Hello, HESA alumni and friends!

It's been a busy spring semester in the College of Education and we have a few exciting updates to share. Our Interim Dean Nick Colangelo is leading the implementation of a new strategic plan with a focus on embracing our past and communicating our strengths in emerging areas of teaching and research. The college also recently introduced a new look that emphasizes our distinction in creating leaders, scholars, and innovators in education. We encourage you to read more about college-wide updates in the Spring 2013 edition of the alumni magazine.

We would also like to take this time to applaud soon-to-be graduates Mike Schluckebier and Jana Hanson who successfully defended their dissertations this past month. Mike studied how college students develop and articulate their purpose in life and Jana examined graduate school aspirations and the effect of good teaching practices. Congratulations Dr. Schluckebier and Dr. Hansen! Additionally, Sherri Edvalson is scheduled to defend her dissertation on the sociocultural influences of undergraduate student conversations about race on May 13, 2013.

We hope this newsletter offers a glimpse into some of the exciting work of faculty and current students in the Higher Education & Student Affairs program. Some highlights include stories from alums about retiring faculty members Dr. Lelia Helms and Dr. Al Henkin and bios on our outstanding cohort of thirteen graduating master’s students.

As always, we love to hear from you, and appreciate your interest in keeping in touch.

Wishing you a restful summer,

Kira Pasquesi and Gwendolyn Archibald
HESA Program Assistants
Celebrating Professors Lelia Helms and Al Henkin

Please help us in congratulating Dr. Lelia Biggs Helms and Dr. Alan B. Henkin as they retire from the University of Iowa this month. Al and Lelia are well-respected colleagues – locally, nationally, and internationally – in areas related to organizational theory, public policy, and law. They have both had incredibly productive careers, measured in scholarly impact and the number of graduate students they’ve mentored. Three of their former students reminiscence about working with Al and Lelia as a way to show appreciation for their mentorship. It is with bittersweet sentiments that we wish them well in the next phase of their lives.

Congratulations, Lelia and Al, and thank you for your immense contributions to the University of Iowa and the field of higher education. We are proud to call you Hawkeyes!

Stephanie Holliman (Ph.D. ‘11)

As a master’s student, I was assigned Dr. Lelia Helms as my advisor. She was always supportive, informative, honest, and I can truly say she had an open door. Throughout my master’s and doctoral work, Lelia became a valuable mentor and a friend. If I needed an ear, and believe me, there were times I definitely needed an ear, she was available and knew exactly what would help.

I first met Dr. Henkin during my master’s program courses. I remember him telling our class, early in my education, that his job was to question everything we said or presented and that questioning was a skill we were expected to cultivate. From that point on, I understood that every experience with Dr. Henkin would help me grow and develop as a professional.

As a research assistant for both these professors, I was able to develop skills that many professionals don't get a chance to experience, especially with strong guidance. I learned the ins & outs of textbook creation and publishing while working for Dr. Helms on copyright listings for her policymaking book. I learned survey research, true data collection techniques, and conference presentation skills while working for Dr. Henkin on surveying that was ultimately used in my dissertation.

Finally, these two professors were my dissertation co-chairs. As a working professional, my dissertation writing period extended over a long period of time. Dr. Henkin & Helms always gave me prompt feedback, were open to meeting with me, demanded I produce a quality product, and I always felt they were one hundred percent on my side.

I can't say enough positive about Lelia & Al or express enough gratitude for what they gave me! They saw something in me that I might not have noticed without them. I will always count myself lucky to have them as advisors, mentors, teachers, and friends!
Cate Whitcomb (Ph.D. ‘85)

I believe I was one of Professor Helms’ first doctoral students. At least I was the first for whom she supervised a dissertation and defense. In the fall of 1979 or 1980, I took my first course with Lelia on the history and philosophy of education and soon realized that she was a dedicated teacher with high expectations for her students. After that course, I transferred from the Instructional Design Department to Higher Education.

Lelia was an important role model for me as a young woman, not that much older than I was, with a Ph.D. and a family - remarkable for those times. I admired her greatly as she balanced family and career, sharing her expertise and interest as both a teacher and colleague. She would bring her daughter Emily to our seminar class and Emily would color and read while we discussed the week’s topic. One of my most poignant memories was meeting at her home to review my last chapter and having their youngest, still in diapers, crawling around under the table while we worked out the format of my research presentation.

Her patience and gentle guidance stand out the most after all these years – she stood by me while I searched for a suitable dissertation topic, never losing her faith or focus. She carefully questioned me about my interests and expertise helping me to decide to write about financial aid and the legal outcomes of various challenges to the Higher Education Act. I would not have ever finished, but become another ABD, had she not called me in the spring of 1985 to say that if I did not complete the process before May, she could not be my adviser as her husband Chuck had received a fellowship offer in Washington, DC for the upcoming fall. That was all it took. Although it was not a straight forward or graceful process, I graduated with my Ph.D. in May of 1985.

Thank you, Professor Lelia Helms for leading me, for not giving up on me, for showing the way and supporting me in multiple ways. My life would not have been the same without you and I want to extend a heartfelt thanks as you move into the next phase of your life.

V. Jane Muhl (PhD ‘91)

As a graduate of the University of Iowa in both 1967 (BSN) and 1991 (Ph.D.), it is sort of an understatement to say I was a “returning adult” when I entered the College of Education’s Doctoral Program in Higher Education in 1986. With nearly half of my professional life behind me as a nurse and nurse educator, I selected this program to assist in preparing me for new opportunities beyond nursing – and I was not disappointed.

I was privileged to take Professor Helms’ class in Law and Higher Education early in my program of study. Her support and direction were monumental in encouraging me as I balanced full time employment with my education. The class was enriched with her great discussions and explanations of case law as it pertained to the here and now. I still have the text by Kaplan that we used as the basis for the course. She also served on my dissertation committee – and helped make the experience one I remember with pleasant memories.

Professor Henkin was truly outstanding in involving the students in his courses. In Summer 1987, he taught Finance in Higher Education over 8 days, 6 hours per day, at an off campus location. One was truly immersed. His enthusiasm, thought-provoking questions and explanations, were meaningful and far-reaching.

After graduation, I held positions as Dean of Professional Studies at a small public institution, and then President of a small private health sciences college. Without question, the areas of law, organizational theory and finance were among the most important to me in my work. I know that Professors Helms and Henkin were instrumental in providing me with a strong background in these areas. I was privileged to have them as my professors.
Congratulations to our graduating M.A. students!

Katie Kidwell, originally from Kansas City, MO, graduated from the University of Nebraska-Lincoln in 2011. While in the HESA program, Katie held a graduate assistantship with the Women's Resource & Action Center and worked as a practicum student in the College of Engineering's Student Development Center and at Cornell College's Career Engagement Center. During her summer, Katie worked in the Office of Residential Life/Learning Communities at the College at Brockport: State University of New York. Upon graduation, Katie is relocating to Boston and is interested in advising, admissions, or residence life.

Brian Tu is originally from Des Moines, Iowa and graduated from The University of Iowa in 2011. Highlights of his graduate experience include being at the first off-campus assistantship as the Graduate Area Coordinator at Coe College. Brian's practicum experiences include working at the Office of Retention and the Chief Diversity Office. Lastly, Brian worked at a summer ACUHO-I internship at St. Louis University. Brian's interests include work in diversity, social justice, inclusion and equity. He is interested in residence life positions post graduation.

Alex Wenger was raised in Durant, Iowa and graduated from the University of Iowa in 2011. Highlights in the program include an assistantship at the Belin-Blank Center, a practicum with the Iowa Biosciences Advantage, and a practicum and summer internship with the Honors Program and First Year Experience Office at St. Ambrose University. Her interests include multiracial identity development and writing reflectively for personal and professional balance. After graduation, Alex plans to move to the Quad City Area to work in advising, academic support, multicultural services, or assessment.

Beth Ripperger, originally from Knoxville, Iowa, graduated from Kirkwood Community College in 2009 and Mount Mercy University in 2011 as a student athlete in volleyball and track. Highlights of her graduate experience include an assistantship in health education at Health Iowa, where she served as the Health Ninja Coordinator, and a practicum at The Center for Diversity & Enrichment. Her interests include women’s issues, health and wellness, and advocacy for undocumented students. Beth would like to work in the area of health education, diversity, or student life.

Elizabeth Bledsoe, originally from Texarkana, Texas, graduated from Texas A&M University in 2011. Elizabeth held an assistantship with the Explore. Dream. Discover. Experience. LLC. She also assisted in creating the Reimagining Downtown interdisciplinary course, which paired Iowa students with Zappos CEO Tony Hsieh and the Downtown Project in Las Vegas. Practicum experiences include working with the Office of the Dean of Students, the Veterans Center, and a summer internship at Johns Hopkins University. Upon graduation, Elizabeth will begin work as a Program Coordinator in the Office of Institutional Assessment at Texas A&M University.

Nicholas Katopol grew up in Philadelphia, Pennsylvania and graduated from the University of Iowa in 2010. A position in Survey Research Services at ACT, Inc. developed his nascent interests in the intersection of policy and finance, as well as the role of higher education in society. During his assistantship with Iowa Courses Online in Enterprise Instructional Technology, Nicholas trained faculty and staff and experienced firsthand the importance of technology to instruction and the future of higher education. This fall, Nicholas will begin the HESA doctoral program at the University of Iowa.
Michele Armstrong grew up in Raleigh, North Carolina and graduated from Appalachian State University in 2010. While at Iowa, Michele served in a variety of capacities including an assistantship at Health Iowa as the Red Watch Band coordinator, working as a practicum student in the Office of the Dean of Students, Office of Retention, and University Housing and Dining. Michele also participated in a summer study abroad experience in New Zealand and coordinated summer conferences at Augustana College. Michele is interested in working in residence life, student conduct, or early intervention.

Cara DeHeckker is originally from St. Louis, Missouri and graduated from Butler University in 2010. Her experiences at Iowa include an assistantship with Orientation Services and practicum experiences with the Admissions Visitor Center, the Pomerantz Career Center, and the Center for Student Involvement and Leadership. Her interests in the field include Orientation and First Year experience programs, leadership development, and service learning. She hopes that her first full time position in student affairs will allow her to continue her exploration of the Midwest!

Erik Buol grew up in Loveland, Colorado and graduated from the University of Northern Colorado in 2011. While at Iowa, Erik held an assistantship in the Office of Residence Life as a live-in Assistant Hall Coordinator. Erik also completed two practicum experiences in Orientation Services, working in program development, and in the College of Engineering Student Development Center, working in academic advising. After graduation, Erik will begin a position at the Colorado School of Mines as a Residence Hall Coordinator.

Jenny Noyce comes to Iowa by way of Wisconsin and California. At her assistantship with the Office of Academic Support and Retention, she served as a study, workshops, and tutoring supervisor and supported early intervention cases. She has enjoyed practicum experiences in career services and learning about coaching and the MAP-Works student survey. She is interested in career advising and working with programs for women in science or multicultural students.

Jamie Cavey is originally from Mechanicsville, Iowa and graduated from The University of Iowa in 2007 where she was a member of the basketball team. Jamie currently serves as a full-time athletic-academic coordinator at the University of Iowa. Last summer, Jamie was a graduate intern at Mizzou within new student programs and orientation. Following graduation, Jamie will be continuing in her position within athletic student services while pursuing similar career opportunities in the heartland.

Jacob Oppenheimer is originally from Los Angeles, California and graduated from Beloit College in Wisconsin. He served as a graduate assistant with Fraternity and Sorority Life in the Center for Student Involvement and Leadership as well as the Men's Anti-Violence Council in the Women’s Resource & Action Center. After graduation, Jacob would like to continue pursuing his education around identity development theories and gender performance as well as remain an active practitioner working in violence prevention, student activities, and engagement.

Teri Schnelle is originally from Laurel, Iowa, and graduated in 2011 from Iowa State University. While in the HESA program, her experiential learning experiences included an assistantship in the Office of the Vice President for Student Life, a practicum at Health Iowa, a summer internship in the Office of Retention, and an advanced practicum at the Pomerantz Career Center with the Career Leadership Academy. Upon graduation, Teri is happy to announce that she will be staying at the University of Iowa working as a Program Coordinator in the Office of the Vice President for Student Life.
Hawkeyes Take on Las Vegas and Orlando

Two current students share reflections on their first NASPA and ACPA conference experiences.

Joshua Jones (1st yr. Ed.S. student) on NASPA

I had no idea what to expect from the 2013 NASPA annual conference, but I was both excited (and relieved) to share my first experience with two cohort members from the program. We arrived in Orlando with suitcases full of both Disney and business appropriate attire, and soon realized the conference environment would be unlike anything we had ever experienced before.

What stood out most about my first NASPA experience was overwhelmingly the people. It was truly inspiring to be part of such a large community dedicated to student success, social justice, and inclusion. It is a testament to the importance of the work student affairs professionals engage in each and every day. When we weren’t in sessions, we were catching up with old friends, networking, or attending receptions with faculty member, Cassie Barnhardt.

My favorite moment of the conference was a passing interaction with a conference attendee at our off-site hotel. As we were returning to the hotel from a long day of conference sessions, a man stopped us to ask where we were from. When we told him we were students in the Higher Education & Student Affairs program at Iowa, he turned to the person next to him and explained how we were in one of the top programs in the country. In that moment, I felt a real sense of pride for our program and the profession.

After an exhausting three days, we left the conference feeling re-energized about our work and full of ideas for potential conference proposals for the 2014 annual conference in Baltimore.

Megan McDowell (1st yr. M.A. student) on ACPA

The 2013 ACPA annual convention was a whirlwind experience. As a first time conference attendee, I had an idea of what it would be like based on previous professional conferences. However, convention was unlike any other conference I have ever had attended. This year ACPA co-located with NIRSA in Las Vegas with a combined 7000+ conference attendees. This is not to mention that Las Vegas is crazy even when you don’t add higher education professionals to the mix. Here are some of the things I took away from ACPA Convention:

*The People* – It was wonderful to meet and connect with so many professionals. I was a high-school chemistry teacher for four years before making the jump to Higher Education. At convention, I was able to run into many of my former mentors and friends, some who knew I had switched to Higher Education, and others who were happily surprised to see me there. At the sessions, I met other professionals who shared my passion, and are now resources. Also I was able to get to know some of my cohort members better after sharing this experience.

*The Content* – The educational sessions really affirmed what we have discussed in classes at Iowa (way to go faculty). I felt prepared to not just sit and listen at sessions, but to ask meaningful questions and participate. I also had the opportunity to participate in the case study competition with two fellow cohort members where we applied many of the things we are learning to a real life situation.

*The Experience* – The theme of wellness was prudent. Before going to ACPA, we were told numerous times to take care of yourself, sit out on a session, and reflect if you need to. I found this advice very helpful because there is so much going on, it would be easy to over extend yourself at convention. I look forward to next year’s Convention - Indy 2014!
Meet our newest faculty member, Cassie Barnhardt.

What attracted you to the University of Iowa HESA program?
HESA has stellar faculty, fantastic graduate students, a track record of producing high quality administrative professionals, and dedicated alumni. The HESA community is a supportive and friendly one, where creativity and excellence are valued. I always hoped I could have an academic career at a place like the University of Iowa HESA program - and good fortune smiled on me.

What courses did you teach this past year?
This year I had the opportunity to teach an array of classes that helped me meet students from across the HESA program, and in some cases, the College of Education. I taught: Introduction to Student Affairs; Mixed Method Research in Postsecondary Education; and Administration in Higher Education and Student Affairs.

What are some of your current research projects?
My current research generally focuses on various aspects of civic and public engagement by and within colleges and universities. More specifically, I am currently part of a four-campus research team (with collaborators rom the University of Michigan, Columbia University, the University of Texas at Austin) that has been awarded a two-year $200,000 grant from the Carnegie Corporation of New York. Our project is called “Leadership for Higher Education’s Role in Promoting Diversity and Social Transformation – Extending Pathways of Inclusion in the U.S.” My role in this grant involves studying the role of Chief Diversity Officers in cultivating a campus narrative that promotes inclusion and equity. Also, if you are a member of ACPA, please watch for the upcoming issue of About Campus, where the feature article will be showcasing a slice of the research I’ve been involved with regarding access and opportunity for undocumented immigrant college students. In partnership with a number of HESA doctoral students, I am also conducting a series of studies that use data from AAC&U’s Personal and Social Responsibility Institutional Inventory in exploring aspects of civic engagement. Finally, I just recently learned that I am the 2013 recipient of the Stanley E. and Ruth B. Diamond Best Dissertation award for my research on the college student anti-sweatshop movement.

What do you enjoy most about Iowa City?
The Campus Recreation and Wellness Center! This place has been the source of good things for our whole family. I love the fact that Iowa City has good public schools, great preschool on campus, Belin-Blank gifted and talented programs to challenge my precocious 9 year old, friendly neighbors, and I don’t have to drive very far to get anywhere. It’s also nice to have the convenience and fun of Big Ten sports in town, we are regulars at the home gymnastics meets.

What else are the faculty up to?
Debora Liddell returned this spring after a semester-long career development leave. Her grant through the Iowa Measurement and Research Foundation was renewed and she will continue working on the development of an instrument to measure the socialization and career commitment of new and mid-level student affairs professionals. Deb presented numerous papers at ACPA on socializing new professionals, ethics in supervisions, and facilitating moral growth on campus. Some of her recent publications include a New Directions for Student Services book titled Facilitating the Moral Growth of College Students (co-edited with Diane Cooper, Ph.D. ’85) and an article on critical incidents in the racial identity development of multiracial students (co-authored with Angie Kellogg, Ph.D. ’06). Deb was also appointed to the ACPA Governing Board as the Director of Research & Scholarship and elected to the Graduate Council for a three-year term. She is excited to be teaching a new course for undergraduate students in the fall on the student affairs profession.
Sherry Watt was a featured panel moderator at the ACPA 2013 Convention Program “Cultivating Critical Discourse” and also served on the ACPA 2013 Convention Program Committee. In June, Sherry is excited about co-leading a retreat for facilitators of the Center for Courage & Renewal called Living Undivided: Explorations of Race, Identity, Soul and Role. Sherry continues to be energized by her teaching and research. She is currently working on a New Directions for Student Services book titled Creating Successful Multicultural Initiatives in Higher Education and Student Affairs (with Jodi Linley, M.A. ’02) and a book titled Designing Transformative Multicultural Initiatives: Theoretical Foundations, Practical Applications and Facilitator Considerations. And Guy is 12! He is trying out different sports and he plays the electric bass and double bass. He is still doing and saying things that make great stories for Sherry to share with her students.

Christopher Morphew had an active year, both academically and administratively. On the academic side, he wrote a book chapter that will appear in the forthcoming Student Financing of Higher Education: A Comparative Perspective, had an article accepted for publication in Teachers College Record, and presented scholarly papers at conferences in Las Vegas, San Francisco, and Belgrade, Serbia. Administratively, he continues as Department Chair, served on the search committee for the university's new Vice President for Strategic Communication, and was selected by the university to serve in the CIC's Academic Leadership Program.

Ernie Pascarella has continued his work on the Wabash National Study, which has led to recent publications in Change, Journal of Higher Education, Higher Education, and Journal of College Student Development. He is also the co-principal investigator on a recently received grant from the Spencer Foundation, which will study the impact of race and socioeconomic factors on the cognitive outcomes of college. According to Google Scholar, citations to his work recently exceeded the 22,000 mark, about 10,000 of which were received in the last 5 years.

Chris Ogren continues to teach “History of Higher Education” and “Diversity and Equity in Higher Education.” In the fall, she was part of a panel discussion marking the fiftieth anniversary of the publication of Frederick Rudolph’s The American College and University: A History at the annual meeting of the History of Education Society. She published “The History and Historiography of Teacher Preparation in the United States: A Synthesis, Analysis, and Potential Contributions to Higher Education History,” in Higher Education: Handbook of Theory and Research, Vol. 28 (2013), edited by Mike Paulsen. Chris is now serving as program coordinator for the Schools, Culture and Society program in the EPLS department and, outside of work, she is secretary of the Iowa City Airport Commission.

Michael Paulsen serves as Series Editor of the annual volumes of the scholarly book series Higher Education: Handbook of Theory and Research. In early 2013, the 733-page Volume 28 of the Handbook was published. The Journal of Higher Education recently reported on a national study of the levels of prestige of over 50 scholarly journals in the field of higher education. The results show that only 6 scholarly journals are rated as having the “highest level of prestige,” and the Higher Education: Handbook of Theory and Research is among those few rated at this highest level. Mike is working (with coauthor Rob Toutkoushian) on a new book entitled The Essential Economics of Higher Education with Springer Publishing. His other research efforts continue to focus on key components of the student-mediation model of college-student learning; factors that affect students’ college curricular choices, as well as the effects of college curricular choices on student college outcomes. He continues to serve as Consulting Editor for the journals College Teaching and Research in Higher Education and serves on the Advisory Board of Iowa’s Graduate College Teaching Certificate Program.
Student Success at Iowa

Brianne Schwarz (1st yr. M.A. student) sat down with Tom Rocklin to learn about the history and future of student success initiatives at Iowa. Tom Rocklin serves as the VP for Student Life with a faculty appointment in the HESA program.

How did the Student Success Team develop?
The Student Success Team (SST) started with the approximately twenty people formerly known as the Enrollment Management Team. They began with a series of learning events that focused primarily on retention issues in general, and eventually moved to focus on specific needs of University of Iowa students. The team then started hosting annual retreats to identify new student success initiatives. Much of what they are doing now came out of those retreats; such as OnIowa!, the Iowa Challenge, the Office of Retention, Convocation, and Pick One. This cycle of holding a retreat and voting for which ideas to pursue continued for several years. SST committees have become more structured through the years with the focus of retreats shifting to information sharing regarding the various initiatives.

How would you conceptualize the SST's success?
The efforts of the SST are supported and encouraged by a national focus on retention and the use of assessment data to demonstrate the effectiveness of initiatives is always in the forefront of their work. Additionally, the awareness that culture change does not always come from the top-level leadership has been an important realization for the team. While the support from upper administration is imperative to fund these types of programs, a significant contributor to the success of the team's initiatives has been “working at the middle;” or focusing on the people who are invested in their positions at the University of Iowa for the long-term. Additionally, the national focus on retention has been important component of the team’s success.

How do you respond to the idea that the SST is a “cultural shift” in terms of how we view student success?
Although Rocklin mentioned that culture change can be difficult, he also discussed how culture can be broken into elements, such as traditions, rules, and artifacts, which we can have a demonstrable impact on. The SST is focusing their work on changing the things that make up culture through new rules and traditions.

SST as a student affairs/faculty partnership:
Rocklin described the involvement of faculty members in SST as “intense and narrow.” There has been a relatively low faculty involvement, but those that joined have been involved at a deep level. Rocklin suggested that the key for effective faculty partnerships is ensuring that the faculty role on a team resonates and aligns with their work and purpose at the university. He explained that while keeping students as the primary focus, both faculty and student affairs should each do what they can do, and when it makes sense, we should do it together.

What does the future look like for the SST?
Rocklin anticipates a few upcoming initiatives for the SST, especially now that the program is housed under the Office of the Provost. First, the implementation of Living-Learning Communities across all campus residence halls will be a significant focus in the coming years. Another focus will continue to be the use of MAP-Works and other structures which help contribute to the University of Iowa feeling like a “small big school where we really care about every last student, and care about them not slipping through the cracks.”
HESA “by the numbers”

There are currently 33 students in the HESA M.A./Ed.S. programs. 1 student works full-time and 1 student holds an assistantship at Coe College. 31 of our students hold assistantships at Iowa, which represents a $1 million dollar investment by the university.

The Ph.D. program currently enrolls 23 students, with an additional 23 students in the retired curricula.

The HESA program is now the largest graduate program in the College of Education. This past admission season, applications to our master’s program accounted for about 30% of all master’s applications in the college.

We admitted a new cohort of a 16 M.A. students and 7 Ph.D. students for Fall 2013.

Taking a closer look at our current students:

- 20 are involved in research projects
- 19 M.A. students and 22 Ph.D. students are involved in teaching
- 18 Ph.D. students and 10 M.A. students gave conference presentations this year

Students published in the *Journal of Higher Education, National Survey of Senior Capstone Experiences, New Directions for Student Services, New Directions for Institutional Research*, and *Perspectives*

The faculty awarded nearly $9,000 in travel and research awards this year. 4 students received additional scholarships/awards from the College of Education:

- Mike Schluckebier, Albert Hood Promising Scholar Award
- Jeremy Reed, COE Harvey H. Davis scholarship for students interested in the finance of higher education
- Eugene Parker, Minority Student Award
- Cara DeHekker, Emma Baumann Memorial Scholarship

2 students will be serving in student government leadership roles next year. Ben Gillig was elected the incoming President for the Graduate Student Senate and Eugene Parker is the newly appointed Chair of the Graduate & Professional Student Association.

Other noteworthy accomplishments include:

- Chelsey Gates, Outstanding Advisor of the Year
- Megan McDowell, Student Employee of the Semester for Recreation Services
- Teniell Trolan, Outstanding Volunteer of the Year, Association of Fraternity/Sorority Advisors
- Alex Wenger and Elizabeth Bledsoe won the Iowa Student Personnel Association case study competition
- Beth Ripperger, Teniell Trolan, Clint Huntrods, Kira Pasquesi and Alex Wenger were recognized as exceptional graduate students in the College of Education

2 first-year M.A. students will be traveling for internships this summer. Evan Knoespel will be working at the Savannah College of Art and Design and Nick Mulholland will be working at Virginia Commonwealth University.