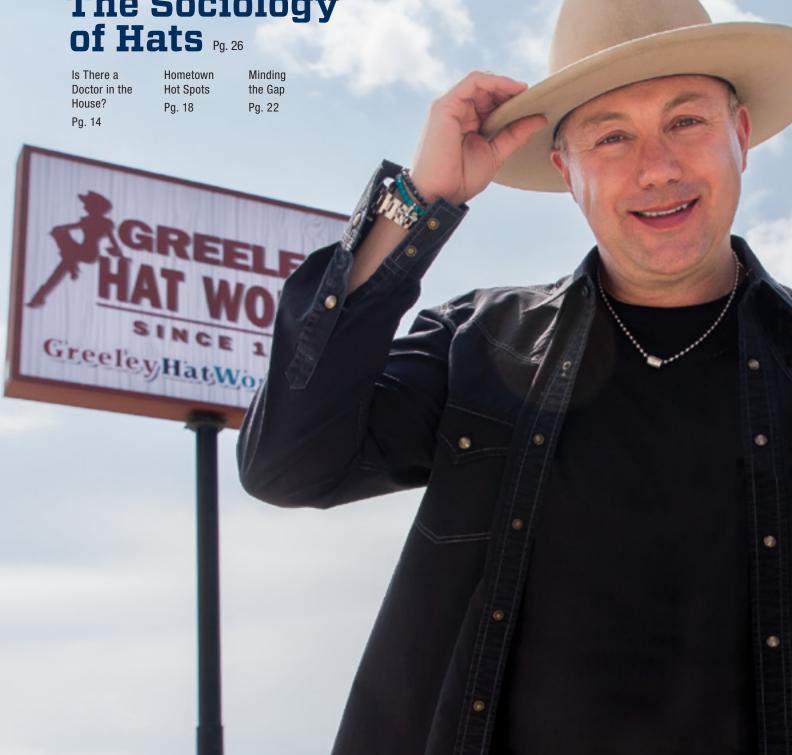


UNIVERSITY OF NORTHERN COLORADO FALL 2022 MAGAZINE

# The Sociology of Hats Pg. 26



# Fellow Bears,

When we first set out to develop *Rowing*, *Not Drifting 2030*, UNC's ten-year strategic plan, I was inspired by the collective interest and enthusiasm displayed by our community members. There was a great deal of excitement around setting the vision for the university's future — knowing that the decade ahead could be a transformative period for our institution.

When Phase 1 of the strategic plan began in 2020, we could not have predicted all of the challenges that we were about to address as we collectively entered a pandemic. Even through turbulent times, our community, including alumni and friends, rallied together to continue the important work of making progress toward longer-term goals, while maintaining a focus on providing an engaging and enriching educational experience for our students. Guided by the five vision elements — Students First, Empower Inclusivity, Enhance & Invest, Innovate & Create, and Connect & Celebrate — we remained committed to "rowing" together in support of the key actions and tactics identified.

As we turn our energy and focus to Phase 2, we will continue to build on the foundational work that was accomplished over the past two years. And while there are new key actions and tactics that were developed with feedback from the university community, we continue to align our efforts with the core vision we articulated at the outset of our planning process. All of this work is in service to and benefits from a collaborative effort with our faculty, staff, students, alumni, and community. For UNC to become the institution that Colorado looks to as the future of higher education, it will take a collective effort from many partners. I thank everyone for their contributions to this point and look forward to our continued collaboration on advancing our strategic initiatives in the months and years ahead.

In this edition of *UNC Magazine*, you will read about some of our efforts in support of *Rowing*, *Not Drifting 2030*, including the university's innovative pursuit to create a College of Osteopathic Medicine in response to the growing healthcare needs within Northern Colorado and through an emphasis on prioritizing diversity, equity, and inclusion — spotlighted in a feature story on UNC meeting the needs of culturally and linguistically diverse students.

The beginning of the fall semester is one of my favorite times of the year as the campus and Greeley community comes together. There's much to do and see here, as the feature "Hometown Hot Spots" shows, and I hope to see many of you over the coming months as you return to cheer the Bears on at an athletic event, explore local businesses or attend one of our many outstanding theatrical performances.

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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If you've watched the series "Yellowstone," you've seen hats made by UNC alumnus Trent Johnson '95. He and his team at Greeley Hat Works make more than 5,000 hats a year in a business he's owned since 1996.

PHOTO BY WOODY MYERS

#### **Editor's Note**

UNC's 10-year strategic 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





# News Briefs

#### **INAUGURAL JUNETEENTH CELEBRATION DRAWS HUNDREDS TO CAMPUS**

On Friday, June 17, the streets in front of UNC's Marcus Garvey Cultural Center were alive with festivities for the first-ever community-wide Juneteenth celebration.

Although celebrated for over a century in other parts of the country and first recognized as a state holiday in Texas in 1979, Juneteenth (June 19) was officially declared a federal holiday on June 17, 2021. The day honors the end of slavery in the United States, marking the date that the last of the enslaved Africans in America were notified of their freedom. a full two and a half years after the signing of the Emancipation Proclamation.

This year's event, "Juneteenth: A Family Reunion," was sponsored by UNC, the City of Greeley and powered by PDC Energy. Its purpose was to honor the day of Juneteenth as a day of rest and freedom for participants and attendees.

"This inaugural event truly captured the essence of a family reunion: good food, good music and great energy," said Janine Weaver-Douglas Ed.D., director of UNC's Marcus Garvey Cultural Center. "The attendance was more than double what we expected, which truly served as an affirmation that our goals of community and celebration were sound and shared."

News Briefs cont. page 4

# Funding **Important Work**

#### **UNC-SUPPORTED LEGISLATION** SECURES STIPENDS FOR **COLORADO'S TEACHER EDUCATION STUDENTS**

Student educators across the state could have the opportunity to reduce the financial burdens they're facing as they work their way toward becoming licensed teachers. On May 26, Governor Jared Polis signed House Bill 1220 into law. The legislation creates state-funded stipend programs for student educators, including compensation while completing clinical practice, payment for assessment fees and temporary educator loan forgiveness.

"We're really excited about what this could offer our present students and how it may take down some of the barriers to attract more people into the teaching profession," said Jared Stallones, Ph.D., the dean of the College of Education and Behavioral Sciences (EBS).

Stallones and other UNC faculty have been advocating for student teachers to receive financial support for years. During this legislative session. Stallones testified in front of the House and Senate Education Committees emphasizing how necessary the aid is.

According to the legislation, \$52 million from the economic recovery and relief cash fund will go toward three programs: the student educator stipend program, the educator test stipend program and a temporary educator loan forgiveness program for educators hired for a hard-tostaff educator position.

"There have been grant and pilot programs throughout the country that aim to support student teachers," said Stallones, "but this is the first time that I know of that a state has gotten behind this and tried to do this."

News Briefs cont.



Kirsten Fleming, Ph.D. **Executive Vice** President and Provost

#### **UNC WELCOMES NEW EXECUTIVE VICE PRESIDENT AND PROVOST**

After a nationwide search, UNC selected Kirsten Fleming, Ph.D., as the university's new executive vice president and provost. She began her position in May.

"The provost is an important leader for the university. I'm confident that Dr. Fleming's expertise and partnership will help guide the work we've begun on our Rowing, Not Drifting 2030 strategic plan, UNC President Andy Feinstein said. "Her work also demonstrates the strength of her commitments to innovation, faculty professional development, and diversity, equity and inclusion in alignment with our plan. Dr. Fleming will be a tremendous asset to our leadership team."

Fleming brings more than 30 years of higher education experience to her new role, including more than three years at California State University, Long Beach (CSULB) where she served as the associate vice president (AVP) of Faculty Affairs, and five years at California State University, San Bernardino (CSUSB) where she was dean of the College of Natural Sciences and professor of Mathematics.



#### **CELEBRATING UNC ANNIVERSARIES**

Several areas across the university have reached (or are about to reach) milestone anniversaries.

Through the end of fall semester, Michener Library is celebrating its 50th anniversary with a retrospective exhibit that covers not only Michener Library's history, but the overarching history of libraries on campus. On display at the library throughout the fall 2022 semester, the exhibit includes interactive displays, historic photographs of campus, and furniture and technology from previous eras.

On Dec. 2, UNC's School of Nursing will celebrate its 60th anniversary with live music, cocktails, dinner and a silent auction from 4-8 p.m. at UNC Campus Commons and Gunter Hall. More information about the event can be found at unco.edu/nhs/nursing and at the alumni link listed below.

In February 2023, the Marcus Garvey Cultural Center will be celebrating 40 years of service and community at UNC.

Watch for more about the upcoming anniversaries and other alumni events at unco.edu/alumni/events/reunions.aspx

#### ACCOUNTING PROGRAM RANKED #1 GLOBALLY

The Accounting and Computer Information Systems (CIS) Department at the University of Northern Colorado's Monfort College of Business (MCB) has been ranked as the number one program in the world for experimental research in Accounting Information Systems (AIS). The top recognition, from among more than 630 universities measured, comes from the annual Brigham Young University Accounting rankings.

AIS research examines the intersection of accounting, technology and analytics, and is one of the fastest growing and most important segments of the accounting profession.

"The research rankings demonstrate the recent efforts by MCB to create a leading program in accounting where we emphasize understanding and addressing the greatest challenges to the profession today," said Jake Rose, chair of the Department of Accounting and CIS.

The MCB Accounting department also ranked highly in several other research categories critical to the future of the accounting profession, including scoring the top in the state in financial and audit experimental research.



#### **ALUMNI BRING ART TO GREELEY STAMPEDE**

The Greeley Stampede, which started in 1922, has always brought color and energy to the local community, so it's fitting that as it celebrated 100 years, it did so with even more color greeting spectators. The annual event — which ran from June 23 to July 4 this year — includes rodeos, concerts, a demolition derby, a carnival and an art show. Stampede General Manager and UNC alumnus Justin Watada '02 says the Stampede staff started talking about adding artwork to the Stampede arena as they made anniversary plans.

After consulting with the City of Greeley, Stampede staff reached out to two Colorado artists for the project, and chose UNC alumni Armando Silva '10 and Cody Kuehl '05 — both highly successful artists with distinct styles.

"We wanted a western flair, but we really gave them the freedom to be creative. They both provided a sample of their idea and the group (including the Greeley Arts Commission) quickly approved."

Watada says that art — including its annual art show — is a big part of the Stampede. "It's a fundraiser for our foundation and proceeds go to support scholarships in Weld County. And a lot of people only get to see western art in person once a year, so it's always been important for us to showcase that artwork."

He says that the murals will continue giving people access to art beyond the Stampede, with all the events — from the county fair to motocross—that take place in the arena.



The Greeley Stampede chose the artwork of UNC alumni Armando Silva '10 (top) and Cody Kuehl '05 (above) to grace the stairways to the Stampede arena.

Read more about Watada and the Stampede at unco.edu/news/articles/2022-greeley-stampede.aspx

News Briefs cont. page 6

News Briefs cont.

#### **DOCTORAL STUDENT STUDIES SPORTS BETTING**

While diehard football fans were getting ready to watch last February's Super Bowl, dusting off their favorite dip recipe and making sure their lucky socks were clean, many others were preparing by keeping their eyes on the sports betting odds.

"It's become so commonplace now," Tyler Hajek said, a doctoral student in the University of Northern Colorado's Sport and Exercise Science-Sport Administration program. "There are advertisements with sports-betting promotions all over the place."

Hajek has been researching different aspects of sports betting as a graduate student at UNC. In October, he went to Las Vegas to present research at the Sports Marketing Association's annual conference with fellow doctoral students Logan Schuetz and Yohan Lee, and Associate Professor in the School of Sport and Exercise Science, Yoon Tae Sung, Ph.D. The group's focus was sports-betting partnerships among various professional teams.

Now, Hajek is shifting his research to explore whether various states profit from the exchange. "I'm looking into secondary data for the financial impact portion to see what states produce from sports-betting, what their tax revenue is and how much each state and entity hold," Hajek said. "Then I want to relate that information to the overall income." This is what Hajek has focused on for his dissertation.

#### **UNC POSTS RECORD FUNDRAISING YEAR**

Thanks to the ongoing generous support and engagement of alumni, friends, faculty and staff, the University of Northern Colorado has posted a record fundraising year for fiscal year 2022 (FY22), surpassing the \$20 million mark for the first time in university history.

From July 1, 2021, to June 30, 2022, 3,784 donors committed \$20,353,242 to UNC through a combination of cash, pledges and planned gifts, exceeding FY18's record year by more than \$2 million.

Many donors made their first gift in response to the university's second annual day of giving, Bears Give Back, held on April 14. In addition to giving through annual giving initiatives, many donors made larger contributions during FY22. Every college on campus received support and more than two dozen new funds were created in FY22.

Read more at unco.edu/news/articles/record-fundraisingyear-22.aspx



#### **GETTING PHYSICAL: THE NEED FOR** MORE PHYSICAL EDUCATION IN **COLORADO SCHOOLS**

For nearly a decade, Jioni Reliford '12, a physical education teacher at Jackson Elementary, has been finding new, impactful ways to incorporate health into his students' days.

His goal is to integrate life lessons into his physical education class plans to go along with movement, heart rate and fitness zones. Reliford learned the importance of well-rounded health and how to teach it while he was attending UNC as a Sport and Exercise Science student.

In its teacher preparation programs, the College of Natural and Health Sciences encourages physical education classes to continue to evolve like Reliford's.

"We're one of only four states in the nation that has no requirement for physical education in K-12," said Jaimie McMullen, associate professor in the School of Sport and Exercise Science.

McMullen is one of many faculty members working toward more consistent state-wide physical education policies. She is also a member of the Society of Health and Physical Educators (SHAPE Colorado), an organization that recently advocated for legislation with bi-partisan support that will determine the benefits of quality physical education.

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

# I'm a Bear

#### A TEACHER'S TRAVELS

As newly minted teacher Kent Trompeter stepped into his classroom to teach this fall, he brought with him a lifetime of experiences — and stories — that not every 2022 college graduate can match. Trompeter graduated from UNC this past spring with a degree in History and Secondary Education. The 78-year-old began his teaching career with eighth, ninth and 10th graders in rural Oakley, Kansas. Here's his story of the journey that led him to UNC and teaching.

I joined the Air Force after graduating from a Peoria. Illinois high school in 1962. I spent more than 14 years in the service and lived in locations from Texas and Florida to Turkey and Germany. I met my wife and we had two children when we were in Florida. When we were stationed in Germany, we traveled extensively in Europe.

I decided to leave the Air Force in 1977 and took a computer programming position with a small company in Illinois, then took a position with Martin Marietta Corporation, in Slidell, La., working in space systems within the NASA complex.

Martin was building the external tank for the space shuttle. I was there for eight years. And I was there when the Challenger exploded. And that was it — changes were being made, we could see the handwriting on the wall, they weren't going to build any more shuttles.

I started my own business doing contract work around the country for numerous companies. When I was 58, I had a heart attack. I retired and we moved to Clearwater, Florida and bought a 36-foot sailboat.

I added a U.S. Coast Guard captain's license to my pilot's license, and we sailed to Puerto Rico, St. Martins. Montserrat, Dominica, the Grenadines, Trinidad and Jamaica. We spent five years with Guatemala as a home base during hurricane season and January to June sailing to Honduras. Belize and Mexico.

My favorite spot is a small island in the Grenadines named Beguia, There's a small French bakery there, and we'd go in the morning and have the greatest coffee and fresh croissants, and the water was just so blue.

Sailing is not for the weak of heart because of work on the boat. It's a constant maintenance thing — it's just a fact of life with boats. It's like having an old house — there's always something.

After 10 years we decided we'd move to Colorado and hang out with the grandkids, who were in middle school. Now, both grandkids are grown. Our granddaughter is married, and we have a great grandson.

I like working. And I figured with all my travels and every place I've been and the things I've done, that maybe I ought



to share that. I was born in 1943. I remember Eisenhower and every president since. I was in Germany when the wall came down. I spent a year in South Korea. I was in Tehran when the Shah was still in power, and when the Shah left and the Ayatollah took over.

I've always loved history — I've lived it. I applied to UNC. I called and said I wanted to talk to the chair of the History department. They gave me Dr. Fritz Fischer's email. I sent him an email and he replied, 'Come and see me.' So, I came in, and he explained everything to me immediately.

I really had a great relationship with all the students in my classes. One guy calls me Dad and I call him son. I was able to share information they didn't know. It's like when they teach about World War II and the Battle of Okinawa, and I bring up Google Earth and say, 'All right. See that shadow? That's a gun barrel. It's fixed in place and it's pointing this way. We landed over here. That gun was never fired in anger. That's not in your history book.' I told them I learned to fly there.

It's having been there that makes it so interesting. I really enjoy history. I've been to the top of the Leaning Tower of Pisa. Did you know that when you get to the side it's leaning on, the stairs get easier, but when you get around to the other side the stairs get harder? Nobody ever thinks about that."

-Kent Trompeter '22, as told to Debbie Moors



# **An Invisible Thread of Unity**



Olga Baron, UNC's executive director of Global Engagement, shares her thoughts as a Ukrainian experiencing war from a distance and finding community amidst the struggle.

Today marks 210 days of Russia's "three-day" war against Ukraine. Since then, every day brings sadness, pain and hope. Six months in, waking up to the news of more bombings, deaths and destruction in my home country make mornings the most dreadful time of my day.

I was born and raised in Dnipro, the fourth largest city in Ukraine. My family's story is very similar to many generations of Ukrainians who have suffered from cultural extermination, torture, famine, mass deportations and forced labor camps imposed by the Soviets and the Russians.

My mother's family comes from western Ukraine that was occupied first by the Austro-Hungarian Empire, then Poland, then the USSR. During World War II, some of my relatives were members of the Ukrainian Insurgent Army. They fought for independent Ukraine and later immigrated to Canada and Argentina to escape tyranny. Others have been punished by forced deportation to labor camps in Siberia for simply being Ukrainian.

My father's family comes from the small town of Chystiakove (formerly known as Torez), in Donbas, in eastern Ukraine. The majority of the Donbas region has been occupied by the Russians for over eight years and is sadly known as the site of the MH17 plane crash in 2014. We have virtually no contact with my 82-year old aunt who lives under occupation, yet I do not give up hope that we will reunite one day. She is the oldest of five children who survived the 1932-1933 Holodomor and subsequent years of war and famine. Six of her siblings died from hunger. Her youngest brother is my dad.

As a student of International Affairs and Law, I recognize these historical parallels and feel a deep connection to my cultural roots and generational ties that shape my Ukrainian identity. Since my family came to the U.S. as refugees years ago, it was always important to me to serve as a cultural ambassador and share knowledge about Ukraine. For most of my adult life in the U.S., I encountered many misunderstandings about Ukrainian culture, people

and language. Saying that I was a Ukrainian seemed futile because it would get pigeonholed as "some kind of Russian." My heritage was often dismissed and misunderstood. For many, I may have been the first or the only Ukrainian they have personally interacted with. Yet I always felt that those moments created opportunities to share a little bit of my homeland, my native language and rich Ukrainian traditions. Over the past few years, I have been a frequent speaker in local K-12 schools and in several history classes at UNC a valuable experience I deeply cherish.

Today I can confidently say that such confusion will never exist again as the whole world observes Ukrainian's strength, resilience and its fight for sovereignty and freedom. I am humbled every day in the presence of thousands of Ukrainians in the state of Colorado, and millions worldwide who are speaking up, helping, donating, supporting and doing all they can within their power to tell the world that Ukraine is worth supporting and fighting for.

The war has united 20 million Ukrainians around the world—all of us are doing our part in an invisible thread of unity that spans continents. Ukraine has the eighth largest diaspora in the world. The U.S. is home to over one million Ukrainians; 11,000 live in Colorado.

After the war started, I felt an outpouring of support from friends and colleagues offering their condolences and assistance. I was reconciling a peaceful day-to-day life here while processing images of destruction and death I couldn't bear to see — but at the same time couldn't stop myself from seeing. I felt emotionally paralyzed, trying to process the overwhelming magnitude of the tragedy of war and understand why the kindergarten and school I attended as a child had been bombed.

About a dozen of my close family members have been directly impacted by the war - many volunteered to fight, some decided to go abroad seeking safety. My 75-year-old uncle was upset that he was unable to enlist in the territorial defense forces in his hometown of nearby Kyiv due to his age, and my father was ready to leave the U.S. and go fight in the war.

I learned to channel intense feelings of survivor's guilt into small tangible steps that can positively contribute to Ukraine's victory. While directly supporting my family there and other Ukrainians I never met in person but got to know virtually by sheer coincidence, I have connected with local volunteers and non-governmental organizations on the ground, confident that my modest donations make a difference. I have been attending numerous concerts, virtual fundraisers, lectures and information sessions, bought

supplies and helped ship them to Ukraine. And I am finally fulfilling my life-long dream of building a personal library of Ukrainian books. This is my way of connecting and contributing without having to say many words that bring me to tears to this day.

I am proud to be a member of the UNC family and endlessly grateful to the university community for the incredible support and care shown to me and a student from Mariupol, Ukraine, who was studying English in our Intensive English Program when the war started. Her home city was turned into rubble, and she has been incredibly strong creating a new life for herself in the U.S.

In mid-March, faculty and students from UNC's College for Performing and Visual Arts (PVA) organized a fundraising concert and a silent auction. All proceeds went to a dedicated emergency fund created to support international students and scholars in crises and displaced by war, including those from Ukraine. With the support of UNC leadership and former Interim Provost Lisa Vollendorf, this dedicated fund created a sustainable framework that will help support international students and scholars from Ukraine and other countries ravaged by war to study or do research at UNC. This effort serves as a powerful example of remarkable generosity of spirit that makes our community very special and incredibly strong.

Later that same month, I was honored to represent UNC at the state capitol in a tribute to recognize Ukrainian students, faculty and staff from Colorado higher education institutions. During the tribute, the Colorado Senate presented attendees with a proclamation honoring Ukraine and its displaced peoples. The document stated the Senate's support for and recognition of the sacrifice of Ukrainians fighting for a free country and recognized the relatives and those with ties to Ukraine who live in Colorado. The document also urged the Biden administration and NATO to provide as much military assistance as possible under the current circumstances.

As I write this, the war rages on for the seventh month, and it is hard not to experience war fatigue and shift focus to other pressing issues. The war has put many things in perspective and reminded us of the price of freedom and the value of democracy that are paramount to the U.S. I am grateful for the unwavering UNC community support and want to pay tribute to all Ukrainians for their unbreakable spirit. Slava Ukraini!

Editor's Note: Baron wrote this article as UNC Magazine was in production late this summer, counting the days of the war since Feb. 24, 2022.





# Sparking Student Interest in STEM

New program seeks to attract and retain students in STEM and open doors to a more diverse, equitable and inclusive workforce.

As the departments of Anthropology, Earth Sciences and Geography, GIS and Sustainability seek to address challenges and barriers to equity in science, technology, engineering and mathematics (STEM) fields, several faculty are working across disciplines to help students in STEM majors.

Chelsie Romulo, Ph.D., a professor of Environmental and Sustainability Studies; Sharon Bywater-Reyes, Ph.D., a professor of Earth and Atmospheric Sciences; and Andy Creekmore, Ph.D., the chair and a professor of Anthropology created "AGES," an acronym for Anthropology, Geosciences, and Environmental Sustainability. They worked to make the program inclusive and student-centered by providing hands-on learning, research and outreach opportunities, and student support and development opportunities.

The program will attract students to STEM classes as they start choosing academic majors and aims to attract first-year and transfer students, but all students are welcome to participate.

The need for STEM-educated graduates is rising, and studies have long shown a lack of diversity in the field. Between 2017 and 2029, STEM careers are expected to grow almost 9%, according to the U.S. Department of Labor, yet the majority of the workforce in STEM-related fields are white men. According to 2019 data from the U.S. Census Bureau, women constituted only 27% of the STEM workforce.

A study published in the journal *Education Researcher* shows that 40% of Black students and 37% of Latinx students abandon their STEM majors before earning a degree, and they are less likely to have adequate financial and academic resources to complete their degrees. Similarly, in the *American Educational Research Journal*, another study finds that discrimination and bias could be pushing women and students of color away from STEM fields.

"Solving world problems is going to take teams from multiple disciplines, so we're addressing two main needs: getting students to work in interdisciplinary teams right away and having a more diverse student-faculty cohort to increase diversity," said Romulo. "There are different paths into our programs, and also paths out of our programs. It's beneficial for everybody if students have exposure to socio-environmental problem solving."

Reaching students early in their academic journey helps them explore STEM options and provides support along the way. This fall, 24 students have registered for three classes within the AGES program. These students earned three of their required liberal arts core courses for graduation while benefiting from additional academic support and meeting like-minded students to attend social events with.

The cohort learning model helps students find a sense of belonging at UNC, which is critical for retention and graduation rates.

"Our biggest concern is losing students who feel as if they don't fit in at UNC and don't have other options in pursuing STEM-related academics. We want to cultivate a sense of belonging at UNC and connect students with support on campus that they may not know about, such as the Center for Career Readiness, mental health services, cultural centers and more," Romulo said. "We designed the schedule specific to their location, and, during breaks between classes we'll have options for them to meet with campus resources so they can benefit academically and socially."

The AGES program uses multiple, broad paths to build the cohort versus specifically focusing on one pipeline built around one program. The program also focuses on developing skills outside of the classroom that will help prepare students professionally, as AGES students problem-solve by implementing methods to test for different



#### NORTHERN VISION

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solutions. They'll spend time in the field and become familiar with technologies by using drones, water-monitoring equipment, ground-penetrating X-ray equipment, field trips and more. Such technologies are used to gather and analyze data in order to prove or disprove hypotheses.

This past May, students from different UNC STEM programs were able to do field work on a river-camping trip along the Yampa River. They not only conducted research but also bonded over the shared experience.

"I imagine we'll have more of these field classes that are optional for any of these majors to come on," Romulo said. "It's a great way to end your academic experience before your last year at UNC. We were together on the river for a week, and it was amazing and everyone learned so much, not just academically, but from one another, too."

Romulo, Bywater-Reyes and Creekmore are continuously searching for unique ways to spark interest in prospective students as well as provide engaging, hands-on learning experiences. They encourage opportunities for UNC alumni to become involved, such as supporting students attending STEM-related events on campus, or sitting on an Alumni Career Panel to mentor students about pursuing STEM careers.

"We want to solve environmental problems and make sure that we have a nice place to live in the future," Bywater-Reyes said. "We need people in these disciplines, so that's another big motivation. In addition to saving the world, we're also supporting students. It's nice that we can do this at the same time."

-By Katie-Leigh Corder

**②** 

Learn more about AGES at unco.edu/earthenvironmental-network/ages.aspx.

# Field Notes

# AWARD FOSTERS COLLABORATION ON CLIMATE CHANGE

Meteorology Professor Cindy Shellito, Ph.D., was recently named a Fulbright U.S. Scholar, a highly prestigious and competitive award that will take her across the Pacific Ocean to Vietnam for five months starting in January 2023. This is Shellito's second Fulbright award. In 2015, she traveled to Ecuador where she researched climate change in the Andes. Climate change will continue to be the focus in Vietnam, this time, although solely collecting data, Shellito will be tapping into her passion for teaching and exploring the most effective ways to integrate the topic into the classroom.

"We are in a period of rapid, global environmental change," Shellito said. "I love scientific research, but we have reached a point in Earth history when finding ways to mitigate and adapt to changes has become critical."

While in Vietnam, Shellito will connect with fellow professors. She will collaborate with instructors in the University of Dalat's Department of Chemistry and the Environment, located in the southern portion of the country, to develop an engaging university curriculum focused on weather and the climate.

"To teach about climate change, we have to work across cultures to support each other in a global community," Shellito said. "It gives us better insights and perspectives on what's going on."

# AUDIOLOGY PROFESSOR RECEIVES PRESTIGIOUS RESEARCH AWARD

Professor Deanna Meinke, Ph.D., recently received the 2022 Jerger Career Award for Research in Audiology from the American Academy of Audiology (AAA).

The Jerger Career Award recognizes individuals whose innovative research contributions in the field of audiology/hearing and balance sciences has had groundbreaking impacts on the field and/or practice of audiology. As described on the AAA website, Meinke's research "has been innovative and influential, and she is known for her seminal contributions to the field of hearing loss prevention."

"I am humbled and honored to be selected for this award from my peers and colleagues," said Meinke. "My name will be listed among others whose research I read as a young student and relied upon for my clinical practice and academic teaching. It is hard to imagine that I am recognized amongst such distinguished company."

Meinke was also selected as UNC's A.M. and Jo Winchester Scholar in 2018, an award that recognizes demonstrated continued excellence in scholarly activity at the university. She has authored several book chapters, government publications and peer-reviewed articles and has received numerous accolades throughout her career in recognition of her work.

# Impact 😌

# **LESSONS FOR LIFE**

**ALUMNUS SKYLAR HOUSTON '90 APPLIES AN EARLY LESSON LEARNED FROM HIS PARENTS** TO HELP OTHER FIRST-GENERATION COLLEGE STUDENTS ATTEND UNC.

Some lessons remain with you for a lifetime.

More than 30 years after earning his Sociology degree, Skylar Houston can still recall a definition of a paradigm, from The Structure of Scientific Revolutions by Thomas Kuhn, a book he read in Sociology Professor Emeritus Daniel O'Connor's class.

"A paradigm is a model of reality which serves for time to identify problems and solutions to a community of practitioners and scientists," he says. He shares it as an example of the foundational learning that a college degree can offer.

Another lesson that remains with him? Is to help others that his parents instilled in him.

"Both my parents were very giving," he says. "And I think that makes a difference when you have been brought up that way, that it's important to give back."

His parents, Ben and Nita Houston, raised four children on their ranch, Aristocrat Angus, near Platteville. Skylar says his mother was the backbone of the Houston family and worked closely alongside Ben managing the ranch and the family. His father — inducted posthumously last year into the Hall of Great Westerners at the National Cowboy and Western Heritage Museum in Oklahoma City—passed away in 2016, and left a legacy as a rancher and a veteran who gave back to the community and the livestock industry.

It was a legacy of giving back that Skylar Houston took to heart, and he recently established the Skylar Houston Scholarship, which goes to first-generation students from Valley High School in Platteville.

He came to UNC as the first in his family to attend college. As a freshman, he lived in Turner Hall. There, he found lifelong friendships with roommates and others who lived in Turner. He connected with professors as well and has kept in touch with Dr. O'Connor.

"He was definitely one of my mentors. I just really had a great experience here," he said.

After graduation, Houston worked at a law firm in Denver, considering law school before deciding to return to manage the family ranch. He believes in the importance of a college degree.

"I think whatever you're learning, having the fundamentals of education can help you in your path with the people you interact with and will help you throughout not just your career, but your life."



Skylar Houston with UNC President Andy Feinstein, Ph.D.

He has always appreciated the time he spent at UNC.

"I always wanted to give back to the university," he says.

The scholarship Houston established allows him to give now so that he can provide current students with scholarship support, and then contribute the remainder of his gift through his estate commitment. He feels it's an opportunity to give back to others who may not have some of the college funding that he had.

"Their families might not have the opportunities that I felt blessed to have, to be able to be the first person in my family to go to college. I was lucky my parents were able to help. But I think it's good that people can give back and make an impact. I set up my will so that a portion will continue to support UNC. I just felt that was important to lay that out — I felt good to have that set up," he said.

"I'm honored to be the first recipient of this scholarship," says Criminal Justice major Kiara Balderas. "Receiving this scholarship has made it possible for me to continue my education."

Houston hopes that the scholarship makes it easier for students to live in the moment and enjoy their college experiences. "I hope that this scholarship will free up some time for students. It goes by so fast. And you know, the older you get, the faster it goes," he says.

His advice to students? "When you're young, live in the moment, because time really evaporates, and so I would say to enjoy that time and the connections you make and get involved in the college experience."

-Debbie Moors



those said the reason was because their health care facility was too far or difficult to get to, according to a 2019 report, Living in Rural America (Part II) by National Public Radio (NPR), the Robert Wood Johnson Foundation and the Harvard T.H. Chan School of Public Health.

The Association of American Medical Colleges (AAMC) projects that the United States will face a shortage of between 54,100 and 139,000 physicians by 2033. The Robert Graham Center forecasts that by 2030, Colorado will need an additional 1,773 primary-care physicians (PCPs), a 49% increase since 2010.

The underlying reasons behind the nation's current shortage of and increased demand for

primary care physicians are numerous and interconnected. Population growth and an aging population are the primary drivers of the increased demand. But other contributing factors include an aging healthcare workforce, rapid increases in chronic diseases and limited capacity of medical schools and health education programs.

PHOTO BY DANIEL BALAKOV

In Colorado, the increased need for PCPs is primarily due to aging (19%, 338 PCPs), population growth across the state (72%, 1,283 PCPs) and a greater insured population growth, (8%, 152 PCPs), thanks to the Affordable Care Act. While Colorado's increased physician demand is below other Western states, it is above the nation overall.

"Our patients are paying more of their income to housing and transportation, leaving less for other things that keep them healthy," explains Mark Wallace '79, M.D., M.P.H., chief clinical officer for Sunrise Community Health, executive officer for the North Colorado Health Alliance and a family physician who earned his undergraduate degree from the University of Northern Colorado. Wallace also serves on the Banner Health Board of Directors.

"The cost of health insurance is about \$400 a month and if that buys a high-deductible plan where the first \$5,000 is out of pocket, that adds a burden many cannot afford. [People are] likely to forego or decline health care when they don't have the income or savings to cover high deductibles and copays. In general, Colorado is a state with high health care costs."

Colorado is second in the nation for health care spending, with the average Coloradan spending \$10,254, according to a 2022 state ranking by World Population Review.

"We also need to be better at assessing and collaborating to address the myriad social (non-medical) determinants of health," said Wallace. "We need to talk about public health and community-based care to address social determinants... and focus on equity."

#### FEWER PHYSICIANS COMPOUNDS PROBLEM OF INCREASED DEMAND

While the lack of physicians is troubling communities across the country, it is particularly devastating to rural communities. Rural residents are more likely to die from health issues like cardiovascular disease, unintentional injury and chronic lung disease than people living in urban areas, according to a 2020 AAMC report.

"Fewer physicians are heading to rural areas, while the need is increasing due to the age demographics in these areas. The average age of rural populations is older and the need for healthcare services tends to be greater," explains Brian Davidson '99, M.D., M.B.A., a physician executive for the Western Region Banner Medical Group, who earned his B.S. in Chemistry from UNC.

As baby boomer doctors retire, independent family practices are closing, especially in small, rural towns. Only 1% of doctors in their final year of medical school said they wanted to live in communities under 10,000 and only 2% wanted to live in towns of 25,000 or fewer, reported NPR.

More than 180 rural hospitals have closed since 2005, and over 600 additional rural hospitals — more than 30% of all rural hospitals in the country — are at risk of closing in the near future, according to the Sheps Center for Health Services Research at the University of North Carolina. The closure risks are attributed to revenue loss from the cost of delivering services to patients. This makes rural hospitals less attractive to newly minted millennial doctors.



Sunrise Adelante Clinic in Greeley is one of a number of clinics focused on providing community-based care in Colorado and working to address the growing need for health care providers.

#### MORE DOCTORS, BUT FEWER HOURS

There are actually more doctors graduating now than in recent decades. But new doctors are seeking more worklife balance.

"The demographic and work-life balance of graduating physicians is very different than decades ago. More physicians are looking for part-time practice or environments that offer more regular schedules and fewer on-call obligations. The physician of 30 years ago, who tended to work 65+ hours per week, is likely being replaced by a physician desiring better work-life balance and substantially fewer hours," said Davidson.

With many rural physicians nearing retirement, there will be nearly a quarter fewer practicing doctors by 2030. Even more worrisome, the number of medical students from rural areas — who are most likely to practice in those regions — declined 28% between 2002 and 2017, revealed a 2019 AAMC study. Students from rural backgrounds in 2017 comprised just 4.3% of the incoming medical student body at a time when the overall number of students in medical school increased by 30%.

#### THE STATE OF NURSING POST PANDEMIC

Set against the backdrop of the COVID-19 pandemic, this makes for a particularly challenging situation. All health professionals, including nursing, medicine and related fields, are facing a higher rate of burnout, according to the Agency for Healthcare Research and Quality (AHRQ). They are feeling emotional exhaustion, depersonalization and a lack of sense of personal accomplishment.

Melissa Henry, Ph.D., R.N., F.N.P.-C, director of UNC's School of Nursing, sees the issues surrounding the nursing shortage and staffing as one of the most significant healthcare challenges facing rural Northern Colorado.

"Nurses are fatigued. The past two years have been incredibly challenging and many [nurses] are changing their positions," said Henry. "Nurses' roles are more

complex than at any time in my nursing career of over 25 years—with sicker patients and higher complexity of care. This, and the long hours of physically and emotionally demanding work, is leading to a cycle of nurse fatigue and burnout."

Similar to the shortage of doctors, the demand for nurses is higher than the supply.

"Northern Colorado is facing the same challenges we see nationwide, including nursing shortages, nursing faculty shortages, nursing fatigue and burnout, difficulty in increasing nursing student enrollments, etc.," said Henry. "However, one of the highlights of this region is the number of regional nursing leaders who are dedicated to addressing these issues."

Together with Dr. Carrie Brunson from Banner Health, Henry co-chairs a consortium of nursing leaders from industry, education and the regional workforce to address these larger issues. She calls this model "a bright star for the region," noting the many positive, forward-thinking nursing leaders across Northern Colorado dedicated to making change.

Training future nurses alongside physicians and other health professionals is the type of interprofessional education that the National Academies of Sciences, Engineering and Medicine fervently recommends in its report The Future of Nursing: Leading Change, Advancing Health.

#### A NEW WAY OF THINKING ABOUT HEALTH CARE

The University of Northern Colorado is responding to the region's health care challenges in a big way.

Similar to how UNC was founded in 1889 in direct response to the need for teacher preparation in Colorado, the university is again responding to community needs to train more physicians and alleviate the state's shortage of physicians, particularly in rural and underserved communities. UNC is in the process of developing an osteopathic medical college to not only help mitigate physician shortages, but also to improve access to healthcare and enhance the quality of care available across the region and the state. The goal is for the first cohort to enter the College of Osteopathic Medicine at UNC as early as 2025.

The legislature passed Senate Bill 56 in March of this year granting the university permission to create a college and award degrees in osteopathic medicine.

The ambitious initiative builds on UNC's strength and depth in its sciences and health sciences programs, which includes nursing, public health, behavioral sciences, biology, chemistry, audiology, speech-language pathology and others. The university will leverage synergies among

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"We need to talk about public health and community-based care to address social determinants.... and focus on equity."

-MARK WALLACE '79, M.D., M.P.H. CHIEF CLINICAL OFFICER FOR SUNRISE COMMUNITY HEALTH, EXECUTIVE OFFICER FOR THE NORTH COLORADO HEALTH ALLIANCE

programs to enhance the osteopathic medicine curriculum and students' academic experience in related fields.

In April, UNC hired Dr. Beth Longenecker as the founding dean of UNC's College of Osteopathic Medicine. She will lead the college through accreditation and help position it as a world-class center of medical education to support the health of communities across Colorado.

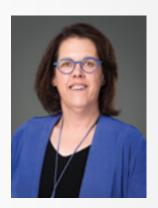
"The osteopathic medical school at UNC will help treat the undersupply of physicians in Colorado and the region," offers Davidson. "UNC has a history of adapting with the needs of the communities it serves, and this time in history is no different. The university is rising to the challenge by adding a medical school alongside multiple programs of excellence in education, business, humanities, science, arts and others."

Osteopathic medicine is one of the fastest-growing health-care professions in the country. The number of osteopathic physicians in the United States climbed to nearly 135,000, an 80% increase over the past decade as reported by the American Osteopathic Association's Osteopathic Medical Education Report. The osteopathic medical profession has a long tradition of providing care where patients lack doctors, often in rural or underserved areas. More aspiring physicians than ever are choosing osteopathic medicine, leading to a growing, youthful profession.

"We [in the School of Nursing] are excited to partner with our physician colleagues at the new College of Osteopathic Medicine to help meet the needs of our community and ensure that there are adequate health care providers in all settings, particularly in rural areas," adds Henry.

The key to the future of health care is innovation and collaboration. Colorado's health care needs are daunting, with a need to expand health-care access for underserved and aging populations, increase the number of primary care doctors in the state and improve the health-care delivery system for underserved populations.

UNC is well positioned to launch the College of Osteopathic Medicine and once again rise to meet the need of Northern Colorado communities just like it did in 1889. This health care initiative has the potential to transform the region while meeting the needs of future generations of learners, teachers, health-care delivery systems and patients and improving the health and wellbeing of future generations across Colorado. UNC



Beth Longenecker, Dean, College of Osteopathic Medicine

"I want to see our graduates enter primary care and other needed specialties and return to Colorado and the surrounding regions to practice."

#### **MEET DEAN BETH LONGENECKER**

Dr. Beth Longenecker is the new founding dean of UNC's proposed College of Osteopathic Medicine (UNC-COM). Longenecker, who was hired after the university launched a national search in January, started her position in June.

For the past three years, Longenecker served as the dean of the Ohio University Heritage College of Osteopathic Medicine. Prior to that, she was the associate dean of Clinical Education at Midwestern University's Chicago College of Osteopathic Medicine (2015-19) and the associate dean of Clinical Sciences at William Carey University's College of Osteopathic Medicine (2013-15). In previous roles Longenecker served as a program director of the Emergency Medicine Residency at Mount Sinai Medical Center and the Miami Heart Institute and program director of the Emergency Medicine Residency at St. Barnabas Hospital in Bronx, New York.

As founding dean of UNC-COM, Longenecker will lead the medical college through development, accreditation and on to the goal of becoming a world-class center of medical education.

We caught up with Longenecker to ask her about her thoughts on health care and her vision for the UNC College of Osteopathic Medicine.

# Q: What excites you most about your new role at UNC and the College of Osteopathic Medicine?

It was clear to me from the start of the interview process that UNC focuses on the success of both their students and their community. This resonates with my personal values as a physician and educator. It creates the perfect environment to model compassion and community engagement for the next generation of osteopathic physicians.

In addition, Colorado currently faces a physician shortage, especially in primary care. More than 50% of osteopathic graduates enter primary care specialties. In national surveys, one-third of osteopathic medical students expressed a desire to work in rural and underserved communities. Opening a new college of osteopathic medicine at UNC provides an opportunity to significantly impact care provided to Coloradans and others in the region.

# Q: What advantages will UNC's COM have to make it stand out among others?

There are many aspects of UNC that will allow us to develop a unique and special college. Most osteopathic medical schools are housed in private non-profit and a few in for-profit universities. UNC COM will be only the eighth college located within a public university.

There is a need to increase diversity in the medical profession. While increasing numbers of Black and Hispanic students are entering medical school these numbers still need to increase. The American Medical Association recognizes that racial and ethnic diversity among health professionals positively impacts access to care and the quality

of care provided to underserved populations. UNC's commitment to diversity provides a foundation to develop programs targeting mentorship and recruitment of underrepresented minority medical students.

In addition, UNC has well-established programs in the health professions and there is a true desire to create opportunities for interprofessional educational and practical experiences across these fields.

# Q: You've had a great deal of experience with existing colleges of osteopathic medicine. What are some key lessons you've learned in those roles that you hope to apply in creating UNC's COM?

Three things stand out to me in my experience both as a teacher/administrator and as an accreditation site inspector.

First, the most successful colleges of osteopathic medicine focus on student success and create systems to support their students. Such efforts include robust systems of advising, and early identification of students who are facing academic challenges combined with resourcing to provide additional help from peer mentors to specialists in educational strategies.

Second, these colleges focus on mental health and well-being and provide access to mental health counseling and seek ways to boost morale during high stress times throughout the semester.

Lastly, the focus on curriculum in a medical school needs to be about learning and clinical reasoning, not lecturing and teaching by rote.

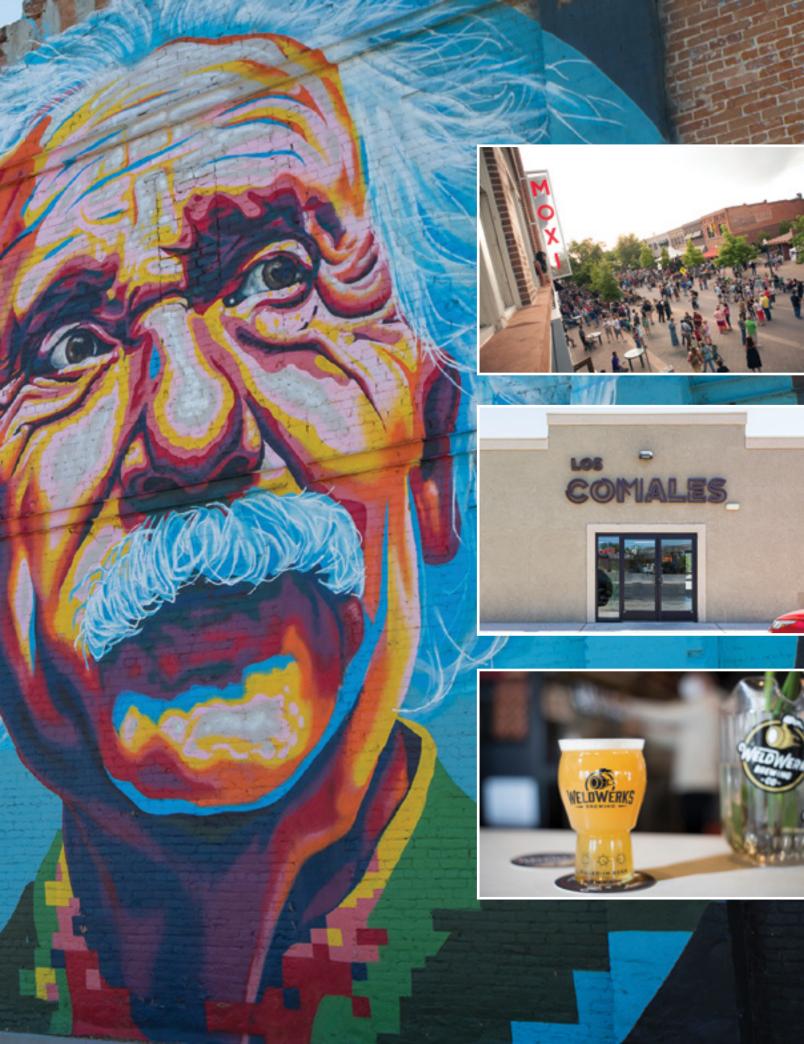
Medical students need to develop critical thinking skills and need to be able find and assess the most up-to-date information to care for their patients. The best methods for preparing them are not lecture heavy. Rather, using case-based curricula that create space for students to find information and generate conclusions, to work in a team and to get hands-on experience from the start both through simulation and exposure to clinical situations best prepares students for their role in caring for patients.

# Q: Is there anything else about UNC, the College of Osteopathic Medicine, your role or healthcare in Northern Colorado that you think readers might find interesting or informative?

In creating a strategy, I like to think toward the future.

In 10 years, many of our first graduates will be completing their residency training. At that time, when people talk about UNC-COM, I'd like to hear them say that we graduate amazing doctors, and we want them to take care of our family. I want our clinical partners to seek our graduates to join their medical practices and hospital staff. I want to see our graduates enter primary care and other needed specialties and return to Colorado and the surrounding regions to practice. I would love for UNC to be recognized as a center for interprofessional excellence in health professions education.





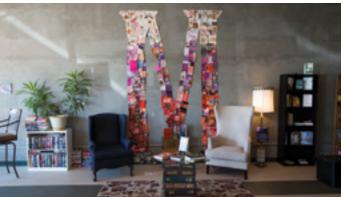




# HIDDEN Gems

- Thai One 2541 11th Ave.
- La Tarahumara 1101 8th Ave.
- Los Comales 1331 9th St.
- Sherpa Grill 908 8th Ave.
- Santeramo's 1229 10th Ave. ....

There are so many outstanding food places within walking distance of UNC's campus - and even some hidden gems not everyone knows about. Grab boba from Thai One, some tacos from La Tarahumara or Los Comales, curry from Sherpa Grill or gnocchi from Santeramo's! Each offers a taste of global cuisine in a distinctly Greeley vibe.



# FAMILY Friendly

- Poudre Learning Center 5849-5893 W F St.
- Ice Haus 900 8th Ave.
- Greeley History Museum 714 8th St.
- Midnight Oil Bookstore 827 10th St.
- Stella's Pinball Arcade and Lounge 802 9th St. ....

Take the whole family out on the town for an afternoon of ice skating at the Ice Haus or get a little fresh air on the 21-mile-long Poudre River Trail. From there, you can stop at the Poudre Learning Center to find out more about the Poudre River and its resources. The Greeley History Museum offers insights and information about the city's past. A good road trip calls for something to read, and you'll find stacks of used and new books at Midnight Oil Bookstore at their location on 10th Street. If you want to add some quirky nostalgia and a family-friendly neon vibe, try the 80s pinball machines (drinks for adults, too) at Stella's, where you can grab a great burger or sandwich while you play.



#### ART AND Culture

- Greeley Murals greeleydowntown.com/outdoor-art
- Moxi Theater 802 9th St
- Kress Cinema 817 8th Ave
- Friday Fest Downtown Greeley
- Union Colony Civic Center 701 10th Ave.

Take a stroll through Downtown Greeley on a Friday night and you'll find plenty of festivities whether at Friday Fest, the Moxi Theater or at the Kress Cinema. If you simply look around, you'll see some great outdoor art, with murals painted by UNC alumni — including Armando Silva and Cody Kuehl. Interested in spectacular performing arts? Make plans to hear the Greeley Philharmonic or take in a musical, comedy, concert or show at the Union Colony Civic Center.

## BREWERIES AND Distilleries

- 477 Distilling 825 9th St, Unit B
- WeldWerks Brewing Company 508 8th Ave
- Wiley Roots Brewing Company 625 3rd St
- Syntax Spirits 700 6th St
- Crabtree Brewing Company 2961 W 29th St

Greeley has truly grown, and in classic Colorado fashion, that means you'll have some local breweries and distilleries to sample — including some alumni-owned options. With some of the best water in the state, no wonder Greeley has become a place for phenomenal breweries and distilleries! Be sure to stop at 477 Distilling downtown and nearby WeldWerks. Wiley Roots Brewing Company and Syntax Spirits aren't too far from downtown or find a UNC-partnered brew at Crabtree Brewing Company.





## COFFEE SHOPS AND Sweet Spots

- John Galt 709 16th St
- Margie's Java Joint 931 16th St
- La Petite French Bakery 919 16th St
- Berry Blendz 1640 8th Ave
- Aunt Helen's 800 8th Ave, Unit 101

Need a pick-me-up? Greeley has plenty of local coffee shops where you can grab cup of joe. Spend some time at Margie's Java Joint, John Galt Coffee or Aunt Helen's the next time you're in town looking for something caffeinated! You won't want to miss these two sweet spots close to campus: La Petite French Bakery (homemade, made-from-scratch pastries that will make you think you've taken a Parisian detour) and alumni-owned Berry Blendz, which offers smoothies and sandwiches.







# MINDING THE GAP By Debbie Moors

Children stepping into classrooms where language and culture are unfamiliar can feel isolated and disconnected academically and socially. UNC's Culturally and Linguistically Diverse Education programs help teachers bridge the gap.

When Meh Sod Paw arrived in the United States at the age of 12, she found herself immersed in a world where language, culture and customs — not to mention education — were very different from her own.

"I was born in a refugee camp in Thailand. My family was resettled in Georgia in a town called Clarkston. When I first came, there were not a lot of people from our country," she explains.

Clarkston has been called "the most ethnically diverse square mile in America." It has been a new home to more than 60,000 refugees over the past 40 years.

Many were escaping persecution in their home countries. Paw's family, who fled Burma, are Karen, the country's second largest ethnic minority, with their own language and culture.

Oppressed in Burma for hundreds of years, many Karen have fled to Thailand and resettled in other countries. Between 2008 and 2014, more than 100,000 refugees from Burma arrived in the U.S. from camps in Thailand and Malaysia.

"I will say, school was very hard. I didn't know how to talk to people, I didn't know how to make friends. I was not able to do similar things as other people, so a lot of times I was not included in a lot of the activities. In that sense, I felt very disconnected from my classmates," Paw remembers.

In the refugee camp in Thailand, she had attended a school where she learned how to read and write in her own language. It was there that she first began to imagine what she wanted to do when she was older.

"I think ever since I was young, I have always wanted to become a teacher. One thing that influenced me was in the refugee camp. I saw people who became a teacher and I think I just wanted to become a teacher."



UNC graduate student Meh Sod Paw knows first-hand the challenges English Language Learners may face in the classroom and hopes to help her students feel a sense of identity and belonging.

Paw earned her bachelor's in creative writing at Agnes Scott College in 2020. Then her desire to teach led her to UNC, where she is pursuing both a Master of Arts in Teaching (M.A.T.) Elementary Licensure and the Culturally and Linguistically Diverse Endorsement.

#### A GROWING NEED

As demographics change and the number of languages and cultures represented in classrooms grow, CLD education programs provide teachers with skills and strategies that will help all students thrive.

In Greeley-Evans' School District 6, more than 30% of students come from homes where a language other than English is spoken, and more than 80 languages are spoken in the district. The National Center for Education Statistics reported that nationally an average of 10.4% of students in public schools in 2019 were English Language Learners (ELLs), an increase from 8.1% in 2000.

UNC's coursework and degrees in CLD have been part of the university's education curriculum for many years, though program names have evolved and changed over time. Early in the 2000s, UNC offered graduate degrees in Linguistically Diverse Education (and Linguistically Diverse Education — Bilingual, which requires the student to be bilingual). In 2012, the program became Culturally and Linguistically Diverse Education (and Culturally and Linguistically Diverse Education — Bilingual).

Today, students at UNC can choose from several degree programs in the field, at both the undergraduate and graduate levels with bachelor's, master's, endorsements, certificates and licensure.

While CLD coursework has been standard at UNC. it wasn't until 2018 that it became a federal and state requirement for graduation.

"We were thrilled," says Jingzi (Ginny) Huang, Ph.D., associate dean and school director of Teacher Education. "It's something we have been advocating for a long time.

"All the programs have at least 90 clock hours focusing on CLD education," she continues, "but some programs go much further. This kind of education is good for teachers because we have an increase in students coming from culturally and linguistically diverse backgrounds. Many of the refugees come without cultural and linguistic understanding of this country, but at the same time they bring with them cultural and linguistic assets.

"So, how do we build on the strengths of students and help them build the bridge between this country and their home country, so that they can become bilingual and bicultural to be really contributing members to this society?" she asks.

In the past, ELL students were taken out of mainstream classrooms and placed in English as a Second Language (ESL) classrooms, rather than being immersed in classrooms with native speakers of English. But that model has changed, says Huang.

"This field has evolved so much, and a lot of people don't understand. They think you are just teaching the children to speak English. The children don't need us to teach them English. In just two years they will pick up the daily life language from the playground," she says.

Research of the last 30 years has also shown that the sooner students are mainstreamed, the better, because they are able to develop the language and literacy they need for subjects like math, science and social studies.

"That's one of the reasons our CLD-prepared students say that they become much better teachers for all students," Huang asserts. "The strategies we're using right now for CLD students are good strategies to help any student that struggles in math, science, social studies and language arts."

Deborah Romero, Ph.D., professor of CLD Education at UNC, points out that the bottom line is equity in

education. "This isn't just, 'Well, if we just teach everybody in English, it will be fine.' It's not equal education, it's equitable education. And that's something that we emphasize in the classroom. English language needs to be taught in context, with the content, because it gives students something to connect the language to. We're not just teaching English for English's sake. We're teaching English in a science class, right? They're not just learning the subject they're also learning the academic language in that subject."

#### STRATEGIES FOR ALL LEARNERS

So how does a teacher — who may be fluent in one language and culture — work with students with multiple cultures and languages?

The strategy for CLD teaching steps away from a classroom where all learning hinges on spoken language. Huang offers an example from a workshop she gave to fellow UNC faculty and to teacher candidates.

"I taught a geography lesson in Chinese language to these professors. Nobody spoke Chinese in that particular room. I conducted a lesson for five minutes, using Chinese without using any strategies. And people got totally lost, angry and bored.'

Then she used strategies like slowing speech, increased visuals with maps and charts, using facial expressions and adding group work.

"When all these kinds of strategies were used, the professors got it. They even successfully completed an exercise. So, in 20 minutes they learned exactly what I wanted them to learn in terms of geography. And they even started using some Chinese words."

Huang points out that any classroom has students at different proficiency levels, so the ability to provide differential instruction recognizes that students have different proficiencies and can handle activities with the same content, but with different linguistic demands.



#### LIVING IN A MULTILINGUAL WORLD

Another important part of CLD education is understanding that it's not about students becoming English speakers who leave behind their native language.

"The idea is to help the students develop the English language while they continue to develop their first language so they can become truly bilingual," Romero says. "And of course, even more languages than that would be great."

"I want to give my students

a sense of belonging in the

classroom, where they feel

-Meh Sod Paw, UNC graduate student

comfortable to learn."

It's also important to understand that the world is becoming more and more multilingual. Romero says that in one of her classes, she has students identify the number of countries and languages in the world.

"They're like, 'Oh my gosh, there's like 7,000 languages and 200 countries. There must be more than one language in most countries.' More than half of the world is bilingual, but we have such an English-only mentality

within the United States that it sometimes feels like an uphill climb. I think the good news is, as our campus and our immediate community diversifies, (multilingualism) becomes more apparent. Our current teachers see this in the classroom with kids coming from India and Asia who already speak three languages or four."

Huang says that she has seen some teachers who embrace the idea of bilingual by cultural education in theory, but don't always understand it. "Sometimes they still think that if you speak more than one language that you are not good at any one of the languages really," she says, adding that when her young son was in school, his teacher expressed support for the idea of him being bilingual, but when Huang explained that they spoke Chinese at home, the teacher asked if they could speak more English at home.

When you ask the parent to try to speak more English at home, you are really suggesting to the parent that your first language should be taken away," she says.

And that, Romero says, recalls the belief expressed by a well-known educational linguist who says that when you take away a child's language, you take away their identity.

#### **VALUING IDENTITY**

The distance she's come from that first classroom in Georgia to her coursework at UNC reveals Paw's resilience. As with so many others who have come to America over the centuries with their own languages and culture—keeping her culture and identity while finding a sense of belonging is challenging.

"There were some teachers (at my school) who were very understanding, but I don't think I was able to share my story or to learn more things about myself. I really struggled with knowing myself because I felt like our story was never talked about. Teachers never asked where we came from.

So, a lot that I brought to America was, I felt, irrelevant," she says.

There were times, though, that she found connections. During the day, she attended classes at an international school for girls who were refugees, and she was encouraged to read.

"We read a lot of historical novels related to the Dust Bowl and Holocaust. Those stories had to do with moving

> and families being persecuted, so sometimes I related to those stories because of my refugee experience. We read a lot about female figures, like Malala, who fight for education. So, I always wanted to learn about other people's stories and empower women to know their identity," she says.

As the books she read helped her build bridges, Paw was able to feel a greater sense of belonging. It's something that Romero and

Margaret Berg, Ph.D., professor of Language and Literacy, have both talked about with their students and with alumni who are working in the field.

"One of my former students is working with Afghan women who have no literacy in their first language," says Berg. "This is one of the most difficult challenges to overcome. I was trying to encourage (my former student) that these women have a rich heritage of embroidery work, and that they can take something from embroidery and build language around that, crossing bridges to other elements of language from a base that they already have."

That sense of connection is something that Paw hopes to bring to classrooms when she teaches, and something that she says CLD education helps teach.

"If I were a teacher, I will want to feel like my student. I want to give my students a sense of belonging in the classroom, where they feel comfortable to learn. I think that is done by allowing them to tell their stories. I can do simple things like putting on music that is in their language or creating connections through artwork."

Paw hopes to finish her master's degrees over the next year, then would like to teach second and third graders in CLD classrooms, and maybe eventually, teach abroad.

"Right now, there are so many refugees coming into this country. Without the proper strategies that we learn from CLD, I don't know how teachers would work with English Language Learners," she says. "They don't have a regular childhood like other people, and we learn how to help them despite all these things that they go through. We know how to listen to their stories and how to make them feel they belong in a classroom and help them feel a sense of identity. To make them feel when they come here, they don't have to leave behind all these things. Their stories are relevant, and we appreciate who they are." UNC





# The Sociology of Hats

Every hat tells a story, and many of the best cowboy tales begin at alumnus Trent Johnson's Greeley Hat Works.

Trent Johnson '95 is a man who will sell you the hat right off his head. If someone admires the style he's wearing — western, hipster, classic fedora — he'll hand it over. In the last year and a half, he's sold nearly five dozen hats this way.

Trent is a hatter by trade. For nearly three decades, he's been shaping and reshaping his company, Greeley Hat Works, into a timeless and profitable enterprise. He traces his "geeky" interest in hats back to age 10 when he inherited his grandfather's fedora. "When I put it on, I felt like Indiana Jones," Trent recalls.

Trent was entrepreneurial even as a kid. He taught himself magic tricks and put on shows for a small fee. He started a lawn service, hired help when he had more customers than he could handle alone, and then sold his business before heading to college at UNC. He initially hoped to major in business, but he'd been industrious—not studious—during high school and his grades weren't quite where they needed to be. He majored in sociology and minored in psychology instead.

His parents also attended UNC. Garry Johnson '61 became a middle school teacher, while Jackie Johnson was alternately an administrative assistant and a stay-at-home mom.

Trent's dad is a no-nonsense guy who insisted that there are no free rides in life. For every \$5 Trent earned cutting lawns, Garry charged his son \$2 for using the family mower — plus mileage when Trent's customers lived beyond pushing range. Garry also charged his son rent during summer breaks once he turned 18.

Trent was happy to move into Turner Hall as a freshman in 1990. "It was a chance to reinvent myself," he recalls.

A city kid from Pueblo, he liked Greeley's western vibe and took to wearing Wranglers, boots and a cowboy hat. His new persona led him to Greeley Hat Works and kindred spirit Susie Orr. Trent begged Orr for a job, so she put him to work on her family's ranch. He learned to ride, rope, pull calves, fix fence and irrigate crops and helped the family out as needed.

Susie also taught Trent to renovate and build hats. It became his passion. By the time he was ready to graduate from UNC in 1995, he knew he wanted to own the company.

"The hat business chose me," he says.

He spent evenings his senior year writing a business plan — then went shopping for a loan. The banks turned him down. They couldn't see the potential in the 1850s Parisian hat-making tools and the shop's 100-year-old history. Ed and Susie Orr were willing to carry half the debt, and Trent's uncle proffered another quarter. But Trent still needed the remaining 25%. Reluctantly, he approached his parents. They read his business proposal — and declined.







'You don't need a loan from us,' they explained. 'You already have the money.'

Turns out, all the rent and fees Trent paid Garry had been invested in the stock market on his behalf. They'd cash out his portfolio and Trent could reinvest it in Greeley Hat Works.

In 1996, his first year as owner, Trent doubled hat sales. When he married Melissa Mellinger in 1997, she worked in the shop, too. They steadily grew the business and raised three kids, Colton, Camryn and Collins.

Today, with 25 co-workers, Greeley Hat Works builds 5,000 hats a year. They cater primarily to horsemen, cattlemen, rodeo professionals and working cowboys and cowgirls—people who value high quality hats as tools of the trade. This insulates the business from the boom-and-bust cycles associated with urban fashion trends.

Trent is an expert craftsman who understands cowboy culture. He knows why a Nevada buckaroo wears a vastly different hat than a Texas cutting horse trainer, and also why he sells more buckaroo hats in Switzerland than he does in Nevada. He consults with film producers, wardrobe designers, actors and entertainers.

He is also the mastermind behind the trademark hats worn by the characters in the TV series Yellowstone. Kevin Costner stars as rancher John Dutton, and his hats authentically reflect his status. Yet it's tough guy Rip Wheeler (Cole Hauser) who spurs sales. When Rip appears on screen, orders for his signature style hat roll in.

For five seasons, Trent has built and "distressed" hundreds of hats so they look like they've been worn by real cowhands. Christened by dust, sweat and daily manhandling, hats develop character. Trent attends to such details. Every hat tells a story.

Yellowstone and its spin-offs 1883, 1923 and 6666 are providing continued opportunities for Trent to work with award-winning wardrobe designer Ruth Carter and filmmaker Taylor Sheridan.



Trent's grandfather's fedora launched his lifelong love for hats.

# "When I put it on, I felt like Indiana Jones."

-Trent Johnson '95

At age 50, Trent travels about 200 days a year and his reputation has taken him to some extraordinary places including the Oval Office. He recently finished his eighth hat for George W. Bush. During Bush's second term, the State Department also commissioned Trent to make custom hats as gifts for foreign heads of state. That bit of cowboy diplomacy required the full cooperation of the U.S. Secret Service.

Still, when he returns to Greeley from his travels, there's a tangible acknowledgment of where his journey in hat making began: His grandfather's fedora hangs in a place of honor at the shop, an apt reminder that every hat has a story.

# Alumni Notes



**Submit Alumni Notes online** at unco.edu/unc-magazine

by the editors. While we welcome alumni news, *UNC Magazine* is not responsible for the information contained in these submissions.

Editor's note: Alumni Notes items are submitted by alumni and are not verified



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

#### 60s

Jay Christensen '60 B.A., '61 M.A., joined the PLATO Society of Los Angeles in 2008 and has remained active by coordinating 14 weeks of "Wagons Ho: Settling the American West" and cocoordinated "Brexit; United or Untied?" To date he has coordinated 15 study/discussion groups and participated in at least 60 study/discussion groups over the years.

#### **70s**

Jack Gallegos '71 B.A., Cincinnati, Ohio, recently published "Financial Literacy A Life Skill," a book that covers the most commonly asked questions and answers about how to effectively manage your money.

Bonnie Culp Smith '71 B.A., Bailev, was nominated for the Excellence in Education Award 2010. She received the Runner-Up Award from the ISEA (Iowa State Education Association). After graduating from UNC she received a master's in Education from Drake University of Des Moines, lowa, and added endorsements in Middle School Education, Reading, Social Studies from Viterbo University, Wisconsin and from Upper Iowa University. She taught for 17 years at the middle school level and as adjunct professor of Education and Reading at Upper Iowa, West Des Moines, Iowa Campus.

Kay Greenhalge Cellura '71 B.S., Scottsdale, Ariz., retired in 2015 after a fulfilling 45-year career primarily as a psychiatric/mental health RN, on crisis stabilization units at Scottsdale Samaritan Behavioral Health Hospital and later from a community mental health clinic.

Sherri Simansky Haynie '74 B.A., Colorado Springs and a group of sorority sisters from UNC's Alpha Sigma Alpha chapter from the 70s are having a reunion in Colorado Springs in November. "Some graduated over 50 years ago," she says.

Mario Martinez '74 B.A., Rio Rancho, N.M., was selected to serve on the governing board of the Sandoval Academy of Bilingual Education, a K-8 charter school located in Rio Rancho in December 2021. Previously, he served five years as a community member on the Sandoval Treasurer's Investment committee. He also appeared as a background extra for five episodes on the popular TV series "Better Call Saul," which will air toward the end of the series.

Gary Lewis '77 M.S., Cape Coral, Fla., recently received the American Numismatic Association Medal of Merit at its 131st Anniversary Convention in Rosemont. III.

Donnetta Heitschmidt Suchon '79 Ph.D., Seabrook, Texas, retired from Lee College as the academic dean and the vice president of Students Affairs. During her career, she worked more than 40 years in education in Florida, South Carolina and Texas as an instructor and administrator in both academics and student affairs.

#### **80**s

Phil D. Skinner '82 B.S., Denver, is deputy superintendent of the U.S. Mint in Denver. He joined the business world after a career flying helicopters in the Marines, starting what became an international consulting company leading him to his role with the U.S. Mint.

Mike Griebel '83 B.A., and Mike O'Dwyer '85 B.S., former Bears football players, were inducted into the 58th class of the Colorado High School Coaches Association Hall of Fame at the Inverness Hotel in Denver. Both are still active head coaches; O'Dwyer is at Limon High School and Griebel spent 32 years at Heritage High School and is currently at Thomas Jefferson High School.

#### 90s

Victor Rivera '90 B.A., Sun City West, Ariz., retired after 25 years as a principal, teacher and coach at various high schools. After retiring he continued coaching wrestling in two different schools with plans to close out his coaching career.

JT Anderson '91 B.A., Centennial, has been in chiropractic practice for 28 years and has been the team chiropractor for the Denver Broncos, Colorado Crush and Denver Outlaws lacrosse team. He's written two books — Outside the Fence: A Father's Journey from Coach to Fan. and No Bones About It! A Memoir of a Chiropractor.

Michael Younger '92 B.A.E., Alvin, Texas, retired in May 2021 after teaching high school and junior high school science for 29 years. He taught earth science, biology, chemistry, physics,

# Mailbag =

#### In response to "Learning to Lead," UNC Magazine **Spring 2022:**

I was involved in Hall Council in Harrison Hall my freshmen year, 1980, and then tried out and received a Resident Assistant position the next year in Harrison. I then applied and received a Senior Resident Assistant position my Junior year in Lawrenson. That was the highest student position at the time in residence life there, but as I reapplied for the SRA position for my senior year there was a sudden full-time Hall Director position that came open, and they gave it to me. So, my senior year I was the fulltime Hall Director of Grace Hannah Wilson Hall on Central campus and with my three years of residence life experience and the excellent training and supervision I received in my time at UNC throughout my undergrad, I decided that student affairs is what I wanted to do.

I went off to a first job at Colorado Northwestern College as a Hall Director/Director of Residence Life where I taught Communication, using my UNC Communication degree, and coached baseball, using the field experience I got while coaching at Greelev Central High School from the UNC Field Experience office. Then I was off to Regis University as the Dean of Students for eight years, and now as the Senior Vice President and VP of Student Life and Enrollment at Colorado Christian University where I have been for the last 28 years. In all. UNC student leadership launched me into a 40-year career in student affairs work - what a valuable experience then that has turned into a lifetime of college work.

-Jim McCormick '84 Lakewood, CO

astronomy, ecology and paleontology career education, and coached many chess teams. "UNC prepared me for my career remarkably well and was a safe and welcoming home for me for seven years," he says.

David Daniels '94 M.A., Omaha, Neb., after a career in recreation, now works as event staff for the Liberty First Credit Union Arena and in sales for the Grass Pad/Loveland Lawns. In his spare time, he composes and performs Americana music under the stage name, "Dangerous Dave" Daniels. He recently released his fourth album.

Diane E. Miller '94 M.A., Greeley, has been selected for the Marquis Who's Who Lifetime Achievement Award based on her career in education, philanthropic endeavors and contributions to society. She is currently serving chair of the Board of Directors for A Woman's Place. She also serves on the Board of Directors for the Greeley Philharmonic Orchestra.

Keri Adams Pugh '97 B.S., Littleton, cofounded Fusion Financial Group in 2021 with Nelisha Firestone. They focus on helping thriving families, women, small businesses and new investors plan a future worth working toward.

#### 00s

Rosenna Bakari '00 Ph.D., Maricopa, Ariz., published The Healing Journey: Relationships and Wellness Guide in September 2021.

Aimee Miyazawa '01 B.A., Lakewood, served as head athletic trainer for USA Volleyball Beach National and Olympic Teams from 2015 to

2018, and in 2016, was at the Olympics Games in Rio de Janeiro supporting Team USA and the Beach Volleyball Olympic Teams as medical support. She is currently with Denver Sports Recovery.

Sarira Sadeghi '02 B.A., Santa Ana, Calif., was recently appointed Assistant Dean for Academic Achievement at Chapman University Fowler School of Law.

Mandy Johner Heil '03 B.A., '05 M.A., Yuma Ariz., has worked in the field of higher education since becoming a UNC orientation leader in 1999.

Eric Waisman '03 B.S., Larkspur, Calif., launched the Jaunty Gym, an organization helping people with social skills and social anxiety.

Scott Wenzel '05 B.S., Stamford, Conn., has joined the law firm of Yankwitt LLP. Previously, Wenzel worked for Latham & Watkins and served as a federal law clerk for Judge Debra M. Brown of the District Court for the Northern District of Mississippi. In addition to practicing law, Wenzel was part of the Belgium-based Fuji Geox Test Cycling Team, with which he competed in single and multi-day endurance races in Northern Europe as part of eight-man team.

Emily McNellis Kotas '07 B.S., Denver, was recently appointed director, Corporate Partnerships for Children's Hospital Colorado Foundation after a nationwide search. She works with corporation partners to invest in and transform the care for kids across an 850-mile radius of care.

#### **10s**

Kayla Zadel Contardo '11 B.A., Nashville, Tenn., currently hosts lifestyle TV segments across the nation. In addition to her TV appearances, her media company manages several clients' social media accounts.

Emilie Nemchak Waggoner '13 B.A., '16 M.A., Brighton, was promoted to director of Student Transitions at the University of Colorado Denver, where she also created and teaches the extremely popular Anime Goes to College class. She presented at Anime Expo in Los Angeles, the largest anime expo in the United States, on the academic track.

Eric Sheley '18 B.A., Longmont, recently accepted a position as planner I for the Town of Frederick.

Hailee Frazier '19 B.A., Broomfield, attended law school in Oklahoma City, then returned to Colorado where she is practicing as a certified intern with the Colorado State Office of the Public Defender.

Donnie Barratt '20 B.S., Littleton, earned a master's degree in Biomedical Sciences at Iowa State University this past spring.

Carrie Merscham Johansson '21 Ph.D., Denver, is a psychologist, speaker, and author residing and practicing in Denver. She recently published a book called Self Help On The Go which addresses ways to leverage emotional flexibility to become more resilient and improve how one responds to life's most common problems.

#### A Triple Crown of Service

Donald E. Dirnberger '77 B.A., has served in a "triple crown" of U.S. government service agencies, starting with the Peace Corps as a volunteer in the eastern Caribbean, Antigua and Barbuda, West Indies.

When Hurricane Mitch devastated Central America in 1998, he returned to service by helping in the homeland country of his mother, Halsey (Halcyon) Dirnberger, who was born on the island of Utila, Bay Islands, Honduras, Central America. With the Crisis Corps (Response) Don served as a disaster relief volunteer then went on to join AmeriCorps and was assigned to Habitat for Humanity, Metro Denver, as a new construction project leader from 2021 to 2022.

# ASPECIAL BEAR to BEAR Thank You!

Thank you to all the alumni who participated in last winter's Bear to Bear project, writing cards to send a warm welcome to more than 3,000 newly admitted students!

Would you like to join in this year's Bear to Bear efforts? We'll provide names, notecards and stamps — all you need to add is your Bear pride and welcoming words to the incoming undergraduate class.

Learn more about Bear to Bear and how you can volunteer at unco.edu/alumni/admissions.aspx or call Alumni Relations at 970-351-2551.

# FROM THE **VAULT** '



#### **PURSUING INCLUSIVITY, DIVERSITY, IN THEATRE**

A successful actor, singer, pianist and performer, alumna Rose Van Dyne '18 reflects on how her experiences and support system at UNC propelled her forward and prepared her for her current career in musical theater.

It's spring break 2018. Rose Van Dyne steps on stage at the Jerry Orbach Theater in New York City along with her fellow Musical Theater seniors to perform in their Senior Showcase.

"Senior Showcase is something that all the musical theater performers really look forward to. You try to do your best and get the most out of the experience," Van Dyne said. "I think a lot of us build up so much pressure on ourselves, but at the end of the day, it's just one audition.

"I was lucky enough. I think I had two or three agents interested in reaching out after my performance and I ended up signing with one of them. So it was a really exciting experience for me. I wouldn't have met [my agent] unless I had done this UNC showcase," Van Dyne said.

It was the moment that kickstarted Van Dyne's career, but she didn't always know she wanted to pursue musical theatre.

"Music was a huge part of my life growing up. I just never really viewed it as a viable career option," Van Dyne said. "I actually had other academic aspirations until March of my senior year. I attended the Thespian Conference the December before in Denver, where there was representation from UNC in the college auditions. I just decided, honestly, on a whim, to drive up to Greeley and to do an audition just to see what it was like. And I think it was really apparent to me that the standard and quality of performance level at UNC was very high. Ultimately, it was a professor that spoke with me, and answered all my questions, and assuaged all my fears about what it would be like going to college."

While she originally attended UNC with the sole intention of pursuing a Musical Theater degree, her desire to maintain her lifelong piano skills as well as the support she received from UNC faculty encouraged her to also pursue piano.

She graduated in Spring 2018 with a B.A. in Musical Theatre, a B.A. in Liberal Arts with a Piano Emphasis, a minor in Spanish and an Arts Entrepreneurship certificate and moved to New York City, auditioning and landing her debut role in an off-Broadway production of "Spring Awakening."

"It's funny because I played the same role of Martha in "Spring Awakening" at UNC, so it was like a reprisal of the role, which was really, really fun. It felt like it gave me an edge on the material when I was going in for a professional production because I already knew it so well," Van Dyne said.



In the production, she starred alongside fellow UNC alum Yamuna Meleth '13, which illustrated to her how the community at UNC extends far beyond the campus limits.

"I didn't know that Yam went to UNC until we already started rehearsals," Van Dyne said. "It's really amazing that there's a network of people, a community of people beyond UNC, even as far as New York City, that you don't even know of, and it was really exciting to get to know her that way."

From that first production, she's gone on to work as an actor and music director in an impressive array of productions, including work at the American Theatre Wing, the Oregon Shakespeare Festival, Out of the Box Theatrics, AMDA and Mixed Blood Theatre.

Over the last few years she's worked on the Broadway reopening of Waitress, starring Sara Bareilles, and music directed the Asian-American musical "Baked! The Musical," the Queer punk musical, "TL;DR" (short for Thelma Louise; Dyke Remix) and Sara Porkalob's third play in her "Dragon Cycle" entitled "Dragon Baby" with the American Repertory Theatre (ART).

"I think that when I moved to New York, I had this mentality of only wanting to be a performer, and then being able to have my piano skills on the side as a means of income, but particularly over the last year and a half, my eyes have been [opened] to the possibilities of working on the music side of all of these shows," Van Dyne said.

Along with 'TL;DR,' Van Dyne has been involved in productions that have brought visibility to usually marginalized groups, such as "Interstate" and "Cambodian Rock Band." She has taken these experiences to help shape her goals of inclusivity and diversity in her own work.

"I have almost exclusively worked on queer pieces, pieces written by Asian Americans, Black voices [and] Indigenous voices. I have been so, so blessed to have all of this available to me. And I have now taken that to be a part of my own work so that when I'm the one hiring somebody for a band, or casting a show, or can bring a friend in on a project, I am super intentional about who can be given an opportunity who may not have been given one before," Van Dyne said.

"I almost unintentionally have found myself in the right groups of people where we all share similar goals in the empowerment of voices of those who have been underrepresented," Van Dyne said.

She is pursuing a master's degree in Musical Theater Vocal Pedagogy at the Boston Conservatory at Berklee in hopes of further developing her skills as a musician and as an educator.

"I have aspirations, one day in the future, of being a university professor, similar to the professors who taught me at UNC. I'm just really excited for that chapter of my life, if and when it comes, [so] that I could be a guiding mentor to others who want to pursue this," Van Dyne said.

She also hopes to promote the voices of marginalized groups in musical theater in her future career as a professor.

"I think that a lot of programs all over the country, almost every single one of them, lacks diversity in faculty and guidance for, specifically, BIPOC, queer and disabled actors who want to pursue this career. So that's something that I am really looking forward to helping with," Van Dyne said.

#### -Alani Casiano

While at UNC, Van Dyne was supported by numerous scholarships, including the Frank G. and Betty Ottesen Performing and Visual Arts Scholarship, the Joe Tennessen Family Scholarship in Performing and Visual Arts, and the UCHealth Scholarship.



Read an extended version of this story at unco.edu/ unc-magazine or learn about Van Dyne's work at her website, rosevandyne.com.

### In Memory

#### 1940s

Dorothy Klusman Gore '45 B.A. Shirley Brown Nye '46 B.A. Dick Kaufman '49 A.B. Ruby Maddox Shupe '49 B.A. Lorraine Bishop Dungan '44 B.A. Wilda Widener Christensen '47 B.A. Zoe Estes Slinkman '47 B.A. Stephen Woodworth '48 B.A. '49 M.A. Louis Hanson '48 M.A.

#### 1950s

Mary Reschke Cashman '50 B.A. Enid Vondy Harris '50 B.A. Clare Schroeder Pankratz '51 A.B. '80 M.A. Dorcas Burns Lahnert '51 B.A. Don Murfin '51 B.A. Victoria Thompson Garrett '51 B.A. Don Hungenberg '51 B.A. Dwavne Pilkington '51 B.A. Ruth Ishiguro '52 B.A. Sam Ticknor '52 B.A. Alice Snyder Carter '52 B.A. James Pitzer '52 B.A. Shirley DePorter Batman '52 B.A.'69 M.A. Arthurene Edens Bomberg '52 B.A. Eldon Reutter '52 M.A. Frank Larkworthy '53 B.A. Don Williams '53 B.A. Marilyn Scofield Eichner '53 B.A.'71 M.A. Barbara Ennis Pigford '53 B.A. Norm Noe '54 Guv Mirich '54 B.A. Martha Busch Gallupe '54 B.A. Wanda Chapman Griese '55 B.A. Jon McAlear '55 B.A. Elaine Taylor '55 B.A. Tom Prout '55 M.A. James Heddens '55 M.A. '60 Ed.D. Darrold Isaacson '55 M.A. Vivian O'Connor Strimbu '56 B.A. Carmine De Santis '56 B.A.'58 M.A. Julia Hoffmeister Lord '56 B.A. Carolyn Allison Milloy '56 B.A. Eleanore Williams Natoni '56 B.A. Bud Davis '56 B.A. Larry Finch '56 B.A. Charles Stearns '56 B.A.'57 M.A. Bogdan Vunovich '57 A.B. '59 M.A. Janice Tuomi '57 B.A. Bill Starrett '57 B.A. John Wirsing '57 B.A. Robert Mullally '57 M.A. Richard Fawver '57 M.A. Henry Riechers '57 M.A. Bill McBride '57 M.A. Gerald Adams '58 B.A. Ben Zamarripa '58 B.A. Bob Seno '58 B.A.'60 M.A. James Amick '58 B.A.

Larry Batman '58 B.A.'62 M.A. Almeda Coons '58 M.A. Don Robson '58 M.A. Jules Vautrot '58 M.A. '67 Ed.D. Carolyn Herzberger '59 B.A. James Hunter '59 B.A. Anne Mouat Fuiiwara '59 B.A. Mel Faber '59 B.A.'67 M.A. Tom Ryan '59 B.A. Kenny Forbes '59 B.A.'59 B.A. Gene Morey '59 B.A. Mary McKinney Covelli '59 B.A. Byron Lewis '59 B.A.'60 M.A. Joan Trautman '59 B.A.'61 M.A. Marilyn Mohr Wagner '59 B.S. Daryl Gordon '59 M.A. Kenneth Schaefer '59 M.A. Dick Doering '59 M.A. Ruth Quam Sible '59 M.A.

#### 1960s

Mary Appuglise Agnes '60 B.A. Dee Harman Bishopp '60 B.A. Della Martinez Spradlin '60 B.A. John Buck '60 B.A. James Richardson '60 B.A. Darlene Gay Miller '60 B.A. Judy Kelley Hinze '60 B.A. Barbara Schatz Cooksley '60 B.A. Rose Infante Casas '60 B.A. Stan Walker '60 B.A. Truman Sproles '60 B.A. Melvin Huser '60 B.A. Gwendolyn Thurmond Raab '60 M.A. Tom Shoaf '60 M.A. James Kratovil '60 M.A. Roy Pressler '60 M.A. Bob Preisendorf '61 B.A. Joyce Ridgel Briley '61 B.A.'61 B.A. Bob Mack '61 B.A. Richard Lewer '61 B.A. Larry Aspegren '61 B.A. Elaine Apking Linn '61 B.A. Gary Castle '61 B.A.'69 M.A. Wes Cook '61 B.S. Geraldine Kretek '61 M.A. Barbara Test '62 B.A. Dorothy Walter Tuttle '62 B.A. Judy McCormick '62 B.A.'67 M.A. Bill Ronco '62 B.A. Sherrill Winkleman '62 B.A. Betty Hettinger Boehnke '62 B.A. Georgianna Lum '62 B.A. George Vosmera '62 B.A. Jack Blendinger '62 M.A. '69 Ed.D. Vivian Serr Rempel '62 M.A. Gary Embretson '62 M.A. Kenneth Kunisaki '63 B.A.'64 M.A. Pat Love Norris '63 B.A. Marianne Zalesky '63 B.A.

#### **BLUE & GOLD**

Judy Noel '63 B.A. Sally Vasquez Abbott '63 B.A. Frederick Matthiesen '63 B.A. Bob Deter '63 B.A.'66 M.A. Sheila Hasenkamp '63 B.A.'72 M.A. Donna Benge '63 B.A.'68 M.A. James Davis '63 B.A.'69 M.A. Harold Love '63 Ed.D. Nan Almond Oliver '63 M.A. Richard Finnestad '63 M.A. Chuck Messerschmidt '63 M.A. Paul Balcer '63 M.A. Duane Belseth '63 M.A. Kay Criner '63 M.A. Carole Davis '64 B.A. Allan Book '64 B.A. Nancy Greene '64 B.A. Gary Sauer '64 B.A.'84 Ed.D. Alvin Tamaribuchi '64 B.A. Howard Hamilton '64 B.A.'69 M.A. Donna Kellenbenz Runyan '64 B.A. Phyllis Ross Kraich '64 B.A. Sheryl White Dahm '64 B.A. Betty Bethell '64 M.A. Gloria Sterling Little '64 M.A. Ivan Adams '64 M.A. '73 Ed.S. Shirley Pfeiffer '64 M.A. Stanley Vasa '64 M.A. Bette Le Feber Ervin '65 B.A. Jim Wilson '65 B.A. Nikki Jinacio Jones '65 B.A. Richard Moritz '65 B.A. Jerry Wassemiller '65 B.A. Pat Nierman Snyder '65 B.A. Barry Bedinger '65 B.A. George Preis '65 B.A. Dona Evans '65 B.A.'77 M.A. Carolyn Hyslop Caprioglio '65 B.A. Hank Wichmann '65 M.A. '72 Ph.D. Keith Bayne '65 M.A.

Tom Willett '66 B.A. Cecil Darden '66 B.A. Tom Quinlan '66 B.A.'75 M.A. Kurt Utzinger '66 B.A. Norma Meisner Ray '66 B.A. Paul Rewinkel '66 B.A. Darlene Conran '66 B.A. Linda Montgomery Fuller '66 B.A. Bob Segerstrom '66 B.A.'66 Ed.S. Leon Sanders '66 M.A. Albert Drumright '66 M.A. James Smith '66 M.A. Keith Rossland '67 B.A. Evan Martin '67 B.A. Pat McNally Skinner '67 B.A. Edward Watanabe '67 B.A.'67 B.A. Robert Heuermann '67 B.A. Carolee Suga Kawai '67 B.A. Cheryl Dickinson Monheiser '67 B.A. Jerry Karst '67 B.A. Carol Wallis McGrady '67 B.A. Norma Bartel '67 B.A.'67 B.A. Shirley Watkins Hustrulid '67 M.A. Sharon Reeves Classen '67 M.A. Myron Cave '67 M.A. Rodney Unruh '67 M.A. Merle Schulz '67 M.A. Conrad Zorn '67 M.A. Joseph Wilson '67 M.A. Harold Ptacek '67 M.A. James Sherman '67 Ph.D. David Trov '68 B.A.'69 M.A. Mary Sobolewski Bostick '68 B.S. Jim Holder '68 Ed.D. Margaret Kort '68 Ed.D. Ronald Smallenberger '68 M.A. Jerome Olson '68 M.A. Karen Kistler Fischer '68 M.A. Stella Trenholm Satern '68 M.A. Bill Peters '68 Ph.D.

Sally Ellis Van Welden '69 B.A. Ron Barnes '69 B.A. Gilbert Pitt '69 B.A. Amanda Clark '69 B.A.'81 M.A. Claudia MacGuire Quisenberry '69 B.A.'71 M.A. John Sanders '69 B.A.'70 M.A. Phyllis Rowley Wilkins '69 B.A. Chris Beyer '69 B.A. Carol Simmons Birdsell '69 B.A. Ronald Sack '69 B.A.'71 M.A. Tom Kenny '69 Ed.D. J.D. Kendrick '69 Ed.S. Bessie Watkins Bishop '69 M.A. Leon Ukens '69 M.A. Michael Minelli '69 M.A. Darwin Blue '69 M.A. Gary Graves '69 M.A. '70 M.A.

#### 1970s

Peggy Watt Bomba '70 B.A. Bill Emry '70 B.A.'71 M.A. Nancy Polston Rohloff '70 B.A. Mary Roane Berry '70 B.A. Avis Hilderbrand DeBrey '70 B.A. Karen Heiberg Reuter '70 B.A.'71 M.A. Robert Davis '70 B.A.'77 M.S. Janet Siegfried '70 B.A. Andra Riggs Schmidt '70 B.A. Sharon Wilkins '70 B.A.'73 M.A. David Sweet '70 B.A. Ken Sherman '70 B.A.'71 M.A. Carol Cardenas Valenzuela '70 B.A.'70 B.A. Gary Lederman '70 B.S. Jack Koselak '70 Ed.D. Dick Dieterle '70 M.A. Gary Dobbins '70 M.A. Bo Song Chung '70 M.A. Irvin Myron '70 M.A. Connie Montoya '70 M.A. Roy Bell '70 M.A.

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Celebrate the beginning of a new academic year by providing support that helps Bears succeed every day.

"This scholarship will help me pay for my education. I feel more confident knowing that I have opportunities for support throughout my college experience. I'm incredibly appreciative of this scholarship, which lets me better focus on my education and future career goals."

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Art Crow '71 B.A.

Patricia Mills Crow '71 B.A.

Ron Roark '71 B.A.

Kathy Kreoger Lundien '71 B.A. LoAnn Skaar '71 B.A.'72 M.A. Eddie Griggs '71 Ed.D.

Gene Healy '71 M.A.

Jane Moorhead Hunter '71 M.A. '75 Ed.D.

Robert Sullivan '71 M.A. Kris Overland '72 B.A. Kathy Turano '72 B.A.'72 B.A.

Nelda Foster Brangwin '72 B.A.'73 M.A.

Gary Okimoto '72 B.A. Gary Stokes '72 B.A. Mark Colussy '72 B.A. Charles Mills '72 B.A.

Michael Miller '72 B.A.'81 M.A.

Bill Hoffman '72 B.S. Kenneth Ramsay '72 B.S. Mark Smith '72 B.S. '74 DA Charles Solomon '72 Ed.D.

Russell Blomdahl '72 Ed.S. '75 Ed.D.

Judith Temme '72 M.A. Judith Bryn Owens '72 M.A. Michael Koehn '72 M.A. Donald Ellison '72 M.A.

Maureen Hannan Robinson '72 M.A.

Neil Harman '72 M.A. Cindy Houghan '72 M.A. Mary Morandin '72 M.A. Jean Sanderson '72 M.A. Henry Buseck '73 B.A. Michella DeArvil-Rana '73 B.A.

Nick DiPaolo '73 B.A. Eugene Webb '73 B.A.

Timothy Waddingham '73 B.A.'79 M.A.

Karen Haberman '73 B.A. Ernestine Crouse '73 B.A. Richard Resch '73 B.A. Howard Ball '73 B.A. Karen Marconi '73 B.A. John MacPherson '73 B.A. Robin Bishop '73 B.A.'88 M.A.

Pete Mercer '73 B.S. William Hagemann '73 B.S. Tom Fose '73 B.S. Ann Yakel '73 B.A.

Patricia Lockwood '73 B.S. '81 M.A. Richard Moreno '73 M.A. '93 Ed.S.

John Lynch '73 M.A. Gordon Pickett '73 M.A. Dan Pfeifer '73 Ph.D. Richard Magdaleno '74 B.A. Janet Mouser '74 B.A. Gary Donnelly '74 B.A.

Jeanette Anderson Wood '74 B.A. Larry Adams '74 B.A.'92 M.A.

John Klug '74 B.A.

Al Bruemmer '74 B.A.'74 B.A. Dana Petersen '74 B.A. Gary Cox '74 B.A.

Patsy Connors Houlihan '74 B.A.

Ed Lee '74 B.A.

Douglas Van Lieu '74 B.A.'76 M.A.

George Kerbs '74 B.S. Bonnie Luhm Roth '74 B.S. Robert Balog '74 M.A. Malachai Maxwell '74 M.A. Johnnie Shaw '74 M.A. Al Schlazer '74 M.A. Frank Whitton '74 M.A. Jeff Stone '75 B.A. Frances Johnson '75 B.A. Lee Amato '75 B.A.

James Pavne '75 B.S. Tom Harrold '75 Ed.D.

Mel Mangum '75 Ed.D. Gene Redman '75 M.A.

Gerry Innes McCormick '75 M.A.

Carol Grant '75 M.A. Kaye Harden '75 M.A. John Hammond '75 M.A. Janet Wehmhoff '75 M.A. Gordon Isachsen '75 M.A. Brady Nichols '75 M.A. Norma Crain '75 M.A. Gene Wilder '76 B.A.

Deborah Harmelink Stow '76 B.A.'77 M.A.

Douglas Holden '76 B.S. Lawrence Lewallen '76 B.S. Harold Vice '76 M.A. David Voigt '76 M.A. Beasley Overbey '76 M.A. David McNeely '76 M.A. Betty Kaplan Ney '76 M.A.

Rosemary Whitten Williamson '76 M.A.

Jack Lauer '76 M.A. John Tarabino '76 M.A. Joseph Lachapelle '76 M.S. Tim Thornton '77 B.A. Sheila Basinger Jacoby '77 B.A.

David Grelle '77 B.A. Paul Untalan '77 B.S.

Ona Collier McCune '77 B.S. '80 M.A. Rhonda Scoville Smith '77 B.S.

Bruce Oviatt '77 B.S. Denyse DuBrucg '77 Ed.D. Jim Young '77 Ed.D. John Sellars '77 M.A.

Rachel Lasater Chapman '77 M.A.

Paul Brown '77 M.A.

Bernadette Romero Seick '77 M.A.

Joseph Teixeira '77 M.A. Sara Frver Bullard '77 M.A. Carol Easton Friedman '77 M.A. Eleanor Rossen Hitt '77 M.A. Sherrye Presha Simpson '77 M.A.

Tom Dorgan '77 M.S. Randall Beauchamp '78 B.A. Betty Hanie '78 B.A.

Jimmy Underwood '78 B.A. Cindy Mastin Corrales '78 B.S. Ruth Andrews '78 Ed.S.

Martha George Kowalski '78 M.A.

Carolyn Cook '78 M.A. Frank Pacheco '78 M.A.

John Ehrmantraut '78 M.A. '83 Ed.D.

Thomas Tucker '78 M.A. Michael Ayala '78 M.A. Jerry Baker '78 M.A. Wilbur Booker '78 M.A. William Chelikowsky '78 M.A. Gene Burke '78 M.A.

Larry Myers '78 M.A. Fredonia Parks Jones '78 M.A. Philip McPherson '78 M.A. John Bartos '78 M.S. Joe Gaglio '78 M.S.

Christy Curtis Abbott '79 B.A.

Mary Jane Kegresse Johnson '79 B.A.'82 M.A.

Denise Hallman '79 B.A. Steve Ruybal '79 B.S. Oscar Ochoa '79 B.S.

Donald Marcotte '79 B.S. '79 B.S. Francis Houchen '79 Ed.D.

Bob Rasmussen '79 M.S.

#### 1980s

Su Stiles MacDonald '80 B.A. Rose McCallin '80 B.A.'88 Ph.D. Patty Anne Corsentino '80 B.A. Robert McHenry '80 B.S. Joan Henderson Mitchell '80 B.S.

Lyla Lucchesi '80 M.A. Mary Spier Stratton '80 M.A. John Jacobsen '80 M.A. Cathy LaFave Shannon '80 M.A. Rogene Nordstedt Penny '80 M.A.

Sylvia Ferguson Warner '80 M.A. David Youngstrum '80 M.S. Bill Gotchey '81 B.A. Ralph Villani '81 Ed.D.

Annie Krivokapich '81 M.A.

Bill Derr '81 M.A.

Joan Gagnon Bechtold '81 M.A. Leonard McAllister '81 M.A. Ronald Nichols '81 M.A. Mary Derr '81 M.A.

Robin Brown Nypaver '82 B.S. Patricia Brennan Bowles '82 B.S.

Susan Matson '82 M.A. Frank Walker '82 M.A. Jeronimo Madrid '82 M.A. Al Lopez '82 M.S.

Susan Smith Godfrey '83 B.A. Vincent Serniak '83

Carl Silber '83 B.A. Alan Crouse '83 B.A.'83 B.A.

Neil Williams '83 B.S.

Debbie Burr '85 B.A.

Mary Lois Balsam Ferraro '83 M.A.

Bridget Black '83 M.A. Dennis Triplett '84 B.A. Nettie Bramble Biddle '84 B.S. Linda Mueck Tharp Arnn '84 Ed.D. Robert Sherman '84 M.A. Rebecca Kellermeyer '85 B.A.

#### BLUE & GOLD

Judith Wold Cook '85 B.A.
Ada Blanc Frazier '85 M.A.
Ed Turner '85 M.A.
Brenda Brown Llanas '86 B.A.
Doug Livermore '86 Ed.D.
Patricia Kittridge '87 B.A.E.
Glynda Elmore Peck '87 B.A.E.
Julia Wagner Crockett '87 B.S.
John Wilkinson '88 B.A.
Ann Lane '88 B.S.
Dennis Connor '88 B.S.
Ramona Blackard-Stone '88 M.A.
Mark Purslow '89 M.A.

#### 1990s

Susan Lynch '90 B.M. Kristi McFerren Smith '90 B.S. Daniel Murphy '90 D.M.E. David Martin '90 M.A. Paula Dudek Newlan '90 M.A. Mary McCarthy LeBlanc '90 M.A. David Woelfel '90 M.S. Michael Turnbull '91 B.A. Victoria Crow Kennedy-Doll '91 B.S. Tom Halloran '91 M.A. TJ Andrade '92 B.A. Nathan Reisdorff '92 B.A. Alan Seastrom '92 B.S. Aaron Koontz '92 B.S. Jonathon Scott '93 B.A. Michael Iacoboni '93 M.P.H. Brian Hogan '94 B.S. Joseph Marguez '94 M.A. Claudia Pennington '94 M.A. Sloan Fanning '95 BM Rosemary Wirfs '95 B.S. Yvonne Piquette '95 M.P.H. Chris Bunick '96 B.A. Kenneth Olson '96 M.A. Rita Delisi '98 M.A.

Beth Wheeler '98 M.A. Tony Di Pasquale '99 B.S. Douglas Sarbaugh '99 B.S.

#### 2000s

Jean Gaunt Hawkins '00 M.A.
John Bulson '00 M.A.
Roshaun McDaniel Hogan '01 B.A.
Ryan White '02 B.A.
Shelly Ulrich '02 M.A.
Joshua Stengel '04 B.S.
Peter Culhane '06 B.A.'16 M.A.
Denise Bernsen Ashna '06 M.A.
Duane Niles '08 D.A.
Ryan Lutz '09 B.A.'10 M.S.
Andrea Dawsey '09 B.S.

#### 2010s

Mike Chacon '10 B.S. Denise Dennington-Calkins '11 B.A.'13 M.S. Wendy Bennett Blakeslee '12 B.A. Colin Morey '12 B.S. '15 M.A. Sarah Smith '17 M.A.

#### 2020s

Rachel Cline '20 B.S.

#### **Emeritus Faculty**

Tom Warner

#### **Tributes**

Northern Colorado Athletics mourns the passing of long-time football coach and UNC Athletics Hall of Famer **0. Kay Dalton**, who spent 17 years at UNC, first as the team's offensive coordinator from 1989-99, then as head coach from 2000-05. He was part of the 1996 and 1997 Division II Championship teams and in 2002 led the Bears to the North Central Conference title, going 12-2 on the year with a perfect 8-0 in the NCC.

His long football career began as a player at Colorado State University and continued through an illustrious 45-year coaching career that ranged from college to professional ranks, including stints in the Canadian Football League and National Football League. He guided teams that included the Montreal Alouettes and British Columbia Lions, the Denver Broncos, Buffalo Bills, Kansas City Chiefs and Houston Oilers. He returned to Colorado State from 1987-88 before arriving at UNC in 1989. Dalton is a hall of famer with Northern Colorado Athletics, Colorado State Athletics and Western Colorado Athletics.

UNC Athletics Hall of Fame baseball coach **Tom Petroff** passed away on August 23. He coached at UNC from 1970-85, guiding the Bears to six conference championships, three NCAA Division II regional appearances and three NCAA Division I regional appearances including the 1974 College World Series. He was named the American Baseball Coaches Association (ABCA) Coach of the Year in 1971, and while at UNC developed an educational physical sensory program entitled "See and Feel" for the hearing impaired, continuing the program throughout his career including becoming the co-director of the Deaf Baseball Development Program.

After going 367-198-1 at UNC, he coached at the University of Iowa; was Director of Field Operations for the Detroit Tigers; head coach for the Netherlands in the 1988 Olympic Games in Seoul, South Korea; coached the U.S. Olympic team in 1984 and aided the national team as Director of Instruction for the 2000 Olympics. In addition to UNC's Athletics Hall of Fame, he is in Colorado Sports Hall of Fame and ABCA Hall of Fame.





# Last Look

#### **Brewing Student Success**

UNC Football tailgates are spirited social events — but at the Bears' home opener on Sept. 3, it was also the setting for Bears, Brews and Bites, a fundraising, learning and networking opportunity for students in our Brewing Laboratory Science program.

This year's event featured 13 local craft brewers and about 150 participants who enjoyed brewed samples and food from various food trucks adjacent to Nottingham Field before the game.

Sean Johnson, assistant brewer in UNC's Department of Chemistry and Biochemistry, said this is the seventh year for the event, though it was sidelined during the pandemic.

"It's an annual fundraiser for the brewing program at UNC," he says. "And it's an opportunity for familyowned smaller businesses and the community to come together. Many of our Brewing Science alumni have careers with these businesses, and it provides our students who are in the program with the opportunity to see behind the scenes of a beer festival, to meet with local breweries and make connections and network."

Johnson says that proceeds from the event have made it possible to offer some partial scholarships and to purchase equipment that helps prepare students for their careers.



"We've been able to buy equipment so students in the labs and classes are learning what they need to know to work in the industry, with up-to-date brewing equipment and lab equipment — like new microscopes we were able to purchase last year, so students can work on determining yeast counts and viability in beer."

Johnson says the event brings Greeley and UNC together, helping local businesses and making a difference for students interested in a career in brewing science.

-Debbie Moors



unco.edu/alumni/brews-bites.aspx



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