

UNC

UNIVERSITY OF NORTHERN COLORADO
FALL 2021

magazine



THE BEARS ARE

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BACK

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20 Years of Stryker Scholars

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New Deans Join UNC

Fellow Bears,

I could not be more excited to have all of our students, faculty, and staff back on campus. After a few months of a quieter campus during the summer, it has been great to see the liveliness of the university return with all of our students back at UNC, providing a jolt of energy to Bear country. The fall 2021 semester is certainly one of the most anticipated in my career. After an academic year impacted by the pandemic in many ways, we are thrilled to be able to once again offer the traditional UNC experience that our community is accustomed to. Returning to our pre-pandemic academic schedule of mostly in-person courses and restoring all extracurricular activities and events is a welcome sight. Most importantly, we are confident that bringing everyone back together is safe for our community.

As we return in the fall, we are doubling down on our commitment to being a Students First institution. With the implementation of Phase 1 of UNC's *Rowing, Not Drifting 2030* strategic plan underway and development of Phase 2 coming in the spring semester, we are actively engaged and investing in the future of the university — and importantly, the futures of our students, faculty, and staff. Our 2030 vision calls on us to facilitate a personalized education for each student grounded in the liberal arts and infused with critical and creative inquiry. It charges our faculty and staff to nurture students' development through close, collegial relationships that enrich the educational experience at UNC. The vision also urges us to support our students in gaining the skills and knowledge that provide upward mobility and a lifetime of personal growth. We all have a role to play in this work, including our alumni and friends. At UNC, everything each of us does every day impacts student success.

It is an exciting time to be a Bear and the stories featured in this edition of *UNC Magazine* are a reflection of that — Ed McCaffrey's long-awaited first season as head coach of the UNC football team is here, we introduce you to three new deans who will provide tremendous leadership in their respective colleges, and in celebration of the 20th anniversary of the Stryker Institute for Leadership Development, we reflect on the significant impact this program has had on more than 500 students the last two decades.

I hope you had a fantastic summer and I look forward to welcoming more of our alumni back to campus this fall!

Rowing, Not Drifting,



Andy Feinstein
President



The *Rowing, Not Drifting 2030* Strategic Plan can be found online at unco.edu/strategic-plan



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PHOTO BY WOODY MYERS

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ON THE COVER

After a long wait, Bears football returned this fall. Pictured L to R: Sam Flowers (senior, wide receiver), Dylan McCaffrey (grad transfer, quarterback), Ed McCaffrey, RJ Potts (junior, linebacker), Komotay Koffie (grad transfer, defensive back).

PHOTO BY WOODY MYERS

Editor's Note

UNC's 10-year vision plan, *Rowing Not Drifting 2030*, focuses on the following five vision elements. Look for these icons throughout this publication for stories that reflect these elements.



Students First



Empower Inclusivity



Enhance & Invest



Innovate & Create



Connect & Celebrate



EDYE NOTTINGHAM '51
BA Elementary Education

PHOTO BY WOODY MYERS

The View from Here

When Nottingham Field opened in 1995 for its first football game, Vic Nottingham '52 watched the Bears take the field from section D, row 25, seat 14, right in front of the High Plains Room.

It's a seat that has remained his ever since.

Nottingham, a loyal and beloved Bear, co-chaired fundraising efforts to build the stadium that now carries his name.

From that day on, seats 14 and 15 in row 25 were Vic and Edye ('51) Nottingham's seats, and they didn't miss a game. When Vic passed away in 2014, UNC wanted to find a way to honor him — to hold a seat for him in a way that reflected his love for the Bears — so they turned Vic's seat gold in a sea of blue.

When Edye arrived at Nottingham Field for this photograph in July, construction crews were installing the new turf before the season started. She was deeply appreciative of the gift that made the turf a reality. "Vic would be so pleased," she said.

Yet, even as the Bears return to Nottingham for a new season, new coach and new playing surface, some game-day traditions remained the same, with Edye watching from seat 15. "I hope they just do great," she said.





Funding Important Work

UNC BIOLOGICAL EDUCATION DOCTORAL CANDIDATE RECEIVES \$20,000 AWARD

Karina Sanchez, a Biological Education PhD candidate, was recently awarded a \$20,000 American Dissertation Fellowship award from the American Association of University Women, an organization that promotes education and equity for women and girls.

Sanchez said the award will replace the earnings she would have made as a teacher's assistant, allowing her to focus her time on completing her dissertation, which involves researching how noise and light pollution and landscape composition affect the bird song of American robins. According to Sanchez, a bird's song is key in their ability to establish their own territory and attract a female, and evidence suggests that birds are changing their songs to be heard above the noise in loud urban areas.

As a first-generation Latina student in STEM, Sanchez plans to remain in academia and be an advocate for others.

"I really believe that offering paid undergraduate research experiences is the first step in increasing diversity in academia," she said.

Sanchez chose to pursue her PhD in UNC's Biological Education program because of the independence the program gives her while still being trained in pedagogy methods.

"I feel lucky that I get to do the research that I'm really interested in, which is urban ecology/behavior, and how UNC offers the ability to do that is incredible and is the big reason why I came to UNC," she said.

UNC HELD IN-PERSON SPRING COMMENCEMENT CEREMONIES, MAY 8 AND 9

UNC held its spring commencement ceremonies Saturday, May 8, and Sunday, May 9, at Nottingham Field with more than 1,900 graduates in attendance. Joining this year's graduates were approximately 200 of UNC's 2020 graduates, noted by their gold mortarboards during this year's ceremonies. The 2020 grads were invited to walk across the stage this spring to receive their degrees, an opportunity they missed out on last year due to COVID-19 restrictions.

To comply with public health guidance regarding large, seated outdoor events, the university hosted four separate ceremonies over the two days for both graduate and undergraduate students.

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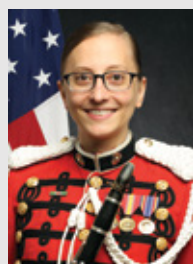


CORRECTION:

In the Spring/Summer issue of *UNC Magazine*, the photos on pages 8 and 9 of U.S. Army Staff Sergeant Shaina Rush and U.S. Marine Sergeant Lucia Disano were inadvertently reversed. Rush '14 and Disano '13 (along with U.S. Army Staff Sergeant Craig Basarich '13) shared their experiences performing at the U.S. Presidential Inauguration.



SSGT Shaina Rush '14



SSGT Lucia Disano '13

ANGIE HENDERSON, PhD
UNC Professor of Sociology

MEGAN LUNDSTROM '16, '20
BS, Business Administration;
MA, Sociology

PHOTO BY WOODY MYERS

UNC ALUMNA, PROFESSOR FEATURED IN *ELLE* MAGAZINE

Megan Lundstrom '16, '20 and UNC Professor of Sociology Angie Henderson appeared in the August issue of *Elle* magazine in the article, "Megan's Account: The unlikely story of a cash-strapped single mom and sex trafficking survivor, and the sociology professor who changed her life," by John H. Tucker. The article chronicles Lundstrom's journey from sex-trafficking survivor to scholar and founder of The Avery Center, a nonprofit organization that focuses on sex trafficking research and support services.

Lundstrom's story also appeared in the fall/winter 2016 issue of *UNC Magazine*. Since then, she's finished her bachelor's degree in Business Administration and earned her master's degree in Sociology and founded her non-profit, The Avery Center, which provides services and uncovers new knowledge on sex trafficking. The Avery Center has received \$1.6 million in multiyear state and federal grants.



MEGAN'S ACCOUNT
The unlikely story of a cash-strapped single mom and sex trafficking survivor, and the sociology professor who changed her life.
by John H. Tucker
PHOTOGRAPHY BY MICHAEL GOODMAN



BOARD OF TRUSTEES APPROVES TUITION INCREASE AND EXTENDS PRESIDENT'S CONTRACT THROUGH 2024

On Friday, June 11, UNC's Board of Trustees approved an increase to tuition and fees for the fiscal year that began July 1, 2021. Even with the increase — 7% for undergraduate tuition, 3% for graduate tuition, 3% for student fees, and 4% for room and board charges — UNC remains one of the most affordable research universities and one of the most affordable public universities in Colorado.

The 7% tuition increase for the average undergraduate resident student amounts to an annual increase of about \$387 or \$39 per three-credit course, after institutional aid is applied. However, with increases in institutional financial aid, on top of students' Pell grants, Colorado financial aid, and other Foundation and private scholarships, approximately 30% of UNC's undergraduate students, especially those from low- and middle-income families, will see little to no increase in out-of-pocket expenses.

The increases are important steps in correcting the strategic positioning of UNC's comparative rates among other Colorado research institutions, and will provide timely, incremental base-level funding for critical investments in FY22 and the years ahead. In addition, a significant amount of the revenue generated from the increases will be used to re-invest in the university and our students, funding initiatives in UNC's 10-year strategic plan, *Rowing, Not Drifting 2030*.

The board also approved a new employment contract for Feinstein, extending his presidency through June 30, 2024.

FEINSTEIN NAMED TO NCAA DIVISION 1 BOARD OF DIRECTORS

This past May, UNC President Andy Feinstein, who is also the current chair of the Big Sky Conference Presidents' Council, was appointed to the National Collegiate Athletic Association (NCAA) Division I Board of Directors.

The Board is the top governing body for Division I and is responsible for providing strategic direction and collective oversight for the Division I collegiate model. The Division I Board of Directors reports to the NCAA Board of Governors and oversees committees that include the Division I Council, Committee on Infractions, Infractions Appeals, Presidential Forum, and Committee on Academics.

Feinstein's two-year term officially began July 1, 2021, with his first regular Board meeting Aug. 4, 2021. His term will conclude after the August 2023 Board meeting.



Lisa Vollendorf, PhD
Interim provost and
chief academic officer

UNC APPOINTS INTERIM PROVOST FOR 2021-22 ACADEMIC YEAR

UNC President Andy Feinstein announced on June 17 that Lisa Vollendorf, PhD, was appointed as interim provost and chief academic officer for the 2021-22 academic year. Vollendorf brings 26 years of higher education experience to UNC and has held numerous leadership roles, including provost, dean, department chair and Academic Senate chair. She started her new role on July 1, 2021.

Feinstein, who worked with Vollendorf when he was provost at San Jose State University and she was Dean of Humanities and the Arts, said, "Lisa is a seasoned administrator with a can-do attitude. She understands what it means to be a Students First university and is cognizant of the importance faculty play in moving the institution forward. She was an excellent leader at San Jose State and the feedback we received from community members when she visited UNC was unanimously positive."

Vollendorf grew up in Colorado, earning a bachelor's degree in English and Spanish from Colorado State University before going on to earn a master's in Spanish and Latin American Literatures and a doctorate in Romance Languages from the University of Pennsylvania.

During her career, Vollendorf has held faculty appointments at Miami University (Ohio); Wayne State University; University of California, Santa Barbara; California State University, Long Beach; University of California, Los Angeles; and Sonoma State University. Her previous leadership positions were at California State University, Sonoma State University and San José State University.

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Emily Holt, PhD
Associate Professor
of Biological Sciences

BIOLOGY FACULTY MEMBER WINS AWARD

Emily Holt, PhD, associate professor of Biological Sciences was awarded the 2021 Sears Helgoth Distinguished Teaching Award. Holt, who just completed her fifth year at UNC, teaches undergraduate courses in ecology and plant sciences and graduate courses in bioeducation.

The award, administered by UNC's College of Education and Behavioral Sciences, recognizes UNC's commitment to high-quality and innovative teaching along with the historical importance of the teaching mission at UNC. It rewards faculty members who have made outstanding contributions to teaching and learning that result in the enhancement of the intellectual development and lives of students.

"My goal is to provide opportunities to allow my students to succeed, which involves non-traditional assessments, ownership of their learning experience and an inclusive and welcoming learning environment," Holt said. "I strongly value reflection to improve my own teaching, learn more about my students, gain knowledge about current pedagogues and become a better learner myself. I am honored that my approaches are valued as 'outstanding' amongst my peers."



For more UNC News stories, please visit
unco.edu/news



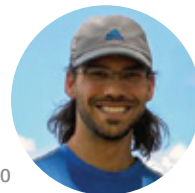
View of Monte Baldo, with some pollution from Desenzano del Garda – Italy.

Field Notes

METEOROLOGY ASSOCIATE PROFESSOR AWARDED FULBRIGHT TO STUDY POLLUTION IN ITALIAN ALPS

David Lerach, PhD, an associate professor of Earth and Atmospheric Sciences at the University of Northern Colorado, has been awarded a Fulbright Scholar Award.

Lerach will travel to Italy in the spring and summer of 2022 to work with the University of Trento through the Department of Civil Environmental and Mechanical Engineering in the program of Environmental Meteorology. There, he will study how pollution in the northern Italian Alps may impact precipitation patterns across the region, specifically how much precipitation falls, where it falls and whether it's being shifted between different watersheds.



EXPLORING THE RELATIONSHIP BETWEEN SOCIAL GAMING, ANXIETY AND LONELINESS

Molly Jameson, PhD, UNC associate professor of Psychological Sciences; Joanna Lewis, PhD, UNC assistant professor of Psychological Sciences and Mia Trojovsky, pursuing a master's at UNC in Marriage, Couples and Family Counseling/Therapy, recently published "New Social Horizons: Anxiety, Isolation, and Animal Crossing During the COVID-19 Pandemic" in *Frontiers in Virtual Reality*. The article explores the relationship between the social game, "Animal Crossing: New Horizons," and feelings of anxiety or isolation during the onset of the COVID-19 pandemic.

Based on past research, the team predicted that players who engaged more with the game would have decreased feelings of loneliness and anxiety, but they found the opposite to be true: increased hours of game play resulted in higher feelings of loneliness and anxiety — a finding that could have been the result of how or why people were using the game, such as for a coping mechanism, rather than the experience of gaming itself.

"The key to this research is establishing that there is a relationship between social gaming and anxiety and loneliness," Lewis said. "We can't yet say the direction of the impact, but social gaming may be particularly consequential or a coping mechanism for those with higher anxiety, which is something that should continue to be studied."

I'm a Bear

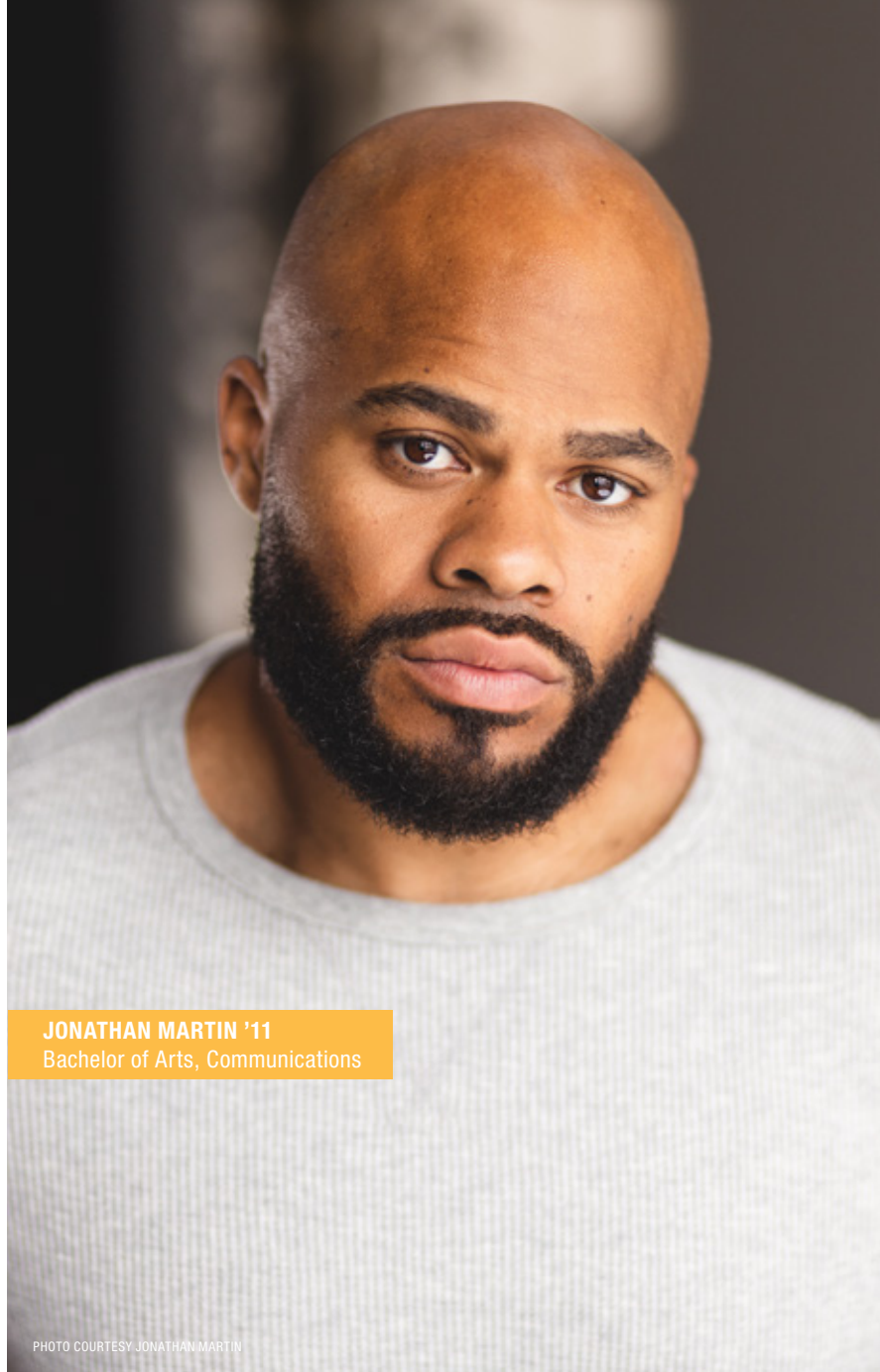
CONFRONTATION, COMMUNICATION, PARTICIPATION

Jonathan Martin BA '11 owns Black Sock Productions, a video company he founded after graduating from UNC. Martin and Ahmad Pasley, a formerly incarcerated playwright and poet, are now working together on Martin's first feature film, *The Confrontation Project*. The film, featuring dialogue spoken completely in rhyme, is a breathtaking and thought-provoking exploration of the relationship between African American communities and law enforcement, examining the many hypocrisies and underlying creeds that drive behavior on both sides. Here's more about *The Confrontation Project* as told by Martin.

Last September, Ahmad reached out to me. It was only a few months after the riots that summer, George Floyd's death and everything else, and I had become used to hearing that polarizing narrative, and hearing, as a Black man, that I was supposed to hate cops. But I have family that are cops. And here was Ahmad, a man with an interesting story, who had been in and out of prison throughout most of his life, saying we need both sides to do better. He definitely caught my attention.

The potential for this project quickly grew. I kept moving the goalposts. Once I got the full script and we started breaking it down, I realized it was a feature film, so we knew to make it, we needed money. For us, it is really about the message and getting that out so every audience has access to it. We shot a proof-of-concept trailer to put us in a better position to raise money and realized there was a lot of learning that was going to be involved. Because of what the material is and how important I feel it is, it's a very daunting task, but this has become my passion project. Everything I'm doing now goes toward funding *The Confrontation Project* or to fund the team we need to help put it together.

One of my biggest achievements was being a student athlete at UNC. I learned so much from football and my coaches and teammates. I learned that I need a team. This project is not something I can do on my own. And I learned the discipline you get as an athlete. This work is hard. Sometimes I'm banging my head against the computer. But I feel like, because of that conditioning, that mental toughness that I got in school, I can keep going. As a communications major, the biggest thing I learned has been the core idea of *The Confrontation Project*. There's a lot of hate, confusion and fear between these two communities, only because they can't communicate with each other how they feel. Messages are going back and forth, but they're not communicating. It just can't happen unless the communication can go both ways.



JONATHAN MARTIN '11
Bachelor of Arts, Communications

PHOTO COURTESY JONATHAN MARTIN

Ultimately, I hope *The Confrontation Project* is a way, for the first time, to take an honest look at the situation. I think with how the world works today, it's either hot or cold, on or off, black or white. There's no room for anything in the middle. And the media and social media have done a really good job of only letting us see and hear people who think the same way we do. But there are a lot of people who don't think like you. And there's a whole bunch of people who are completely ignorant to the issues that other people are facing. With this project, we can tell it in a way that people can take down their biases and their walls, take their guard down and truly see it — see these issues in a way they've never seen and think about how they can change to make this a better world for everybody, especially in the Black and the blue community. It's not a new problem, but it's a problem that can definitely go away. It just requires active participation from all involved.

—Jonathan Martin as told to Amber Medina



Jonathan Martin invites anyone who wants to help or be involved in *The Confrontation Project* to reach out at theconfrontationproject.com.

CORINNE WIEBEN, PhD
Associate Professor of History

LEARN MORE

Wieben emphasizes the use of primary sources and historical texts in her course. Here's a list of the most popular texts/topics discussed, including episodes from Wieben's podcast:

- Wieben's podcast, *Enchanted: The History of Magic & Witchcraft*. Most popular episodes are *The Lovelorn Lady* and *The Philosopher's Stone Trilogy*.
- *The Book of Magic*, Brian Copenhaver (2015)
- *The Cambridge History of Magic and Witchcraft in the West*, David J. Collins, S. J. (2015)
- "The Charms of Women and Priests," *Gender & History*, Corinne Wieben (2017)
- *Classical Culture and Witchcraft in Medieval and Renaissance Italy*, Marina Montesano (2018)
- *Magic and Superstition in Europe*, Michael D. Bailey (2006)
- *The Rise of Magic in Early Medieval Europe*, Valerie I. J. Flint (1991)

PHOTO BY WOODY MYERS

Syllabus

History Through the Lens of Magic



CLASS: HIST 264: Magic in Europe from Antiquity to the Enlightenment

COURSE DESCRIPTION: A survey of magical thought and practice in Europe from Ancient Greece to the Enlightenment.

The goal of the class: Students learn how to use historical thinking by examining magic to ask and answer questions about humanity and society.

How does a society's embrace of magic help us understand its culture as a whole? HIST 264 teaches students how to understand a society, its power structures, and its politics, through the lens of magical thought and practices in Europe over the span of 22 centuries.

Taught by Associate Professor of History Corinne Wieben, PhD, this course reviews the theory and practice of magic from the Bronze Age to the 20th century. Wieben's interest in magic began while researching criminal trials in medieval Lucca in 2014.

"On the surface, the course is about magic," says Wieben. "Dig a little deeper, though, and the course is really about people and power: those who have it, those who want it, and those who want to keep it. As you can imagine, it gets pretty dramatic!"

In this course, Wieben places a great emphasis on analyzing historical texts and teaching students how to critically review them.

"Most of the course is building up context around a given text, followed by analysis of primary sources about some aspect of magic," she says, "and then seeing what we can decipher about the society from that text."

Wieben's passion for a topic as fanciful as magic is really rooted in a love of studying societies as a whole.

"I realized that in teaching the history of magic, I could incorporate religion, philosophy, medicine, science, and technology because of course, all of those fall under the purview of magic," she says.

Wieben uses the course as an opportunity to pick apart stereotypes of specific historical periods or figures.

"We tend to associate classical Greece and Rome with an almost modern rationality," says Wieben, "but while Plato was writing about philosophy, he was also writing about magic." Similarly, we often stereotype the Middle Ages as a superstitious time, but out of it was born the practice of alchemy which attributed to the foundation for modern science.

Along with finding a new perspective on the past, the course also finds ways to examine the magic around students today by exploring modern conspiracy theories that have roots in the Middle Ages and the Renaissance.

"We question what it means to say a society is rational or irrational or superstitious or scientific," says Wieben. "We get to think about historical periods differently and by contrast, think about modernity a little bit differently too."

—Laura Veith

GO BEARS!

CHANGE BRINGS SUCCESS

Change can be a good thing. With it comes a fresh start and — with hard work and a little luck — a plethora of success. For junior Rachel Hickman, UNC was just the change she was looking for.

The Lawrence, Kansas native was a standout player at Free State High School winning numerous awards and even breaking her sister Naomi's career kills record. However, after a solid freshmen season at Kansas, she knew she needed something different. She just wasn't sure what different looked like.

"I didn't know much about Northern Colorado before I entered the transfer portal," said Hickman. "Almost immediately, Lyndsey [Oates] reached out and encouraged me to come visit campus."

From that moment on, the wheels were firmly in motion.

"What I was really looking for was a group of girls and a coaching staff that meshed well and worked together well," Hickman explained. "From day one, I saw that at UNC and it became a big appeal for me."

"We didn't know about Rachel during her high school recruiting process," said head coach Lyndsey Oates. "We learned about her through the transfer portal and then asking her coaches. It became apparent that she just needed a different fit and was looking to expand her wings and go further from home. It has been a great transition."

While Hickman agreed to make the transition to Greeley at the end of 2019, a global pandemic delayed her debut in the Blue and Gold.

"It was definitely a weird year," said Hickman. "We really had to come together to get through some difficult circumstances. I think in a way it almost helped me a little because I had a year and a half of getting to know the girls and playing with the team before even stepping on the court for my first match."

Hickman didn't take long to make an instant impact on the Bears' roster.

Following an eight-kill performance in her UNC debut, the left-handed outside hitter delivered a match-high 17 kills, avenging an earlier loss to Montana State, 3-0.



"When she first transferred to UNC in January 2020 we only had a few team practices before we were shut down for COVID," said Oates. We weren't sure how she would fit into the line-up until we came back for the fall off-season.

"We knew she had all of the tools, but we had good competition at that spot. She developed over the season into a very efficient attacker that was difficult for opponents to stop."

Hickman turned heads at every stop last spring. Among her many accolades in her first season as a Bear, which included a Big Sky Tournament Record for a single-match hitting percentage (.846), Hickman also took home All-Conference Second Team Honors and was awarded Big Sky Newcomer of the Year.

"It was super exciting to get that award," Hickman said. "It wasn't something that I was expecting but I felt like the whole team had worked really hard and I wouldn't have been able to accomplish those things without my teammates."

As UNC sets its sights on a sixth trip to the NCAA Tournament, you can bet that Rachel Hickman will be squarely in the middle of every fight.

"I put a lot of expectations on myself and try my best to live up to them," said Hickman. "I'm really excited about the upcoming season. Even though we lost some really important people, we have a fantastic group returning and some incredible newcomers. I can't wait to see what we can do this fall."

—Thomas Hoffman



ATHER ZIA, PhD, professor of
Anthropology and Gender Studies



Amplifying Voices

Believing deeply in the power of the written word, Anthropology and Gender Studies professor Ather Zia, PhD, started her professional life as a journalist. Zia, who is from Kashmir, worked for the BBC but found that what she really wanted to do was to give voice to the political dispute and the stories of her homeland.

The region of Kashmir has been in the middle of a conflict between India and Pakistan since 1947 — a territorial dispute of grave consequence to the Kashmiri people. For Kashmiris themselves, the issue began long before 1947, and their quest for sovereign democracy started before India and Pakistan became two dominions.

“In the last 72 years Kashmiris have been pushed into invisibility; the people didn’t get a chance to study their history for themselves, or they really didn’t get a chance to talk about themselves. It was always external researchers, journalists and filmmakers who’d come in and talk about the political conflict for them — often presenting a narrative shorn of the Kashmiri vantage. To me, it was so important to think about the history, political dispute and people’s history as a Kashmiri myself, and that’s what made me shift to anthropology, which uses the humanistic optic to voice the opinion of those marginalized,” she says.

Zia earned a doctorate in anthropology at UC Irvine in 2014 and came to UNC as an assistant professor that same year. Since then, she’s found her voice — and given others opportunities to find theirs.

In 2019 she published *Resisting Disappearances: Military Occupation and Women’s Activism in Kashmir*. Her co-edited books include *Resisting Occupation in Kashmir* (2018) and *Desolation Called Peace* (2019) and *Can You Hear Kashmiri Women Speak* (2020).

Yet to come, a poetry collection that will join her 1999 collection of poetry called *The Frame* is in the works with Red River Press (slated for this year). Zia’s ethnographic poetry on Kashmir won an award from the Society for Humanistic Anthropology. She is the founder-editor of *Kashmir Lit* and is the co-founder of Critical Kashmir Studies Collective, an interdisciplinary network of scholars working on the Kashmir region. Active in the Society for Humanistic Anthropology, she’s also a poetry associate with *Anthropology and Humanism* journal and a book review editor with the Association for Feminist Anthropology.

Zia’s research on Kashmir focuses on gender and military occupation. In *Resisting Disappearance*, she writes about how an estimated 10,000 Kashmiri men have been “disappeared” by Indian government forces since 1989, and how their widows and “half-widows” (wives of men who’ve been “disappeared” and not declared dead) have created a “spectacle of mourning” as acts of resistance. They are activists in the Association of the Parents of the Disappeared Persons (APDP), and Zia has spent more than a decade chronicling their efforts to keep attention focused on their lost family members.

Zia has traveled to Kashmir annually for fieldwork. When questioned by the government agencies about her work, she found that because her work involved talking with women, her research seemed unthreatening.

“They’d ask, ‘So why are you working with the APDP?’ I’d say, ‘I’m studying the women and seeing how we can empower them,’ so they thought ‘this is about women’s issues and nothing political.’”

Placing her study in the context of women seemed to help downplay her study’s political impact, yet it didn’t keep Zia from facing the brunt of state surveillance. In recent years, as her work garnered increased attention and she emerged as a voice in Critical Kashmir Studies, she has come into crosshairs of pro-India forces.

The APDP group itself has had a fair share of threat, coercion and surveillance from the government. Since it started in 1994, APDP activists have emerged as formidable human rights defenders. In 2017 the co-founder of the movement, Parveena Ahangar, whose 17-year-old son was forcibly taken by the Indian government forces and then disappeared in custody, won the 2017 Rafto Human Rights Defender prize.

For UNC students, Zia’s research brings home the realities about postcoloniality, gendered struggles, third world feminisms, militarization, modes of resistance and agency.

“Initially the APDP was just a gathering of women, some holding placards, and mourning, they

Amplifying Voices cont. page 12

Amplifying Voices cont. from page 11

would sing wedding songs in bereavement of people who were never wed because they're 'disappeared' in the prime of their youth," Zia explains. "So, a mom would imagine a son getting married, and then she would start a wedding song, and then everyone would join in."

These acts of resistance, Zia says, are important examples of agency, and she shares them with her students.

"I ask, 'What is agency when you think about women? If you are always confrontational, is that the only agency, or is being active against something also agency?'"

Her students, who may have only seen activism and resistance as marching and confrontation, begin to see how resistance can come in many forms.

As Zia explains, "In my study, the everyday gendered politics of mourning emerges as what I term as affective law, an agentive mode of challenging violence through everyday acts, cultural engagements and non-traditional sites of confrontation."

Because she has experienced the power of writing — in itself an act of resistance — she is intentional in her efforts to help her students find their own voices in the written word.

In 2018, she conceptualized a hands-on project for students in Anthropology and Gender Studies in form of webzines. With the help of a founding student editor Gabrielle Scott '18 and fellow Anthropology student Joanie Finch, the Anthropology webzine was named *URMAMA* (Undergraduate Researchers Making Anthropology More Accessible). It's now called *UAP* (Undergraduate Anthropology Publication). The Gender Studies webzine is called *PUGS*, an acronym for Popularizing Undergraduate Gender Studies.

Emma Rogers '19, Dani Thompson '19 and Randi Olson '20 took on the editorships for the journals before graduating and turning the publications over to current student Grace Davis and Nichelle Taylor '21.

"This is an enriching experience, for them to become the editors, and then talk to people, think about issues in their discipline, solicit essays and edit," Zia says. "They really grow into this."

—Debbie Pitner Moors



Encouraging Future Generations



ALUMNI ROB AND SHARON BALDWIN OFFER SUPPORT AND ENCOURAGEMENT FOR WOMEN FROM RURAL COLORADO MAJORING IN MATH OR SCIENCE.

Retired educators and UNC alumni Robert '62, '81 and Sharon (Widdifield) Baldwin '62, '79, EdD '84 found a way to continue to impact the lives of Colorado students beyond their years spent at the front of the classroom.

Rob and Sharon both grew up in rural eastern Colorado communities. Despite excelling in math and science in high school, Sharon felt she had to major in a field that was considered more acceptable for women at the time.

"In the 50s, girls didn't do math or science," Sharon says. "I was the only girl in Algebra II, and I was the only girl in Physics."

Sharon says she realized later, while teaching fifth grade and completing advanced degrees at UNC, that if she had only been encouraged to pursue her interests in STEM, she might have chosen a different career path.

"I didn't have the nerve to do it then," Sharon says, "but I thought there may be another girl from a small town like Limon, Hugo or Eads on the eastern Colorado plains, who was thinking about majoring in math or science. Then our scholarship would be of some assistance."



PHOTO BY ROB TRUBIA

During his time teaching sixth grade, Rob also observed that many female students were still reluctant to pursue math or science. Rob and Sharon decided together that they could help make a difference.

The couple established the Robert C. and Sharon L. Baldwin Math and Science Scholarship for female students from rural Colorado majoring in math or science at UNC.

“We both really enjoyed our years at UNC,” says Rob. “We aren’t that wealthy, but we’ve been successful, and we just wanted a way to give back.”

It has always been their hope that this scholarship will encourage future generations of young women to expand their educational possibilities and career paths.

UNC student Grace Tucker '21 is one of more than 20 students to receive the Baldwins’ scholarship.

“This scholarship made an incredible impact on my education as I finished school at UNC,” Tucker says. “I am incredibly grateful for this scholarship and the opportunities it will help me to pursue.”

Rob and Sharon contribute to the scholarship fund each year with an IRA charitable rollover, which allows donors 70½ years and older to exclude the rollover from their adjusted gross income as a qualified charitable distribution gifted to the University and to count toward their annual minimum required distribution.

“It’s just an easy thing to do,” Sharon says about giving to UNC. “What we’re giving is a small thing. The students are doing the hard work. We just provide a little bit of encouragement.”

Rob and Sharon both received scholarships as students, and they hope future recipients continue to pay it forward.

“Maybe these kids will look back and do the same thing,” Rob says. “Maybe they’ll support a college or university somewhere and continue to help more students. We’re going to continue to give as long as we’re around. It’s just silly not to.”

—Amber Medina



Robert '62, '81 and Sharon (Widdifield) Baldwin '62, '79, EdD '84 help female students from Colorado majoring in math or science through contributions from an IRA charitable rollover.

 unco.edu/give



PHOTO BY HUNTER WILSON

By Debbie Pitner Moors

LEADERSHIP

FOR A *Changing World*



This year marks 20 years for UNC's Stryker Institute for Leadership Development, and the program continues to make a difference for students, and gives them leadership skills to go on and make a difference in the lives of others.



As the Stryker Institute for Leadership Development prepared to celebrate its 20th anniversary in late September, it did something it has been doing since its beginnings: It gave voice to the women who have been part of its transformative efforts. Stryker Scholars were asked about the impact the program has had on their lives—and, exponentially, on the people and communities around them—and they shared an outpouring of strength, gratitude and community:

“I have grown a lot as a woman and as a professional. Coming from a family where no siblings made it to the end of middle school, and neither of my parents made it to the end of elementary, I am now blessed with a master’s degree and with a very high probability of my children also achieving a high education and a brighter future... Because of you believing in me, my life was transformed.”

“I felt crushed by the weight of being a youngish, poor single mom and that’s all I could see within myself. Stryker helped to change that.”

“I think the most impactful aspect by far is that I have agency, I have power in how my story ends. I am not alone.”

“The leadership skills cultivated while in Stryker empowered me to believe in myself and to help others do the same (including my girls).”

“Stryker helped me find my voice and made me feel comfortable in leadership positions. Now with a family and two daughters, I wish to pass on that understanding of leadership and empowerment. I also hope to show them that being in community with fellow women of color is a powerful and wonderful experience.”

The Stryker program’s work to elevate women economically, and to nurture leadership skills, understanding and agency, has transformed the lives of 524 Stryker Scholars, and in the process has made a difference for so many others.



Ronda Stryker '76

A RIPPLE EFFECT

Established in 2001 with a \$1.25 million gift from UNC alumna Ronda Stryker '76, the Stryker Institute for Leadership Development offers scholarships and leadership training as a participation-based scholarship program. It serves students identifying as women from underrepresented groups and supports scholars in their identity and leadership development. Stryker has since contributed more than \$11 million to the program with an additional \$4 million pledged over the next several years.

Stryker, who earned her Bachelor of Arts at UNC in Special Education and Sociology, has said that if you help a woman, you can change the trajectory of her life and her family in ways that ripple throughout her community and world.

Stryker grew up with a sense of helping others. Her mother grew up with missionary parents in China; her grandfather, an orthopedist, developed tools to help others, launching Stryker Medical Corp, a global corporation.

She came to UNC in September 2001 for the dedication of the Institute in Scott-Wilcoxon Hall. “It’s more about the students than it is about me,” she said at the time. “It’s about being able to follow a dream.”

The institute has held to that ideal, giving Stryker scholars opportunities to pursue their dreams—and empowering them to enter their communities prepared to lead in their life and professions.

While a student at UNC, Ronda spent time with a migrant farm family which in part shaped her vision and served as the catalyst for her gift to UNC. She envisioned her contribution to enable and empower women from underrepresented groups who would benefit from additional opportunities and resources.

In a 2001 article for UNC’s *Spectrum* magazine, Stryker said, “I think it has always been part of me. Ever since I was born, I have had this thing in me to want to see people follow their dreams.”



PHOTO BY WOODY MYERS

Noemi '02 and Elizabeth '19 Medina — Stryker Scholars 20 years apart — developed leadership skills that make a difference in their classrooms and communities.

“Being the first one from my siblings to graduate from high school and college allowed me to see that I would not only change the future for myself but the future for my children.”

FROM DAY ONE

It was late July and like many teachers around the country, Noemi Medina '02 and Elizabeth Medina '19 were back-to-school shopping for their classrooms. Both teach at Greeley's Salida Del Sol Academy, a K-8 dual immersion school where mom Noemi teaches second grade, and daughter Elizabeth is a third-grade teacher.

“We had a list,” says Noemi. “We said, ‘This is what we’re going to get, and we just got it, that’s it, and we’re done.’”

As teachers, they have a common interest in their students — in making their learning environment welcoming and effective and giving them a good start in school. But that’s not all they have in common. Noemi was in the very first cohort of Stryker Scholars in 2001, and Elizabeth graduated as a Stryker Scholar from UNC in 2019.

Elizabeth has memories of her mother studying with her “Stryker sisters” when she herself was about four or five years old. “I remember playing with the daughter of one of her (Stryker) sisters. We would always be underneath the table coloring while they were studying,” she says. “So, I was actually with Stryker since day one, and when I came to UNC, I knew I was going to be a teacher.”

As Noemi worked to make her dreams of teaching a reality, she got to know and work with women in the earliest days of the program, when many of the women in the program were non-traditional students with children.

“When I see Stryker now, it’s changed compared to what we did. We’d get together, study and just kind of bond,” she says. “Now, not only do they focus on leadership, but they really focus on teaching you how to own your identity, to own who you are as a person, and to love yourself for who you are, and how you can use your identity to empower you into the leader that you are,” Noemi says.

The importance of education was instilled in Noemi from a young age. Born in Mexico, she came to the United States when she was two years old and says her father would tell her and her siblings, “I’m here to work for you guys. You guys make sure you get an education.” She took his words to heart. From high school she went to school for a cosmetology license, then started taking classes to become a teacher.

She administered English language assessments for District 6 before becoming a school secretary at Billy Martinez Elementary School in Greeley. While there, she was encouraged to pursue her education degree.

“I’ve always wanted to be a teacher. That was one of my plans,” she says.

Her husband also encouraged her. “I worked during the day and at night I did my schooling,” she says, adding that her husband and mother-in-law helped with Elizabeth while she worked on her degree.

Financially, Noemi says the generous Stryker scholarship made a critical difference. “At that time, my husband was just starting his general contracting business. So, financially it helped a lot, but it also helped me become a leader, because I never thought I was a leader,” she says. “I was always more

to myself, just quiet, and (Stryker) helped me bring that leadership out. I hear that from a lot of Stryker scholars, how (time together) brings joy to them because they're able to be themselves and not be afraid to get judged."

In addition to scholarship support, students receive a laptop computer and participate in seminars, discussions and activities that develop their leadership skills. The program also partners Stryker scholars with eighth-grade students at Salida del Sol in a big sister/little sister mentoring program.

Those moments of community and understanding are hallmarks of the program and are what so many Stryker scholars remember as life changing.

REIMAGINING LEADERSHIP

"The leadership component of the program has been here from day one," says Yvette Lucero-Nguyen '09, director of the Stryker Institute. "I think the lens through which we view leadership has started to be refined based on what's happening in our society and what the needs are."

Lucero-Nguyen, who has directed the program for the last nine years, has seen the impact Stryker has had on students and on alumni as they reach out to their communities.

"They spend that first year establishing a foundation of understanding on social justice while focusing on understanding their identities, asking, 'How do I understand them in the context of our society, and within privilege and oppression?' Once we have developed an understanding of ourselves through identity, we allow that to be the lens through which we begin to explore leadership in our second year. By doing so, we can better understand how we navigate as leaders, and how it's different for each one of us based on the identities that we hold. It became a foundational piece that we realized needed to exist, to really understand how to unpack our leadership, and how to use identities as a tool for empowerment, and to be able to lead with that."

That approach to leadership is unique.

"It challenges the traditional norms of leadership and who we identify as leaders. If we lined up a bunch of people, and said, 'Pick out who you think is a leader. Who would that be?' I think people are drawn to a traditional view of who that might be, just based on how they appear. And we don't do that. We take that and say that doesn't exist."

It's an approach that helps students see how, as leaders, they can support others. "It helps them to be aware of others, and their identities, and the communities they are from," says Lucero-Nguyen. "It helps them ask, 'How do I acknowledge and support the identities others hold,' whether it's in the classroom with their students, or it's as a nurse with their patients? I hear consistently how they've learned to navigate as a leader and use their voice, and understanding why it's important."

"I do not believe I would have had the opportunity to pursue higher education without this experience. In recognizing that the Stryker opportunity is so unique, I only wish that (students at) universities across the globe were able to obtain the same educational opportunity as well as reflection on identities that I have been able to obtain through this experience."

Those lessons help them reach out into their families and their communities as well. "The way in which our students take what they learned here, and share it with other people, whether that's their brothers and sisters, their parents, their students, their patients, their clients, whoever that is, that's the ripple effect. We say, 'If you share that knowledge with other people, and invest in other people, the way we have with you all, then that ripple effect just keeps happening,'" she says.

BUILDING A SAFE CLASSROOM


Elizabeth Medina, who went through all four years of school as a Stryker Scholar, says that the seminars and discussions have helped her talk about subjects that may have been difficult to give voice to before.

"As teachers, we have to take it into our classroom. Our kids have to know there's a safe haven there. A lot of the things we learned through Stryker, we actually use in our classroom with our kids," she says. "They have to know they're able to talk to somebody, trust somebody, and it's okay to be themselves. And when you have a classroom like that, where they feel safe, your school year is wonderful."

Creating a classroom that is safe creates a classroom where students can learn, and classrooms of today exist in a society that is different from a generation ago. Elizabeth says that knowing how to answer questions students are curious about has been an important skill for her.

"In all honesty, when I started Stryker, I was very oblivious to these topics. They were things that we did not discuss in our home, coming from a traditional Mexican home," she says. "It's hard to sit at the table and be like, 'OK, let's have this discussion about racism, or let's have this discussion about sexuality,'"

"Last year was the first year we had a topic about sexuality come up in a third-grade classroom. Those are now the standard norms for students. It was easy for me to be able to have an open conversation with my students about it because I have the background, thanks to Stryker," she says. "Our world is not the same, and it's going to be constantly changing. Stryker really does help open up to that mentality that we have to continuously keep learning as adults and as humans, because we have to keep up what's going to be coming in our world from here on out." **UNC**

A photograph of two football players from the University of North Carolina (UNC) Bears. They are standing on a green grass field with yellow yard lines. The player on the left is wearing a blue jersey with the number 1 and yellow pants. The player on the right is wearing a blue jersey with the number 12 and yellow pants. Both are wearing yellow helmets with 'BEARS' written on them. They are both looking at the camera with their hands clasped in front of their chests.

Pictured left to right: Wide Receiver Sam Flowers, Quarterback Dylan McCaffrey, Linebacker R.J. Potts and Defensive Back Komotay Koffie are just a few of the 17 transfers who came to UNC from FBS schools.

THE BEARS ARE **BACK**

By Ryan Mueksch | Photography by Woody Myers



THE BEARS ARE

BACK ON THE

GRIDIRON THIS

FALL WITH COACH

ED McCAFFREY AT

THE HELM.

F

**OR THE FIRST TIME
IN QUITE SOME TIME,
THERE IS A BUZZ
IN THE AIR ABOUT
BEARS FOOTBALL.**

The buzz comes not just with the long-awaited return of UNC playing football again this fall, but with their new leader at the helm as well.

The anticipation for UNC football began on Dec. 12, 2019 and hasn't let up since. On that date, former Denver Broncos star and three-time Super Bowl champion Ed McCaffrey was introduced as the university's next head football coach. The announcement brought a jolt of excitement within the UNC community, while also grabbing front page headlines locally and drawing regional and national attention.



Head Coach Ed McCaffrey on the sidelines during a spring scrimmage against Chadron State.

"It truly is a new era at UNC," President Feinstein said confidently at the introductory press conference.

Athletic Director Darren Dunn followed up by saying, "I think if we can work together, we can win football championships at UNC. We have done it before and we will do it again."

After a 13-year playing career in the NFL (1991-2003), including his final nine with the Broncos, Ed McCaffrey couldn't stay away from the place he loves — Colorado — and the game he loves — football.

Living just south of Denver, Ed coached his four sons (Christian, Max, Dylan, and Luke) in youth football. He called games for the Denver Broncos radio network as a color analyst. He started running his own youth football camps, too. But after his sons got older and his youngest, Luke, was about to be the last to leave the house, he realized it was time to try coaching at a higher level.

"Coaching gives me a sense of fulfillment, meaning and purpose," McCaffrey says. "I feel like I have a chance to be successful and to do a good job of teaching kids the game and putting them in the position to succeed. I want to make a positive impact on as many kids' lives as I can."

With that in mind, McCaffrey took his first full-time coaching job in February of 2018, becoming the head football coach at Valor Christian High School in Highlands Ranch, Colorado. In two seasons at Valor Christian, he led the Eagles to a 24-2 record. Valor Christian won the 5A state championship in 2018 with Luke as the starting quarterback in his senior season.

In November of 2019, UNC announced it would be parting ways with Earnest Collins, Jr. '96, who served as head football coach for nine seasons. Collins, Jr. led UNC to its first winning season as a Division 1 program in 2015. Under his leadership, the team's Academic Progress Rate (APR) improved significantly, as did the graduation rate (66 percent to 82 percent), but the Bears were looking to notch as many wins on the football field as they did in the classroom.

When the UNC job came open, McCaffrey became interested. After conducting a national search, it didn't take long for Dunn to realize McCaffrey was the right person for the job.

"This is something I feel called to do," McCaffrey said at his opening press conference. "This feels like home."

In fact, Greeley was home for McCaffrey for nine

summers as a Denver Bronco. Greeley is where Ed got his first introduction to Colorado, as Broncos training camps were held in Greeley at UNC facilities from 1982-2002.

"I have a lot of wonderful memories in Greeley," McCaffrey says. "I spent nine years here as a Denver Bronco, training, living in the dorms, eating in the cafeteria, practicing on these practice fields. There's history here, it's personal for me. I have great affection for this area, our fans, and the people in this community."



Jaren Mitchell

March 11, 2020.

As the threat of the Coronavirus increased, UNC announced significant operational changes to keep the community safe. All classes were moved online following spring break, international travel was suspended, and all upcoming university events were canceled.

The following day, the Big Sky Conference announced that all spring competition and practices would be canceled.

For the football team in particular, the announcement was devastating. Nearly three months into Coach McCaffrey's tenure, there was a great deal of excitement within the program to see how things would come together during spring ball. The team was only a few practices in and was gearing up for their first full-padded practice before everything shut down and the majority of players returned home.

"It was tough for us," redshirt sophomore wide receiver Jaren Mitchell says. "We ended up having a lot of time to train at home, to get our bodies and minds ready, and then when we found out we weren't going to have a season in the fall, that was really hard."

While most Division 1 Football Bowl Subdivision (FBS) teams had a shortened season last fall, the Division 1 Football Championship Subdivision (FCS) teams did not compete. The FCS season was moved to the spring and schedules were condensed, but some institutions,

including UNC, elected not to compete due to the ongoing risk of the virus (UNC was one of five Big Sky programs to either opt-out of or pursue a modified spring schedule).

Instead of competing in the FCS spring championship season, the Bears were able to have a normal slate of spring practices and compete in two closed scrimmages against CSU Pueblo and Chadron State.

"Think about how hard it is to do nothing but train for a year and a half and not be able to play a game," McCaffrey says. "It takes a lot of discipline, will power, hard work, and love of the game, which our guys have."

"When we were able to finally scrimmage against someone else, I've never seen that much enthusiasm from a team I've coached in my life. Guys were doing cartwheels, belly bumping, high fiving, it felt like the Super Bowl. It meant so much to me. I almost broke down in tears to see how excited and happy those guys were to be playing football again."

When UNC kicked off the fall 2021 season at Colorado on Sept. 3, the Bears were 21 months removed from their last true regular season game. A nationally televised game kicked off the Ed McCaffrey era, and, as this magazine went to press, the anticipation loomed larger by the day. Despite the significant layoff between real games for the Bears, the team looked at the extended pause optimistically.

"We look at the disruption due to COVID as a positive," says RJ Potts, a junior linebacker who transferred from Cincinnati. "With a new coaching staff and a lot of new players, we looked at getting more time to work together, learn the playbook, and build team chemistry as a plus for us."

"The players have been so resilient throughout the coaching changes and the pandemic," McCaffrey adds. "It's been so challenging but the kids on this team are resilient, tough, physical, and they all want to make our fans proud."

When you think of football families, the McCaffrey



RJ Potts

**"I ALMOST BROKE DOWN IN TEARS
TO SEE HOW EXCITED AND HAPPY
THOSE GUYS WERE TO BE PLAYING
FOOTBALL AGAIN."**

-Ed McCaffrey



Pictured L to R: Dylan, Ed and Max McCaffrey. Dylan enters the season as the starting QB for the Bears while Ed and Max will split play-calling duties.

family is one of the first that comes to mind.

Ed was an All-American wide receiver at Stanford, a 13-year NFL veteran, and a three-time Super Bowl champ. In his career, he had 7,422 receiving yards and 55 touchdowns. In Colorado, the name Ed McCaffrey is almost as well-known as John Elway.

His second oldest son is the most well-known McCaffrey nationally right now. Christian, a star running back for the Carolina Panthers, was drafted 8th overall in the 2017 NFL Draft after setting multiple records at Stanford and finishing runner-up in the 2015 Heisman Trophy voting.

McCaffrey's fourth season in the NFL in 2020 was cut short due to a shoulder injury, but he has still racked up over 5,800 rushing and receiving yards and 45 touchdowns in just 51 games. If you're a fantasy football player, Christian is likely going in the top five in most of your drafts.

Ed's youngest son, Luke, played two seasons at Nebraska and has since transferred to Rice, where he will play quarterback this fall.

But it's Ed's other two sons, Max and Dylan, that are making his collegiate coaching debut a mini family reunion.

Max, who played wide receiver at Duke in college

"WE GREW UP

SPEAKING THE SAME

FOOTBALL LANGUAGE."

-Dylan McCaffrey

and for five different NFL teams in four seasons, is the Bears' offensive coordinator. Max was playing in the XFL when Ed was named the Head Coach at UNC and thought this would be a great time to break into coaching.

"I've always felt like my career would segue into coaching," Max says. "I knew that my dad runs the offense I want to coach and thought this would be a great opportunity to be able to coach alongside him."

Ed will also be coaching his second youngest son for the next two seasons. Dylan comes to UNC as a graduate transfer from Michigan, where he spent four seasons as a reserve quarterback. Dylan appeared in 13 games for Michigan, throwing for 242 yards and rushing for 166 yards. When he decided to transfer, he considered a number of schools, but ultimately said UNC was where his heart was.

"My dad and brother are two role models of mine," Dylan says. "Now to actually work with them is a great honor. We grew up speaking the same football language. I think we have an amazing thing going with this team and we're ready to get after it and turn things around."

Dylan, who was a four-star recruit out of high school and rated one of the best dual threat quarterbacks in the country, has two years of eligibility remaining. He is likely the most heralded recruit UNC has ever had in football.

"When I was hired I never foresaw that Max would be coaching with me or Dylan would be playing for me," Ed says. "It's a real blessing to have them here and see them every day. It takes a special



relationship when you're a coach and a dad and you have a son on your team.

"Luckily I've coached my sons at different points and I've learned how to take my coach's cap off and be a dad. It's tough on me because his mom (Lisa) has big expectations and now I really can't screw it up," Ed says.

While Dylan will draw a lot of attention as the quarterback who just came from competing in the Big Ten, there are a number of Division 1 FBS transfers, including those from Power 5 (Big Ten, Big 12, SEC, ACC, Pac 12) schools, who have come to UNC and only heighten the excitement around the direction the program is heading. In addition to Michigan and Cincinnati, UNC has transfers from TCU, West Virginia, Cal, Washington State, Colorado, and Akron.

"We're expecting to win," says Scott Darnell, UNC's Defensive Coordinator. "There's no doubt about it. The goal will always be to win a championship."

The players echo that sentiment.

"We want to be Big Sky champs and nothing less," Potts says. "As long as we're improving every day, I don't see why we can't. I don't think there are any limits to what we can do." **UNC**

🔗 **Editor's Note:** As this issue of *UNC Magazine* went to press, UNC was just beginning the football season. For the latest news and coverage of Bear athletics, go to **UNCBears.com**.

NEW TURF, EMPOWER CENTER STRENGTHEN FACILITIES FOR BEAR ATHLETES

As the Bears return to the gridiron, they do so with two big facility upgrades — new turf, generously funded by a donor in partnership with Academy Sports Turf; and the Empower Center, UNC's new sport performance center (see *UNC Magazine* Spring/Summer 2021).

"The new turf is going to mean a lot," Head Coach Ed McCaffrey says. "We'll now have a consistent playing surface that doesn't need to be maintained a lot throughout the year. The grass field we had undulated in places and was uneven, and the new turf provides a safe and level playing field that will look great."

The new Empower Center (named by lead donors John '84 and Angela '89 Schmidt) is UNC's first fully donor-funded campus building. Expected to be open for student-athlete use in November, the \$4 million, 10,250 square-foot facility more than doubles the space used in the previous facility and features a spacious weight room, new equipment, enhanced nutrition station, and offices for the strength and conditioning staff.

"Thank you to all of our donors and alums who made the Empower Center possible," McCaffrey says. "This shows our athletes how serious we are about creating a great experience for them. We're showing them we care and we want to give them the resources to be the best they can be and have success."

By Laura Veith | Photography by Woody Myers

New Deans *Join* UNC



Three new deans joined UNC this summer and share a vision for and commitment to student success.

A

s the university community returned to campus this semester, they welcomed three new leaders. Each brings experience and vision for their college with a focus on student-centered education. UNC is pleased to introduce Dean of the College of Education and Behavioral Sciences Jared Stallones, PhD; Dean of the College of Natural Health and Sciences Kamel Haddad, PhD; and Dean of the College of Performing and Visual Arts Cristina Goletti, PhD.



Jared Stallones, PhD

Dean of the College of Education and Behavioral Science

Jared Stallones, the new dean of the College of Education and Behavioral Sciences at UNC, wants to get inside your head.

From his years as a PreK-12 educator, Stallones learned the importance of tapping into students' natural interests to inspire their learning. "There's nothing more fascinating than trying to figure out how people think and learn," says Stallones.

The importance of narrative and personal interest to learning and the impact education has on human growth and communities were what drove Stallones to continue his career in education and reinvent the way he taught his students. "I always wanted students to be able to answer the question, 'Why are we learning this?' so I tried to include an answer to that question in every lesson I taught. Relevance matters."

Stallones' family lineage is in education, but he chose a career in it out of frustration with his own school experience and a strong desire to improve the learning experience for others. "I'm now in a position to do that on a wider scale," he says.

While at the University of Kentucky, Stallones learned a great deal about rural education, adding to what he gained in his years in the urban schools served by California State Polytechnic University-Pomona and Long Beach State. He's greatly looking forward to working closely with UNC's Center for Urban Education in Denver and the

Center for Rural Education that operates throughout the state.

Stallones has a unique passion for education history which he incorporates into his approach as an educator and leader. He has authored four books and more than 65 articles and presentations on education history, biography and philosophy. He also serves as an editor for a history of education book series and has authored and/or managed grants funded at nearly \$6 million.

A true student of history, Stallones is creating a path for himself and the college reflecting on what we have learned in the last 18 months from the pandemic. "We have to take the lessons that we've learned from the last year and a half and really focus on them because if we don't do it now, we'll be talking about the same problems and inequities in education 50 years from now," he says.

A pillar that Stallones' theory of education is built upon is community engagement. "One of the things I've learned is how to support faculty in engaging their local schools and communities," says Stallones. "We can't do an adequate job of preparing teachers, school administrators, counselors, or mental health professionals without being in the community and understanding their needs and perspectives, where their challenges lie."

Stallones emphasizes the need for cultural humility in these conversations with the community and he hopes to establish and inspire many "rich collaborations" in his time as dean.

"We have a lot of work to do, and the key is doing it together."



Kamel Haddad, PhD

Dean of the College of Natural Health and Sciences

Kamel Haddad's second semester of his freshman year of college was interrupted by war. Actual war. While attending the American University of Beirut, the college closed its doors and Haddad and his parents fled his home country of Lebanon under bullets for the United States. Haddad knew nothing else than to follow in the footsteps of his uncle already in the U.S., and enrolled in electrical engineering at Georgia Institute of Technology. There, he earned his bachelor's degree in Applied Mathematics and went on to earn his PhD in Mathematics from the University of Maryland.

"Math has always been second nature to me," says Haddad. "My mother is a middle school math teacher and my father is a high school chemistry teacher, so teaching has also been in my blood from a young age." Haddad remembers coming back from school and sitting at the dinner table while his mother and father tutored students at the same table.

Immediately prior to joining UNC, Haddad was a professor of Mathematics at California State University San Marcos (CSUSM) with a special assignment as a consultant for student success initiatives in the College of Science, Technology, Engineering and Mathematics.

With teaching in his blood, Haddad was attracted to UNC's strong reputation for and emphasis on pedagogy. "UNC values teaching pedagogy and the content area equally," says Haddad. "That is one of the things that attracted me to this university."

As dean of NHS, Haddad aims to continue the teacher-scholar model already at work in the college. "In this model, teaching informs research and research informs teaching and we engage our students as research scholars even at the

undergraduate level. We make sure that our pedagogy is informed by the research model."

Haddad lists the strength of the faculty as another factor that drew him to UNC. "Their credentials are unmatched and the college's foundation is strong, allowing us to pivot more easily when necessary," says Haddad. He stressed the importance of pivoting because "higher education is at a crossroads right now. Enrollment trends are down in Colorado and across most of the nation, and to be able to rebound from that kind of decline in enrollment in a way that is different than that of other regional public comprehensive universities is essential."

Haddad envisions the college with programs that are responsive to regional needs and national workforce trends and hopes to engage the college faculty, students, and administration in exploring how best to do that.

His excitement for the university and vision for the college revolves around two words: students first. "Our current student population is prepared differently than they were 20 years ago or 30 years ago," says Haddad. "We can no longer expect them to change their learning style to our teaching style. We need to adapt."

He wants to identify and remove operational barriers to student advancement. "Not every barrier is a learning or teaching style barrier," says Haddad. "Some barriers are processes that institutions use that could be enhanced or removed if they hinder student success." A mathematician at heart, Haddad plans to explore and address these issues with a data-driven approach.



Cristina Goletti

Dean of the College of Performing and Visual Arts

Cristina Goletti believes she has the best job in the world. And she would be the one to know.

Just reading Goletti's resume will make you feel as though you have taken a trip around the world. The new dean of the College of Performing and Visual Arts has danced her way from a dance conservatory in London, to dance companies in Ireland, to faculty assignments in Mexico, to the banks of the Rio Grande in El Paso, TX, and found her way back to Colorado to the halls of UNC.

Goletti's background weaves a tapestry of places, points of view, and dance styles which reflect the interdisciplinary nature of her approach to the arts. While at the University of Texas El Paso, Goletti joined Engineering + Art + Science = Social Impact (EASSI), an interdisciplinary research group, and was granted start-up funding and the use of space at UTEP's new interdisciplinary building. Her research interests involve dance pedagogy, interdisciplinary improvised performance practices and queer and migration studies.

"I hope to continue emphasizing interdisciplinary work between the colleges at UNC," says Goletti. "We all have great ideas about how we can work together. There are many points of commonality where we can create interdisciplinary opportunities for students and faculty."

Goletti hopes to create groups resembling think tanks or fab labs where people from different backgrounds can come together to understand important social, economic and cultural issues through diverse perspectives, including utilizing arts methodologies as a way to create real-life solutions.

A quote Goletti loves is, "The arts are the safest place to have the most dangerous conversations."

"Because we are performing fiction, we are fictionalizing reality. We are creating a fictional world where we can have difficult conversations," she says. "I want to create a safe space for students to come and play and fail and experiment and have meaningful conversations."

Goletti thinks this approach is a priority for the new group of faculty coming to UNC. "We want to be rowing not drifting. We want to be deliberate and visionary in our academic offering. We hope to be innovative and student-focused, which means providing students of all disciplines the best opportunities," says Goletti.

The foundation for creating this interdisciplinary approach to the arts is based on the unifying nature of art itself. "There's something really beautiful about experiencing art together," says Goletti. "Another quote I love is 'We sit together in the dark to know how to love each other in the light.' We sit together in the dark, listening to music, seeing a show, or mingling at an exhibition so that we can know how to live with, and maybe love, one another in the light."

"My passion is in arts education within higher education and advocating for arts degrees, whether they're performing or technical or more kind of academic and scholarly focus. Studying art is such an important and foundational degree and so I'm really passionate about the reason why there are arts degrees."

While Goletti loves to discuss the implications of studying and observing art, she is dedicated to practical student success. She wants to encourage students to experiment and follow their dreams while getting the necessary skill-based training to excel as artists in the 21st century.

According to Goletti, it's rare for there to be a college purely devoted to the arts (as they are often combined with sciences or humanities). While she respects and admires those other disciplines, Goletti has always thought that she would be best suited for a role where she could be the face and voice of the arts and no other discipline. "UNC does not just have an arts college — they have a great, solid arts college with a lot of history, tradition, and excellence in many areas." **UNC**

Holding High Expectations

UNC Trustee Shashwata Prateek Dutta BS '08, EdLD, believes in the importance of education as a driver of social mobility — something he's experienced in his own journey to success.

It was 2008, three years after Hurricane Katrina's waters reshaped the city of New Orleans. Prateek Dutta had recently graduated from the University of Northern Colorado with a degree in Political Science, joined Teach for America, and was facing a classroom of sixth graders. He had arrived in that classroom after his own journey through the education system with a sense of understanding and wanting to make a difference.

Teach for America focuses on educational equity with a cadre of leaders who commit to teaching for two years.

He and his colleagues worked hard to instill in students the importance of college but found that while many students went on to attend, many didn't, and that was something he wanted to change.

"I'm passionate about college as a means to the end goal of empowering people and making sure they have the tools to go up the economic ladder. I feel education is the best means to do that, or the fastest way to do that."

It's a belief rooted in his life experiences.

Dutta's parents grew up in East Pakistan, which is now Bangladesh. "At that time, the United Nations called it the poorest place in the world," Dutta says. "My dad's dream was to come to the United States to study, which is what happened. He got a student visa and went to school in Boston."

His father brought his mother to Boston, and Dutta and his sister were born there. His father, who'd earned his PhD in Economics, was working as a professor, but language barriers became an obstacle to teaching. With no job, and unable to pay the bills, the family made the painful decision to leave the U.S. and move to Kolkata, India, where they remained until Dutta was about eight years old.

"At that time, my parents decided they wanted to give the American dream one more chance. So, they basically looked at a map of the United States and said, 'Colorado looks like a place for a fresh start.' They got two suitcases, changed their currency — the rupees changed to about \$40 — and came to Denver," Dutta says.

Because he didn't speak English, Dutta was placed in an English as a Second Language (ESL) classroom where most students spoke Spanish. "Teachers had a hard time interacting with me for a bulk of my elementary and middle school," he remembers.

"UNC was the only university that took a chance on me, and so I am eternally grateful. It changed the trajectory of my life because without being accepted into UNC, I honestly don't know what I would've done."

Gaps in learning became chasms. By high school he was far behind academically, with grades that he knew would make entry into a four-year university impossible. He started applying to community colleges, but says UNC was his dream school.

"I met with (UNC's) director of admissions and he told me my grades and test scores didn't cut it, but they'd see what they could do."

Dutta applied, and was accepted on the condition he take summer classes.

"UNC was the only university that took a chance on me, and so I am eternally grateful. It changed the trajectory of my life because without being accepted into UNC, I honestly don't know what I would've done," he says.

Getting to UNC was just part of the battle.

"I was so far behind. Everything took so much longer for me. It's not a sob story at all, just the reality. My favorite place in the entire campus was Michener Library. I loved it. I used to go to Starbucks, get a massive cup of coffee, and from 7 p.m. to midnight, I would stay in that library and study every night."

Dutta says UNC faculty trustee and Professor of History Fritz Fischer helped him succeed.

Continued on page 30



PRATEEK DUTTA '08 EdLD
Political Science

Social Mobility and Higher Education Rankings

As many prospective college students can tell you, universities and colleges are ranked in many different ways — student-teacher ratios, the size of the school's endowment, cost of tuition and even the number of students turned away.

One way to measure a school's ability to address equity and help students climb the economic ladder is the Social Mobility Index (SMI) at socialmobilityindex.org. According to the SMI website, "A high SMI ranking means that a college is contributing in a responsible way to solving the dangerous problem of declining economic mobility in our country."

The SMI rankings for colleges and universities are computed from five variables: published tuition, percent of student body whose family incomes are below \$48K (slightly below the US median), graduation rate, median salary approximately five years after graduation, and the size of the school's endowment.

Out of the nearly 1,500 colleges and universities ranked by SMI, UNC is first in Colorado (ahead of Colorado State University-Pueblo and Colorado State University-Fort Collins), and 286th overall.

What does that mean for students? "If a student wants to pursue academics in an institution that models awareness and civic responsibility, the SMI can provide a valuable guide," the SMI organization says. "In the end, the greatest returns to self from work, academic or otherwise, come from delivering benefits to family, nation, and our world. Families and students who understand this and want to move up efficiently to a position of social and economic influence in our country will gravitate to high SMI schools."

“He was an incredible force for my life. He made teaching fun and engaging, and I think one of the reasons I applied to Teach for America was because of his class. I was in his class on the Vietnam War, and I remember thinking ‘how can he make something so complicated, so engaging?’”

At the time, Dutta wasn’t sure what he wanted his career to be, but based on his experience in school, he knew he wanted to help students who were overlooked or marginalized.

“I applied to Teach for America and I got accepted, and then I was placed in New Orleans. That’s how I got started teaching.”

In New Orleans, Dutta began to feel his efforts were bringing change for the short term, but not for the long term, and as much as he loved working with the students there, he decided to take his own education a step further.

“I realized no matter how much work I did in the classroom, there were some other powerful societal forces that kept putting students in a different trajectory. I realized I needed more skills and a better understanding of policy and politics to really make a difference. That’s why I went to grad school.”

He was accepted into a doctoral program at Harvard University focusing on Educational leadership.

“I honestly struggled to graduate high school 10 years before I got accepted to Harvard. And so obviously there’s a lot of feeling of, ‘do I belong?’ I did well there, but I didn’t like it as much as UNC. I never felt that sense of home that UNC brings. I got my degree and I’m happy I got it, but to compare that to my UNC experience is just night and day,” Dutta says. “I will put our UNC professors and our students against Harvard students and faculty any day of the week. But without question, I had a better experience at UNC than I did at Harvard.”

He completed his doctorate, and felt that instead of working within the system, he could do more outside the system, advocating for change. He returned to Denver and became the Colorado policy director for Democrats for Education Reform (DFER).

“Democrats for Education Reform was created because the Democratic party has historically been pushing for equity on a whole host of issues, but when it comes to education, sometimes the party has defended the status quo. Our organization works to move both politics and policy forward to ensure all students receive a high-quality education.”

For Dutta, his years as a student, a teacher and an advocate have shown him the importance of having high expectations.

“UNC’s mission, I would say, is to be an engine of equity. And to really be a driver of social mobility.”

“I know what it feels like when teachers and schools have low expectations for certain groups of students. When you hold students to high standards, they’ll always meet them.”

Low expectations, he asserts, are a veiled form of racism. The positive impact of holding students to high expectations is something he saw first-hand as a teacher working with low-income students in New Orleans as they coped with significant hardships in the aftermath of Hurricane Katrina. When taught with high expectations, they succeeded.

The opportunity to succeed in school did not come to Dutta until he became a student at UNC, and he brings that experience — coupled with teaching, graduate work, and his work for DFER — to a new role at UNC.

In January 2020, Colorado Governor Jared Polis appointed Dutta to a three-year term as a trustee at UNC. He is attuned to concerns about inequity in higher education in addition to his focus on K-12 education.

“Higher education is not absolved from inequity. We’ve done a really good job of decreasing high school dropout rates across the country. But what we have not done is decrease college dropouts. The majority of low-income students that go into college, drop out; the majority of Black students and Latino students that go to college drop out. And they have nothing but debt after they’ve dropped out. It’s unacceptable. And we need to do something about that. All higher education institutions, including UNC,” Dutta says.

As a trustee, he sees UNC facing multiple challenges — including student retention and graduation rates. And while he has high expectations for students, he also has high expectations for his alma mater and its ability to address those challenges.

“We must increase our enrollment and retention while closing the attainment equity gap in graduation and retention. Our new strategic plan — *Rowing, Not Drifting* — creates a roadmap on how to overcome these challenges and make UNC stronger. Most importantly, the strategic plan ensures our university is more student-centered and has a more coherent student support system,” he says. “I think we have a great opportunity to take students that might come from underprivileged backgrounds and really propel them into the middle and upper class. UNC’s mission, I would say, is to be an engine of equity. And to really be a driver of social mobility.”

—Debbie Pitner Moors

Alumni Notes

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

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at unco.edu/unc-magazine

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70s

Lowell Graham BA '70, MA '71, Greeley, has been named the sixth music director for the Greeley Philharmonic Orchestra in the organization's 110-year history. He previously served as Professor of Music holding the Abraham Chavez Professorship in Music at the University of Texas at El Paso (UTEP) from 2002 to 2021. He's held numerous conducting positions including the commander and conductor of the United States Air Force's premier musical organization in Washington, DC. As a USAF Colonel, he became the senior ranking musician in the Department of Defense. Graham also actively serves as an educational clinician for Conn-Selmer Education Division and was inducted into the Conn-Selmer "Hall of Fame" in 2021. Graham has released recordings on six labels — Naxos, Telarc, Klavier, Mark, Altissimo, and Wilson — that have been recognized for both their artistic and sonic excellence.

Tom Linnell MA '73, EdD '77, Fort Collins, enjoyed a wonderful 45-year career in psychology as a teacher, clinician and consultant. He retired in 2019 and continues to live in Fort Collins with his wife, Sheri.

Tom Ninnemann BA '72, Jackson, Wyoming, has been honored again as the Wyoming Association of Broadcasters Small Market Radio Newsman of the Year for 2020.

Bill Rowley EdD '73, Escondido, California, has retired as dean of the School of Education at Seattle Pacific University. In 2008, Rowley was awarded status as emeriti professor of Counselor Education. He was a UNC commencement speaker in 2013, with his speech titled "Choosing the Road that Leads Up."

Bob Peterson BA '74, MA '82, Windsor, in January, 2021, became the 24th person ever to be inducted into the National Association of Homebuilders Remodelers Hall of Fame.

Jay Petersen MME '78, Tucson, Arizona, recently published a book, *A Comprehensive Guide to Intersex*, available at Barnes and Noble and all major outlets and distributors. Petersen's intersex narrative, *A Changed Life: Becoming True to Who I Am* is published in the

Narrative Inquiry in Bioethics section of the John Hopkins University Press. Peterson is also a self-employed abstract artist, with exhibits in the Minneapolis Institute of Art, Museum of Contemporary Art in Tucson, Arizona, and De Young Museum in San Francisco, California. Petersen has donated art to nonprofits such as domestic violence shelters in Southern Arizona, and a shelter for trafficked women and children on the east coast.

80s

Ernesto Alvarado PhD '87, Thornton, previously highlighted in the book *Shamanic Wisdomkeepers*, has co-authored *Our Apache Ways*, published by Vanishing Horizons.

Julie Dana MME '87, Fresno, California, received the Bill Stewart Award for Excellence in Education for the State Center Community College District in spring 2021.

90s

Rina Wallace Bristol MM '92, DA '03, Montgomery, Alabama has been appointed assistant provost and dean of the Harold Lloyd Murphy Graduate School at Alabama State University in Montgomery. In her 22nd year at ASU, she previously served as interim dean, associate dean, and Music Department chair of the College of Visual and Performing Arts at ASU. Bristol was also recently elected to a three-year term to serve on the Commission on Accreditation of the National Association of Schools of Music. Bristol was recently honored as one of Alabama State University's Women of Excellence for 2021. The award is granted to women in recognition of their service, leadership, strength, and spirit of excellence to the university.

Kimberly Lees EdD '96, Sheboygan, Wisconsin, authored her first book, *Dying to Live, A Memoir: Choosing to Thrive After Trauma and Abuse*. The story unveils how domestic violence, sexual assault, and two traumatic brain injuries from severe car accidents within four years of each other brought Lees to her knees.



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Jenny Thomas Briggs BS '97, Windsor, serves as a senior strategic consultant at the Rady School of Management, UC San Diego, at the Beyster Institute. She also serves as an outside independent director for PFSbrands and Engineering Economics and is a founding partner of GRITT Business Coaching. Briggs is a Rutgers University Institute for the Study of Employee Ownership and Profit-Sharing Executive Fellow focusing on corporate governance and performance. She has contributed to the Democracy at Work Institute, and the reinventing work initiative with the Boston FED. She was a member of the New Belgium Brewing executive leadership team for more than a decade as vice president of Human Resources and Organizational Development and was the chairperson of the board for GISinc which is headquartered in Birmingham, Alabama.

Jeremy Olinger BA '99, Eaton, has become the Deputy Town Administrator at the Town of Berthoud for the Colorado Parks and Recreation Professional (CPRP).

00s

Travis McCorkle MA '01, San Angelo, Texas, received the United Soccer Coaches Organization Award for the 2020-2021 National Staff of the Year (as voted by the Division 2 Women's Soccer coaches).

Stephen Michalik BA '03, MA '05, Spring, Texas, founded All Nations Community

School in 2018, a globally-minded, Christ-centered school located in The Woodlands, Texas, after nine years of teaching at schools in South America and the Middle East. Michalik also serves as board president and STEM coordinator.

Cortney Kelley Westhoff-O'Farrell BS '04, Greeley, has recently published a gluten-free cookbook called *Our Next Food Adventure*, with more than 300 simple, straightforward recipes that span generations and cross borders.

Toni Niccoli BA '04, MA '07, Greeley, was appointed principal of St. Vrain Valley School District's Global Acceleration Campus, overseeing New Meridian High School (SVVSD's Alternative High School) and the Career Elevation and Technology Center (1 of 8 Premier Career and Technical Education Campuses in Colorado).

Lucas Sorenson BA '09, Englewood, began work on an MBA through UNC's Kenneth W. Monfort College of Business.

10s

Jennifer So-Bruno BA '10, Littleton, went to Colorado Media School and received a technical degree in radio and television broadcasting. She began working in radio broadcasting in 2011 and has since earned numerous accolades. So-Bruno currently serves on the Artistic Board for Insight Collab Theatre, a theatre company founded by Pan Asian American artists that focuses

on inclusive, innovative, and inspiring works that illuminate our shared human experience. She was fortunate to have the opportunity to be cast in an Audio Drama Podcast called *Forward Podcast*.

Whitney Frase Armstrong BA '13, Beavercreek, Ohio, was named as the winner of the prestigious 2020 Joan Orr Air Force Spouse of the Year. The award recognizes contributions to the U.S. Air Force community by non-military spouses of the U.S Air Force service members. Over the past two years, Armstrong served as the Wright-Patterson Air Force Base United Service Organizations Center Manager, leading a team of more than 200 volunteers providing services to more than 100,000 military and family members. Currently she serves as the vice president of development and strategy for the Military Spouse Advocacy Network, a 501(c)3 nonprofit on a mission to educate, empower and support military spouses through peer-to-peer mentorship. She is also working toward a master's in public administration from the Harvard Kennedy School, Public Leadership Credential.

Joshua Nowak BA '13, Denver, joined McDermott Stuart & Ward LLP in Denver as an associate attorney following five years as a Colorado Public Defender in Adams County. Joshua brings with him the passion for serving clients in need and has proven experience in successfully taking on challenging criminal defense work defending clients with offenses ranging from petty offenses to first degree murder.

Alumnus Powering the Comeback

Cristóbal (Chris) Garcia BA '08, Evans, is UNC's associate director of Alumni Relations and has been selected as a participant in the Colorado Department of Public Health and Environment's Power the Comeback campaign. Launched this past April, the campaign empowers local influencers to motivate the communities they engage with to get vaccinated against COVID-19, and includes Coloradans sharing their stories about why they got vaccinated. The campaign hopes to eliminate barriers and misinformation around the vaccine.

Garcia, a podcaster and community advocate, says that the organizers reached out to him after learning about his podcast, "Latino Northern Colorado."

As a Power the Comeback influencer, he's been featured across social media platforms and on billboards



throughout the state and has been interviewed on Denver7 news and Univision's national news program *Aquí y Ahora*.

"By getting vaccinated, we can protect our families and help power the comeback in our own communities," Garcia says.

Sarra Stanley BS '13, Arlington Heights, Illinois, was a missionary for the Roman Catholic Church at the University of Northern Arizona (2013-2015), Colorado State University (2015-2017), and expanded FOCUS to the United Kingdom at the University of Southampton (2017-2019). She is now a parish outreach missionary in Chicago, Illinois. As an international speaker and emcee, Stanley recently completed a graduate certificate at the University of Notre Dame.

Elizabeth Van Lierde BA '16, Santa Ana, California, recently announced her debut cookbook *Everyday Entertaining* which has 110 Recipes for going all out when you're staying in.

Kerri-Noelle Humphrey MA '18, Huntsville, Alabama was awarded an Arts Educator Fellowship in the amount of \$5,000. Her current research, *Dancing the Diaspora: Discovering the Influence of Traditional and Tribal African dance in the History of African-American Social and Concert Dance in the Caribbean and the United States*, was listed on DanceMagazine.com and DanceTeacher.com as the article *What to Read and Watch During Quarantine: Recommendations from Master Teacher Katiti King*.

Grace Hoag BA '19, UCERT '19, Fort Collins, is an artist-in-residence at Art Gym Denver with a late-summer, early-fall exhibition called "In Absentia" with other Create Award recipients Thinh Dinh and Justice Miles.

Erika Siebring BA '19, Parker, previously accepted a position as a multimedia journalist at the KNOP-TV Nebraska News 2 station in North Platte, Nebraska. She was promoted to the morning news producer and anchor for the station where she produced and anchored a two-hour morning show every weekday morning. In early April 2021, Siebring accepted a position as a content marketing specialist at Madwire in Fort Collins.

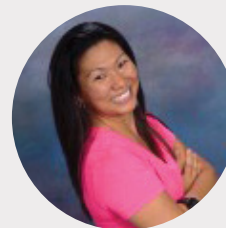
20s

Isabel Powell BS '20, Salida, will begin graduate studies in Nursing in fall 2021 at UNC.

Lily Brynteson BA '21, Greeley, will be attending Avenue Five Institute in Austin, Texas in the fall to receive her massage therapy license. She hopes to continue to get a master's in counseling and eventually find a way to combine counseling and massage therapy, working primarily with survivors of physical and sexual abuse.

Encouraging Student Wellness

Shannon Loveridge BS '11, MAT '15, Thornton, is the comprehensive physical education and wellness senior consultant at the Colorado Department of Education (CDE). She is the principal investigator and project manager for the 1801 Centers for Disease Control and Prevention (CDC) Healthy Schools Grant and the 1801 CDC COVID-19 Supplemental Grant. She also oversees the CDE Student Wellness grant and provides professional development and technical assistance around the Comprehensive Physical Education Standards in Colorado.



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Mailbag

Milana Atencio Prussin BA '14, Erie, "My experience in Greeley was nothing short of amazing. I was able to study in Brazil and gained a skill set that I can apply every day in my career. I'm beyond proud and lucky to be a UNCO Bear!"

Rene Anderson BA '17, UCERT '17, Pueblo, "UNC was a great experience for me. I was able to make friends while growing as an independent person."

Micah Hoefling BS '17, Castle Rock, "I have become a successful PE Teacher and coach thanks to the UNC Sport and Exercise Science program. It took me a long time to finish my actual degree, but through it all UNC was always there to help me find the next step. My professors really took the time to care about us and clearly wanted us to succeed once we had graduated. I only hope to make them proud as I continue serving the students and athletes of Bennett High School!"

Shannon Hollis BA '18, Westminster, "I am grateful for the communications professors in particular as they helped pave the way for the career I have now — empowering and refining my strengths as an oral and written communicator."

Rebecca Molenaar BA '21, Lafayette, "UNC was an awesome experience and a fantastic time. I met a lot of friends during my time there."

Skyla Miller Moore BS '21, Ault, "I loved my time at UNC."

Supporting Student Success

"As a first-generation student, I didn't even know if I was going to come to college. When I first became a part of the Bear community, the faculty and staff already saw me as a student that they wanted to support."

—Daisy Solis '21



Know someone who would love to be part of the Bear community? Invite them to apply.
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In Memory

1930s

Lee Alberico Pollard LCR '38, BA '39

1940s

Shirley Hill Flieger BA '44

Phyllis Barnes Johnson LC '44

Mary Dale Beckner BA '45

Leona Weigandt Plummer BA '45

Marvin Billings BA '47, MA '48

Madelyn Helling BA '48

1950s

Rosemary Valentine Aldred BA '50

Ben Dreith BA '50

Donald Gustafson BA '51

Lloyd Swenson MA '51, EdD '53

Wayne Nash MA '52

Pat Whitmore Allsup BA '53, MA '57

Joyce Colburn Barnes BA '53

Ann Newhard Franklin BA '53

Ermalinda Lucero Luna BA '53

Frances Weber Bellio BA '54

Paul Cason BA '54, MA '60

Joe Kyle MA '54

Berle Haggblade MA '55

Ann Richardson BA '55

Georgia Drake Dye BA '56

Mel Forsling MA '56

Russell Lawson MA '56

Rich Roush BA '56

Russell Dunham BA '57

Rose Valente Kaufman BA '57

Shirley King Kilfoy MA '57

Marlene Rogers Kelly BA '58

Paul Lind BA '58, MA '63

Benette Banks Rhoades MA '58

Janice Sampson MA '58

Edward Wilkerson BA '58

Edward Maxwell BA '59, MA '62

Jack Schemmel MA '59

Darrell Webb MA '59

1960s

Margie Miller Drake BA '60

Cecil Jacobson MA '60

Harold Pfeifer BA '60, MA '71

Bruce Swinburne MA '60

Leon Belcher EdD '61

Leslie Lerand MA '61, EdD '66

Mary Mason McNutt BA '61

Larry Miller BA '61

Paul Nyholm MA '61

Don Perez BA '61

Judith Prosser BA '61

Daniel Reed BA '61, MA '68

Larry Benne MA '62

Rhonda Mulvaney BA '62

Bob Newcomb MA '62

Harry Schneider BA '62, MA '68

Eldon Danenhauer MA '63

Donald Egan BA '63

Ronald Huddleston BA '63, MA '64

Delbert Jensen BA '63

Fred Shickell MA '63

Terrell Sumner BA '63, MA '64

Kent Croasdel BA '64

Neal Lininger MA '64, EdD '68

Olga Barbour Montgomery AB '64

Bonnie Larson Person BA '64

Mary Lue Gaughen Roesler BA '64

Phyllis Kriese MA '65

Kasey McCollum Troutman BA '65

Bob Williams BA '65

Jim Allmon BA '66

Myrna Armes BA '66

Robert Blackwell MA '66, EdD '68

Ralph Boswell BA '66

Marilyn Soderberg Deegan BA '66

Joyce Brownson McClanahan BA '66

Don O'Brian BA '66, MA '68

LeRoy Schroder BA '66

Karen Gilbert Wallace BA '66

Jeannette Moen Barnhart MA '67

Natalie Clinch BA '67

Daryle Lent Hise BA '67

Clare Hoffman BA '67, MA '68

Harold Kachel EdD '67

Samuel Wahlfeldt EdD '67

Peggy Pickering Boling BA '68, BA '68

Hank DePetro MA '68, EdS '73, EdD '75

Gary Garrison BA '68

Charles Kunellis BA '68, MA '69

Joy Lawson Nighswonger BA '68

Kendall Baxter EdD '69

Norma Gallup Boslough BA '69

Michael Flaxer MA '69

Mary Hampton Goeritz BA '69

Martha Regar Hunter BA '69

Lloyd Kempema MA '69

Fred Litzenberger BA '69, MA '80

David Raak MA '69

Kenneth Reyher BA '69

Suzanne Traxler MA '69

Steve Wanner BA '69

1970s

Charles Fankhauser MA '70

Gale Nash DA '70

Lelia Maguire Oster MA '70

William Skitt BS '70

Dale Underwood BS '70

Thomas Ferber MA '71

Victor Mendez BA '71

Larry Pendleton BA '71

Stella Martinez See MA '71

Lucille Jelinek Anderson MA '72

Jim Ensign BA '72, MA '80

Marcia Koester BA '72

Bonnie Honstein McVey BA '72

Vera Peterson BA '72

Pam Norlin Edinger MA '73

Ronald Landes MA '73

Douglas Wells MA '73

Stanley Garcia BA '74

Dick Graw MA '74

Idette Rubin Hunt BA '74

Sherb Sherburne MA '74

Alida Stein EdD '74

Raymond Burdick MA '75

John Devine MA '75

Paul Frishkorn BA '75

Patti Brown Harrington BA '75

Ashley Lane MA '75

Lucie Lawson MA '75

David LeMaster BA '75

Ron Norman MA '75

Philip Peiffer MA '75

James Potter EdD '75

Philip Wedding MA '75

Joanne Arczynski BA '76

Fred Boyer MA '76

Gary Johnson MA '76

Mike Mantelli BA '76

Clementine Washington Pigford MA '76

Catherine Reed DA '76

Roy Smith MS '76

Faye Carter Wilmore MA '76

John Wilson MA '76

Lois Braford Ayers MA '77

Terrence Donovan BA '77

Cecelia Rusk Hanson BS '77, MS '80

Manuela Hernandez MA '77

Jerry McCaslin MA '77

Nancy Stanton Oss MA '77

Susan Sweetland Risley BS '77

Priscilla Lawin EdD '78

Rick Rolph MA '78

John Roosma MA '78

Jerome Wicker BS '78

Nancy Toefer Willett BS '78

Gregg Wood MA '78

Agnes Evans-Pastor Gish EdD '79

James Lewellen BS '79

Bill Lewis BS '79

Nancy Matthews MS '79

Donald Price MS '79

Kathy Warren Purdy MA '79

James Rash MA '79

Bob Rowe MA '79

1980s

Charles Clark MS '80

Jennifer Webster Davis BA '80

Dan Goto BA '80

Deb McCoin Michael BA '80

Renee McMechen Sianko BA '80

Van Whisman MA '80

Diane Hirschinger Gallegos MS '81

Arlene Weaver Millich MA '81
Kenneth Sargent MA '81
Beverly Bazata BS '82
David Dombrowsky BS '82
Pearl Cline Haley MA '82
Connie Cronquist Juhl BA '82
Samuel Livingston BA '82
Nilda Scott BA '82
Bettie Bellamy-Rosenson MA '83
Lynda Thompson Clinton BA '83
Genee DeMello BA '84
Joan Jarrett How BA '85
Lars Bickford BA '86
Frankpeter Gabriel BS '86
Bob Roloff MA '86
Willie Johnson MA '87
Elizabeth Benedict Simpson BAE '87
Bill Conard MA '88
Scott Vandenoord BS '89
Gary Youngman BAE '89

1990s

Carolyn Liming Johnson BS '91
Nick Salmans MA '91
Judy Weissenfluh Brown MA '92
Susan Kepler Clifford MA '92

Irvin Davis BS '92
Jamey Birts MA '93
Joseph Geisendorfer MA '93
Beth Newhouse Kratochvil BS '93
Dolores Rousseau Parsons MS '93
Michael Haynes MA '94
Tristan Higgins BA '94
Alisa Phelan BA '95, BA '95
Chris Kansorka BS '96, MA '98
Kim Turner BA '97, MA '03
Sarah Purdy MA '98

2000s

Geraldine Cabirac MA '01
Christina German Komrofske BS '02
Peggy Rossi Coupens EdS '03
Jennifer Rufenacht Lindbo MA '03
Tim Runyon BS '04
Linda Rewerts Meyer BA '05, MA '07
Darren Overton BA '05
Michele Young BA '05
Derek Schultz BA '06
Justin Vanderpool BA '08
Thomas Butero BA '09
Chris Lawler BA '09
Katharine Harris BS '12

2010s

Myles Overton BA '16

Emeritus Faculty

Sandy Cawley Baird EdD '87
Ed Fielder EdD '63
Margaret Blake
Jack Robinson
Oren Sprague

Tribute

Theo Holland BA '61 (1934-2021)

Following an enlistment in the U.S. Army, Theo enrolled at the University of Northern Colorado to study physical education and compete in men's basketball and track and field. As an alumnus, Theo remained active in his alma mater, serving as the UNC Alumni Association president from 2005-2007; member of the Athletics Strategic Planning Committee resulting in UNC's admission to the NCAA division Bay Sky Conference; and as a member of the UNC Foundation Board. Theo was initiated in the UNC Athletics Halls of Fame in 2005 and presented the Honored Alumni Award in 2012.

“When you give through estate planning, you can give more than you’ve been able to give while you’re living... It’s important to be able to give to entities that you have a strong affiliation with and that you know will make a difference to somebody. I know that the university and higher education can have a major impact on people.”

—Jean Schober Morrell, PhD '94
Dean of Students Emerita



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Last Look

Back On Stage

After the pandemic paused production for two seasons, the Little Theatre of the Rockies (LTR) — the oldest professional theatre company in Colorado — jumped back on the boards with an outdoor benefit concert at UNC’s Garden Theatre on June 25. “Best of Broadway” served as a fundraiser to help bring the Little Theatre of the Rockies back to the community, with UNC students, faculty, alumni and featured guest artists performing and producing numbers from *Guys and Dolls*, *In the Heights*, *Into the Woods* and dozens more Broadway favorites.

UNC and LTR alumni **Jason Veasey ’04** and **Megan Van De Hey ’99** returned to star alongside a supporting cast of UNC musical theatre students, directed by John Leonard and Ryan Driscoll.

Both Veasey and Van De Hey are veteran award-winning performers. Veasey’s projects have included the acclaimed *A Strange Loop* at Playwrights Horizon, which won a Pulitzer Prize for drama in 2020; and *The Lion King* on Broadway. He’ll be directing UNC’s fall main stage musical, *Rent*, which will run October 21 through 24.

Van De Hey was nominated for the prestigious Jeff Award numerous times for her work in *A New*



Brain, *The Mystery of Edwin Drood*, and *Spitfire Grill*. She is also a multiple Henry Award winner for her performances throughout Colorado.

The performance sold 418 tickets and raised \$11,980 for the Little Theatre of the Rockies.

“It was such a magical night,” says Shelly Gaza, Interim Producing Artistic Director of LTR. “It’s hard to put into words just how grateful we are to all the community members who attended the concert and expressed their love and support for Little Theatre of the Rockies. It gives me so much hope for LTR’s future, and I know that we’ll be back in 2022 better than ever!”

—Debbie Pitner Moors



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Time for a Selfie

UNC held its spring commencement ceremonies May 8 and 9 at Nottingham Field, with more than 1,900 graduates in attendance. Joining this year's graduates were approximately 200 of UNC's 2020 graduates. Here, President Andy Feinstein pauses after his remarks to celebrate and take a selfie with new UNC alumni.



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#UNCBears

