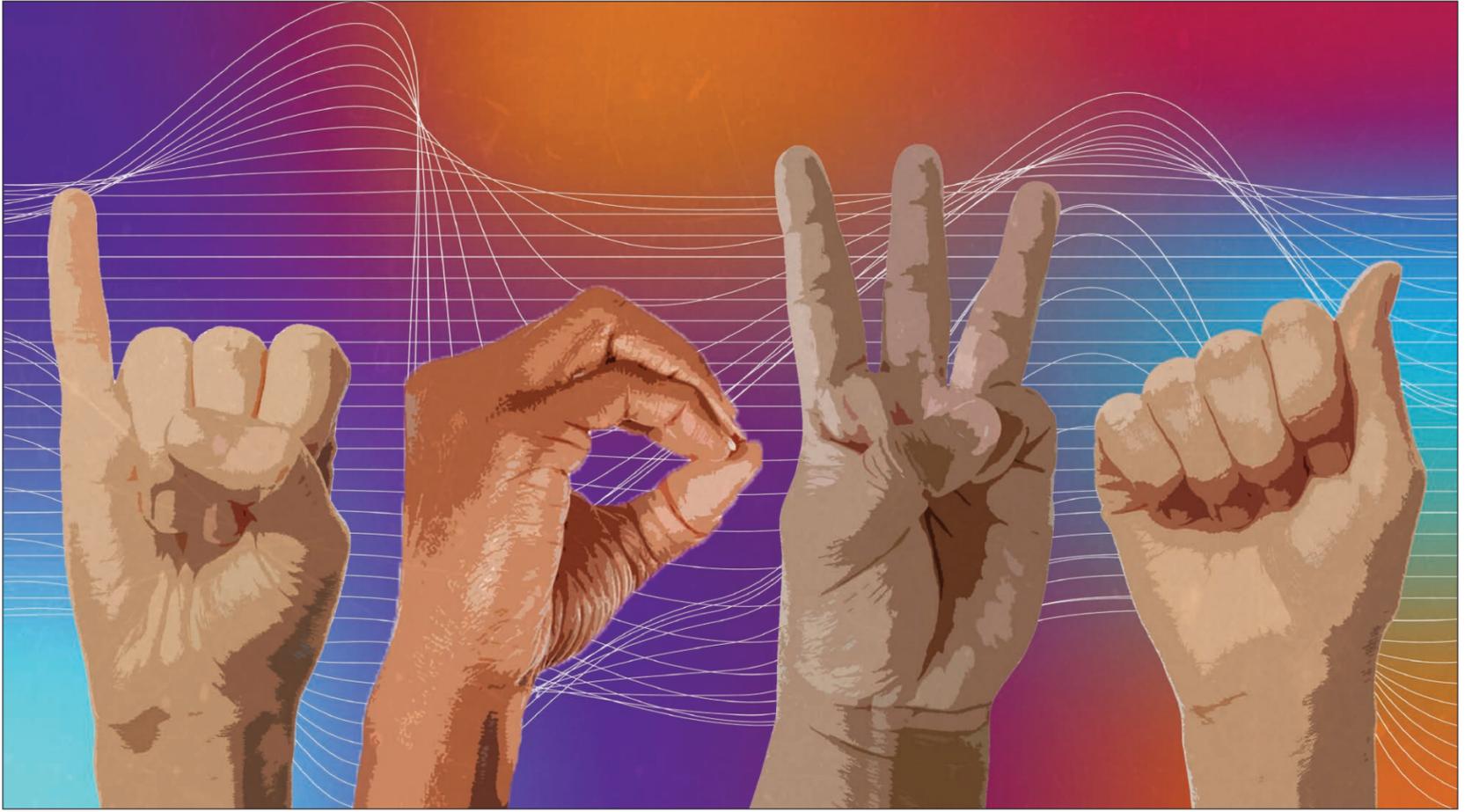


A desire for access to a community

Deaf and hard of hearing students in Iowa search for a sense of belonging in their hometown school. Sometimes they find that feeling at home, but other times they find it at the Iowa School for the Deaf.



Graphic By Kate Doolittle

BY KELSEY HARRELL
kelsey-harrell@uiowa.edu

Not being able to hear teachers coupled with feelings of isolation from her classmates caused Nichole Jergens to start struggling socially and academically in high school. Her parents, Janet and Matt Jergens, were concerned upon learning their daughter was barely passing classes and showing signs of depression.

Access, communication, community, and a sense of belonging are some of the reasons students like Nichole enroll at the

Iowa School for the Deaf.

Being one of the few deaf or hard of hearing children in a classroom can cause feelings of loneliness, but those feelings typically change when these kids are exposed to Iowa's Deaf community at the School for the Deaf.

The Jergens' 17-year-old daughter is deaf in one ear. Once she started fifth grade in the Eagle Grove School District, it became clear she wasn't understanding everything being taught in her classes. Nichole also had expressed she didn't feel like she fit in with her peers, Janet Jergens said. But switching to the Iowa School for the Deaf wasn't easy.

Matt Jergens said he felt they had to "jump through a ton of hurdles" in order to get their daughter into the School for the Deaf and at each step they were met with a roadblock.

According to the Iowa School for the Deaf website, students' "individual education family service plans" (IFSP) or "individualized educational program" (IEP) — the plans that detail what services a child should receive — need to state the placement for a student at the School for the Deaf.

Matt Jergens said the family's local Area Education Associa-

SEE ASL, 3

UI COVID-19 NUMBERS

Number of self-reported cases for COVID-19
Students: 0 new cases, 3,108 to-date
Employees: 0 new cases, 493 to-date

New cases as of April 30, 2021

Source: UI COVID-19 campus update

ONLINE

Two cases of the India variant of the COVID-19 virus recently detected in Iowa

The Iowa Department of Public Health has identified two cases of the India variant of the coronavirus, formally called SARS-CoV-2 B.1.617, in Iowa. Two new cases of the variant were reported recently in Jefferson County, the department announced Tuesday. This variant, first detected in India, first showed up in the U.S. in early April. The variant is not yet classified as a "variant of concern," as there is no evidence of increased transmissibility or more severe symptoms caused by the variant, IDPH said in the release.

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DITV

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2021



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Crow becomes student regent

A second-year human physiology student will take the student seat on the state Board of Regents.



Kate Heston/The Daily Iowan

University of Iowa student Abby Crow poses for a portrait on April 20. Crow is majoring in human physiology and is the new student regent on the state Board of Regents.

BY ELEANOR HILDEBRANDT
eleanor-hildebrandt@uiowa.edu

On an otherwise uneventful night in January, Abby Crow sat on the couch at her home in Tiffin, Iowa, enjoying her winter break with her parents, when her phone went off.

As a movie played on Netflix, she saw she had received an email from the University of Iowa's Office of the President, inviting her to interview for the chance to be the next student to serve on the state Board of Regents.

"I saw an email that said, 'Board of Regents' and I thought it was interesting, so I clicked on it," she said. "Then I spent 30 minutes reading about the position and doing research on Zack [Leist], the current student regent, and what this process was like. I told my parents and scheduled an interview with the UI Office of the President for the next day."

Crow was appointed by Iowa Gov. Kim Reynolds on April 16, who also reappointed Regents President Mike Richards and Greta Rouse, who previously served as a student regent from 2008-12.

The student regent position was created in 1973 following the Vietnam War, when former Iowa State University and UI student Steve Zumbach was appointed by former Iowa Gov. Robert Ray.

Before Crow's appointment, ISU student Zach Leist was a member of the regents from 2019-21.

The last Hawkeye to have this position was Hannah Walsh, who served from 2012-15. Crow, who will be the fifth UI student to serve on the board while taking classes, was confirmed unanimously by the Iowa Senate on April 28.

Crow, a second-year student studying human physiology, is a resident assistant in Slater Residence Hall and works as a nursing assistant at UI Hospitals and Clinics.

Crow said she's enjoyed uplifting people around her and being a helper in every way she can ever since she was a kid. She said helping students will continue to be her main goal as she takes her seat as a regent.

"This position is a natural extension of the work I do here on and off campus and at the hospital," she said. "My work is centered around helping others ... I've always enjoyed listening and improving myself to help others more effectively. I think there will be some late nights, but it's going to be a very rewarding experience for me."

During her first few semesters on campus, Crow was a senator in Undergraduate Student Govern-

SEE CROW, 2

Community praises Wilson's credentials

The state Board of Regents released survey results for the four presidential candidates last week. Incoming UI President Barbara Wilson received the highest approval ratings among the candidates.

BY ELEANOR HILDEBRANDT
eleanor-hildebrandt@uiowa.edu

New University of Iowa president Barbara Wilson was a popular choice on campus.

After watching four forums for the new president, the UI community filled out surveys regarding the candidates.

On April 28, the UI's Presidential Search Committee released a summary of the surveys. Incoming UI President Barbara Wilson received the highest level of support of any candidate, with 80 percent of respondents saying they would support her selection.

Eight percent of respondents strongly disagreed with her potential selection in the survey results.

Of the 321 answers to Wilson's survey, 126 respondents were faculty members, 116 were staff members, and 28 were students. Surveys were also distributed to alumni, senior administrators, and other Hawkeye community members.

The majority of respondents evaluated finalists Hari Osofsky, Barbara Wilson, Wendy Hensel, and Daniel Clay from their Curriculum Vitaes and the forums that were held for each candidate.

When current UI President Bruce Harrelld was selected, 1.8 percent of faculty and 2.6 percent of other respondents found Harrelld to be qualified for the position. The other three candidates in 2015 — Joseph Steinmetz, Michael Bernstein, and Marvin Krislov — all each individually received confidence votes of more than 90 percent of

Barbara Wilson received the highest level of support of any candidate, with **80%** of respondents saying they would support her selection.

SEE WILSON, 2

PAINT ME A RIVER



Daniel McGregor-Huyer/The Daily Iowan

Iowa City Artist Ariane Parkes-Perret paints a flowing river on a ped mall bench on Tuesday.

CROW CONTINUED FROM FRONT

ment, eventually serving as the co-chair of the Internal Affairs committee. USG President Regan Smock said she is excited to collaborate with Crow and to see where she takes the position.

"Abby has been a leader in multiple places on campus," she said. "She knows people in student government, and I hope we can have regular meetings to check in with her about how we can support her and what she can do to support us."

Crow's academic advisor, Ben Kirbach, wrote in an email to The Daily Iowan that she asks difficult questions to ensure she's making the most of her time at the university.

He wrote that she is a passionate, hardworking, and knowledgeable student who pushed everyone around her to be the best version of themselves.

"Abby is smarter than I am," he wrote. "And effortlessly more confident. If you ask her about a topic and she's not an expert, you can bet that the next time the two of you meet, she will be. Abby is the type of person we should actively want to be a doctor, a lawyer, a policymaker, an astronaut — anything that requires more than the average amount of

guts and brains." He wrote that Crow always has her sights set high and she is exceptionally driven — two qualities that will help her as the next student regent.

Smock added that she knows Crow is a great communicator. She said she knows Crow is the perfect choice for the student regent position.



Kate Heston/The Daily Iowan

University of Iowa student Abby Crow poses for a portrait on April 20. Crow is majoring in human physiology and his the new student regent for the state Board of Regents.

"Abby is a very positive person and she's easy to work with," Smock said. "She has a lot of passions and when I found out [the next student regent] was her, I was ecstatic. She has experience and she will be very good at representing the student voice."

Crow said she plans to lean on her connections to USG as well as friends at other re-

gents' institutions to better represent students of the UI, ISU, and University of Northern Iowa.

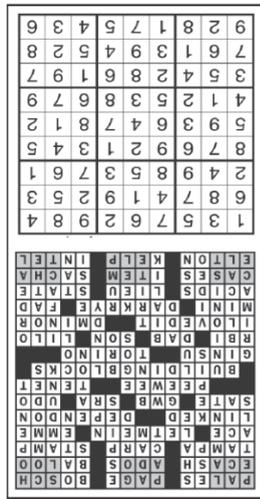
The main focus of her term will be how higher education in the state will transition as the pandemic comes to an end.

"I think a definite, central topic of discussion will be how we're transitioning even

health, well-being, and interests of students.

As her term begins this month, Crow said she is excited to act on behalf of students in a new capacity, but she is a bit nervous.

"I am very eager to get started with this work and being able to represent them and their voices," she said. "I am someone who always enjoys learning and improving myself to help others more effectively and I will be putting my whole self into the work that I do."



WILSON CONTINUED FROM FRONT

the faculty-survey respondents. The report highlighted 16 positive themes from feedback about Wilson, including her long-term commitment to servant leadership at her current institution, being well positioned to handle university challenges and opportunities, and her experience at a complex academic institution.

As for negative themes, respondents said she was a more traditional academic leader, but there were "limited weaknesses identified."

In the additional comments section of the feedback results said Wilson was "supported broadly by campus." Wilson received "excellent" ratings in

every weighed category, including questions about experience with academic medical centers and appreciation for athletics.

Hensel and Osofsky received strong support from the campus community as well, receiving 73 and 63 percent support, respectively.

Hensel was praised for her innovative ideas and steady presence. Respondents said she seemed approachable and demonstrated experience in closing achievement gaps among student groups.

Hensel's weaknesses according to the results were her limited experience in health care and athletics administration and occasional perceptions of a more distant communication style.

The positive themes respondents mentioned for Osofsky was her J.D. and doctorate combination, as well as her Big

Ten experience. Those surveyed called her collaborative, approachable, and authentic.

Osofsky's limited senior management, health care, and athletics administration experience proved to be negative themes in the responses. The UI community commented on her limited administrative experience in undergraduate education and short tenure at multiple institutions.

All three women candidates were praised for their strengths in diversity, equity, and inclusion.

Daniel Clay received the least amount of campus support, sitting at an approval rating of 35 percent. Clay also received the most negative themes according to the survey results and saw the highest level of respondents disagreeing with his potential selection, at 40 percent.



Ayrton Breckenridge/The Daily Iowan

The incoming University of Iowa President Barbara Wilson addresses reporters in the Levitt Center for University Advancement on April 30. Wilson will be the 22nd president of the UI and was previously the executive vice president and vice president for academic affairs for the University of Illinois System.

BREAKING NEWS

Phone: (319) 335-6030 Email: daily-iowan@uiowa.edu

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PUBLISHING INFO

The Daily Iowan (USPS 143.360) is published by Student Publications Inc., E131 Adler Journalism Building, Iowa City, Iowa 52242-2004, Mondays and Wednesdays during the fall and spring semesters (plus Fridays of football game weekends) and Wednesday during the summer, except legal and university holidays, and university class breaks. Periodicals postage paid at the Iowa City Post Office under the Act of Congress of March 2, 1879.

SUBSCRIPTIONS

Call: Juli Krause at 335-5784 Email: daily-iowan@uiowa.edu

Subscription rates:

Iowa City and Coralville: \$30 for one semester, \$60 for two semesters, \$5 for summer session, \$60 for full year.

Out of town: \$50 for one semester, \$100 for two semesters, \$10 for summer session, \$100 all year.

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Advertisement for ORVAP (Advocacy, Support, Prevention) featuring a plastic cup and the text: "My cup is not my consent. Using alcohol to get sex is sexual assault. ORVAP 319-335-6000"

IOWA DOT

Interchange Improvements at I-80 and 1st Avenue, in Coralville, Johnson County

The Iowa Department of Transportation is requesting public input for proposed improvements to Interstate 80 and right of way needs at the 1st Avenue interchange in Coralville, Johnson County. The proposed improvements include reconstruction of the interchange at Exit 242/1st Avenue in Coralville, on I-80, with a diverging diamond interchange (DDI). The project is anticipated to take place starting Fall 2022. The roadway and bridge work is expected to be completed after two construction seasons, with final trail, landscaping, erosion control, and other related work occurring in the 3rd year.

The project will utilize staged construction, including temporary pavement, so there will be limited brief closures with no planned large disruption of traffic on 1st Avenue or I-80.

An online public meeting is now available to view on the Iowa DOT's Public Involvement webpage: www.iowadot.gov/pim. To view the meeting and related content, click on "Interstate 80 and 1st Avenue, Johnson County" from the list of public involvement events. The online meeting allows you to watch a pre-recorded presentation with information about the project at your own pace and at any time. The Iowa DOT is asking interested parties to take a few minutes to view the information and offer any feedback. If you do not have access to the internet, or need assistance viewing the materials, please contact the DOT representative listed below.

The 1st Avenue shared use path is located on the eastern edge of the City of Coralville starting north of I-80 and running along 1st Avenue across the I-80/1st Avenue interchange. This trail is owned and operated by the City of Coralville and consists of a shared use path crossing I-80, providing access to city trails. The proposed project will reconstruct the current trail along with a new pedestrian bridge. The existing trail will be removed, and construction of new trail may take one to two years to complete. During this time, there will be disruptions to the 1st Avenue shared use side path traffic across the interchange.

The 1st Avenue shared use path has been determined to be a Section 4(f) resource and reconstruction of the trail across the interchange is expected to have a de minimis impact on the resource.

Section 4(f) of the U.S. Department of Transportation Act of 1966 was enacted as a means of protecting publicly owned parks, recreation areas, and wildlife/waterfowl refuges, as well as historic sites of local, state, or national significance from conversion to transportation uses. De minimis impacts are defined as those that, after consideration of any measure(s) to minimize harm (such as avoidance, minimization, mitigation, or enhancement measures), do not adversely affect the activities, features, and attributes of the Section 4(f) resource.

The public is invited to review the impacts of the proposed interchange project on the protected activities, features, and attributes of the trail by contacting Michael Delp (see below).

For general information regarding the proposed work or online public meeting, contact Catherine Cutler, transportation planner, Iowa DOT District 6 Office, 5455 Kirkwood Blvd. SW, Cedar Rapids, Iowa 52404, phone 319-364-0235 or 800-866-4368, email catherine.cutler@iowadot.us. For information regarding impacts to the trail, please contact Michael Delp, NEPA planner, Location & Environment Bureau, 800 Lincoln Way, Ames, Iowa 50010, phone 515-233-7973, email michael.delp@iowadot.us.

Visit the Iowa DOT's project-related public involvement event website at www.iowadot.gov/pim for information about scheduled public meetings and hearings, or to view and offer input on any DOT project using the new "Map Search" feature. Comments and questions regarding the online meeting should be received by May 27, 2021. If you would like to receive future email notifications, or submit a comment or question regarding this project, go to: www.bit.ly/iowadot17061.

Iowa DOT ensures nondiscrimination and equal employment in all programs and activities in accordance with Title VI and Title VII of the Civil Rights Act of 1964. If you need more information or special assistance for persons with disabilities or limited English proficiency, contact Tonnette R. Harris, J.D., Civil Rights Bureau Director at 515-509-8814.

ASL CONTINUED FROM FRONT

Deaf, that her grades were fine and she was passing her classes.

Members of their local AEA told the Jergens for months that Nichole couldn't attend the school, Janet Jergens said. A group of AEA members, school district administrators, and Nichole's family met to discuss her eligibility to attend the School for the Deaf, taking a tour of the school then voting to determine her future. The vote passed and halfway through her sophomore year of high school, Nichole transferred to her new school in Council Bluffs.

"Nichole wasn't excited about it at first, she was scared," Janet Jergens said. But then, "...She loved it. She excelled, I mean she could hear, she could understand, she learned sign language and could understand another way of talking to people."

With her change in attitude came an improvement in Nichole's academics; she soon got on the honor roll and is now class president, Matt Jergens said.

They saw her change socially too, Janet Jergens said. Nichole started speaking her mind and wasn't afraid to ask people to repeat something if she didn't hear what they said the first time, she said.

The Jergens described Nichole's transformation af-

All the employees of the school — teachers, administrators, dorm staff — are fluent in ASL, eliminating the need for an interpreter, Gaw said. There are faculty and staff on campus who are deaf, giving students Deaf role models to look up to, she added.

There are distinctions between someone who is deaf, the condition in which someone can't hear, and Deaf — someone who identifies as culturally Deaf and participates in the Deaf community.

The class sizes at the School for the Deaf are also small, providing more opportunity for teachers to work closely with students, Gaw said. Elementary class sizes range from two to eight students, middle school ranges from five to 10 students, and high school ranges from five to 12 students depending on the subject, Gaw added.

"So, the students get more attention, not only when [instructors are] teaching core classes just like you find in any other school, like English and math and social studies and science, but they're also able to provide that support that the kids might need, especially in building language," Gaw said. "Our students often have gaps because they miss the incidental language that's happening around them ... and they need someone to help fill in information."

University of Iowa first-year student Emma Van-

members of the Deaf community feel that giving a deaf or hard of hearing child a cochlear implant is an effort to "fix" them.

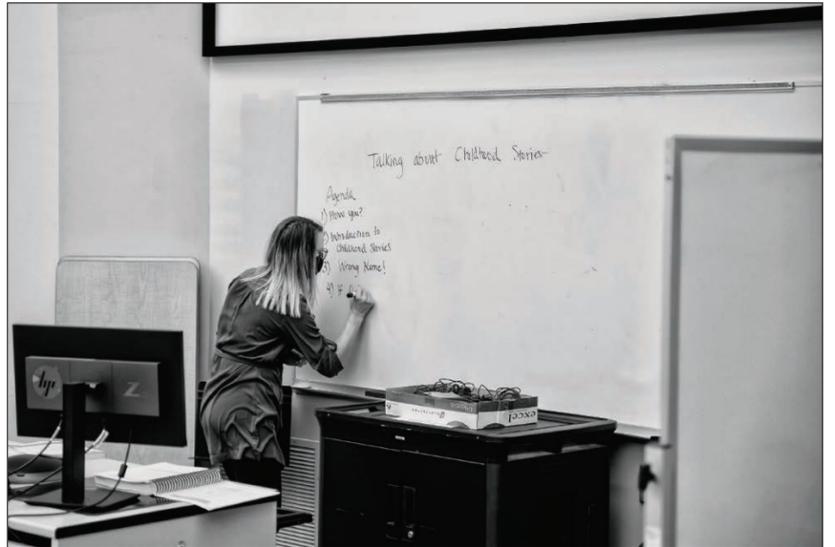
She said she felt the decision was what was best for her since her whole family is hearing and doesn't sign, and she plans to go into health care in the future.

"I have to conform to the hearing world, as that's where I'm going to be working for the rest of my life," VandeLune said. "It's one of those things I just kind of came to terms with. So I got my cochlear implant, and it helped me really become more comfortable with my deaf identity."

Students attending public schools in the state receive instruction in a variety of different ways, Tori Carsrud, Iowa Department of Education program consultant for the deaf/hard of hearing, wrote in an email to *The Daily Iowan*. Students need to be identified and have an IEP to determine what services they need to receive.

The services provided are unique to each student with an IEP, Carsrud wrote. The teachers for deaf and hard of hearing students around the state know effective teaching strategies and methods to support students and can adapt them to meet the needs of individuals, she wrote.

When considering the best educational option for their child, parents and IEP teams need to work together to fig-



Jeff Sigmund/The Daily Iowan
Assistant Professor of Education Julia Rabe prepares for class on April 15. Rabe teaches American Sign Language at Kirkwood Community College.

Taking ASL at the UI, Larson said was an eye-opening experience for her.

"It was kind of like, why didn't I start this earlier? Why wasn't this available to me at an earlier time?" Larson said. "Because this is such a more effective way of communicating for me and a lot of other people."

Julia Rabe, an ASL instructor at Kirkwood Community College, grew up with a mix of Deaf culture and hearing culture around her. Her mother is hearing and her father is Deaf, making her a CODA — child of a Deaf adult. She worked as a teacher of the deaf and hard of hearing in a mainstream school before leaving to get her doctorate in educational leadership.

Rabe said she's conducted research and reading related to language access and language deprivation for deaf students, to work toward improving deaf education programs.

Rabe and others in Iowa were involved with a bill in the Iowa Legislature, HF 604, that aimed to set standards and benchmarks for deaf and hard of hearing students to reach in their learning. This bill, introduced this legislative session, would have also provided a resource to parents to help them understand learning options for their child. The subcommittee on the bill recommended it pass, but it did not make it past a funnel deadline in March.

When working in a mainstream school, Rabe felt like she didn't have support from administrators and other teachers. She said she ultimately made the decision to leave because she felt the students weren't being provided the support they needed.

She said since she has a strong signing background, she often functioned as an interpreter in other classrooms, along with her responsibilities as a teacher.

She said since her father is Deaf, Rabe said she sees how he doesn't always have the same access to information that hearing people do, allowing her to understand the struggles of her former students.

"I loved [teaching] right away," Rabe said. "I think now even teaching higher ed, my heart is still in deaf ed, that's still where I want to be. But I also know that to affect change, sometimes you have to get out of deaf ed and you have to be on the outside to affect change."

UI ASL instructor Robert

Vizzini attended the Pennsylvania School for the Deaf and went to a mainstream school as a child. Vizzini has worked as a Deaf mentor for children in the state and advocated for the Deaf community and deaf education.

"When I moved to Iowa, I realized that people here are kind of behind the times in terms of understanding Deaf people and Deaf culture," Vizzini signed to an interpreter who verbally translated.

Vizzini has found that he's had to advocate more for himself in Iowa, he signed.

One thing he observed is that school districts would keep one deaf or hard of hearing student at their local school, instead of sending them to a school or school district with a group of deaf students.

If a student in a mainstream school needs an interpreter, it can be difficult to know for sure if the interpreter is trained well. Vizzini signed that Iowa interpreters aren't tested before getting their temporary license, making it difficult for him to know if he will get a quality interpreter.

To help make sure students have access to resources they need and parents understand what's available for their children, the LEAD-K bill — HF 604 — was introduced in the Iowa Legislature.

HF 604 would have helped parents move forward in the process of getting their child's hearing tested and understanding how they can access language, Vizzini signed. Similar bills have been passed in Georgia, Louisiana, Hawaii, California, South Dakota, and Oregon.

"Parents need to know how to help their kids get an education," he signed. "Children who are deaf, that doesn't mean that they're just going to be behind in everything. It doesn't mean that they have a limited capability of learning. Deaf kids have the same capability of learning as hearing kids, if they start off in the process and are given access."

Jennifer Keaton, who is Deaf-blind, attended the Iowa School for the Deaf from kindergarten through 12th grade and felt it helped her figure out her identity and connect with a community.

Her family learned ASL when they found out she was deaf. They gave her access to language and information, something she signed that she is fortunate to have received.

Because she wasn't de-

pendent on an interpreter to interact with her peers, she connected with people without any sort of barrier, she signed.

"I felt better about who I was and how I identified with the Deaf-blind culture, and I was proud of that identity," Keaton signed. "I think that in a mainstream situation, people tend to focus on the medical view of a person being deaf, rather than the cultural values. So at the School for the Deaf I just felt that I could be myself and I had more access to learning."

The big difference between mainstream education and education at a residential school for the deaf is the direct communication to peers and instruction, Iowa School for the Deaf outreach coordinator Tina Caloud signed.

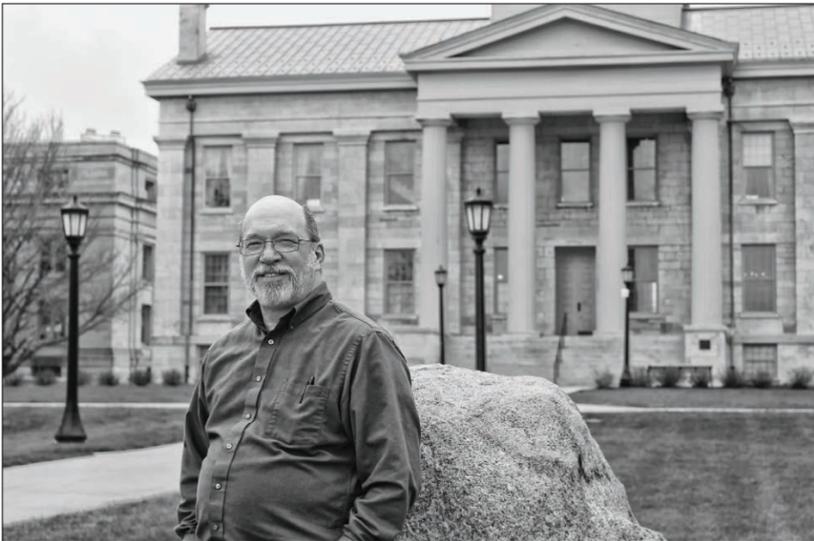
Deaf children miss out on information that hearing children can pick up on from their environment, Caloud signed. If parents can give their child access to language before entering school, they can access anecdotal, environmental information early on.

Caloud encourages parents to visit the School for the Deaf to determine if it's the right fit for their child. She also encourages hearing parents to meet members of the Deaf community to give their child role models. It's important to give deaf children access to language beginning when they are an infant, Caloud signed.

"There are many families, not only in Iowa but all over the U.S., that aren't even aware of the importance of language," she signed. "So what they're doing is they're waiting until later. So by the time their child is four or five years old and goes into school, they don't really have any language, and they're not ready for academics."

Their experience trying to get Nichole into the School for the Deaf inspired Matt Jergens to reach out to state legislators and tell them why it's important to have a School of the Deaf in Iowa. He is now advocating on behalf of other children to make the admission process easier to understand.

"I'm going to do everything I can, even though our child graduates this year, to see to it that future children don't have to go through this," Matt Jergens said. "Because there's an untold number of kids out there struggling, unnecessarily because they can't go [to the School for the Deaf]."



Contributed by Bob Vizzini

ter transferring to the School for the Deaf as a butterfly coming out of its cocoon; they saw a complete shift in their daughter's attitude and emotions.

Deaf and hard of hearing students in Iowa have the option to attend public and private schools across the state — usually referred to as a mainstream setting — or the Iowa School for the Deaf.

The School for the Deaf currently has 92 students enrolled and living on campus, and 16 students enrolled through remote learning. The school was established in 1855 and was originally located in Iowa City, but it was moved to Council Bluffs in 1870 because the city was more accessible by railroad. Students can live in dormitories on campus or if they're from the area, just attend class during the day. There is no tuition or room and board fees for families. The school serves students from preschool to age 21.

Along with other schools across the state, the School for the Deaf stopped in-person learning at the beginning of the pandemic, Principal Rebecca Gaw said. Wearing masks has also provided some difficulties since the grammatical structure of American Sign Language relies on facial expressions, she said.

The School for the Deaf is a state Board of Regents-governed, state-funded institution. The classes at the school are taught in ASL, giving students direct instruction instead of through an interpreter, Gaw said.

According to an Iowa Department of Education report from 2018, 2,775 Iowa residents between birth and age 21 are deaf or hard of hearing.

Unique to the school, roughly 60 to 65 percent of students live on the campus, creating a close-knit community environment with students from all over Iowa and some from Nebraska, she said.

deLune spent her time in elementary school at Cherokee Elementary School in her hometown of Cherokee, Iowa. She worked with a speech pathologist and wore hearing aids to help her hear teachers and classmates. After attending a summer camp at the School for the Deaf — 130 miles away when she was in elementary school — she said she decided she wanted to go to school there.

"One thing that was always so intriguing for me just because I didn't know sign language that well before going to school there, all these people, these deaf people were communicating, and they were happy and it was just such an interesting turn of perspective for me because I had never been exposed to that," VandeLune said.

After finishing middle school at the School for the Deaf, VandeLune returned to her hometown high school. She said the School for the Deaf was far from home, contributing to her transfer back to the school district in Cherokee. She also wanted to be challenged more. Sometimes her classmates were farther behind in a subject than she was as students transferred to the school at different times.

"It was a really hard decision, and I thought about it for a while," VandeLune said. "It sucks because it kind of felt like I was choosing, OK, do I want to be a part of the Deaf community or the hearing community. I think a lot of hearing-impaired individuals have that issue, being stuck between them."

VandeLune said another reason for her transfer back home was because she wanted to do everything other students could and didn't want to admit there was something different about her. When she had issues hearing while working at a summer camp, she made the decision to get cochlear implants, which is a controversial topic in the Deaf community. Some

ure out what's best for the student, she wrote.

"Parents and IEP teams have an important role in thinking about the 'whole' child and then creatively figure out how to best meet those needs that positively impact the 'whole' child," Carsrud wrote.

Students who are residents of Iowa with hearing loss and who have an IEP and 504 plan — a plan that ensures a child with a disability receives the proper accommodations — are eligible to go to the School for the Deaf, Carsrud wrote.

Gaw said that the children who come to the School for the Deaf often have gaps in their learning, so sometimes they need extra help in a certain subject. The school also has closed captioning on all the televisions and speech and language pathologists on campus to help students, she added.

Classes at the school are taught with a mixture of ASL and English, Gaw said. Teachers use written English when using whiteboards and will occasionally use spoken English for students who are oral or use listening skills, she said.

Gretchen Larson, a UI sophomore, went to a mainstream school up until her junior year of high school when she started online schooling. She said that sometimes people don't understand that she needs some accommodations by looking at her because she's hard of hearing and her speech is normal.

She said at the UI, her accommodations in classes usually include sitting up front and getting notes from professors. It has been challenging during the pandemic to understand what professors are saying because of mask wearing, Larson said.

Larson said that she sometimes feels isolated because it can be difficult to hear people talking when in public and often people get tired of repeating themselves.



Jeff Sigmund/The Daily Iowan
Assistant Professor of Education Julia Rabe teaches a class on April 15. Rabe teaches American Sign Language at Kirkwood Community College. She is also the ASL Club Advisor at Kirkwood.

Opinions

GUEST OPINION

The Doctor is In | Ibuprofen, Stomach Bleeds, and Kidney Dysfunction – What's the link?

Ibuprofen, a common over-the-counter drug can wash away fevers, headaches, inflammation, and so much more. However, taking too much can cause serious side effects.

Ibuprofen is a common over-the-counter (OTC) and non-steroidal anti-inflammatory drug (NSAID) that is considered by many college students to be a miracle worker. It can be used to get rid of headaches after a long night of studying (or drinking), reduces fevers/inflammation, and much more. Like most things in life, moderation is key.

Taking excessive amounts of ibuprofen can cause serious, life-threatening side effects. In fact, several studies show that gastrointestinal (GI) complications resulting from NSAID use are among the most common drug side effects in the U.S. These GI complications range from minor stomach cramps to serious problems like stomach ulcers (open sores). Kidney impairment/failure among chronic NSAID users can also happen, but are

less common.

To learn how this happens, let's look at how Ibuprofen works....

How does Ibuprofen work its magic?

Ibuprofen works by inhibiting COX1 and COX2, enzymes that make chemicals called prostaglandins. Other OTC NSAIDs such as Naproxen and Aspirin work through the same mechanism as Ibuprofen. Prostaglandins contribute to pain, fever, inflammation, and other symptoms we associate with feeling "run down."

So eliminating the chemicals that make us feel this way is obviously the solution, right? Not quite.

What happens if I take too much Ibuprofen?

Prostaglandins promote a natural reduction in stomach acid, increase blood flow to the stomach, and promote mucus secretion to the stomach lining. This helps protect the tissues of the stomach and GI tract from all the food/fluids we eat and drink.

When prostaglandin levels are decreased by ibuprofen, the stomach is more prone to irritation due to its acidic environment, making it more vulnerable to ulcers and stomach bleeds. This can often present as abdominal pain, stomach cramps, nausea, and vomiting.

In addition, prostaglandins help the blood clot by enhancing platelet clumping. Platelets help the blood clot faster when we are bleeding. By inhibiting prostaglandin production, platelets aggregate less frequently and can exacerbate bleeding from stomach/GI ul-

ceration.

The same prostaglandins that protect the stomach also protect the kidney by promoting blood flow to it and increasing the efficiency of urine production. Inhibiting these functions can lead to kidney injury that can progress to kidney failure and associated signs/symptoms such as lower back pain, blood in the urine, decreased urine output, numbness in the legs, and confusion/dizziness.

So how should Ibuprofen be taken, and how much is safe?

Take ibuprofen with food/water to coat the stomach and protect it against the irritating effects of NSAIDs. Remember to take medications as prescribed by a health care provider or recommended by the



drug manufacturer. Everyone reacts differently to NSAIDs, so it's better to start at a low dose and see how you feel after.

Be sure to consult your primary care provider or local pharmacist for any questions you have about taking OTC medications. If you notice black/dark/red stools, abdom-

inal pain, and/or back pain, immediately stop taking ibuprofen and seek immediate medical attention.

— Riley T. Mohr, Third-year Pharmacy Student, Class of 2022

— Vijayvardhan Kamalumpundi, First-year Medical Student, Class of 2024

COLUMN

Iowa Medicaid shouldn't be able to discriminate

Iowa law that allows Medicaid to deny coverage for necessary procedures is discrimination – plain and simple.

BY EVAN MANTLER
evan-mantler@uiowa.edu

Health care for transgender people is just that — health care. The American Civil Liberties Union of Iowa and the national ACLU LGBTQ & HIV Project

recently filed a lawsuit against the state of Iowa. The lawsuit challenges a 2019 law that would allow Iowa to discriminate against transgender individuals and deny them Medicaid coverage for necessary gender-affirming care.

The ACLU of Iowa claims this practice and the statute that reinstated it violates the equal protection requirement of the Iowa Constitution — and they're right.

The 2019 law followed an Iowa Supreme Court case that

found denying Medicaid coverage for gender-affirming surgery violated the Iowa Civil Rights Act. Shortly thereafter, the Republican-controlled Legislature created a loophole that would specifically allow for such discrimination.

This amendment to the Iowa Civil Rights Act is blatantly discriminatory. Its whole purpose is to allow the state to deny coverage for medically necessary health care simply because someone is transgender, even though Iowa Medicaid covers the same surgical procedures for people who are not transgender. It's clear the motivation behind this law is just transphobia.

By denying Medicaid coverage, this law makes it functionally impossible for many trans people to receive the care they need. Particularly when it has no basis in medicine or science, this law should not come between a person and their doctor.

Medical treatment is not optional. Laws like these can have disastrous effects on the lives of transgender people. The psychological and physical strains of living in a body incongruous

with one's gender identity have been demonstrated time and time again.

According to the National Center for Transgender Equality's 2015 report, 23 percent of trans respondents did not see a doctor when they needed to because of fear of being mistreated as a transgender person, and 33 percent did not see a doctor because of cost.

Further, 39 percent of respondents were currently experiencing serious psychological distress, while the same was true for only 5 percent of the U.S. population. Similarly, 40 percent of trans respondents reported attempting suicide in their lifetime, compared to 4.6 percent of the U.S. population.

Aside from the mental and physical harm this law causes, it also displays Iowa's willingness to discriminate against transgender people and further anti-trans attitudes.

With transgender people facing disproportionately high rates of violence, it is important to cultivate a culture of respect, rather than one of hostility and discrimination.

Public opinion shows an increasing acceptance and understanding of transgender people, with 73 percent of Americans saying that transgender people should be protected from discrimination.

Iowa should not be opening loopholes in laws designed to protect its citizens, nor should it be implicitly encouraging discrimination.

Even the U.S. Supreme Court in 2020 ruled in favor of transgender individuals in *Bostock v. Clayton County*, finding that the 1964 Civil Rights Act, which prohibits discrimination on the basis of sex, also protects LGBTQ employees.

It is clear the tide is changing on transgender issues throughout the country. Transgender people are not going away. Iowa should get with the times and start actually protecting and caring for all its citizens.

The fight for trans equality is just beginning. This lawsuit shows just how much we have yet to accomplish. If Iowa is not ready to fight for trans rights, it should at least stop fighting against them.



Katie Goodale / The Daily Iowan

The Iowa State Capitol building is seen in Des Moines on April 9, 2019.

LETTER TO THE EDITOR

Thank you from the Search Committee

The University of Iowa campus should show gratitude for the University of Iowa Presidential Search Process.

Dear Campus Community,

As one of the co-chairs of the recently completed University of Iowa Presidential Search process, I would like to publicly thank the 21 member search committee for their tireless work these past eight months to identify four extremely high-quality candidates to

bring to campus. The committee, consisting of faculty, students, staff and two regents worked collaboratively throughout the entire process.

The committee received tremendous support from AGB Search and many campus partners in human resources, information technology, the president's

office, strategic communications, as well as various members of the Board of Regents office. On April 30, the Board of Regents unanimously selected Dr. Barbara J. Wilson as the 22nd President of the UI.

I would especially like to thank my co-chair Sandra Daack-Hirsch. Sandy worked diligently to assure

the search process followed the Presidential Search Best Practices Document, which she painstakingly co-authored after the sanctions imposed by the American Association of University Professors following the previous presidential search.

The effort that Sandy dedicated to this search

process led to an impeccable level of transparency, integrity and open communication. Her leadership through the entire process helped to bring the search to a very successful conclusion. The entire campus community owes a tremendous amount of thanks to the search committee, especially Sandy Daack-

Hirsch. I am very proud to have worked with the entire committee on this search and look forward to the leadership of our new UI President, Dr. Barbara J. Wilson.

Sincerely,
John Keller, Co-chair UI Presidential Search Committee

STAFF

Sarah Watson Executive Editor

Hannah Pinski Opinions Editor

Zeina Aboushaar, Yassie Buchanan, Dylan Hood, Shahab Khan, Ally Pronina, Sophie Stover Columnists

COLUMNS, CARTOONS, and OTHER OPINIONS CONTENT reflect the opinions of the authors and are not necessarily those of the Editorial Board, The Daily Iowan, or other organizations in which the author may be involved.

Sarah Watson, Alexandra Skores, Hannah Pinski, Lucee Laursen, and Cesar Perez Editorial Board

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EDITORIAL POLICY

THE DAILY IOWAN which has been serving the University of Iowa, Johnson County, and state of Iowa communities for over 150 years, is committed to fair and accurate coverage of events and issues concerning these areas. In an ever-changing media landscape, the DI realizes that an often contentious political climate - paired with the widespread dissemination of news - can cause contentious discussions over some stories. Although these discussions are essential to democracy - and reiterate the importance of the freedom of expression - the DI takes great lengths to ensure that our social-media presence is free of discriminatory remarks, and inaccurate representations of the communities we ardently serve.

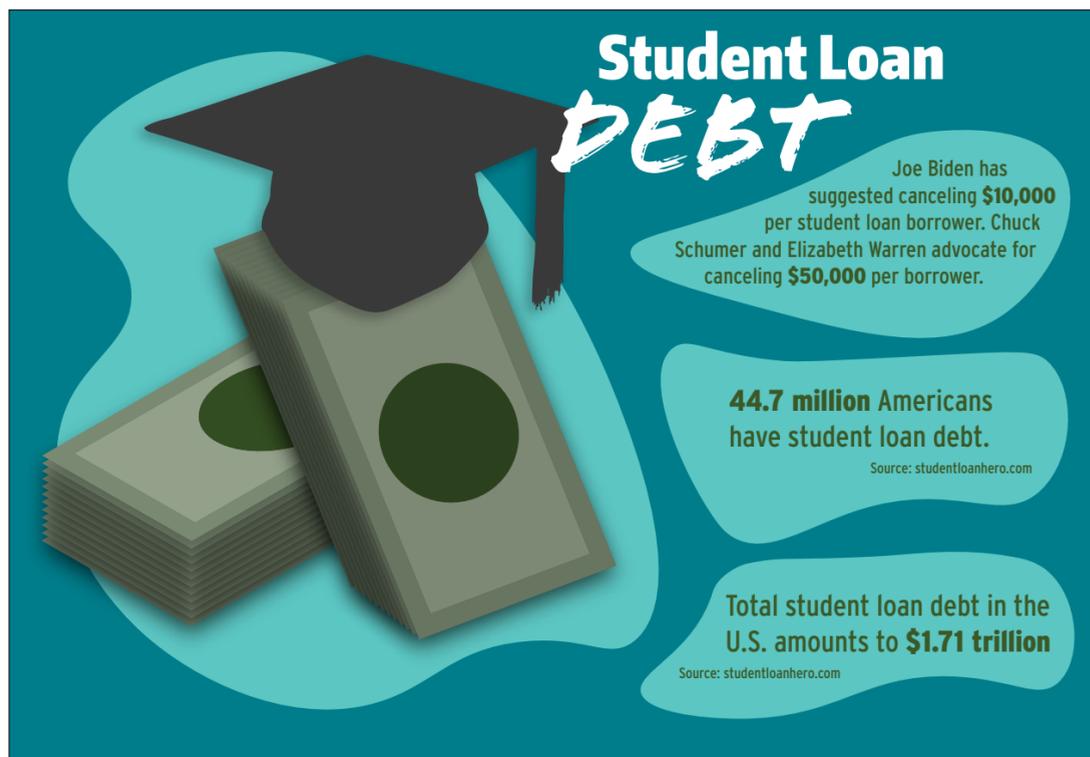
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ETHICS & POLITICS

Tax-free forgiveness: who benefits?

A new non-taxable status for student loan forgiveness will benefit longtime borrowers but may not do the same for current students.



Infographic by Kate Doolittle

BY BRIAN GRACE
brian-grace@uiowa.edu

A provision in President Joe Biden's American Rescue Plan Act of 2021 that makes federal student loan forgiveness tax free until 2025 won't have a significant immediate impact on students with relatively new loans, but could prove more beneficial if Biden directly cancels student loans in future legislation, according to the University of Iowa Office of Student Financial Aid.

Biden said during his presidential campaign that he would advocate for legislation to cancel \$10,000 in student loans per borrower. So far, he hasn't introduced any legislation to do that, though some Democrats like Sens. Elizabeth Warren, D-Mass., and Chuck Schumer, D-N.Y., are pushing for legislation forgiving loans at an amount of \$50,000 instead.

Section 9675 of the American Rescue Plan states that the non-taxable status will apply to all forms of student loan forgiveness, effective from Dec. 31, 2020 until Jan. 1, 2026.

Historically, any loan forgiveness a borrower receives would be reported to the IRS and classified as income, which would then be taxed based on the borrower's tax bracket. This provision effectively ensures that if the borrower does have a certain amount of their loans forgiven, they won't need to pay anything on that forgiveness.

For example, if Biden passed legislation resulting in the forgiveness of \$10,000 worth of student loans per borrower, and the borrower made \$50,000 per year within a tax bracket of 22%, the borrower would have needed to pay \$2,200 in taxes on the forgiven loan.

Cindy Seyfer, assistant provost and director of the UI's Office of Student

Financial Aid, said the tax-free status will be substantially more important for borrowers who have been making payments on student loans for 20 to 25 years through an income-driven repayment plan. Such plans allow borrowers to make monthly payments on loans based on income and family size, according to the Federal Student Aid website.

For those utilizing an income driven repayment plan, borrowers who haven't paid off the entirety of their student loans by the time their payment period is up, but have paid toward it consistently on time and in accordance with the plan they were given, have the remainder of their loans forgiven. This population will benefit from new tax-free status of loan forgiveness most noticeably, but Biden's provision applies to anyone with student loans and receives loan forgiveness.

"After the 20- or 25-year period, depending on the plan, the remainder of the loan is forgiven but, in the past, this dollar amount was taxable," Seyfer said. "This could make a significant impact on taxable income. Now with the tax-free status for student loan forgiveness, there would not be any tax implication on the portion of the loan that is being forgiven."

Seyfer said currently enrolled students could see more of an impact from this piece of legislation if Biden ultimately implements direct loan forgiveness, such as his administration's baseline target of canceling \$10,000 in student loans per borrower.

The U.S. Federal Reserve estimates that as of Dec. 2020, U.S. citizens owe slightly over \$1.7 trillion in student loans combined, while on average, individual borrowers owe \$32,000.

Will Eggers, a UI junior from Algona studying political science on the pre-

law track, said that even though he does currently have student loans, he hadn't heard of the tax-free provision and doesn't think it will benefit him. He said loan forgiveness should target underrepresented and underprivileged students rather than forgiving loans for large swaths of populations who might not need it.

Sheyenne Koethe, a UI senior from North Liberty studying health and human physiology, said she doesn't agree with sweeping cancellation of student loans, but moderate loan relief legislation would be worth pursuing. Koethe said she hasn't taken out student loans for her undergraduate degree but anticipates doing so when pursuing a master's degree in hospital administration following a gap

year in which she'll continue working at a local medical clinic.

"Nobody should be \$100,000 in debt after they graduate, that's going to be a couple of years before they actually save money, that's ridiculous," Koethe said. "But at the same time, I don't agree with complete cancellation of student loans...if I had a loan I would still expect to pay something for college. I feel like the idea of free college is just not really plausible."

According to the National Center for Education Statistics, the average total price to attend any college (four year, two year, private, public) has increased from \$4,885 in 1985 to \$23,835 in 2017. That number has increased by anywhere from \$500 to \$1,000 each year, with the total price including tuition, room and board, and additional fees charged by the institution.

Biden announced the American Families Plan on April 28. While the plan includes goals such as giving Americans two years of free community college and "making college more affordable for low-income families," the plan does not include canceling broad student debt.

The U.S. Department of Education, however, has announced that some form of relief would be coming to certain populations of borrowers, including permanently disabled borrowers at risk of having discharged loans reinstated and borrowers who could prove their educational institution participated in misconduct with their loans.

U.S. Sen. Chuck Grassley, R-Iowa, wrote in an email to *The Daily Iowan*

that he has serious concerns about the Biden administration's proposals to cancel student debt because it would disproportionately benefit students and families with above average incomes.

Grassley is referring to statements Biden made during his presidential campaign that advocated for forgiving \$10,000 in student loan debt per borrower.

"It's unfair to taxpayers who saved for college, or paid off their loans or who do not have a college degree to pay for the obligations others willingly took on," Grassley wrote. "And on top of that, only a third of Americans hold a bachelor's degree or higher while the majority debt is held by individuals with graduate degrees like doctors and lawyers."

Grassley wrote that relief should be targeted at students based on need and address why graduates are leaving college with so much debt.

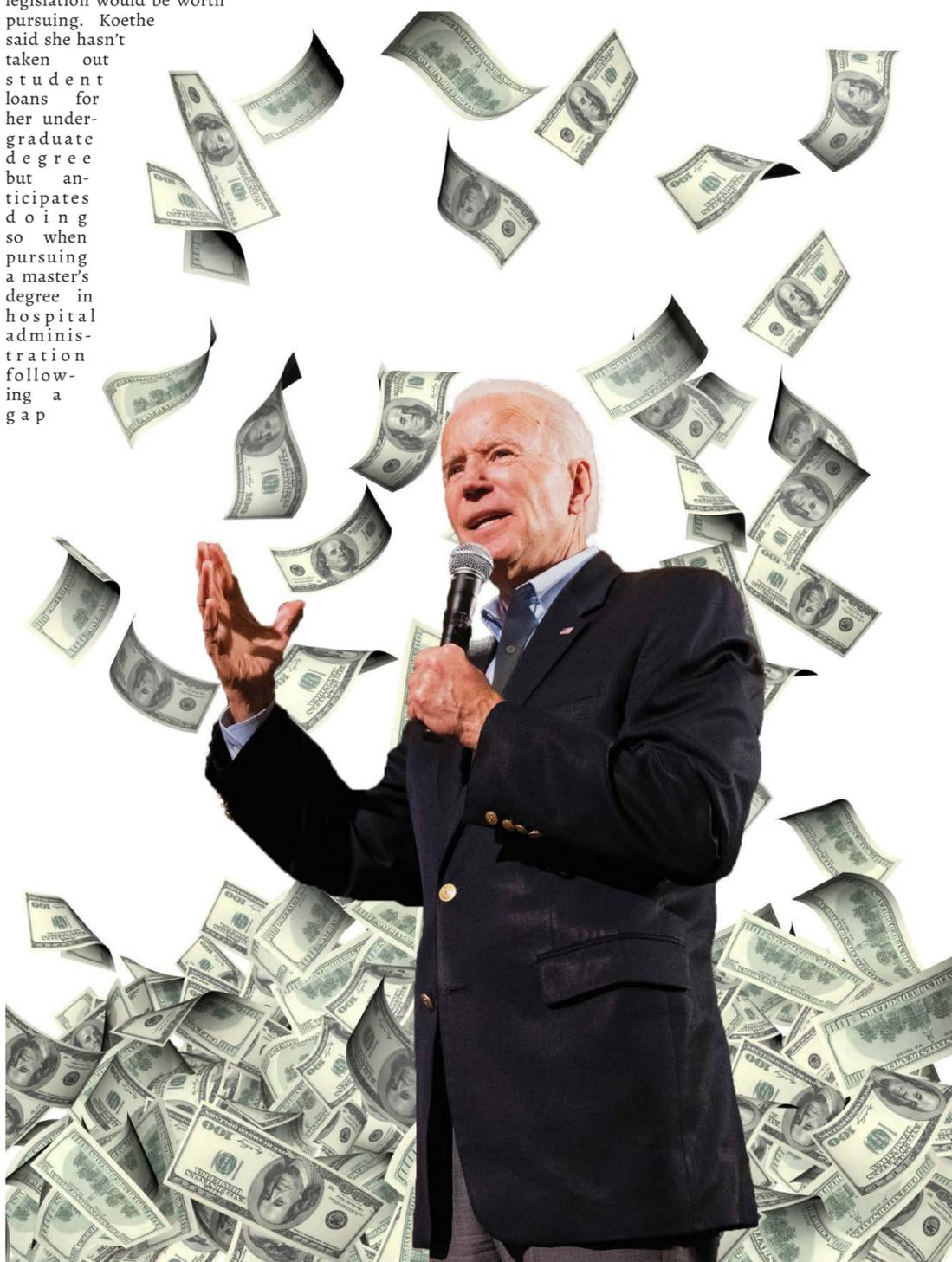
"Incoming students need to have the full picture and a breakdown of what the true cost of college is before they sign on to take out more loans than they need or can afford with the degree they are seeking," he wrote.

“Incoming students need to have the full picture and a breakdown of what the true cost of college is before they sign on to take out more loans than they need or can afford with the degree they are seeking.”

—U.S. Sen. Chuck Grassley

“Nobody should be \$100,000 in debt after they graduate, that's going to be a couple of years before they actually save money, that's ridiculous. But at the same time, I don't agree with complete cancellation of student loans...if I had a loan I would still expect to pay something for college. I feel like the idea of free college is just not really plausible.”

— Sheyenne Koethe, UI senior



Graphic by Kate Doolittle

Amplify

A passion for teaching and filmmaking

Trevon Coleman, a graduate student in the MFA program at the University of Iowa in film and video production, learned valuable lessons while working in Florida as a caricature artist. Now, he teaches students, creates experimental films, and explores his art with the main idea of understanding while prioritizing Black identities.

BY GRACE SMITH
grace-smith@uiowa.edu

Trevon Coleman was drawing an 8-year-old boy during his previous job as a caricature artist in Orlando, Florida. The boy's father mentioned an insecurity that his 8-year-old son had about his large gums.

"It's up to us to let him know that there's nothing wrong with that," Coleman said to the father.

After Coleman finished his drawing, the father circled back to him. He told Coleman no one had ever let him know he had permission to tell his son there is nothing wrong with insecurities.

"For me that was wild to be in a position to help someone else help someone who meant something to them to feel seen like that," Coleman said. "It's important for people to know that how they are is OK, and someone sees them regardless."

As a Black American and second-year graduate student in the MFA program in film and video production, Coleman has applied this story and lesson to his life and pieces of work.

Coleman had created the "Super" series as a response to an encounter he had with a professor. He had created a self-portrait in caricature style painting in which he emphasized his teeth.

The professor misread this painting and made a comment about Blackness and showing teeth.

"They likened showing the teeth with being angry, and to horses when they get angry and showing their teeth," Coleman said. "And I was like, that one

was rude. You hear yourself? You're equating Blackness to animals."

Because of the encounter with his professor, Coleman started creating work that tested the spaces he was in and how they were viewing Blackness. His "Super" series work involved the idea of Black bodies in hoodies transitioning to Black bodies in superhero costumes. These films, focusing on assumptions and perceptions, give superhero iconography to Black bodies, but there are no fight scenes or characters with superpowers.

"So if that's the case for this superhero film, what's your case for the idea of what Black people accomplish for imagination? Be that fear, be that fetishization, be that anything," Coleman said.

"Super," focusing on perceptions of Black bodies, resonates with Coleman in terms of how people are seeing him.

Friend and former roommate at the University of Central Florida, Dro Watson, who played the LGBT superhero in the film, speaks about Coleman's passion during the production of this film.

"It was just wonderful to see him in his element directing and working on this project," Watson said.

Coleman has been creating visual content based around understanding ever since his job as a caricature artist. From 2003 to today, Coleman continues his caricature work.

"I was always a storyteller," Coleman said. "Very imaginative, I would say — I got into art through telling stories."

Being on the job with others

working in animation, comic books, and illustration, Coleman learned a lot about himself and his art.

"That's where I would say I would have my biggest arts education, was from being around so many different kinds of people," he said.

After his experiences as a caricature artist, Coleman has worked hard to help others back at the University of Central Florida, and here at the University of Iowa as a teaching assistant.

After his job as a caricature artist at a local theme park, Coleman acquired his BFA in studio art, and his BFA in film and video production during his undergrad years at the University of Central Florida, until he graduated in 2019. While there, Coleman says he was always looking for ways to mentor, guide others, and get involved. At UCF, Coleman was a student liaison in the school of visual arts and design, a resident assistant for four years, and also worked in equipment checkout.

Teaching students now at the University of Iowa, Coleman said he does his best to help others create work they are passionate about.

"Can you see ways to make the things you're interested possible? If not, I can help you see those," Coleman said to his students. "Are you interested in making new lanes? I can help you figure that out."

As a creator, Coleman has worked on about 30 film sets for films and projects in total, operating the camera, working with actors, and facilitating in a collaborative way, helping those on set feel understood and seen.

"I think that Tre himself is sensitive, and I think that he is sensitive to other people. I think that he is sensitive to concepts and sensitive to changing information," Watson said.



Grace Smith/The Daily Iowan
Second-year graduate student in the MFA program in film and video production at the University of Iowa Trevon Coleman poses for a portrait in his office at the Becker Communication Studies Building on April 28.

Watson, who just recently graduated with her MFA in feature filmmaking at UCF, also mentions Coleman's receptiveness and willingness to evolve and change ideas when receiving new information.

Watson has worked on projects with Coleman ranging from her own thesis feature and projects, to other people's work, and a few of Coleman's projects as well.

"Something that I have learned that is most important to me from Tre is really prospective and the way to approach media," Watson said.

Coleman does not necessarily follow conventional narratives that have a beginning, middle, and end with his experimental work.

"I'm playing with exposure, I'm playing with frame to frame changes," Coleman said. "I'm playing with editing. I'm interested in the way editing can be used to disrupt a narrative."

Coleman also creates work that focuses on how others are being seen through a camera, and experimented with this idea on the first film, titled "Work," that he made and worked on.

The film, which began in 2016, was an experimental film working with hula hoop dancers. In collaboration with others, Coleman was able to create a film that spoke up about topics like the male gaze (the way women in films are looked at) by audience members and camera operators. In addition to the gaze, he also brought light to motion in the human figure, and addresses how the camera overlooks racialized bodies.

"Work" evolved over the course of four years, with four different versions of the film.

As seen through "Work," Coleman takes an atypical and interesting approach.

"For me, I'm more interested in what the camera sees," Coleman said.

Coleman has made work where he utilizes actors who speak different languages, and even though he doesn't understand what the actors are saying, the message still comes through.

"I like not knowing what the end is going to be," Coleman said. "I want to learn through the process of making."

With Coleman's abstract work, there is less of a definite answer in these films, but it leaves the audience with more questions.

Coleman pursues a very collaborative process. Hao Zhou, a second-year in the MFA program for film and video production, shares an office space with Coleman, and the two



Contributed by Trevon Coleman

have worked on projects and assignments together.

"When working with others, Trevon is very positive and has a sincere interest in everybody's contributions," Zhou wrote in an email to *The Daily Iowan*. "He always makes you feel that your ideas are worthwhile, and he can quickly expand and connect them in other areas that you never thought about."

Along with Coleman's positivity and connectedness on set, Zhou mentioned learning from Coleman's feedback and advice when working on his own ideas and works.

"I've tried to learn from Trevon's strong ability to think from different (and even opposite) perspectives," Zhou wrote. "This is a great ability for all areas in life but especially for creating art, stories, and characters."

Coleman's collaborative filming process altered because of the pandemic. Without focus groups with community members and a normal filming schedule and set, Coleman has been able to create pieces of work that are more personal to him.

"I usually make responsive work addressing something

that has been said or environments that I'm in," Coleman said. "I've made some more personal works in this time that are not trying to speak to some sort of broader idea, but [are] really me sitting alone in a room grappling with things that I'm struggling to understand about myself."

Coleman continues to work on his films and art in conjunction with the act of understanding. Influenced by everything, Coleman's many goals for the future include learning more about himself, and the space he is in.

Coleman is working on a piece right now that includes the conversation of Blackness and climate change.

"You've created this thing that is now bigger than you. And you can't control it, you can't contain it, you can't stop the change from happening," Coleman explained.

He further explains climate change as a destruction, and why he compares Blackness to it.

"There was a world that was built around exclusion," he said. "And there's a way to tear that down and destroy that world and rebuild something else."

“There was a world that was built around exclusion. And there's a way to tear that down and destroy that world and build something else.”

— Trevon Coleman

“They likened showing the teeth with being angry ... you're equating Blackness to animals.”

— Trevon Coleman



Contributed by Trevon Coleman

Calendar

Virtual Community Events on Campus

- May 6 @ 7:00 p.m.: Black Lives on Screen: Black Spring
- May 6 @ 6:00 p.m.: Latinx/a/o Virtual Graduation
- May 8 @ 12:00 p.m.: Bar-B-Queer
- May 11 @ 7:00 p.m.: Rainbow Graduation 2021
- May 13 @ 11:30 a.m.: UI Latinx Council Monthly "Meet and Eat"

Diversity, Equity, and Inclusion Internal Committee

Sarah Watson	Kate Doolittle	Kelsey Harrell	Caleb McCullough	Hannah Pinski
Alexandra Skores	Josie Fischels	Mary Hartel	Molly Milder	Ally Pronina
Cesar Perez	Katie Goodale	Eleanor Hildebrandt	Elizabeth Neruda	Jenna Post
Shivansh Ahuja	Austin Hanson		Sophia Perez	Julia Shanahan

What is Amplify?

Amplify is the *Daily Iowan's* community section, focusing on topics and features surrounding culture within the Iowa City community. It looks to heighten voices within our audience, and provide an opportunity for our readers to engage with the *DI*.

ARTS & CULTURE

80 HOURS

STUDENT SPOTLIGHT

Animator shares artistic influences

A love of cartoons and childhood video projects set the groundwork for UI animator Jacob Smithburg to pursue a career in animation.

BY JENNA POST
jenna-post@uiowa.edu

Jacob Smithburg had been an animation hobbyist before he fully understood animation. Whether it was making stop motion videos using Legos and action figures or creating moving drawings using the Flipnote app on his Nintendo DS, Smithburg said he liked using his creativity to bring characters to life.

"In elementary school, I would do flipbooks all day every day," Smithburg said. "I did the bouncing ball flip book stuff before I even knew really anything about animation or that you can work in animation."

Smithburg said that while growing up, cartoons largely affected his art style. The Cartoon Network show *Adventure Time* was perhaps the most influential, he said, because of its whimsical art style and expressive characters, which appealed to his love for character design.

"I want to be able to look at a character and go, 'I know exactly what they want, what their motives are, what they've been through,'" he said.

Smithburg said that while animation was an obvious career choice in hindsight, he first attempted to pursue environmental science at Iowa State University. While taking courses, he realized that the field didn't allow him to be creative, so he ended up doodling more in class than

taking notes.

He then transferred to ISU's College of Design. During his summer off, he became a camp counselor, where he found that working with children allowed his creativity to flourish. He said that the camp made him question what he wanted to do with his career, and he decided to take a gap year.

While job hunting during his time away from school, he came across an animation internship through Disney.

"I didn't really know what I wanted to do because that summer camp and just like having so much creative freedom," Smithburg said. "I got back home from this camp and I saw this Disney position open kind of applied on a whim."

Smithburg said he was surprised when he was contacted for an interview with Disney for animation. While a bigger fan of Pixar, he was still excited for the opportunity.

Shortly after the interview, he received word that he'd been selected for an internship. Not long after that, his internship was canceled because of COVID-19 spreading across the U.S.

He then decided to attend the University of Iowa for a cinematic arts degree. During his free time, he's learned new animation techniques and software using YouTube tutorials. He said the university doesn't offer many animation classes, so YouTube has been a



Grace Smith/The Daily Iowan

Cinema major Jacob Smithburg poses for a portrait with his animations on screens behind him in an editing lab located at the Becker Communication Studies Building on April 26. Smithburg is an animator who spends hours working on projects that he is interested in. "Go with the flow, do the work, follow your gut," Smithburg says. "Be adventurous. Experiment and push the boundaries of a given medium! Go buckwild! Own it! Weirdness is the brand, baby! Also get a fun pair of socks. It's thrilling. It's fun. You'll love it. Go bananas."

more valuable resource.

He used YouTube to learn an animation program called EbSynth, which he used to turn actors into animated sea creatures in his play for the Ten-Minute Play Festival.

"I feel like I know every as-

pect of pre-production for animation, video game design, and all of that, so I'm always like, what else can I do? What else can I learn?" he said.

The now-junior said that he enjoys trying new hobbies, which makes it difficult to de-

cide exactly what he wants to do post-graduation.

"I don't know where I would feel most at home," Smithburg said. "I'm always like, 'what's the next thing?' And I hate to tie myself down."

What Smithburg is sure of

is that he wants to work with a creative team who isn't afraid to be innovative in their animation.

"I just want to have fun and work with people who want to create together," he said. "That's the big picture."

English professor talks second poetry collection

Donika Kelly, an assistant professor of English at the University of Iowa, released her second collection of poetry this week through Graywolf Press. The collection follows its narrator through life's hardships.

BY DELANEY OREWILER
delaney-orewiler@uiowa.edu

In the words of author Donika Kelly, the publication of her second poetry collection, *The Renunciations*, has been "a long time coming."

The University of Iowa assistant professor of English released her collection this past Tuesday, May 4. Published through Graywolf Press, the poetry book covers heavy topics including childhood abuse and adult divorce.

"Between 2015 and 2018 I was writing newer poems that ended up in the new book, but there are poems in the book from 2013. I was writing and eventually I realized I had a book which I had the time, space, and opportunity to put together," Kelly said. "I kept a draft of the manuscript for about 4 months, and in January 2019 I sent it to my editor, Jeff Shotts, and asked if they would be interested in it, and they were."

Kelly said that the long period between January 2019 and the publication date gave her ample time to receive notes from Graywolf Press editors. She also added that the two years she had was the perfect amount of time to write the collection, especially when the time that goes into her role as a professor is taken into account.

Kelly described her cre-

“When I write during the semester... it's because I'm feeling compelled, like I have some things that are more urgent to say.

— Donika Kelly

ative process as something that she actively plans out. She writes in concentrated intervals for one to three weeks at a time and is most productive in the late-night hours, between 10 p.m. and 1 a.m. During the school year, Kelly is unable to stay up late, so in between those planned out intervals, she keeps track of memories and elements of the natural world that she is interested in writing about.

She said that even though she doesn't schedule time for writing poetry during the academic year, if inspiration strikes her, she will make time.

"When I write during the semester, it's because I'm feeling compelled, like I have some things that are more urgent to say. Being a poet is all the time, and I try to show up for my poetry when it calls," Kelly stated. "It's a very soft relationship I think, when I don't have anything to write about, I don't have anything to write about and that's okay, and when I do, I make time."

Kelly writes about a variety of things, but her most common theme involves the natural world. She said that it makes her feel in scale to

her responsibility; she is small in comparison to the universe. She also pulls influence from the poets she enjoys reading, including

Natasha Trethewey, Carl Phillips, Mary Oliver, and Richard Siken.

Kelly described her style of poetry as lyrical, a style that is less concerned with form and more about getting feelings down on a page. She began this style, and her career as a poet, when she was a senior in high school and overflowing with emotions.

"I had a lot of feelings, and

I needed to put them somewhere," Kelly said. "I came to poetry because I was full up and the feelings needed to go into something else that was not me."

In addition to using her poetry as a mechanism to deal with her own feelings, Kelly said she hopes that she can connect to readers and make them feel at home within the pages of

her poetry.

"I hope that readers feel welcomed into the space of the book, that they feel safe," Kelly said. "The book is dealing with some difficult subjects, and I hope that it resonates with folks that have had similar experiences."

Next Tuesday, May 11, Kelly will conduct a virtual reading on Zoom, hosted by Prairie Lights.



Contributed

WEEKEND EVENTS

THURSDAY 05.06

MUSIC

- **JAMES TUTSON**, 8 P.M., ELRAY'S LIVE & DIVE, 211 IOWA AVE
- **ALL UNIVERSITY STRING ORCHESTRA BROADCAST**, 7:30 P.M. ONLINE EVENT, PRESENTED BY THE UI SCHOOL OF MUSIC



SATURDAY 05.08

DANCE

- **DANCE END OF SEMESTER EVENT**, 8 P.M., ONLINE EVENT, PRESENTED BY THE UI DANCE DEPARTMENT

MISC

- **STORYTELLERS: AKWI NJI**, 10 A.M., ONLINE EVENT, PRESENTED BY THE ENGLERT THEATRE

FRIDAY 05.07

LITERATURE

- **MEENAKSHI GIGI DURHAM READING**, 7 P.M., ONLINE EVENT, PRESENTED BY PRAIRIE LIGHTS

MUSIC

- **UI CHOIRS BROADCAST**, 7:30 P.M. ONLINE EVENT, PRESENTED BY THE UI SCHOOL OF MUSIC
- **BEACH BUNNY WITH CLAUD**, 8 P.M. ONLINE EVENT, PRESENTED BY SCOPE PRODUCTIONS



SUNDAY 05.09

MUSIC

- **ELECTRONIC MUSIC STUDIO CONCERT 2**, 7:30 P.M., ONLINE EVENT, PRESENTED BY THE UI SCHOOL OF MUSIC



YOUR WEEKEND PLAYLIST



Pre-Finals Pump Up Tunes

The moment we've all been waiting for is nigh upon us: finals week. But don't worry, *DI Arts* has got you covered with pump up tunes as you turn in final projects and start your finals.



SHUFFLE

SONG	ARTIST	ALBUM
Don't Worry Be Happy	Bobby McFerrin	Simple Pleasures
Raise Your Glass	P!nk	Single
The Final Countdown	Europe	The Final Countdown
Lose Yourself	Eminem	8 Mile
Feeling Good	Michael Bublé	It's Time
I Am (feat. Flo Milli)	Yung Baby Tate	After The Rain
Work Bitch	Britney Spears	Britney Jean
...Ready For It?	Taylor Swift	reputation
Paper Planes	M.I.A.	Kala
Hey Ya	Sweater Beats, KAM-AUU	Single
Touch The Sky	Kanye West	Late Registration
Beverly Hills	Weezer	Make Believe
Shut Up and Dance	WALK THE MOON	TALKING IS HARD
A Hard Day's Night	The Beatles	A Hard Day's Night
Boss Bitch	Doja Cat	Single
God is a woman	Ariana Grande	Sweetener
The Reason	Hoobastank	The Reason
My Life	Billy Joel	52nd Street
Brand New	Ben Rector	Brand New
27	Fall Out Boy	Folie à Deux
Basket Case	Green Day	Dookie

THIS WEEK IN STREAMING



Army of the Dead

BY PARKER JONES
parker-jones@uiowa.edu

After the divisive premiere of *Zack Snyder's Justice League*, audiences are eager to see the director's next big action film: *Army of the Dead*.

Premiering on Netflix on May 21 as well as in select theaters, the zombie heist film follows a group of mercenaries planning a robbery of a Las Vegas casino during a zombie outbreak. After breaching the quarantine wall, however, the team, led by retired war hero Scott Ward, find that the zombies are not the slow moving, mindless monsters they were expecting; they are quick, organized, and much harder to kill.

To make things worse, the team only has 32 hours to pull it off, before the city is nuked by the government and gone for good.

Snyder, who originally conceptualized the film in the mid-2000s, co-wrote the film alongside screenwriters Shay Hatten and Joby Harold, and

is also serving as head cinematographer. The movie is produced under both Universal Studios and Warner Bros. Entertainment, and is expected to continue as a franchise with both an anime-style television series and a prequel film in production.

Main character Scott Ward is played by *Guardians of the Galaxy* star Dave Bautista. Scott's estranged daughter and fellow mercenary Kate is played by Ella Purnell. Other members of the cast include Hiroyuki Sanada as Bly Tanaka, a casino boss who hires the group to pull off the heist, and Omari Hardwick as Vanderohé, another mercenary on the team.

Due to the extended franchise that has already been planned for the film, the studios involved likely think it will perform well critically as well as at the box office, according to a *Deadline* article about the future of the franchise. However, as with any high-action zombie film, *Army of the Dead* will serve as an entertaining, exciting experience nonetheless.

REVIEW OF THE WEEK: Season 13 of RuPaul's Drag Race

BY JENNA POST
jenna-post@uiowa.edu

During the latest season of *RuPaul's Drag Race*, RuPaul released his new single, "Lucky." The song's chorus says, "You're so lucky tonight, 'cause I'm giving you the show that you want," which couldn't have been more accurate.

Beginning on the first day of 2021 and ending on April 23, season 13 of *RuPaul's Drag Race* was the longest season in the franchise's history, with 16 episodes total. If the season had a less likeable cast, it could've felt like a drag, but this group of queens was one of the most endearing in recent memory.

The season began with a new twist. Unlike in previous seasons, the queens were

brought into the work room in pairs before being told to meet on the mainstage to lipsync for their lives. The losing half of the cast were then sent to the "Porkchop dock" — a reference to Victoria "Porkchop" Parker, the first queen to be sent home during season one.

Unlike Victoria Parker, no one was actually sent home. For the first few episodes, the queens were divided into a winners circle and losers circle, each competing in their groups before coming together to meet the rest of the cast following the loser's circle's episode.

This twist allowed the audience to get to know each queen better from an otherwise large group, but it also caused unnecessary drama between the winners and losers that got old quickly.

The season found its footing after the original three episodes. Symone cemented her place as the frontrunner by winning the episode's acting challenge and stunning viewers on the runway with her durag train look, and Denali proves she's the season's lip sync assassin by defeating Kahmora Hall in what was the most one-sided lip sync in the show's history. By the end of the season, Symone takes the crown and Denali is officially named the season's lip sync assassin.

Unlike Symone, third and fourth place winners Gottmik and Rosé didn't immediately appear to be front-runners, but later proved they could rival Symone in acting and fashion. All three queens made history, with

Symone being the first queen from Arkansas to win, Rosé being the first to bring Scottish heritage to the stage, and Gottmik being the first trans man to compete on the show.

For the first time, it included a surprise ball, where the queens had to present three runway looks within the categories of "black and white," "red all over" and "grand finale eleganza extravaganza."

There were also three lip syncs for the four finalists, using songs by Britney Spears. Symone beat out Gottmik and Kandy Muse and secured her well-deserved spot as the season's winner.

Despite Symone being the technical victor, the losing trio will undoubtedly find great success outside of *RuPaul's Drag Race* due to their charming person-

alities and infectious good attitudes. In some seasons, tensions between the top queens are high, but Kandy, Gottmik, Rosé and Symone felt like sisters, which made the finale a joy to watch.



Spring 2021

The College of
Liberal Arts and Sciences

CONGRATULATIONS GRADUATES

The College of Liberal Arts and Sciences is pleased to recognize the scholarship and achievement of our students graduating in May 2021 with distinction and honors.

We are proud of all of our new alumni and wish them success in their future endeavors.

Dean Sara Sanders

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Brayden Bell
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Satori Good
Allie Goodell
Hannah Haack
Carly Heying
Emily Hott
Kaley Iddings
Anna Ivarson
Renato Jensen
Meg Kester

Lyndi Kiple
Claire Kopesky
Dariya Kozlova
Rachel Leon
Nicole Majerus
Mae McDonough
Michael Neuhaus
Katarina Newcamp
Nicole Pagliari
Anthony Pamatmat
Praveen Perera
Michael Pyevich
Claire Quigle
Jessica Rindels
Jenna Riordan
Emma Rose
Tyler Roth
Gianna Sarli
Sarah Schemmel
Lauren Schmidt
Brendan Seabold
Madeline Sherwood
Maxwell Sherwood
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Dustin Fykstra
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Raquel Gomez
Jessica Graham
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Selma Benitez
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IOWA

A keepsake edition to be published on Wednesday, May 12, 2021



After a historic year, it's time to recognize the graduates of 2021.

Celebrate your family member or friend's momentous achievement in *The Daily Iowan's Graduation Edition*. This special keepsake issue will feature graduate profiles and stories, along with congratulatory advertisements placed by parents, family members and friends of University of Iowa graduates.

For more info and to place an ad online, go to: dailyiowan.com/grad

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The City of Iowa City is currently accepting applications for the position of Police Officer.

To access the candidate information packet and to apply online, visit www.icgov.org/police/careerrecruitment. Online applications must be submitted by **Friday, May 28, 2021.**

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The Daily Break

PUZZLE SOLUTIONS ON PAGE 2

The New York Times Crossword

Edited by Will Shortz
No. 0331

1	2	3	4	5	6	7	8	9	10	11	12	13	14
15					16				17				
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74						75				76			

- Across**
- 1 Becomes less important by comparison
 - 6 Newspaper unit
 - 10 "The Garden of Earthly Delights" painter
 - 15 Bitcoin, e.g.
 - 16 Hubbubs
 - 17 Bear who sings "The Bare Necessities" in a 1967 Disney film
 - 18 City near St. Petersburg
 - 21 Bellyache
 - 20 Benjamin Franklin is depicted on the first U.S. one (1847)
 - 21 Virtuoso
 - 22 "C'mon, open the door!"
 - 25 1990s supermodel with a palindromic name
 - 26 Like regular exercise and happiness, per research
 - 28 Put one's trust in
 - 30 Fill to the gills
 - 31 43rd prez
 - 34 Mrs., on Majorca
 - 35 Japanese salad herb
 - 36 Pint-size
 - 39 Something to believe in
 - 41 Smaller parts making up a larger whole ... with a hint to the six groups of shaded squares in this puzzle
 - 45 Brand of knives touted in classic infomercials
 - 46 2006 Winter Olympics host
 - 47 Diamond stat
 - 48 Dance move that went from trendy to cringey in the 2010s

- 51 Heracles, to Zeus
 - 52 Stitch's pal, in film
 - 56 "Two thumbs up!"
 - 59 Key of Beethoven's Ninth
 - 61 Above-the-knee skirt
 - 62 Brown loaf with an earthy taste
 - 65 Pet rocks, once
 - 66 They turn litmus paper red
 - 68 Stead
 - 69 Part of a political convention roll call
 - 71 Checks out, in a way
 - 72 Thingy
 - 73 Satirist ___ Baron Cohen
 - 74 Singer John whose middle name is Hercules
 - 75 Food for a sea urchin
 - 76 Company behind the first microprocessor
- Down**
- 1 Potpourri pieces
 - 2 Tree that's a favorite of giraffes
 - 3 Bemoan
 - 4 Paranormal power, for short
 - 5 Thin-layered sedimentary rock
 - 6 Covenant
 - 7 One who raised Cain
 - 8 Wounded by a bull, say
 - 9 Catches sight of
 - 10 Tiny ammo
 - 11 Like some breakfast cereals
 - 12 Emphatic two-pointer
 - 13 Going places?

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Hannah Kinson/The Daily Iowan

Iowa midfielder Ellie Holley attempts to score during the Big Ten field hockey tournament quarterfinals against Maryland on April 21. "What makes us feel at home is the people," Holley said. "For me personally, I have one of the best support systems out here. I think I've been adopted by maybe 20 different people and I work at the hospital with patients who are all like, 'you don't have a family, let us adopt you' and I think that the best thing about coming out here is how generous and kind everyone is."



FIELD HOCKEY
CONTINUED FROM 12

Hannah Kinson/The Daily Iowan

Iowa midfielder Ellie Holley waits for the ball during a field hockey game against Maryland on April 4. "[We] kind of took it as an opportunity," Holley said. "We took the fall as, yeah our season was canceled, but we had seven freshmen and in season it can be really hard to bond because you're just so busy. And having the, four or five months to actually get to know the freshmen, going into a spring season we're such a unit now that it's, we're not, you know, wasting time with the 'Oh, hi. Where'd you like the ball? What's your name?' Like we all know each other so well. I think that's really helped us flourish."



Hannah Kinson/The Daily Iowan

Iowa forward Maddy Murphy hits a penalty corner during a field hockey game against Maryland on April 4. "We have so many traditions involved in our warmup and it's just so cool that we get to do that," Murphy said. "Everyone is a bit nervous and stuff before the game and everyone is kind of like zoning in and focusing in, and just coming together for the game. We do some dumb stuff that would not make sense to anyone else outside of the team. I think those are the moments that I'll probably miss the most, is just everyone being so authentic and having a team that allows you to be unapologetically yourself."



Hannah Kinson/The Daily Iowan

Iowa midfielder Esme Gibson runs up the field with the ball during the Big Ten field hockey tournament quarterfinals against Maryland on April 21. "I've just been really grateful even though we didn't really have a season in the fall," Gibson said. "Just to be able to train and to be able to be with such a supportive group of people. And to be able to do something other than school, because if we hadn't been able to train, it would have been horrible. It was horrible being at home in lockdown for like four months, I think. We were allowed to exercise once a day. We could leave our house once a day. Shopping once a week. It was just not a fun experience."



Hannah Kinson/The Daily Iowan

Iowa midfielder Esme Gibson fights for possession of the ball during the Big Ten field hockey tournament semifinals against Michigan on April 22. "What distracts me I would say is frustration, whether that's at myself or decisions made on the field," Gibson said. "I've improved a lot on that, but sometimes what people say to me on the field will focus me. There have been times where Eli or Nikki have turned around to me and been like, 'Yeah, we're playing, whatever it is you've got to get over it and deal with it later.'"



Hannah Kinson/The Daily Iowan

Iowa defender Anthe Nijziel sweeps the ball during the Big Ten field hockey tournament semifinals against Michigan on April 22. "It's more what happens before a game," Nijziel said. "If there are too many things going on, I can get really distracted by that and that gives me a little bit of anxiety before a game. But I try to keep my routines the same for each game. So I know once I do all of that, that I'll be ready."

GOLF
CONTINUED FROM 12

ton of mistakes, so I'll still beat a lot of people." McClear's confidence and love for golf convinced Hawkeye head coach Tyler Stith to recruit McClear to Iowa out of high school. According to Stith, those characteristics, coupled with the swing improvements McClear has made, enabled McClear to become this year's Big Ten Champion. "He's always had something special," Stith said. "His confidence, just a self-belief, that's always been there. But it's hard to

you don't know where the ball's going. So, he made some changes. He worked at it tirelessly over the last year. His level of just commitment to golf, and to training, is just second to none." Stith said McClear's commitment to bulking up physically in the gym has also paid dividends. "I hear stories about Luka Garza, talking to [strength and conditioning coach Bill Maxwell] and [head basketball coach Fran McCaffrey] and his teammates how he just outworked everyone, and I just can't help but think that Mac is kind of in that same mold," Stith said. "We typically get up

in the morning and train as a team before we go to the golf course but with [the early] tee times, we kind of let the guys warm up on their own once they get to the course. But Mac, Saturday and Sunday, he's up at 6:30 in the morning working out in the hotel gym before he goes to the golf course and then he warms up again." Iowa men's golf now faces a two-week break before it begins NCAA Regional play May 17-19. Should the Hawkeyes advance out of the NCAA Regional round, they'd play for a national championship in Scottsdale, Arizona, May 2 to June 2.

SOFTBALL
CONTINUED FROM 12

Shaw pitched one of her best games of the season April 24. The LaGrange, Ohio, native gave up just one earned run on five hits against Minnesota. When Iowa played Penn State in Florida March 12, Lehman tossed eight innings and surrendered no runs.

8 Riley Sheehy sacrifice bunts

While Riley Sheehy certainly isn't the best hitter on Iowa's roster, she's still found a way to help the Hawkeyes offensively.

The now .233 hitter has helped advance Iowa runners all year via the bunt. So far, Sheehy has racked up eight sacrifice bunts in 2021. On April 24, the Newtown, Pennsylvania, native registered one sacrifice bunt and went 3-for-6 across two games of action. Sheehy also lifted the Hawkeyes to victory April 24, hitting a walk-off single in the 10th inning of a game against Indiana. Last Sunday, Sheehy re-

corded two hits, one of which was double, that resulted in two RBIs. On two occasions, Sheehy has hit the ball three times in one game. She did so once against Michigan State Feb. 28 and again in a game with Northwestern April 17. Iowa's last two series of the season will be against Nebraska from May 7-9 and Illinois from May 14-16. Television and streaming providers for most of Iowa's remaining eight games have yet to be announced.

“ While Riley Sheehy certainly isn't the best hitter on Iowa's roster, she's still found a way to help the Hawkeyes offensively.



Daily Iowan Scoreboard, May 7th preview

On this week's episode of **The Scoreboard**, *The Daily Iowan's* sports podcast, hosts Austin Hanson and Shivansh Ahuja will be joined by *DI* Pregame Editor Robert Read and Sports reporters Chloe Peterson and Chris Werner to recap the NFL Draft, the Iowa men's golf team's Big Ten Championship performance, and Iowa football's second open spring practice.

The Scoreboard is available at dailyiowan.com and on popular podcast platforms like Spotify, Apple Podcasts, and Google Podcasts.

HAWKEYE UPDATES

Women's tennis freshman Alexa Noel earns Big Ten Athlete, Freshman of the Year

Iowa women's tennis freshman Alexa Noel has been named Big Ten Athlete of the Year and Big Ten Freshman of the Year, per a Monday release.

Noel is the first player in Iowa women's tennis history to receive Athlete of the Year recognition, and the sixth to be named Freshman of the Year. Now-senior Elise van Heuvelen Treadwell was the last Iowa player to be named Big Ten Freshman of the Year in 2017.

Noel also received first-team All-Big Ten recognition and was the only Iowa player to be named to the All-Big Ten Tournament team this season.

In her first season of collegiate tennis, Noel went 23-0 in singles — 16 of those victories came against Big Ten opponents.

"I am incredibly proud of Alexa and the work she has put in to have an incredible season," Hawkeye head coach Sasha Schmid said in a release. "She is unquestionably talented, but she also works and competes so hard and has earned every recognition. Winning Freshman of the Year is a great honor and being named Player of the Year speaks to the respect she has earned from the coaches in this league. To go through the Big Ten season at No. 1 singles as a freshman and be undefeated is a huge statement and an incredible accomplishment. She set high goals for her first collegiate tennis season and she is really meeting all of her expectations."

The Summit, New Jersey, native was a mainstay at the No. 1 spot in the Hawkeye lineup, and she took down eight ranked opponents over the course of the season.

Noel, paired up with junior Samantha Mannix at the No. 1 spot, also finished the season 8-4 in Big Ten doubles matches.

Noel is ranked No. 18 nationally in ITA singles rankings and achieved an Iowa women's tennis program-best No. 13 ranking earlier this season. She is the third player in Big Ten history to be named Big Ten Athlete of the Week four times in one season.

Senior Elise van Heuvelen Treadwell was also named to the All-Big Ten first team Monday. She is the first women's tennis player in Big Ten history to receive first-team All-Big Ten recognition five times.

The Seaford, East Sussex, England, native had a record of 19-4 in singles and is ranked No. 114 in the ITA singles rankings.

QUOTE OF THE DAY

"She is an Iowa girl. She is making a good name for Iowa."



Hawkeye softball head coach Renee Gillispie on senior pitcher Allison Doocy

STAT OF THE DAY

18

Alexa Noel's current rating in the ITA's singles rankings.

Field hockey chases title



Hannah Kinson/The Daily Iowan

Iowa midfielders Ellie Holley, Esme Gibson, and forward Maddy Murphy celebrate during a field hockey game against Maryland on April 4. "There are times when we can be really stressed with field hockey and it's very tense, but I think you forget about how good the moments are off the field when we spend with each other," Holley said. "Being with the team and just, I miss dinners. Like sitting at a restaurant, you are just laughing for two hours with your teammates. I mean I do miss those moments and I think those are some of the moments that I'm going to cherish and remember those the most. Just being with each other."

BY HANNAH KINSON
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Coming off a Big Ten Tournament win in 2019, the Iowa field hockey team was forced to delay nearly an entire year of progress during 2020. The limitations of the pandemic interrupted training, team development, and championship plans, but ultimately brought the team closer together during an extended offseason.

A third of the team is made up of players from countries other than the U.S. Four of those inter-

national athletes reflected on the struggles and benefits of playing a spring season, while balancing a life halfway across the globe. Forward Maddy Murphy, one of five children in her family, is from a small town in northern Tasmania, and midfielder Ellie Holley, one of three daughters, is from a city in southern England. With an extra year of eligibility, both seniors will graduate in December after the fall 2021 season. Living about an hour away from Holley's city, sophomore midfielder Esme Gibson is from a small town in the hilly midlands of England, and junior defender Anthe Nijziel is from the south-

ern part of the Netherlands. Although their families are across the ocean, these athletes have found a home at the University of Iowa.

"To talk about how COVID kind of changed, it was just a lot of sacrifice," Holley said. "We have a lot of like COVID team rules and I just think that shows the commitment of the team, how much we wanted a season. And how committed our team is to supporting each other and protecting each other while also just trying to keep on our goals of trying to go all the way."

SEE FIELD HOCKEY, 11

McClea gains momentum

Sophomore Mac McClea claimed his second individual title of the season last Sunday at the Big Ten Championships.



Hannah Kinson/The Daily Iowan

Iowa's Mac McClea watches other players on the green during the men's golf Hawkeye Invitational on April 17 at Finkbine Golf Course.

BY CHRIS WERNER
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Last year, Mac McClea ranked fourth on the Iowa men's golf team in stroke average, taking just under 76 shots per 18-hole round.

The Hinsdale, Illinois, native played in just four of the Hawkeyes' six tournaments as a freshman in 2019-20.

Last Sunday, McClea claimed his first-ever individual Big Ten title — increasing the number of solo championships he's won this year to two.

McClea's Big Ten Championship victory dropped his scoring average to 71.6 on the 2020-21 season — more than four strokes better than his 2019-20 average.

McClea has played 10 of his 18 stroke-play tournament rounds at even-par or better.

In an interview with *The Daily Iowan*, McClea said he fixed some mechanical things in his swing after a lesson last summer with former Hawkeye assistant golf coach Jeff Schmid. After that, McClea began to reap the benefits of the

swing changes he made, finding success in some offseason tournaments.

Before he returned to Iowa City for the school year, McClea finished the Illinois Open in a tie for ninth place overall and a tie for second among amateurs.

McClea has continued to improve this spring, competing mostly in collegiate competitions. McClea believes the key to his success has been his mental approach.

"My coach said, kind of early in the season, he said, 'If you can go into a golf round, and you're mentally prepared and you're making good decisions, picking out the right clubs, right lines, you can, basically, you could beat half the field,'" McClea said. "Basically, just by not being stupid, you can beat half the field. And that's what I've tried to do. I'm just trying to control the things I can control. If I happen to hit some good shots along the way, it's going to produce some pretty good results. And then when the swing's not there, I'm still not going to make, you know, a

SEE GOLF, 11

By the numbers: Iowa softball

As the 2021 college softball season winds down, *The Daily Iowan* examines some of Iowa's most impressive numbers.

BY ISAAC GOFFIN
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Through 36 games in 2021, Iowa softball has posted a 20-16 overall record — good for a share of fifth place in the Big Ten Conference standings.

With eight games remaining on the Hawkeyes' schedule, *The Daily Iowan* examines the most potent numbers Iowa has put up this season.

24 Denali Loecker RBIs

This season, freshman first baseman Denali Loecker has driven in 24 runs for Iowa. Loecker currently ranks ninth in the Big Ten in total RBIs.

Loecker's .327 batting average is tied for 16th in the league.

Last Saturday, Loecker amassed three RBIs with just one swing of the bat — vaulting a three-run home run over the Rutgers Softball Complex fence in Piscataway, New Jersey.

In four games against Minnesota April 23-25, Loecker hit .308 and racked up six RBIs.

On April 24, Loecker went 3-for-6 and hit five RBIs across two contests with the Golden Gophers.

One of Loecker's best games of the season came against Purdue on March 28 in West Lafayette, Indiana. Loecker went 3-for-4 from the plate, hitting a home run, a double, and four RBIs.

As a team, Iowa's .226 batting average ranks 11th in the Big Ten. Iowa's 126 RBIs are good for seventh in the league.

2.45 Earned Run Average

Behind three solid senior pitchers — Lauren Shaw, Allison Doocy, and Sarah Lehman — Iowa has posted a 2.45 ERA this season that ranks fifth in the Big Ten.

All three starting pitchers on Iowa's staff boast ERAs that rank inside the top 25 in the Big Ten. Shaw's 2.01 ERA is good for ninth, Doocy's 2.11 ranks 11th, and Lehman's 2.90 is 21st. Against Rutgers last Sunday, Doocy threw a five-inning no-hitter — the Hawkeyes' first since 2015. The day before, Doocy became the sixth player in Hawkeye history to record 700 strikeouts.

SEE SOFTBALL, 11