




SPRING 2022  
HONORS NEWSLETTER



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Cover photo: As they progress through the program, students often return to PSP social events. Humor and joy is shared across multiple cohorts. Provided by Samm Harris. To find out more, go to **page 16**.

# LETTER FROM THE DIRECTOR

By Dr. Shaun Vecera



Photo courtesy of the University of Iowa Office of Strategic Communication.

I want to open by introducing and welcoming our newest staff member, Alyssa Yao. Alyssa has started as our experiential learning coordinator while she finishes up her master's degree in the higher education and student affairs program in the College of Education. Alyssa is already familiar with the University of Iowa Honors Program, having completed a practicum with us for her graduate program. Alyssa has been busy familiarizing herself with the experiential learning process and with making the process as accessible and usable as possible. We're fortunate to have Alyssa in the program!

In part because of Alyssa's arrival, I have been reflecting on experiential learning. It's probably no surprise to current honors program students that many of the questions I get from both prospective and current students—and sometimes from others on campus—surround experiential learning. What is it? How can I fulfill the experiential learning requirement in the honors program curriculum? If there is one sticking point in our curriculum, one area that causes pause for most students, it is experiential learning.

Part of the challenge with experiential learning, I suspect, is that it is less con-

strained than the coursework requirement in our curriculum. Students have had years of experience with courses and with navigating the requirements for a major or for graduation. This experience gives students a good mental model of how to approach the coursework requirement of the honors program: Simply take another course, but one that is either an honors section or is contracted for honors credit. Those are relatively small changes to a process already established for most students.

But experiential learning is a different beast, in part because it is less familiar. For starters, there's the name. Although "experiential learning" is easy to understand once you have examples, for the uninitiated its meaning and purpose might not be immediately apparent. Maybe a more transparent description, less wrapped in educational jargon, is learning by doing. For me, the "learning by doing" phrase highlights one of the main purposes of experiential learning for the honors program.

Although we tend to think of learning as a single concept, there are distinctions between different types of learning and memory. One prominent distinction from psychological science is the difference between declarative memory and procedural memory. Declarative memory is, roughly, memory for things that you can declare or define. The capitol of Maine or what you had for breakfast this morning are both memories that you can recall and declare by answering "Augusta" or "oatmeal." Procedural memory is memory for actions or skills, but these skills are not just movement-based or "motor" skills in cognitive science-speak. We also have procedural memories for cognitive (mental) abilities, such as reading, where the skill is effortlessly



Photo courtesy of the University of Iowa Office of Strategic Communication.

associating a printed, visual pattern with its associated sound and meaning. The distinction between these memory systems has been described as “knowing that” (declarative) and “knowing how” (procedural) or as the distinction between memory (declarative) and habit (procedural). The familiar reference to “muscle memory” is a reference to procedural memory. (And it’s not about muscle. The memory, or procedural skill, is not in the muscles. It’s in your brain.)

At this point, you might be wondering how this declarative-procedural distinction intersects with experiential learning. I see the honors program curriculum mapping onto the declarative-procedural distinction in memory. The coursework component of the curriculum is weighted toward declarative memory and learning the content of various courses. The experiential learning component is more skill-based, procedural, and involves learning by doing.

More important than this association with our curriculum, the connection between experiential learning and proce-

dural memory highlights one important outcome of experiential learning: the development of expertise. Procedural memories are closely associated with highly practiced, expert-level performance. In any field, experts, compared to novices, have the ability to use knowledge rapidly, consistently, and accurately in their area of expertise. A familiar example might be of an athlete who performs a complex set of actions automatically without having to think about each separate movement. But expert-level performance is also evident in cognitive skills. Expert chess players, for example, have highly skilled memories for the meaningful positioning, or chunking, of chess pieces. This meaningful chunk of chess pieces allows the chess expert to perceive a larger number of pieces overall and to interpret automatically the threat posed by those pieces.

Expert-level performance is not determined by innate talent. Chess experts who rapidly perceive and interpret a meaningful chunk of chess pieces don’t perceive a random placement

of chess pieces any better than those with less chess experience. To become an expert in your career or in an area of interest, you need to develop the skills that are relevant to that career or area of interest. Those skills are only developed, or learned, through experience and with extensive practice. Learning by doing.

So, although experiential learning may seem more nebulous than earning honors credit for a course, it is important because it helps students gain critical skills. Your experiential learning activity won’t make you an expert in a semester, or even in a year, but that activity will begin the process of developing expert skills.

Sincerely,

Shaun Vecera  
Director, UI Honors Program  
Professor, Department of Psychological & Brain Sciences

# I CALL THIS MEETING TO ORDER

## Honors Civic Engagement Through Student Government

By Airiana Mohr

Every Tuesday at 7:00 p.m., the bang of a gavel signifies the start of Undergraduate Student Government (USG) Senate meetings where students, elected by their peers, present and vote on pieces of legislation pertaining to campus. USG has long been prevalent at Iowa. Nearly 100 students are involved in USG each year serving in one of its three branches: legislative (senate), executive cabinet, or newly reformed student judicial court, and honors students can often be found among its ranks. According to USG’s Spring 2022 demographic report, just under 40 of USG’s members were members of the honors program for the 2021-2022 academic year.

At Iowa, student government is part of a unique system known as “shared governance”—a process of decision-making where stakeholders are invited to advise and collaborate on key conversations affecting the outcomes and goals of the university. At Iowa, student government is included in the small number of groups who get a seat at the table, often having representatives on search committees, task forces, and operational conversations. For third-year honors student Patrick Johnson, participating in that system has been eye-opening. “Our shared governance structure is one of the strongest in the region. If there is an issue or change students would like addressed, we know that our voices will be heard,” Johnson reflected.

At the core of Student Government’s values is its dedication to civic engage-



Pictured: President-Elect Patrick Johnson and Vice President-Elect Vera Barkosky pose with Herky at the Iowa State Capitol for Hawkeye Caucus Day. Provided by: Patrick Johnson

ment—a term that many students describe differently. For third-year honors student Sierra Wicks, USG helped her define all the aspects civic engagement encompasses. “I used to think of civic engagement as just voting, but now that definition is broader and includes things like advocating for specific policies, helping inform people about the

actions of local, state, and federal governments, and even community service,” Wicks said.

Wicks and Johnson are no strangers to any of those components. Though both originally served as at-large senators in their first year (2019-2020), each has moved through the ranks, serving as committee chairs (2020-2021)

and directors in the executive cabinet (2021-2022). USG has nine committees each led by a member of the executive cabinet, and all senate members are required to serve on two. As senators, Wicks and Johnson were able to find committees they were interested in and work on initiatives through them. For Wicks, her focus was on the governmental relations (GR) committee, while Johnson had interests in the finance committee.

For Wicks, a political science and ethics and public policy major, serving as the director of governmental relations has enabled her to dive right into the political system – an experience that will be valuable for her future. In the last year, she has been to Washington D.C. twice to advocate for students with Iowa's federal representatives and has led weekly trips to Iowa's state capitol to meet with state representatives. "Student government has given me first-hand experience navigating the legislative system and has helped me create countless connections with people working in politics. It has also given me the opportunity to organize large-scale advocacy events," Wicks said.

Wicks was one of the organizers of this year's biggest advocacy event—Hawkeye Caucus Day—a joint advocacy event at Iowa's state capitol between USG, Graduate and Professional Student Government, and university administrators. It was the first one held since 2019, and students were eager to speak to representatives about issues across campus and the state. For Wicks, this planning experience will be invaluable for her career. While she is not sure what she wants to do specifically, she mentioned interests in the Department of Education, Department of Agriculture, non-profit work, or positions that will play on her governmental relations work.

Johnson, a double major in political science and economics, served this last year as the director of finance where he helped allocate funding from the student activity fee and managed the organization's finances. For next

year, he will serve as the student body president. "If you would have told me three years ago that I would be where I am today, I would have laughed at you," Johnson said.

Johnson spent the last three years not only looking at the internal operations of the organization but also connecting with students and seeing what issues matter to them most. Johnson cited the positions he has held as both a committee chair and director for the success he has had in connecting with student organizations. They often connect on the basis of funding, but the conversation grows from there. Johnson, who hopes to go to law school after graduation, mentioned that the connections he has made, the cross-disciplinary areas of advocacy, and the projects he has pursued have prepared him for the rigor of law school.

Both Wicks and Johnson encourage students who are passionate about bettering campus and creating change—



Pictured: USG students including Sierra Wicks (second from the right) pose for a photo outside the Supreme Court building in Washington D.C. Provided by: Sierra Wicks.

the reason they both decided to pursue the organization—to consider applying in the fall or running for an election in the spring. For them, the benefits reach beyond just making a better campus. "You can empower yourself to create that change through USG, all while opening doors, making connections and friendships that will last a lifetime." Both mentioned the networking and experience that can benefit every student regardless of major. They also reflected fondly on projects they've been able to pursue that they know will benefit students.

For Wicks, her time in USG has come to a close. Next semester, she will be working on a campaign as a finance staffer—an opportunity that only comes every few years, and one that she is excited to pursue. For Johnson, he looks forward to his new position and how much his administration will accomplish.

# REGENT REPRESENTATION

## Get to Know Student Regent Abby Crow

By Katie Michalski

Every six years, the governor of Iowa selects an undergraduate student from one of the three state-funded universities: the University of Northern Iowa (UNI), Iowa State University (ISU), or the University of Iowa (UI) to serve on the Iowa Board of Regents.

According to the Governor's website, the Board of Regents was created in 1909 by the Iowa General Assembly and consists of a group of nine citizens who govern five public educational institutions in the state (UNI, ISU, UI, and two K-12 entities: the Iowa School for the Deaf and the Iowa Educational Services for the Blind and Visually Impaired) through policymaking, coordination, and oversight, as provided by law.

The Board of Regents is well-known

for making executive decisions that impact all state universities in Iowa, especially decisions pertaining to funding, tuition prices, and in recent years, pandemic protocols. Although eight members are typically established Iowans or otherwise accomplished career-oriented individuals, a student from a state-funded university occupies the ninth chair, according to custom.

In April 2021, Governor Kim Reynolds scheduled a meeting with honors student and health & human physiology major Abby Crow. Crow was offered the Student Regent position at the end of the meeting, and she has been serving on the nine-person Board of Regents ever since.

In her role as a student regent, Crow attends all of the Regent meetings,

discusses student issues that affect Iowa's public universities, and votes on collegiate matters. Although Crow is only 21-years-old, most of her colleagues are nearing retirement.

"[The other regents] have so much knowledge and experience that they provide in meetings...I feel very supported and encouraged, and they are all very welcoming people who care a lot about the students that they are serving and the state as a whole," Crow remarks.

However, what Crow lacks in age, she supplements with her unique student perspective. Crow has been an important advisor on the student experience, especially in regards to current campus issues such as free speech and remote learning options. The other regents



Pictured: Regent Abby Crow at the first in-person Board of Regents meeting since the pandemic in June 2021. Provided by: Abby Crow.

"Personally, I don't feel uncomfortable asking uncomfortable questions, or wanting to address problems that seem really tricky and nitpicky."

- Abby Crow  
Student Regent



# BOARD OF REGENTS



Pictured: Board of Regents. Pictured Left to Right: Nancy Boettger, David Foster, Greta Rouse, Sherry Bates, Michael Richards, Abby Crow, Nancy Dunkell, Jim Lyndenmayer. Provided by: Board of Regents.

appreciate her honesty and tenacity. "Personally, I don't feel uncomfortable asking uncomfortable questions, or wanting to address problems that seem really tricky and nitpicky," Crow said.

Nearing the one-year mark of her appointment, Crow has had an immense learning curve. Crow admits, "I acknowledge that I don't know everything. When the finance committee meets, I freak out a little. I don't know audits." Despite her qualms, other regents have positive feedback regarding her experience.

Regent Greta Rouse, a former student regent herself, has the highest regard for Crow's work. "I know the time commitment it takes to do this job well while still being a successful college student. Abby [Crow] has managed that balance extremely well. She has a passion for higher education, and her intelligence and drive make her an outstanding regent."

Although Crow credits a lot of her academic and extracurricular background in aiding her in this new role, she acknowledges that her time in UI Undergraduate Student Government

"I know the time commitment it takes to do this job well while still being a **successful college student**. Abby [Crow] has managed that **balance** extremely well. She has a **passion** for higher education, and her **intelligence** and **drive** make her an outstanding regent."

- **Greta Rouse**  
Regent

has helped her the most. "Being able to speak through the microphone and command the attention of the room without feeling awkward or embarrassed...I'm better able to advocate and project my voice because of the work I did in student government," she observed.

Crow was a senator and the Chair of the Internal Affairs Relations Committee for Undergraduate Student Government from fall 2019 to winter 2021. She is also an active member of the Alpha Delta Pi sorority, a dedicated honors student, and a Certified Nursing Assistant at the University of Iowa Hospitals & Clinics (UIHC).

As for the individuality of her position, Crow is generally satisfied serving as the sole student representative. "Maybe there could be more students; I feel like there could be more perspectives," Crow suggests, "but I think nine is a really sweet number for decisions."

Her colleagues seem to agree. Regent Rouse adds, "[Crow] is well-informed, well prepared and asks thoughtful, incisive questions about the issues that come before the Board. Students are well-represented by her."

# BEING A WOMAN IN HONORS

## Support Within the Community

By Gwen Peters

The purpose of the University of Iowa Honors Program is to create an environment that will not only challenge high achieving students but also support them through their undergraduate years. A large portion of the students the honors program must support are women.

According to Honors by the Numbers: Fall 2021 by Honors Assessment Manager Addison Woll, females make up on average 64.1% of the program while males comprise 35.2% (the remaining 0.7% prefer not to answer). Although statistically female students are the majority within the program, a question may be raised as to whether the program sets them up to be as successful.

Women, along with other individuals from groups that have historically faced oppression, experience challeng-

es that include balancing school, extracurriculars, work, and friends, as well as navigating the pressure of sexism within their social environment. By finding community, women gain support in these efforts.

A second year honors student in the College of Engineering, Lisa Breen notes that it is difficult to find other women to collaborate with in a male-dominated field. "It's often easier to seek help from other women, so not having as big of a community of women in engineering can be a struggle," said Breen.

Another struggle women can face is in not having their ideas or work be taken seriously by men. Ellie Maranda, another woman in the honors program, stated, "Situations like these are shockingly common and even normalized in

"Situations like these are shockingly common and even normalized in high education, and can be **extremely disheartening for women** to experience."

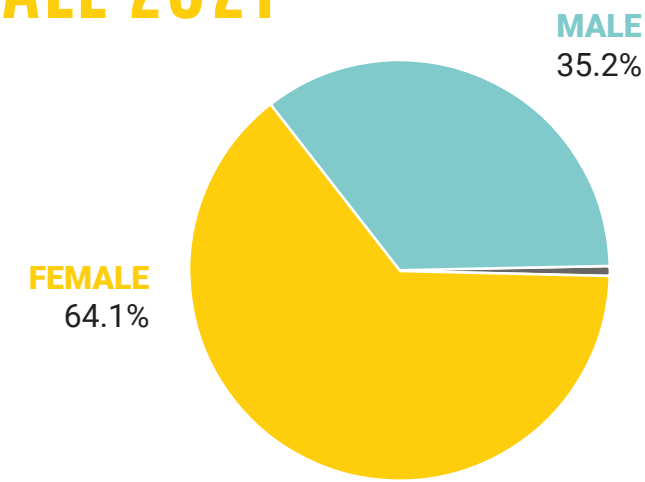
- **Ellie Maranda**

higher education, and can be extremely disheartening for women to experience."

To support students like Breen and Maranda, there are women-specific organizations to help with opportunities and connections in their specific fields. Pertaining particularly to the honors program, various workshops, presentations, employment opportunities, and peer mentoring help not only women, but everyone, to be successful in the higher education environment.

One thing Breen highlighted as being helpful to undergraduates in their first year was living in a Living Learning Community (LLC). These themed dorm floors, where clusters of students studying the same subject live, build crucial academic support systems. Breen lived in the Engineering LLC that had been even further separated by gender, surrounding her with women in her field. Similarly, Daum, the only honors student residential hall, grants students in the program an opportunity to connect with people that are in honors classes.

## HONORS BY THE NUMBERS: FALL 2021



Remaining 0.7% preferred not to answer



Pictured: West side of the University of Iowa campus overlooking the Iowa River. Photo courtesy of the University of Iowa Office of Strategic Communication.

The honors program professional and student staff regularly assess the program to improve support for the success of the students in the program. Recently, the University of Iowa Honors Program reconsidered its admissions process in an effort to change the systems that have been historically discriminatory towards marginalized communities. The application now asks applicants to describe their experiences rather than focusing exclusively on statistical data about the individual. Applicants list and explain extra-curricular activities they have done and answer an essay question. The only statistical data required is a high school

transcript from the student.

Woll stated, "The changes in the application have caused the program's audience to also be different." This includes diversification in gender, race, and number of first-generation college students. When the application became more holistic, the honors program became less white and brought increased numbers of women into the program. The honors program aims to provide supportive opportunities and experiences to these students, making the honors program an inclusive space for all.

The honors community is one of the places within the larger university that

"I hope to get a sense of **community** as well as a **support system** from the honors program."

- *Ellie Maranda*

can make the college experience feel a little bit closer and more personal for women. Maranda states, "I hope to get a sense of community as well as a support system from the honors program."

# SEE YOU LATER **LITIGATOR**

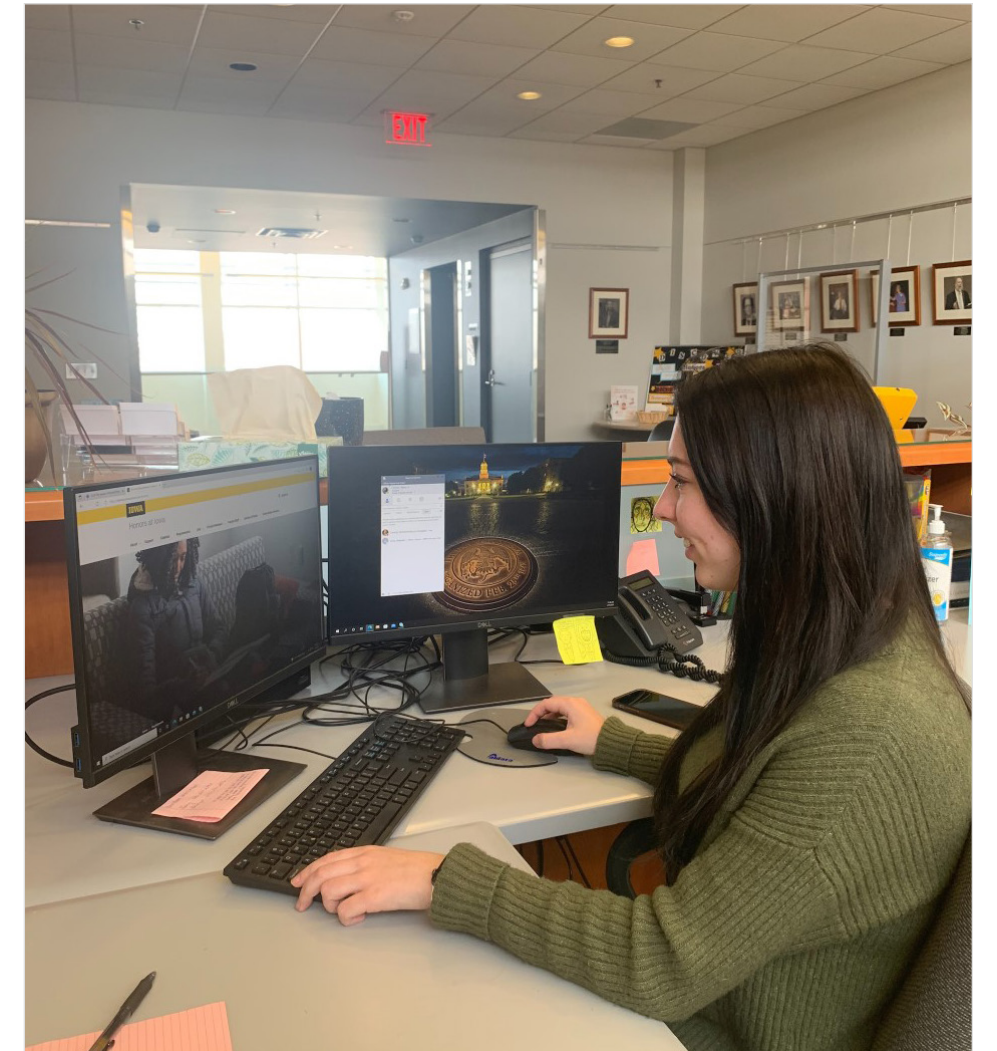
## Tips and Tricks to Surviving the Pre-Law Track at Iowa

By Molly Kilker

**W**hile studying on the same campus as the nationally-ranked University of Iowa College of Law, declaring a pre-law distinction alongside one's major is a common choice at the University of Iowa. However, many students are unfamiliar with the inner workings of the pre-law track. Unlike other pre-professional tracks, there is not a required set of coursework prior to graduation. So, what does being pre-law really mean, and what resources are available for students who choose this track?

Students at the University of Iowa have several resources for pre-law advising, often based on their major. If a student is majoring in political science or international relations with the pre-law distinction, they are directed to Martha Kirby—a senior academic advisor in the College of Liberal Arts and Sciences who specializes in preparing students for law school. She currently serves as the chair-elect for the Pre-Law Advisors National Council, is the president of the Midwest Association of Pre-Law Advisors, the faculty advisor for Phi Alpha Delta (the pre-law fraternity on campus), and the director of the Law School Readiness Program at the UI. Given her long list of qualifications, Kirby is regarded as the go-to contact for all things relating to law at the undergraduate level.

Most students studying for the Law School Admission Test (LSAT) do so while trying to balance their normal course load, extracurriculars, and part-time jobs, often leading to mental burnout. Kirby's number one piece of advice to students who may be struggling with mental burnout is to learn about how you cope as an individual; she says, "[There's] not a cookie cutter answer."



Pictured: Alexis Carfrae working at the 4th floor BHC main desk. Provided by: Lydia Guo.

Whether that is taking advantage of the University's Counseling Services, finding time to work out, reading ten pages out of your favorite book, or turning to faith, learning how to best cope looks different for everyone and is not always an easy path. In Kirby's opinion, the most important skill set to build while pursuing an undergraduate degree is

learning how to dig yourself out of a hole when you start to feel buried by your workload. Law school (especially in your first year) is extremely rigorous, and a strong foundation of stress-relieving exercises can make a tremendous difference in helping you reset and refresh when you're overwhelmed. Second-year honors student Alexis

Carfrae has found through her time at Iowa that similarly to Kirby's individualized philosophy, combating stress and mental burnout as a pre-law student has a learning curve. As a student involved in Undergraduate Student Government (USG) and Hawk the Vote, who also works as an honors admin, Carfrae recognizes that there is a balance between extracurriculars and academics. She notes, "Being involved on campus is really fulfilling, but you have to do it in a way where it won't interfere with your main job as a student. I have to really prioritize my school work with my extracurriculars."

Carfrae's greatest piece of advice is to work ahead, which helps alleviate the feeling of falling behind. In weeks where she has a lighter course load, Carfrae tries to start tackling larger assignments so that the workload is broken up to a more manageable level. "I like to make a spreadsheet at the beginning of the semester with all of the assignments on the syllabi for every single one of my classes. It helps me plan ahead, and I never come across any surprise projects or assignments," Carfrae explains. She also makes time in her schedule for stress-relieving hobbies like connecting with friends, watching a television show, or spend-

ing time with her cat.

As for the academic stress that many pre-law students place on themselves, Kirby advises to take a step back and look at the big picture. Perfection, in both grades and the LSAT, is the expectation for very few schools. Attending a Top 10 or even Top 20 law school comes with a heavy price. While attendance at these universities may provide students with a job in big law, the poor work life balance, heavy debt, and mental burnout that come with a big law position are not always taken into consideration. Students at UI also have a strong track record for getting into law school, which is another positive for pre-law students. In the fall of 2021, students who graduated from the University of Iowa had an 84% success rate at being admitted to law school, and 38% of matriculated students went to a Top 30 program.

For many pre-law honors students, there tends to be a perception that the only acceptable path is immediate entrance to law school post-graduation. This includes preparing to take the LSAT, which can amount to a part-time job in itself. To these students, Kirby has another piece of advice: continue exploring. Of Iowa's law school's entering class this past year, "only 40% came



Pictured: Martha Kirby.  
Provided by: Martha Kirby.

"Law School will always be there ... Law schools don't care when you go to law school, except that you **want to be there.**"

- **Martha Kirby**  
Senior Academic Advisor

directly out of [their undergraduate studies]," she explained. The students come from all walks of life before starting their law journey, some from having worked for 20 years as a paralegal first or receiving a masters degree before entering.

Carfrae has thought about taking a gap year between her undergraduate and law degree, not only to alleviate stress, but to save finances. Attending law school can be a very costly option, and when applying to highly competitive schools, obtaining a scholarship

## UIOWA PRELAW GRADUATES: FALL 2021

# 84%

success rate at being admitted to law school

# 38%

of matriculated students went to a Top 30 program



Photo courtesy of the University of Iowa Office of Strategic Communication.

can be difficult. Carfrae has considered options that would help her earn a living and build her resume when applying to a law school, such as working as a paralegal, legal assistant, or policy analyst. "The path to law school isn't linear for most people...I don't feel pressured

to try and do it the 'right' way because I know there is not a singular way to become an attorney."

Entrance into law school can be a difficult path to follow; however, students at Iowa are equipped with numerous resources on campus to help navigate

their journey to law school. Given the wide variety of options, students can feel confident in their choices. Kirby likes to remind students, "Law school will always be there. Law schools don't care when you go to law school, except that you want to be there."

# A BROADER EXPERIENCE

## Honors Greece Trip

By Jayli Carmichael

For many honors students, the experiential learning aspect of the University of Iowa Honors Program is challenging to complete by graduation. However, there are a multitude of opportunities available to choose from.

Experiential learning is “learning by doing;” in essence, getting out of the classroom and using the world around you as your laboratory. One of the most popular ways that students test out the world beyond academia is by studying abroad.

The University of Iowa offers about 200 study abroad programs on six continents. Once a student registers for any program through UI Study Abroad, they can then begin the process to receive honors credit for their experience abroad.

The main difference between an honors and non-honors student’s study abroad experience is the reflection process. This is a chance to present highlights of the experience to others and explain how this program contributes to self-growth and knowledge. Responses can vary in form, as long as the student answers how this experience fostered self-discovery and personal growth—values our honors program nurtures in each and every student.

One such highly anticipated trip abroad program is coming up: The Ancient Perspectives, Modern Eyes academic study abroad program taught and led by Dr. Debra Trusty from June 1-21, 2022.

What makes this program unique is that it is specifically designed as an honors study abroad experience. Throughout this program, students will reconstruct and interpret life in ancient Greece by visiting influential sites like



Pictured: Dr. Trusty explaining an ancient artifact of Greece to her students. Provided by: Dr. Debra Trusty.

Athens, Delphi, and Olympia.

When asked about some advantages to studying abroad, Trusty said, “Studying abroad gives you a broader experience.” Specific to her own program, she further emphasized how fascinating it is to be “living in a world where your ancestors were ancient Greeks.”

Trusty currently teaches multiple classes at the University of Iowa. She first joined the university faculty in 2017, focusing her instruction in the classics department. Her research on

the importance of cookware vessels in the Mycenaean political economy received several grants, including a National Science Foundation Dissertation Improvement Grant. Along with Kim Shelton, Trusty was involved in museum and field work for the Petsas house excavations.

Before arriving in Greece, students of the program were required to complete a one semester-hour course to prepare for the trip. The class included reading an ancient travel guide to provide some



Pictured: A group photo in Ancient Greece. Provided by: Dr. Debra Trusty.

original knowledge of the sites they will visit. In Greece, students will participate in a walking tour of central Athens, the Acropolis, museums, Aristotle’s Lyceum, and many other fascinating activities enriched in mythology. After Athens, students visit the archaeological sites of Olympia, Delphi, Epidaurus, Corinth, Naxos, and Delos where gods like Zeus, Apollo, and Artemis were supposedly born.

When asked about what she looks forward to the most on this trip, junior Chloe Weidl replied, “I am most looking forward to finally exploring the Greek sites I’ve learned about in textbooks and seeing the integration of the ancient and modern worlds in person.” Weidl notes that “the best way to learn about a culture is to be immersed in it, and now I’ll get the chance to do so.”

While this study abroad program is finally official and running, it was a long time coming. Back in 2018, Trusty expressed interest in facilitating a study

“Self-exploration, studying abroad, learning empathy and perspective are important for self-growth, and happy students.”

- Dr. Debra Trusty

abroad trip in Greece to the university. She then made a detailed proposal that summer, and the department gave her the green light to continue. For two weeks, Trusty traveled to Greece to test out hotels, excursions, etc. Once approved, Trusty worked with Customized Educational Programs Abroad to help organize the logistics of the program.

Advertisement began immediately through flyers, information, and word of mouth.

Unfortunately, the last attempted program had to be canceled due to the pandemic. Now that the outlook is more optimistic, students can look forward to finally reaping the benefits of walking on such historical grounds. Most importantly, this trip may provide students “[with] a better feeling about themselves,” Trusty expressed. “Self-exploration, studying abroad, learning empathy and perspective are important for self-growth, and happy students.”

In her final comments, Weidl added, “I’ve been waiting for this for two years, and all the anticipation has made me appreciate the opportunity more than I ever would have before. I’m so excited to navigate all the art, history, and landscapes Greece has to offer, and to make memories with other students and faculty along the way.”



# WILL YOU PSP MY VALENTINE?

A photo essay on the Presidential Scholars Program's activities  
By Samm Harris



Outside of their peers, many Presidentials grow close with professors, teaching assistants, and Supplemental Instruction tutors. All photos by Samm Harris.

In the middle of February, a community of craftsmen crouch over long tables littered with candy pink construction paper and purple conversation hearts. Honors students pass creative puns and slide sticky glue bottles across the room. Members of the Presidential Scholars Program gather to create Valentine's Day cards for their favorite academic mentors.

The Presidential Scholars Program (PSP) is a scholarship-based cohort provided by the University of Iowa Honors Program aiming to cultivate student growth and self-discovery. Recipients of this recurring scholarship are known as Presidentials and are given access

to additional peer mentoring, networking opportunities, alumni support, and social events.

While the Presidential Scholars Program states it is committed to community and reciprocity, many students are surprised by how many fun, social activities are built into the program. Honors Scholarship Specialist and Project Coordinator and PSP Advisor Camille Socarras emphasized the warm and fuzzy aspects of PSP, "The liveliness and success of the program is dependent on its members."

For Presidentials looking to lead, PSP offers multiple avenues for students to create change. JadaMae Turner

(pictured below), current PSP Board event chair, is one of two first-year undergraduates who sit on the board. Turner credits her success in PSP to a diversity of academic experiences, peers, and leadership opportunities.

In addition to the Presidentials, other groups within the UI Honors Program where students can find friendship, enjoy social activities or make their marks include the Social Squad Club, Phi Eta Sigma Honor Society, Honors Outreach Ambassadors, the Diversity Equity & Inclusion (DEI) Council, and Honors Publications.



After nearly two years of distance learning, many first year students felt isolated from their peers and disconnected from communities on campus.



Presidentials are invited to choose from a variety of experiential-based opportunities that nurture exceptional student ability.



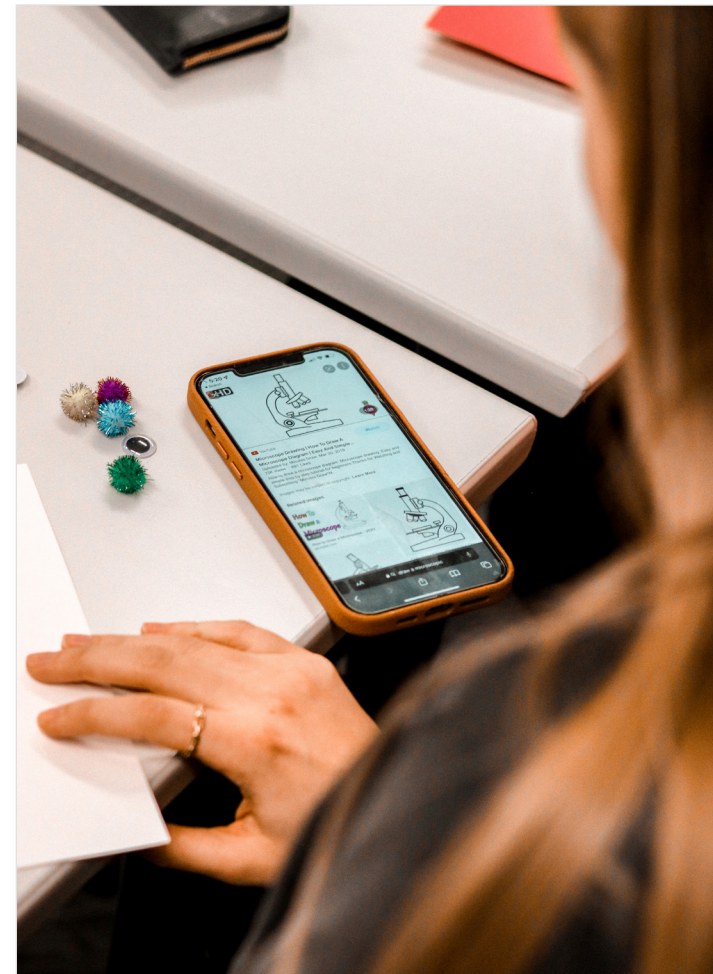
Inside jokes, pompoms, and googly eyes are used as tokens of appreciation for academic mentors.



Presidentials and other honors students often share space in Blank Honors Center (BHC) 440, for both educational enrichment and extracurricular socializing.



The Presidential Scholars Program adds a new texture and depth to their members' nontraditional university and honors experience.



Presidentials do not compromise their creativity for their academic pursuits, often they are encouraged to discover how these passions intersect.



After enrolling in the required PSP seminar, students often self-sort into groups of similar identities, interests, and majors.



The vibrant community within PSP boosts retention in the UI Honors Program. Turner admits she feels much closer with fellow Presidentials than other honors students.



Presidentials commonly end their first year of the program with stronger connections and a diversified scope of student social life.



Walking out of BHC 440, various students are illuminated by a renewed sense of academic support and an expanded social network.



A student's ability to balance independent leadership with self-discovery is the beating heart of the Presidential Scholars Program.

# AN HONOR TO THE COMMUNITY

## Earning Course Credit while Assisting Iowa City schools

By Seth Alan Foster

“As someone who does not inherently enjoy writing, I was very much hesitant to enroll in Writing and Community Outreach,” honors student Josh Hutton admits. He goes on to say, “My hesitations were quickly dismissed, however, because the class was much more than that.”

Writing and Community Outreach, a general education course, is one of many venues through which the University of Iowa endeavors to connect with the broader Iowa City community. Like many courses offered at the UI, it has an honors section. Sara McGuirk, the honors section instructor, plays an active role in many departments at the university. Her work ranges from coaching women’s rugby to teaching various English courses.

As the title suggests, Writing and Community Outreach is a course designed to reach out to the Iowa City kindergarten–twelfth grade (K–12) com-

munity and offer them opportunities to develop their literacy and compositional skills, usually through lectures and group writing exercises. One such exercise may ask students to write creatively and describe a setting and its characteristics. Writing prompts like these enable students to become comfortable and confident in their abilities. Helping students achieve a greater level of writing is one of many avenues of instruction within the course.

Not only do students within the community develop their skills, but the honors students are challenged in a way that fosters their pedagogical growth. Students are expected to be intellectually engaged and critical of the material. McGuirk points out that students should “bring a creative mind to every learning opportunity...[and] promote interdisciplinary thought processes.” McGuirk also emphasizes that students should “talk about [their] relationships to writing,” referring to sensitive topics and what inspires them to write in the first place.

Mallory Hellman, the director of the Iowa Youth Writing Project and course supervisor for Writing and Community Outreach, posits that “an ancillary benefit of [the course] was that students who were in this course would learn a lot more about the communities they were engaging [with].” The class prompts students to grow as both thoughtful writers and critical thinkers while getting involved with the Iowa City community in a positive way.

While in the class, Hutton’s group worked with the elementary school students. He notes, “I had such fun planning and implementing our lesson plans with the students. Not only was I able to enjoy the class, but I was also



Pictured: Mallory Hellman. Provided by: Mallory Hellman.

able to be out in the community and learn what it meant to engage with others and truly try to make a difference.”

Additionally, it is intended for students to develop as conscientious, accepting individuals capable of working with and educating all manners of people, regardless of heritage, appearance, and other traits. Several of these growth exercises consist of reflections where students write about their place in the world (such as their socioeconomic status, race, and age), then describe both internal and external conflicts that emerge as a result. In the course, McGuirk explains, “Students will have extensive discussions exploring the historical and structural basis for inequality, and we will reflect critically on our own social and cultural perspectives.”

Many exercises and readings in the course address specific objectives: confronting systemic racism and abuse, educating children, creating



Pictured: Sara McGuirk. Provided by: Sara McGuirk.

**2012**

The Iowa Youth Writing Project partners with the University of Iowa Magid Center for Undergraduate Writing, creating the course “Writing with Purpose” to provide an opportunity for K-12 students to work with undergraduates. The course was chartered with a five-year grant.

**2018 - PRESENT**

Following the expiration of the five-year contract, Mallory Hellman and her Iowa Youth Writing Project fellows formally reinstate their partnership with the Magid Center. The title of the course is changed to “Writing and Community Outreach,” a better-fitting title for the finalized focus and subject matter of the class. With this shift, the honors section of the course was created, which has been taught by Sara McGuirk exclusively as of the publication of this article.

2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

**2012 - 2018**

The Iowa Youth Writing Project’s five-year grant with the Magid Center runs its course. The subject matter oscillated between pedagogical teachings and a combination of the principles of volunteer efforts and social issues. Iowa Youth Writing Project director Mallory Hellman transitioned from the course instructor to its supervisor during this time.

safe educational spaces where students can express themselves and ask questions, and more. For example, several discussions in the course encourage students to talk about issues caused by racial and class stratifications and highlight the reasons behind these issues. Students then have the opportunity to demonstrate and further improve their freshly developed skills with K–12 Iowa City students, forming a two-way learning experience.

Many students who enroll in the course are pursuing a career in an educational field, which makes Writing and Community Outreach a great option to earn some vital career practice. One outreach effort was aimed at Tate Alternative School, which emphasizes nontraditional educational teaching methods to fit the needs of its students. The Writing and Community Outreach students-turned-teachers who went to Tate felt a bit pressured going into the

“I had such fun planning and implementing our lesson plans with the students. Not only was I able to enjoy the class, but I was also able to be out in the community and learn what it meant to engage with others and truly try to make a difference.”

- Josh Hutton

school because of its unique student population. However, the Tate students found their lesson on the similarities and differences between Shakespeare and Lil’ Wayne’s styles of poetry to be fascinating.

Writing and Community Outreach is an opportunity for both the university and K–12 students to develop alongside one another. It is just one of many that the honors program provides across and beyond campus. The mutual benefits to the students and students-turned-teachers are inspiring for those looking to reach out to their community.

Hutton muses, “Sure, I learned about myself as a writer, but I think more importantly this class taught me how to adapt, how to remember that there are so many in every community who are neglected and forgotten about, and that being involved in the community is needed now more than ever.”

# THE THEATRE LIFE

## Honors Students in the Theatre Department

By Dalton Elwood

Aside from the multitude of tasks required of an everyday college student, a student within the honors program is required to take on the extra coursework and experiential learning that the program expects of them. With this in mind, it's easy to make an assumption that honors students typically do not involve themselves in extracurricular activities as frequently as one who does not share this extra load. However, this is certainly not the case. Much like all other college students, honors students have a variety of talents and interests to express. Luckily for them, there are a plethora of opportunities at the University of Iowa through which they can do just that. One such opportunity that may be appealing to many honors students is involvement within the Theatre Department.

Whether you are a performer at heart or someone who simply loves the theatre, joining can benefit you in so many ways. Outside of performing on-stage in one of the various productions put on each year, there are a surplus of non-performing roles for students to fill. There are positions within costume design, lighting and sound, show running, scenic design, and more! Some are paid, others give academic credit, and the remainder are volunteer work. In addition to the numerous benefits, the connections and friendships made within the department stay with students well beyond their college years.

Although I personally have not had the chance to take part in any productions, I was lucky enough to experience their latest show through the eyes of a spectator. The Iowa Director's Festival, held across two weekends on February 3-5 and February 10-12, was a series of

plays directed by second-year directing candidates in the Masters of Fine Arts (MFA) program. Their aspirations had been to direct a show on a larger scale than what they have previously experienced. The first weekend of shows presented two performances, *Letters from Cuba* and *small hours*, while the second weekend of shows showcased *Talk to Me like the Rain* and *Let Me Listen* and *England's Splendid Daughters*.

As with every production the Theatre Department puts on, there were numerous honors students that dedicated their time to the Iowa Director's Festival, both on-stage and off. Meg Mechelke, a third-year at the University, took on the role of Assistant Stage Manager

"It was great to have an experience that was hard and that was challenging. It was also a really good experience for me, as an honors student, to figure out what my boundaries are."

- Meg Mechelke



Pictured: *England's Splendid Daughters* written and directed by Ann Kreitman: A moment of joy shared by women of England's Volunteer Aid Division in World War 1. "I Think We're Alone Now" by Tommy James & The Shondells resounds throughout the theater. Photo by: Miranda Meyer. Provided by: Department of Theatre Arts.



Pictured: *Talk to Me Like the Rain* and *Let me Listen* written by Tennessee Williams and directed by Kenneth Collins. Photo by: Miranda Meyer. Provided by: Department of Theatre Arts.

for all four shows. On her experience in working at the festival, Mechelke spoke about the rewarding challenges she faced: "It was great for me... to have an experience that was hard and that was challenging. It was also a really good experience for me, as an honors student, to figure out what my boundaries are."

I was able to see two out of the four spectacular pieces: *Talk to Me like the Rain* and *Let Me Listen* and *England's Splendid Daughters*. Having never viewed a production through the university before but having an appreciation for theater arts, I was blown away by almost all aspects of these shows. The visuals, sound, costumes, and act-

ing were all superb. It was instantly obvious the dedication that each and every member of the cast and crew had toward making the show a work of art. The chemistry amongst the cast was electric, showcasing the invaluable relationships you can make within the Theatre Department. "It feels like a different world on campus when you're in that building," Mechelke says.

With all of the opportunities and experiences provided through the Theatre Department, it's easy to see why many honors students dedicate large portions of their time toward it. Many of the goals and values of the two programs are similar. You would be hard-pressed to find an honors student with-

"It feels like a different world on campus when you're in that building."

- Meg Mechelke

in the theater program that doesn't feel as though it is benefiting them in more ways than one. "The honors program wants to encourage people to grow and to learn and to experience new things," Mechelke says. "Theater is inherently experiential...you're always trying something different and something new."

# COMING SOON...TO A SCHEDULE BUILDER NEAR YOU

## Dr. Hill's New Cult Film Course

By Maddy Padgett

The University of Iowa Honors Program continues to offer experiences that will pique students' interests and help them grow. These opportunities offer students hands-on experience including opportunities in the publishing process, the university's various travel abroad programs, research, and more. For film lovers, the honors program is expanding by adding a new class on cult films that will be introduced this fall by Associate Director Dr. Emily Hill.

Hill is bringing her love for "weird films" to the honors program. Though somewhat new to the University of Iowa, this is not her first time teaching this particular class. Since 2015, Hill has taught this class four times—the first was at the University of North Dakota, where she earned her Ph.D. in Educational Foundations and Research, Master of Arts in English, and a Bachelor of Arts in English and Honors. Hill has developed a variety of honors courses over the years; however, she finds that this class is the most fun for students and herself.

Hill believes that the University of Iowa brings several unique aspects to the concept of an honors program. Classes like this one will allow students to explore their personal interests outside of the classroom, such



Pictured: Rocky Horror Picture Show event in 2017.  
Provided by: Emily Hill.

as students who are interested in film. Hill thinks it is important to explore the idea of why people continue to watch cult films, and how that applies to society in 2022. She stated, "I am interested in developing a class to talk about

what society has deemed a cult film, and what makes it one."

Hill's class will cover a variety of classics in addition to displaying a variety of newer films. Though Hill has not yet finalized her film list, a few she is

considering including in the class are: Freaks (1932), Fight Club (1999), and Mean Girls (2004). Students will watch cult films and read film academic analysis to heighten classroom discussions. At the end of the class, students will be able to create their own arguments within an analytical paper by looking into a film they think will be considered a cult classic in the future.

It may seem like this class would only be suited for film majors. However, Hill explained, "I want this class to be attractive to all honors students." Students do not need to have any previous knowledge in the field of cinema because they will be introduced to the basics at the start of the class. Hill will teach students how to critically analyze a film and how to comprehend academic writings, which can become useful for all future endeavors.

For those who do know a thing or two about film, Hill wants them to know that this class is also for them. The class does not only offer interesting films, but also the opportunity to discuss interpretations with peers. Hill explains that the most intriguing part of

"I am interested in developing a class to talk about what society has deemed a **cult film**, and what makes it one... I want this class to be **attractive** to all **honors students**."

- Dr. Emily Hill

the class is that everyone reacts differently each time she teaches the class. The conversations are a great place for not only her students to learn but also herself.

Hill's course will be offered in the Fall 2022 semester, and can be found under the course code HONR:2600 on MyUI.



Photo courtesy of the University of Iowa Office of Strategic Communication.



# LIKE A 5K

## Designing a Publication

By Julia Fout



Pictured: Thomas Duong and Lydia Guo working in the Nelson Activity Room.  
Photo by: Julia Fout.

Do you ever, when reading an article from an Honors Publication, like you are now, find yourself utterly curious as to how each piece you've read is so cleanly allotted to only one or two pages, even though the amount of words on each page seem to vary so much? Do you ever look very closely and wonder why some pieces of text, like our titles, have different spacing between its letters? Perhaps these incredibly tedious elements fell below your conscious reader radar, but this is

part of these design elements' goals.

As a reader, all of these—even minute—details invariably communicate meaning and pique your intrigue. Without our effective color blocking, pull quotes, images, and font choices, our publication would be reduced or flattened to lonely words on a page. These articles do not miraculously appear on the pages. Blood, sweat, and over-four-hours-at-a-time Zoom meetings are imbued within every color choice, type-setting, quote pop-out, and caption: essential-

ly every element you see that makes our publications differ from strictly reading words. This crucial work that infuses publications, newsletters, and magazines with energy is the result of designers like our very own Thomas Duong and Lydia Guo.

When I sat down across from Thomas and Lydia, I was uncertain how I would tell their stories without much design experience, but I was eager to ask them about their personal relationships to design:

**JULIA:** *What do you like most about design?*

**THOMAS:** I really enjoy putting together a visually appealing page. It makes it super fun for the reader to interact with but also makes it easier for the article to be even more meaningful to people.

**LYDIA:** I put a lot of effort into our designs. It is something that I am very proud of... especially now with stressful classes—it's just a break from everything. I feel like it's something I'm good at and I really like it.

But putting on your headphones, listening to music, grinding out designs and seeing that everything is falling into place... that's probably one of the best aspects of it.

**JULIA:** *What initially drew you into design work?*

**THOMAS:** I'm not exactly sure why I was involved in design in the first place. I just stumbled into it.  
(All three laugh.)

But again, that feeling of satisfaction for design resonated with me. There's always so much you can do with design—there is always so much you can improve with it.

I feel a sense of accomplishment in coming up with an idea and putting it onto a page. There is always an end goal that you have to meet and once you meet that end goal for designing, it feels like the same way you feel after finishing a 5k race.

**LYDIA:** Designing immediately pulled me in. I was taking a lot of art classes in high school. Art has been something I have always liked... it was an outlet for me to explore the world when there were things that stopped me from doing that... that's where my love for art was born.

In terms of the work we do for the Honors Program, we both thought these de-



Pictured: Thomas Duong and Lydia Guo working on designing a newsletter.  
Photo by: Julia Fout.

"Putting on your headphones, listening to music, grinding out designs and seeing that everything is falling into place... that's probably one of the best aspects of [design]."

- Lydia Guo

sign positions would be a great way to still get involved with design because that was something I definitely felt I was missing in my first year of college. Since we are both science majors, we did feel disconnected from all the work that we did in high school so it was a great way to pull that into our undergraduate journey and continue designing.

Not only that, but entering college where there's such a huge population of students, I just wanted to find a community—find something I was familiar with because pre-med courses are pretty tough. I didn't know exactly where I fit in.

In terms of these publications, Thomas and I, we touched every single page, every single page we did something. We fit in here.

**JULIA:** *So far, we've been talking about design's most admirable facets, but not every aspect of the process is easy. What can you say are the most challenging parts?*

**THOMAS:** Honestly, there are a lot of growing pains in trying to come up with ideas or experiencing difficulty in putting my ideas on the page. That stuff took me forever to get down.

**LYDIA:** Yeah, the problem is, in design, there is no one correct way.

**THOMAS:** Often it takes so long to put everything on the page. Once you have all the design elements it's not that bad because all you have to do is rearrange things, add some other features and that all comes together pretty quickly...

But the initial thought and putting everything together in an organized concise manner is super difficult.

**LYDIA:** For me, it's fun arranging the elements to make them fit. But a major pet peeve of mine is when the text columns don't match up at the bottom.

**THOMAS:** It's like a puzzle, you can't change the pieces.

**JULIA:** *How did you go about learning how to design and the various software?*

**LYDIA:** Neither of us really received any formal design training from an experienced designer. There was no one to directly teach us how to use Adobe Illustrator. So that was the biggest challenge: mastering those programs.

**THOMAS:** Yeah, the programs can be pretty tricky. You have to stick with it, there is a learning curve but once you get over it, you'll have skills you can use for everything.

**JULIA:** *What is one piece of advice you would want to go back and tell yourself when you first began design work?*

**LYDIA:** I wish I was more flexible, as I used to be very hesitant to try a lot of different styles. Designs may need to be tweaked depending on the content and themes of the article, so I would remind my past self to stay open-minded.

**THOMAS:** Designing is much like writing. It's essential to have some sort of plan going in. There will be rough drafts and imperfections, you just need to put that all out on the page first then go back and rework everything. I would tell myself that it's really important to have just something at least...then go from there.

**JULIA:** *Do you have any words of advice for people interested in or just becoming interested in design?*



Pictured: Thomas Duong and Lydia Guo on the 4th floor of BHC.  
Photo by: Julia Fout.

**THOMAS:** I don't think you necessarily need to have a huge grasp of every design skill, but just knowing a little bit about some key elements is extremely helpful.

**LYDIA:** Don't be afraid to learn from others.

This is something I was nervous about. I didn't want to copy anyone's design, but inspiration is hugely important. If I didn't search for inspiration, I would struggle a lot. Learning from other people's artwork is important, you can understand what is trending, find out what styles you like, or even consult online tutorials.

# ONE LAST EDIT

## A Farewell from Editor Jacob Sammon

By Jacob Sammon

Writing has been at the heart of my life for as long as I can remember; however, my newfound love for the art of editing first took root in the Honors Publications course. I knew very little about the formal practice before coming to the University of Iowa, and most of my understanding was rooted in the academic essay revision process. What fundamentally changed my life forever, though, was the opportunity to connect with the editors of the Honors Publications and its advisor, Holly Yoder.

Through this class, I learned that my affection for writing was not solely based in my own work; rather, it was founded upon the notion of sharing ideas and perspectives with others. Writing is a connective tool that brings people together, and the editorial process only heightens that relationship. I quickly realized that my own craft was evolving due to the communal development that was encouraged in the course, both amongst my peers and the editorial team. I was certain that I wanted to be a part of that process; I wanted to help uplift and enrich the voices of others.

The structure of the Honors Publications, generating content for the honors program and instructing student writers, is unique and extraordinary. Earlier in this publication, one of our student writers notes the immeasurable scale of mutual benefits for students-turned-teachers in the Writing and Community Outreach course. I will forever consider myself a student, even after my days in a formal classroom come to an end, because I love to learn. It is this love that drives my work as an editor—I learn more from the students I work with than I could ever impart



Pictured Left to Right: Holly Yoder, Jacob Sammon, Airiana Mohr, Julia Fout.  
Provided by: Jacob Sammon.

on them. Taking up the position as an editor for the Honors Publications has been one of the most rewarding and enlightening experiences of my career. It will always remain as the beginning of the rest of my life.

I am incalculably grateful to every writer that has come through this course and showed me a piece of myself that I never would have uncovered otherwise. To every member of the editorial and design staff I have had the pleasure of working alongside: Airiana Mohr, Julia Fout, Sonia Beltz, Lydia Guo, and Thom-

as Duong, there are not enough words in the English language to rightfully express how much you mean to me and my future. And you, dear reader, I do hope that if you are looking to find new ways of connecting with yourself, pushing past your understandings, and strengthening your relationship to our honors community, I cannot recommend working with the Honors Publications enough. Who knows, maybe you'll even find yourself in my shoes one day, writing a new letter in celebration of all that you have accomplished.

# MEET THE TEAM

Honors Publications is comprised of student editors, designers, and writers. Writers and prospective editors register for HONR:2900, a course where students develop and hone their writing skills.



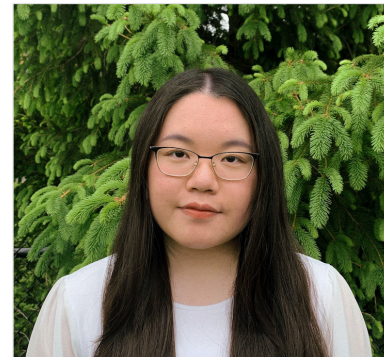
**Thomas Duong**

Thomas is a third-year from Iowa City, Iowa, with an microbiology major on the pre-medical track. Besides his studies, Thomas is president of UNICEF Iowa and is an undergraduate researcher. He enjoys sports, playing drums, and traveling.



**Julia Fout**

Julia is a third-year majoring in French and minoring in English. She will be living in Paris for their senior year and continuing their passion for writing and editing. She hopes to pass on her passion for writing and the inherently collaborative process that it relies on.



**Lydia Guo**

Lydia is a third-year studying biomedical sciences and is a designer for the Honors Newsletter. She works as an undergraduate research assistant focusing on cystic fibrosis and volunteers at the UIHC. In her free time, Lydia enjoys oil painting at her local art studio.



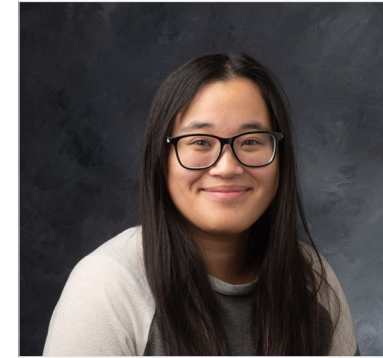
**Airiana Mohr**

Airiana is a third-year from Machesney Park, Illinois, studying neuroscience with minors in Spanish, chemistry, and psychology. Aside from her studies, Airiana is a member of numerous groups on campus including USG and Homecoming Executive Council.



**Jacob Sammon**

Jacob is a third-year from Urbandale, Iowa, studying English and creative writing on the publishing track with a minor in communication studies. He hopes to continue developing his skills as a writer by learning from his dedicated peers and the City of Literature's culture.



**Jayli Carmichael**

Jayli is a first-year student from Boston, Massachusetts, majoring in English on the publishing track, and business on the market-management track. While at the University of Iowa, she hopes to further develop her creative skills in writing and editing.



**Dalton Elwood**

Dalton is a second-year student from the small town of Mount Ayr, Iowa. He is majoring in English and creative writing, with a minor in business, as well as being on the pre-law track. In his free time, Dalton enjoys lifting, watching and playing sports, video games, and a variety of other things that aren't doing his homework.



**Seth Alan Foster**

Seth is a fifth-year student from Mason City, Iowa. He is majoring in computer science and minoring in mathematics and is hoping to put his acquired computer science skills to use designing video games after he graduates.



**Samm Harris**

Samm is a first-year student from the Des Moines, Iowa majoring in psychology. While at the University of Iowa, she hopes to develop her skills as a poet and photographer.



**Molly Kilker**

Molly is a second-year student at the University of Iowa, double majoring in political science and international relations with minors in Spanish and History. Post graduation she hopes to attend law school. When she is not studying or working, she enjoys knitting and hanging out with her cat, Graham.



**Katie Michalski**

Katie is third-year student from Des Moines, Iowa. She is a computer science & mathematics double major who is also pursuing a writing certificate and Spanish minor. Katie enjoys reading, creative writing, and drinking coffee in her free time.



**Maddy Padgett**

Maddy is a first year student from Des Moines, Iowa, area majoring in journalism and mass communications with a minor in media literacy. While at the University of Iowa she hopes to develop her skills as a writer.



**Gwen Peters**

Gwen is a third-year student from the Omaha, Nebraska, area majoring in political science with a minor in mass communication and gender, women, and sexuality studies. While at the University of Iowa, she hopes to develop her skills as an aspiring individual in the political world.



# GIVING TO HONORS



Photos courtesy of the University of Iowa Office of Strategic Communication.

If you are interested in supporting honors students and their participation in and outside of the classroom in programs such as those mentioned in this newsletter, please visit [givetoiowa.org/2022HP99](https://givetoiowa.org/2022HP99).

## TO MAKE A DONATION:

Visit [givetoiowa.org/2022HP99](https://givetoiowa.org/2022HP99)

Email us at [honors-program@uiowa.edu](mailto:honors-program@uiowa.edu)

Call us at [319-335-1681](tel:319-335-1681)