduation to chase her dream of becoming a professional actor. But her parents—David, a pharmacist, and Nancy, a nursing

instructor—insisted that she go to college. Being of modest means, they also thought it was a good idea for Frederick to pay her own way.

"Iowa offered me a scholarship that paid my tuition, so I didn't have to worry about anything but my grades," Frederick says. "That made a huge difference to me. I wouldn't have been able to afford college without that assistance—but it was more than that. I felt like it was a message

saying, 'You can do it. We believe in you.'"

She did it—and with flying colors. She performed in numerous productions at the UI theatres, including a one-woman play she wrote titled *Questioning Jabe*. She particularly enjoyed working with other student playwrights on new works. She was

a regular on Iowa City stages, including an appearance at the Riverside Theatre as "Jill" in *Jack and Jill*. Frederick graduated Phi Beta Kappa and was both UI Homecoming Queen and valedictorian of her graduating class.

Since graduating with her CLAS degree, Frederick—who is a recipient of the UI's 2012 Distinguished Young Alumni Award—has beaten the odds in Hollywood, starring in four films by influential independent-film director Henry Jaglom (his film *Just 45 Minutes from Broadway* is now in post-production starring Frederick and Judd Nelson) as well as playing the title character in A. R. Gurney's hit play *Sylvia* at the Edgemar Center Theater in Santa Monica. She credits the **Department of Theatre Arts** not only for giving her the chops to catch the attention of directors, but also for nourishing her independent, experimental approach to theatre and cinema production.

I felt like
it was a message
saying,
'You can do it.
We believe in
you.'

Acting Out, Giving Back

“The University of Iowa is a rich breeding ground for artists,” Frederick explains. “There’s this sense of openness, of possibility, that people don’t necessarily expect from Iowans. In college, I was constantly doing new work and collaborating with classmates on their projects—and some of the ideas were really out there. But we had these amazing professors who helped us to focus on developing our art and realizing our artistic vision instead of focusing on the criticism we might draw. At the UI, I learned to look at everything as a success. If I wrote a play and it never saw the stage—hey, I wrote a play!”

In true Tanna Frederick fashion, her affection for the College means that she will do whatever she can to ensure its ongoing vibrancy and excellence. Now that she has achieved a level of success that allows her to “pay it forward,” she is doing just that. She has returned to campus to talk with UI theatre and film students, providing young actors with intimate, personal instruction and encouragement. Three years ago, **she established an annual scholarship for an incoming theatre student**—and this year, she increased the funding to provide even more support.

Her enthusiasm is contagious. Henry Jaglom helped Frederick create the Iowa Independent Film Festival (IIFF) in Mason City in late 2006 to provide a venue and community for independent filmmakers in the state; Frederick recalls that he was “completely charmed” by Iowa when he attended the festival with her. Moved by the experience and influenced by Tanna’s glowing reports of her education at Iowa, **Jaglom has established a CLAS scholarship of his own**, annually supporting a female playwriting student.

“Creating a scholarship is one of the things I’m happiest about,” Frederick said. “It’s almost selfish because it feels so good to be able to empower someone else’s dreams.”

—Jen Knights



Members of the College of Liberal Arts & Sciences development team are (left to right) Jeff Liebermann, executive director of development; Val Barnes, associate director of development; Andrea Beeson; Chris Wilson, associate director of development; Susan Hauer; Jane Van Voorhis, director of development; and Adam Blind, assistant director of development.

Supporting the College of Liberal Arts & Sciences

Each year, thousands of alumni and friends of the College of Liberal Arts & Sciences make gifts to provide scholarship support for students, help recreate a vibrant post-flood UI arts campus, contribute to groundbreaking research, and otherwise support the College’s people and programs. The College of Liberal Arts & Sciences development team—staff members at the **University of Iowa Foundation**—help match donors’ passions to the needs of the College and its departments. No gift is too small!

On behalf of the University, the UI Foundation is conducting a critical fundraising effort to help restore the arts campus buildings that were devastated by massive flooding in 2008. Included in the rebuilding projects are homes for the **School of Music** (which also will house concert and recital halls) and the studio arts programs of the **School of Art & Art History**, as well as a replacement for **Hancher Auditorium**. The campaign is an important part of the public-private funding partnership—which also includes FEMA, insurance, the State of Iowa, and the University—for the renewal of the UI arts campus.

Learn how gifts from alumni and friends help the College by visiting www.uifoundation.org/liberalarts. For more information on the UI’s **Arts Campus Campaign**, contact Executive Director of Development Jeff Liebermann at jeff-liebermann@uiowa.edu or at 319-467-3475.

*A*s tenured or tenure-track faculty members in a Research I university, the more than 600 CLAS professors constantly strive to expand human knowledge and understanding. Here is just a tiny sample of the CLAS research that shapes our professors' disciplines and teaching.

Geoscientists use radar to study Alaskan glacier

A team led by **Frank Weirich**, a professor in the **Department of Geoscience** with a joint appointment in civil engineering, is using ground-penetrating radar to study the drainage system of Exit Glacier in Kenai Fjords National Park, Alaska. Weirich and his graduate researchers will use the radar to create a 3-D map of the bedrock beneath the glacier and the tunnels that form in the ice, which will allow them to measure the amount of water that flows away from the glacier each day. At the end of summer 2012, they'll re-map the tunnel system to observe how it changed as the glacier moved. The data the team collects at Kenai Fjords will contribute to the understanding of how Exit Glacier is changing, as well as to the general understanding of glaciers around the world.

Researchers discover possible treatment for SPMS

Researchers using an innovative therapy involving diet, exercise, and neuromuscular stimulation have observed improvements in patients with secondary progressive multiple sclerosis (SPMS). **Babita Bisht**, PhD candidate, and Professor Warren Darling in the **Department of Health & Human Physiology**, worked with Terry Wahls, clinical professor at the UI Carver College of Medicine, to conduct a study in which eight SPMS patients followed a program of intensive nutrition, customized exercise, and customized neuromuscular stimulation. Wahls successfully followed such a regimen herself in 2007 to treat her SPMS. At the end of the study, six patients showed

improvement, while two patients—both severely disabled at the outset—showed deterioration. The researchers plan to conduct another, more detailed study: “We would like to try and break things out and see how each part contributes,” says Darling.

CLAS linguist preserves Madurese folk tales

William Davies, professor and chair of the **Department of Linguistics** and a leading scholar on the Madurese language, has partnered with UI Libraries to launch the Madurese Storytellers digital collection. The collection features storytellers from Madura—a small island off the coast of Java—telling traditional stories, with accompanying English or Indonesian subtitles. Because folk tales offer important insights into a civilization's historical and cultural development—as well as its values, belief systems, gender roles, social hierarchy, and anxieties—Davies's collection goes a long way toward preserving Madurese language

and culture. It also provides an unprecedentedly thorough resource for likeminded scholars. As more Madurese narratives are recorded and transcribed, they will be added to the collection. Learn more: <http://digital.lib.uiowa.edu/madurese/>

Yoga may help treat postpartum depression

A doctoral student in the **Department of Psychology** has launched a study to explore yoga as an alternative to medication for treating postpartum depression, a serious condition that afflicts 11% to 18% of women nationwide. **Melissa Buttner** is working with veteran yoga instructor Darcy LeFevre to coordinate a study in which depressed



DISCOVERIES

postpartum women participate in an eight-week yoga class. During the class, the women will practice a series of postnatal yoga postures, and Buttner will assess their emotional health using self-report questionnaires and interviews. According to Buttner's advisor, Professor **Michael O'Hara**, postpartum depression has major consequences for women, their children, and their families: "Yoga is, we hope, proven to be another good intervention for women who choose not to use medication."

Scudder makes astrophysics breakthrough



Jack Scudder

After more than 30 years of research, Professor **Jack Scudder** in the **Department of Physics & Astronomy**—along with collaborators at the University of California campuses at Berkeley, San Diego, and Los Angeles, and the Los Alamos National Laboratory—announced a milestone discovery in astrophysics: the first experimentally resolved and unequivocal site of collisionless magnetic reconnection, in which magnetic field energy is converted into energetic particles. When this process occurs, previously separated volumes of space become interconnected by magnetic fields, providing new highways for prompt interchange of high-temperature gases. The experimental documentation of the physical process that enables this phenomenon provides the first support (since 1946) of the prevailing theories for explaining the production of solar flares, x-rays from black holes, and the causes of the aurorae that brilliantly light up the polar skies. As part of NASA's Polar/Hydra program

at the UI, data from three separate experiments were shown to reproduce the extreme signatures predicted by computer models of the process. These signatures are so unusual, nothing approaching their extremes has been recorded in 40 years of *in situ* space research. Using the largest computer resources at NASA, the National Science Foundation, and the U.S. Department of Energy, the reference computer models solved six trillion equations of motion en route to predicting the observables for these three experiments. Learn more: <http://www-st.physics.uiowa.edu/>

Infertile couples vary how much they share with friends and family

A new study shows that couples who are having trouble getting pregnant—about 15% of U.S. married couples—adjust how much information they share with friends and family, depending on which partner feels stigmatized. Study author **Keli Ryan Steuber**, professor in the **Department of Communication Studies**, interviewed 50 married couples coping with infertility, discovering that when the woman is concerned about people's reactions to the couple's difficulty conceiving, both the husband and the wife disclose more to their social network. If the man is feeling stigmatized, both partners share less. Steuber speculates that this has to do with protecting the husband's reputation as well as responding to societal pressure to pursue motherhood. Steuber next plans to study how infertile couples use online support networks.

*Exit Glacier, Kenai Fjords
National Park, Alaska*



Ruth Bentler didn't plan her rise through the ranks of the Special Olympics Healthy Hearing program. In fact, she frequently learned of her "promotions" within the organization when she'd find her name listed in the program with a progressively higher title, from Iowa Clinical Director after Milwaukee's 2003 games, to Global Director of Hearing Aid Provision after the World Games in 2009.



Ruth Bentler

athletes through hearing screening exams, and then follow up on their findings. The process, from initial testing through hearing aid fitting and education, can take several hours, and during the Games it is often complicated by language differences. While not all athletes need hearing aids, more than 100 may be fitted. It's time-consuming but rewarding work.

"They come in with their medals and

we're high-fiving and cheering—we feed into the positive atmosphere," says Bentler. "I had one coach come back and tell me how much it meant that we didn't rush her athletes through. She said they rarely saw that kind of service."

These benefits

extend beyond the athletes. "A major focus is the training this provides for our students," says Bentler, who takes 15 to 20 UI students each year to the Iowa Games and as many as six to the World and National Games, which are held every four years. "They see a very different population in different facilities and



work at a much faster pace than they are used to."

Since 2003, Bentler and her students, as part of the Iowa China Project, also have been making trips to Chinese orphanages, where as many as 85% of the children are disabled and often hearing-impaired. Recent trips include teaching medical staff in hospitals affiliated with orphanages. Bentler not only oversees the clinical work in China, she raises funds to make the trips possible.

"It might sound Pollyanna-ish, but I do feel a responsibility to contribute to this global service and teaching," she says. "I love the clinical work, I want to help, I'm capable, and our students gain along the way."

—Linzee Kull McCray

Answering the Call to Serve

I have an obligation as a world citizen to get involved

While Bentler's rise through the ranks might have been unintentional, her desire to help disabled people with hearing impairments is not. Bentler, a professor and chair in the **Department of Communication Sciences & Disorders** whose research focuses on adult hearing and hearing aid technology, describes herself as someone with "a give-back attitude."

"I have an obligation as a world citizen to get involved," she says.

Bentler's involvement with Special Olympics began in 2003, when she answered the program's call for hearing professionals. Special Olympics athletes have a higher-than-average rate of hearing difficulties, which can complicate their forming interpersonal relationships, staying safe, and improving their athletic abilities. The World Games, however, didn't always include health services and education; these services were added in 2000 as a response to the athletes' lack of access to health screenings because of limited finances and proximity to services.

Bentler uses the opportunity to provide clinical experiences for UI students, who work with her to guide

Alumni Fellows

Dean Linda Maxson named five Alumni Fellows in 2011. Fellows return to campus to meet with students and faculty and make public presentations. Maxson initiated the Alumni Fellows program in 1999 with funds from the endowed UI Alumni Association Dean's Chair in the Liberal Arts & Sciences, which was created through a gift from the UI Alumni Association.



Leon Aden

*BS 1980, MS 1982,
Geoscience*

Leon Aden's work with ExxonMobil's exploration and development teams has taken him around the globe. His efforts as project manager, geoscience supervisor, technology advisor, and exploration geoscientist with ExxonMobil have resulted in the discovery and start-up of new oil fields, increased production in established fields and reservoirs, and helped devise new ways to approach prospective fields. Aden, a committed CLAS alumnus, has strengthened the relationship between the **Department of Geoscience** and ExxonMobil, resulting in many UI students launching their careers with the company. Aden chairs the CLAS Dean's Advisory Board and is an enthusiastic supporter of the College's arts programs.



David Bonior

*BA 1967, Political
Science*

After earning his degree from CLAS, former U.S. Congressman David Bonior served in the U.S. Air Force and received an MA from Chapman College. He was elected to the Michigan state legislature in 1972 and served in Congress from 1976–2002, where he was Democratic Whip for more than 10 years. He is a visiting professor in the **Department of Political Science** and serves as board chairman of American Rights at Work and chair of Council for a Livable World's PeacePAC. In 2008–2009, he served on President-Elect Obama's Transition Economic Advisory Board. Bonior is the author of *The Vietnam Veteran: A History of Neglect* and *Walking to Mackinac*, an account of a backpacking journey that he and his wife, Judy, took from Detroit to Mackinaw City, Michigan.



Riva Castleman

*BA 1951, Art & Art
History*

Riva Castleman retired from the Museum of Modern Art (MOMA) in New York City as its deputy director of curatorial affairs in 1995, after 32 years at the museum. During her tenure at MOMA, she curated more than 20 exhibitions on modern and contemporary prints, lithographs, and illustrated books, including exhibitions of prints by Jasper Johns, Joan Miró, Edward Munch, and Pablo Picasso. She contributed numerous articles to domestic and international periodicals, lectured throughout the U.S., India, and Japan on the subject of contemporary prints, and served as director of the CINTAS Foundation, which provides fellowships to artists of Cuban lineage who live outside of Cuba.



Avijit Ghosh

*PhD 1979, MA 1977,
Geography*

A leader in the fields of sales forecasting, retail and marketing strategy, and location analysis, Avijit Ghosh is vice president of technology and economic development for the University of Illinois system. He served as dean of the University of Illinois College of Business from 2001 to 2007 and previously served on the faculty and in senior administrative posts at New York University's Stern School of Business. He received a BS in Chemistry from Calcutta University and a postgraduate degree in business from Xavier Institute. Ghosh is a well-known educator, scholar, and consultant, and has authored a number of books on retailing and location analysis.



Erik Ulfers

*BA 1975, MFA
candidate, Theatre Arts*

Erik Ulfers began his career teaching in the **Department of Theatre Arts** (from 1977 to 1979) and creating award-winning sets and costumes for theater companies across the U.S. and Europe. Ulfers's interest in environmental design led him to co-found Production Design Group in 1990, where, among other high-profile projects, he designed Emmy-award-winning broadcast studios for major television networks. Ulfers served as chief creative executive for Publicis Events Worldwide and senior vice president and managing director at Jack Morton Worldwide. Most recently, he founded Clickspring Design, an experiential marketing firm whose clients include Nintendo, Southern Comfort, General Motors, MSNBC, NBC, and CNN.

CLAS Faculty Appointed to Named, Endowed Positions



Kate Gfeller, director of graduate studies in the Music Therapy Program in the **School of Music**, has been appointed to the Russell B. Day and Florence D. Day

Chair in the Liberal Arts and Sciences. Gfeller is recognized internationally for her collaborative research on the music perception of cochlear implant recipients and innovative approaches to aural rehabilitation for deaf and hard-of-hearing individuals. She is principal investigator of the National Institutes of Health-funded music perception project for the Iowa Cochlear Implant Research Center in UIHC's Department of Otolaryngology. In 2001, she received the Iowa Board of Regents Faculty Excellence Award.



Brooks Landon, professor in the **Department of English**, has been awarded the Herman J. and Eileen S. Schmidt Chair in recognition of his commitment

to and excellence in teaching undergraduates. Landon is widely known for his innovative teaching methods and his scholarship in the area of science fiction literature. He has developed curricula in literature, writing, and the cutting-edge areas of technoculture and hypertext studies. He received the M.L. Huit Award in 1996 for his career in service to students, and was named a collegiate fellow in 2003. Landon has served as chair of the Department of English, director of undergraduate studies in English, and director of the general education literature program.



Jonathan Wilcox, professor of English, has been appointed to the John C. Gerber Professorship. Wilcox is a distinguished teacher of medieval

literature and culture and an internationally recognized scholar of Anglo-Saxon literature. Known for his study of Old English sermons and Anglo-Saxon humor, Wilcox authored the influential book *Ælfric's Prefaces* and dozens of book chapters, articles, and essays. He edited the *Old English Newsletter* from 1996-2003 and is currently a member of the executive committee of the International Society of Anglo-Saxonists. Wilcox was also the founding director of the College's Certificate in Medieval Studies.



Ann F. Budd, professor in the **Department of Geoscience**, has been named an F. Wendell Miller Professor. Budd is internationally recognized for

combining paleontology and modern genomic studies in her research on the systematics and evolution of Cenozoic reef-building corals, the paleoecology of coral reefs, and morphometrics. Her National Science Foundation-funded studies of speciation and extinction in reef corals and changes in their biodiversity over the past 55 million years have global implications for understanding and preserving coral reef ecosystems, which are increasingly being threatened by climate change and anthropogenic degradation.



David Wiemer, professor in the **Department of Chemistry**, is the recipient of an F. Wendell Miller Professorship. Wiemer is a world leader in the fields

of synthetic and bioorganic chemistry. His research focuses on the synthesis and evaluation of medicinally-active natural products and designed inhibitors of the enzymes involved in isoprenoid biosynthesis. Major sponsors of his research have included the National Institutes of Health, the National Science Foundation, and the Cystic Fibrosis Foundation.



Craig A. Kletzing, professor in the **Department of Physics & Astronomy**, has been named an F. Wendell Miller Professor. Kletzing, known for his

research on space plasma, is principal investigator on NASA's Radiation Belt Storm Probes mission, which in 2012 will launch UI-built instruments on two satellites for a study of space weather extremes in the Van Allen radiation belts. Kletzing was recognized by the UI in 2007 with a President and Provost Award for Teaching Excellence and in 2008 received a Regents Award for Faculty Excellence.



Lan Samantha Chang, director of the **Iowa Writers' Workshop**, is the May Brodbeck Professor in the Liberal Arts & Sciences. Chang is an acclaimed writer

of fiction whose award-winning short stories and novels have been translated into many languages. Her most recent novel, *All Is Forgotten, Nothing Is Lost* (2010), was an Editor's Choice in the *New York Times* and in the *Chicago Tribune* and was named one of the top five books of the year by *GQ Magazine*. Among the many research fellowships and residencies she has been awarded are a National Endowment for the Arts Fellowship and a Guggenheim Fellowship. Chang is a graduate of the Iowa Writers' Workshop and of the Kennedy School of Government at Harvard University.



Judith Pascoe has been named the M. F. Carpenter Professor in English. Pascoe is a prolific, creative, and influential scholar of English Romanticism whose

works have changed the ways in which nineteenth-century theatricality and performance, historical consciousness, and women's writing are discussed and understood. She has published three books on nineteenth-century literary and cultural history, has contributed to scholarly editions of works by women Romantic poets, and published essays in major publications. Pascoe has been awarded research fellowships from the National Endowment for the Humanities and the American Council of Learned Societies. She was a Fulbright Lecturer in Japan in 2010.



Cameron Thies, professor and chair of the **Department of Political Science**, has been awarded the Harlan E. McGregor Faculty Fellowship. Thies is an innovative and

highly visible scholar of political economy. His studies of interstate conflict and state building in the developing world are broadly interdisciplinary, drawing on research in sociology, psychology, trade theory, and political geography. He has published nearly 40 scholarly articles in the top journals in his field. His book, *Rulers, Rebels, and Revenue: How Rivalries Shape State Building Efforts in the Developing World*, will be published next year by University of Chicago Press. He has also published on pedagogy in political science and is writing a textbook on global political economy. He is a reviewer for more than 30 scholarly journals.

The Day chair is supported by the Russell B. and Florence D. Day family. The Schmidt chair was established by a gift from Herman J. and Eileen S. Schmidt. The Gerber Professorship Fund was founded by colleagues and friends of Professor John C. Gerber. The Miller professorship is supported by the Miller Endowment Trust. The Carpenter Professorship was established with funds donated by the late Millington F. Carpenter. The McGregor Faculty Fellowship is supported by an endowment from the Harlan E. McGregor Trust. The Brodbeck Professorship was established by the College and the University to honor the late UI professor of philosophy and vice-president for academic affairs May Brodbeck. The gifts establishing the Day and Schmidt Chairs; the Gerber and Carpenter Professorships; and the McGregor Fellowship were made to the UI Foundation.

Dettmer Given the Lola Lopes Award for Undergraduate Student Advocacy



Helena Dettmer, the CLAS Associate Dean for Undergraduate Programs and Curriculum, has been recognized by the University with the Lola Lopes

Award for Undergraduate Student Advocacy. Given annually by the Office of the Provost, the Lopes Award honors UI administrators and staff who support undergraduate education and serve as strong, effective advocates for undergraduate students and the undergraduate experience. The award committee noted Dettmer's "student-first" philosophy of addressing issues affecting the undergraduate experience. Her work on restructuring the College's **Interdepartmental Studies Program** and establishing the **Department of Health & Human Physiology**, her advocacy for providing enhanced advising opportunities for students, and her championing the creation of the new **Undergraduate Certificate in Writing** were all cited as having had a profound and positive impact on undergraduate education in the College and the University.

CLAS grads among UI Distinguished Alumni Award and Hancher-Finkbine Medallion winners

Eight CLAS graduates were honored by the University of Iowa Alumni Association with 2011 and 2012 Distinguished Alumni Awards (DAA), which recognize the outstanding achievements and service of UI alumni and friends. In addition, a CLAS alumnus was awarded the 2012 Hancher-Finkbine Alumni Medallion, given to alumni who embody the principles of learning, leadership, and loyalty.

DAA 2011



Gerard Clancy, Katherine Halmi, Fred Zamberletti, Jeffrey Kueter

Distinguished Alumni Awards for Achievement were presented to **Gerard Clancy** (BA '83, biochemistry; MD '88), president and dean of the College of Medicine at Oklahoma University-Tulsa, where he works to improve the health of underserved populations; **Katherine Halmi** (BA '61, general science; MD '65), a psychiatry professor at Weill-Cornell Medical College who has made outstanding contributions in the basic science of eating behavior, metabolism, and psychopharmacology; and **Fred Zamberletti** (BA and BS '55, physical education), longtime athletic trainer for the Minnesota Vikings celebrated for his mentorship of players and his advancement of sports medicine.

Jeffrey Kueter (BA '93, political science), president of the Marshall Institute, received the Distinguished Young Alumni Award in recognition of his work in the fields of energy, the environment, space exploration, and national security, as well as for his service with the UI Alumni Association and the Capital Area IOWA Club.

DAA 2012



Tanna Frederick, Marion Elmquist, Randall Gray, Stanley James

The 2012 Distinguished Young Alumni Award was given to **Tanna Frederick** (BA '99, theatre arts), an emerging actress whose philanthropic endeavors include establishing a CLAS scholarship and founding a nonprofit to preserve threatened coastline.

Distinguished Alumni Awards for Service were presented to **Marion Elmquist** (BA '72, journalism), a retired business executive and current president of Ski for Light, an organization that advocates for skiers with visual and mobility impairments; and **Randall Gray** (BS '72, psychology; MA '75), president and CEO of the Marc Center, a rehabilitation agency for children and adults with physical, developmental, and behavioral health disabilities.

Stanley James (BA '53, physical education; MD '62) received the Distinguished Alumni Award for Achievement for his contributions to sports medicine, which include the development of a special running shoe that increases performance and reduces injuries.



Hancher-Finkbine Medallion 2012

Joseph Crowley (BA '59, political science) has been named the 2012 recipient of the Hancher-Finkbine Alumni Medallion. Crowley was president of the University of Nevada, Reno, from 1978–2001 and president of the NCAA from 1993–1995.

College Administration and Alumni Leadership

Dean's Advisory Board

Leon J. Aden (BS '80, MS '82)
Chair 2010–12
Advisor
ExxonMobil Exploration
Houston, TX

Kay R. Braverman (MA '69)
Chair 2007–09
Broker and Co-owner
Lepic-Kroeger Realtors
Iowa City, IA

Joseph N. Crowley (BA '59)
Regents' Professor
President Emeritus
University of Nevada–Reno
Reno, NV

Julia Davis
Dean Emeritus, College of Social and
Behavioral Sciences, University of
South Florida
Dean Emeritus, College of Liberal Arts,
University of Minnesota
Iowa City, IA

Francis A. Glowacki (BS '86)
President
WealthEngine.com
Bethesda, MD

Carolyn L. Green (BM '73)
Managing Partner and CEO
EnerGreen Capital Management LLC
Radnor, PA

Jeffrey G. Grisamore (BA '81)
President
EGR International
New York, NY

Laurel J. Harbour (BA '69, MA '71,
JD '74)
Vice Chair 2010–12
Partner (Retired)
Shook, Hardy & Bacon LLP
Kansas City, MO

Robert J. Harris (BS '86)
Patent Attorney
Viksins, Harris & Pady PLLP
Bloomington, MN

Jill A. Jensen (BA '79, MBA '80)
Senior Vice President
Performance Enhancement Group
West Asset Management
Omaha, NE

Howard J. Kerr Jr. (BA '60)
President and CEO (Retired)
HJK Associates
Galena, IL

Charles W. Lanham (BA '61)
Director of Human Resources (Retired)
Protection Mutual Insurance Co.
Park Ridge, IL

Linda D. Newkirk (BS '74, MA '79)
Vice President
Regional Representative
Eaton Vance Distributors Inc.
Boston, MA

Dana M. Roberson (BA '87)
Producer
HDNet
New York, NY

J. Erik Seastrand (BA '88)
Vice President
William Morris Agency Inc.
Beverly Hills, CA

Irma E. Simpson (BM '71)
Manager (Retired)
Gannett Foundation
McLean, VA

V. Hale Starr (BA '76, PhD '79)
CEO and Founder
Starr Litigation Services Inc.
Scottsdale, AZ

Claire Field Stuart
Community volunteer
Austin, TX

Leonard R. Wanger (BS '87)
Portfolio Manager
William Harris Investors Inc.
Chicago, IL

Timothy Westerbeck (BA '82, MA '88)
President
Eduvantis, LLC
Chicago, IL



Administration

Linda Maxson
University of Iowa Alumni Association
Dean's Chair in the Liberal Arts
and Sciences


Raúl Curto
Executive Associate Dean

Helena Dettmer
Associate Dean for Undergraduate
Programs and Curriculum

Joseph Kearney
Associate Dean for Research
and Development

**Stay on top of CLAS people,
programs, news, and events!**

Visit our web site at:
www.clas.uiowa.edu

Like us on Facebook! 

Our Facebook page at
www.facebook.com/UIowaCLAS
is a great way to stay abreast of the
steady stream of ideas that is at the
heart of the College of Liberal Arts &
Sciences at the University of Iowa.

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information, contact the Office of Equal Opportunity and Diversity, 319-335-0705 (voice) and 319-335-0697 (text), 202 Jessup Hall, The University of Iowa, Iowa City, IA 52242-1316.



THE UNIVERSITY OF IOWA

College of Liberal Arts & Sciences

240 Schaeffer Hall

University of Iowa

Iowa City, IA 52242-1409

