At a recent luncheon, a friend commented that he loved USI’s use of the phrase “Knowledge for Life.” What he appreciated was that the phrase can be understood in different ways.

In its simplest form, we are committed to providing knowledge for life. The design of our degree fields leads to the accumulation of knowledge that helps successful graduates find work in their degree fields or continue pursue of the fields at the graduate level. This is a very practical, very necessary outcome of a student’s investment of precious time, energy, and money in education.

When I travel to Indianapolis to share or a topic to suggest, we’re all ears. Contact us at magazine@usi.edu.

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Dr. Linda L. M. Bennett
President

But the phrase also can be understood as knowledge for life. This is embedded in USI’s new Core Curriculum, “Core39.” What it takes to be an educated citizen and a successful professional is more than what is contained in a single degree field, or even accompanying major or minor fields.

Core39 focuses on “ways of knowing” or how knowledge is acquired in different ways across time and substantive fields. A scientist understands a phenomenon from a different perspective than an artist. Even within closely related fields there can be significant differences in how knowledge is acquired. As an example, for many years I taught courses on Congress and the presidency. It’s all political science, right? But, congressional literature tends to be highly quantitative, with mathematical models to predict legislative voting behavior, while presidency literature remains focused on specific cases and is largely biographic. These ways of knowing may be different but, taken together, they help us to develop a richer understanding of our world.

Also contained in the interpretation of knowledge for life is that a graduate develops habits of the mind that lead to an ongoing quest to understand various phenomena, past, present and future. If the quest ends with the last final exam, then the graduate, their family, their community, and our nation are the poorer for it.

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On the Cover
Roots of Knowledge is a digital painting depicting the diverse seeds of learning flourishing into knowledge through the embodiment of USI’s Torch of Knowledge. Artist: Heather (Dodd) Landry ’03, Fine Arts major and Art History minor

Thanks,

C. L. Stambush
Editor
Preparing teachers for an education system in crisis
By John Farless ’98
Joyce Rietman, director of advanced clinical experiences and co-teaching at USI, has a hunch that new standards, evaluations, testing and other changes in education have taken a toll on the teaching ranks. “Locally, we’ve seen more retirements in the last year or two,” she says. “We’ve had schools contact us mid-year looking to replace teachers who have resigned or retired.”

Whether teachers are taking early retirements, don’t want to adapt to the changing landscape or don’t feel they can live up to the expectations, the end result is more teachers being hired in their first year out of college. “In the past, those same students may have taken sub positions, or had to wait for openings,” Rietman says.

Jaclyn Ennis, a senior from Bloomington, Indiana, who is student teaching at Telispip School in Evansville, felt the pressure of ISTEP testing this spring. “It’s the teachers who take the blow for that,” she says. She sees both good and bad in standardized testing, but is frustrated by the current model. “There are so many factors when it comes to testing. There are students who are bad testers. A student could have a bad morning. Even food and environment can affect how they test that day. It’s too much pressure to put on one test.” She also sees teachers today teaching for the test, rather than curriculum they’d like to be using. “For me, this is just how it’s going to be from here on out. But, I can see how the veterans are feeling more stress.”

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“I think to a certain extent you need to test, but we’re taking it too far,” says Jennifer Jones, a senior from Richmond, Indiana. “There are so many tests you have to take that it’s hard to get through all the material. They tell us not to teach to the test, but there are some days you’re just going to have to, to get through the material.”

Once students pass the Core Academic Skills Assessment (CASA) exam their freshman year they can begin class assignments in local schools and, if following a four-year plan, spend at least some time in a classroom each semester. “We have a standardized and intentional field experience that mimics what student teaching will be like,” says Rietman. The program is progressive, beginning with one-on-one tutoring in after school programs, and leading up to longer practicums and opportunities tied to students’ areas of specialization. Placement culminates with a semester-long student teaching experience the semester before graduation.

Over the last several years, relationships with partner schools have been strengthened through a formal memorandum of understanding that lays out expectations for both sides. These arrangements are a departure from years past when Rietman and others worked directly with individual teachers and had no school-level coordination.

Jones won’t student teach until fall 2016; however, she’s already in the classroom part of her day and learning how to give ISTEP tests. “USI is giving us materials to learn how to give those tests now, so that we’re able to do it successfully in the classroom,” she says. This spring, Fritch is completing a third grade practicum at Joshua Academy in Evansville, as well as having had classroom experience at three other schools.

“At USI, we practice ‘learning by doing.’”

In order to place as many as 75 students per semester in student teaching experiences, Rietman coordinates with a network of partner schools, most within the EVSC but also extending into surrounding counties.

The co-teaching model was piloted, and then fully implemented, at USI between 2015 and 2009 as a direct response to a changing climate in schools. Teachers face new expectations and state-mandated evaluations that make turning a classroom over to a student teacher a risk and liability. “When I student taught, we gave a test, we recorded scores and we wanted on to our next lesson,” Rietman says. “Now it’s become critical that teachers remain connected to their classrooms because the state has mandated teacher evaluations, and part of that is how their students perform on standardized testing.”

The long-term outcome has been better for both students and the schools. It allows the classroom teacher to feel more secure and increases the teacher-to-student ratio. Students, in turn, gain confidence and have a less stressful experience. “We believe our students are making a difference in achievement,” Rietman says. “We’ve had school administrators say they see overall scores improving in classrooms where USI students have worked with them.”

Elevating Education

In summer 2014, Dr. Scott Gordon, dean of USI’s Pott College of Science, Engineering, and Education, invited to campus a cohort of educators, including academics, area teachers, principals, superintendents and others, for what was dubbed the “Dream Session.” It was an opportunity for players across the educational spectrum to identify challenges and brainstorm creative responses.

During the “Dream Session,” one of the things Dr. David Smith, superintendent of the EVSC, talked about was getting university students and instructors into transition schools to see if the added energy and manpower that schools can’t afford to hire, might make a difference in performance. Another idea that surfaced was implementing full-year student teaching. The two ideas meshed, and what has emerged is a pilot program, beginning fall 2015, that will put USI students in full-year student teaching positions in EVSC transition schools.

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in August. “These students will essentially become part of the faculty,” says Branson, who was one of two faculty instrumental in creating and implementing the new program. “They’ll be fully immersed in the school culture.”

Branson is aware of other programs that have explored year-long student teaching, but not at the level USI is proposing. “This is new and innovative,” she says. Students enter the schools as a cohort and work together to support each other through the experience. She’s eager to see the results of the two-year pilot. “If this looks like we think it’s going to, and becomes what we think it will, we are looking at the possibility of implementing full-year student teaching for all students.”

However, putting 75 students in full-year teaching doesn’t come without challenges, including finding placements and working around student schedules, especially those who work to put themselves through college. “We may hit some stumbling blocks along the way, but I see this as a win-win for everyone,” Branson says. “It’s such a unique opportunity for our students.” She foresees opportunity for many students to transition from student teaching into full-time teaching roles after graduation.

The Final Grade

Sitting around a small table, in chairs two sizes too small, three 2014 USI alums at Tekoppel Elementary School in Evansville talk about their first year. Taylor Espenlaub, Wesley Scherzinger and Kacie Spaetti teach students ranging from kindergarten to fourth grade. They’re frustrated and encumbered by some of the standardized testing and performance metrics they have to adhere to, but they’re optimistic about the future and happy to be teaching. They all say USI prepared them well, but also admit there were unknowns, like understanding what goes into setting up a classroom for the first time, or how to manage unruly students. They’re happy to hear that many of those unknowns are being addressed at USI, in programs such as the full-year student teaching pilot.

Their advice to others: Pay attention in class; seek out diverse experiences; read—a lot—and outside of required reading; hang onto textbooks, they’ll come in handy later; and, network—don’t underestimate the importance of building relationships and sharing knowledge while still in school.

Nationally and statewide, the number of students entering the teaching profession is down. That’s the case at USI as well, where program enrollment peaked a few years ago. But Rietman says she’s seen numbers remain fairly steady over the last several semesters. She and others at USI are hopeful that the changes they’re putting in place now, and the readily-available jobs in the field, will provide a boost for the program going forward.

Challenges facing education in Indiana, and around the country, aren’t going away soon. The question is how to respond. USI has chosen to adapt—to meet problems with solutions that elevate education for all, and to encourage more young women and men to think about becoming teachers.
Pimp My Pedagogy

There’s a creative movement taking shape among USI’s faculty; they’re finding imaginative means through which to deepen student knowledge. From purifying water to swimming with sharks, USI’s professors are applying the University’s vision and “shaping the future through learning and innovation.”

1. Living Literature
Dr. Amy Montz, assistant professor of English, wants to make literature come alive for her students, so in her multi-media project for her Jane Austen class, that’s exactly what happens. Rather than merely reading Pride and Prejudice or Sense and Sensibility, Montz transports students back in time to the era of Austen’s novels by having them needlepoint, prepare 200-year-old recipes and build model ships. “This interdisciplinary approach teaches students that literature is a living, breathing object, written by living, breathing people,” Montz said.

2. Assessing the Undead
In a world overrun by zombies, it’s up to Dr. Richard Bennett’s biology students to save humanity. At least that’s the story world the assistant professor of biology has designed for his basic biology course. Students follow the efforts of two characters working for the International Network to Eliminate Zombies. At the beginning of each semester, Bennett provides a brief prologue providing students with the zombie backstory. As the course progresses, students gain new elements of the story. “Some of the concepts we teach in biology can be a little daunting,” Bennett said. “Instead of simply answering questions about what an alluvial assay is used for, students are given assay results performed on fluids collected from zombies, and asked to answer questions about the results.”

3. The Power of Physics
How often do students get to bust a cinder block on their professor’s head? Every semester, if you’re in Dr. Kent Scheller’s physics class. Demonstrating the concept of mass, Scheller, associate professor of physics, places a 30-pound cinder block on his head and asks a student to break the block by driving a nail through it. The demonstration allows students to see and feel the concept, rather than simply read about it. As for Scheller, he gets a sense of relief when students don’t miss the block.

4. Shark Week
The classroom goes under the sea when Dr. Brent Summers, associate professor of biology, ships his marine biology class to Belize and the Caribbean, where they spend a week snorkeling among nurse sharks, moray eels and sea turtles. Summers believes that his students’ ecological immersion not only provides a lifelong memory, but deepens their knowledge more than test books, lectures or films. “I can describe in detail how a green sea turtle feeds in the wild, but until the students actually swim alongside sharks and eels with only an underwater flashlight, they really cannot know the full extent of the behavior,” he said. The experience builds students’ knowledge and confidence. After all, it takes courage to snorkel at night with and directly observe the feeding behavior, they really cannot know the full extent of the behavior,” he said. The experience builds students’ knowledge and confidence. After all, it takes courage to snorkel at night alongside sharks and eels with only an underwater flashlight. A bonus is that students leave with a deeper understanding of the cultures of Belize and the Caribbean.

5. Housing Art
Randy has a house served as an art installation for a professional artist — let alone students — but Dr. Hilary Braysmith, associate professor of art history, wanted students to have that opportunity. They transformed a structurally sound, but soon to-be-demolished house into an "art house" infused with bold geometric illusions, live models that "vanished" into striped walls and repurposed wooden pallets that emulated Vincent van Gogh’s "The Starry Night." The project served to bring a "living work of art" into the community, Braysmith said. “The fun part for me and the students was imagining the possibilities.”

6. Engaging Avatars
Using a program called GoAnimate, Heather Schmuck, clinical assistant professor of radiologic and imaging sciences, teaches her students the art of patient care by having them design avatars. Partnering entry-level students with upper-level students, the duos create short videos featuring avatars to increase confidence when communicating with patients. "The seasoned students challenge new students by creating a dynamic character and clinical history that prods the new students to ask questions, helping them practice their communication skills," Schmuck said.

7. Engineering Clean Water
Dr. Jason Hill, assistant professor of engineering, noticed his environmental engineering students were more excited in lectures than labs, so he upended things by tossing out the traditional lab experiments and replacing them with real-life, problem-based issues. "I challenged students to design a system that made Ohio River water drinkable," he said. Teams collected river water and created competing treatment systems to produce the purest water. "The approach reinforces lecture material while increasing students’ enthusiasm in the labs.

8. Budgeting Battles
Balancing the national budget isn’t fun unless you’re a student in Dr. Nicholas LaRowe’s political science class, where the assistant professor has found a way to make the task entertaining. “Budgeting doesn’t draw the immediate interest or attention as, say, gun policy or same-sex marriage, yet it’s a quintessential example of what politics is,” he said. Role-playing Congress, students barter, haggle and cajole to find a way to fit their programs into the national budget. “This gives them an appreciation that limited resources means tough choices and tradeoffs, and an understanding for the messy, give-and-take nature of legislating.”

By Angie O’Nan '12
AN AMERICAN STORY
What is it like to be an African-American male in America today?

Carlos Clay: That’s a good question. It can be challenging sometimes because of our history and what we’ve been through. I don’t feel we are always looked upon in the best manner. The negativity against African-Americans as a whole is something we are continuing to push through, to overcome. That starts right here with us students. I’m hoping my USI education is preparing me for what’s coming in the future.

Brandon Barton: There are everyday challenges for everyone, but being an African-American it can feel as if people are judging you to see what you’ll do next. Constantly thinking you are going to do something wrong, but we are in college to defeat those stereotypes and get an education. To grow and become successful men—making and taking care of business, negating those stereotypes from society.

Churon Covington: I don’t feel strangers should look at me and see intimidating and scary. When I’m looking out, I feel strong and confident. It’s a strong thing to be.

Devlin Pennington: Being African-American in America, the word ‘overcome’ comes to mind, but also ‘barrier.’ On a micro-scale, in the Midwest, it’s kind of rough because of Indiana’s KKK roots.

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I can see things from a grown man’s perspective instead of a young man’s perspective. Priority 1 has helped me prepare me as an African-American male in society: dressing the part, wearing business attire and acting professional.

Pennington: I’m big on not letting people down. I don’t want to ever let anybody down.

Ferguson: These guys truly want to see each other succeed. It’s a brotherhood. Priority 1 has changed the way I behave when I’m out and about. We are representing something much more than ourselves. I have friends at Western Kentucky University who, because of what we are doing, such as Rot’z 4 the Kids, are creating Black Men of Western (group). It’s a stepping stone, but I feel Priority 1 is definitely setting the tone.

Clay: Growing up in predominantly white schools, we weren’t taught about African-American history beyond the baseline of Martin Luther King Jr. and Malcolm X. We didn’t hear about Marcus Garvey or W.E.B. Dubois. At Priority 1, we get in-depth in African-American history and culture, and the problems that pertain to it. I make it think about what my race is and the potential we have.

Final thoughts?

Clay: I feel if we come together as one, we can overcome as one. (Changing attitudes) starts at a young age, at home. If we can take care of that early on we will see progress. We’ll see people coming together. It may be hard for some African-Americans to show some respect, but respect goes a long way in any race. I feel that if you can show respect to your elders and peers, it can take you a long way. We are the future. It starts with students getting together, networking and shaking hands with each other.

Pennington: It probably won’t be for the next 50 years, but it will get better.

Covington: Racism will and when everybody feels it is time for a change. When blacks stop being stereotypes and other people stop expecting that all blacks are stereotypes. When everybody feels they can accept other people, that’s when it will change. Until then, there will always be people who don’t like you because you are not them.

Barton: We are getting there, but we are not there yet. We still have a lot of work to do, but feel we can do it. Failure is not an option.
Athletic News

Knowledge gained in the classroom and on the field

By Wendy Bredhold ’98

USI softball star Sara Loete ’11 had great role models in the classroom at USI, but her experience on the playing field was equally influential in shaping the future high school teacher.

Loete started playing the game competitively when she was 6 years old in her hometown of Pekin, Illinois, and played until 2014. While a USI sophomore, she was twice named an All-American, and coaches nationwide chose her as the best designated hitter in the country.

Five days after graduating from USI with dual bachelor’s degrees in history and social science teaching with a minor in sociology, she was offered a job at Harrison High School in Evansville. While teaching, she played for an amateur women’s softball team out of Peoria called The Rage and earned a master’s degree in gifted and talented education from Arkansas State University.

Now, in addition to teaching World History, Psychology and Freshman English at Harrison High School, she coaches the school’s softball and volleyball teams (as well as the speech team). “I tell the girls I coach that I’ve been playing longer than they’ve been alive,” she said. Loete often laughs and has a lot of energy. That positive spirit is surely native, but it was nurtured by lessons she learned as a USI student athlete, student worker and intern in the University’s Athletic Communications Office—lessons that have carried over into her own teaching and coaching.

In USI’s Athletic Department, Loete learned that the student comes first. “As a Division II school, it is stressed upon you at USI that you are a student first, and you have to have that balance between sports and study,” she said. “I learned to take academics seriously, and I teach the same thing to my students.”

She asks students to apply the same discipline to academics that they do to their athletic training. “You can’t be successful as an athlete unless you are striving to be what you want to be every day. You have to practice. You have to work out,” she said. “As a student, you also have to be an advocate for yourself. You have to do your work and speak to your teachers.”

Loete’s strong belief in developing leadership skills is the reason she mentors a student leadership group called Link Leaders. Most, but not all, of the Link Leaders are student athletes. “You don’t become a good player without being able to lead your team. I played with some great leaders, and I am able to take that into class and use that to lead 35 teenagers. I am able to use techniques I learned from coaches and teammates to teach my athletes how to lead a classroom, a team and a school.”

At the same time, Loete said, there is knowledge to be gained—and applied—from playing as part of a team. “On the softball field, no one person can win a game for you. It truly is a team effort. Everybody has to work together. Similarly, if one person is being disruptive in class, it throws off the whole classroom.”

When Loete was a student at USI, she often heard the mantra: You play for the name on the front, not the number on the back. “That means you play for your school and represent your school,” she said. “Today, as a coach, I am not just representing myself, my family and my team, but also my school and my community.”

Though she graduated four years ago, Loete has stayed involved with Athletics and Athletic Communications, serving on the statistics crews for the University’s volleyball, basketball and softball teams. “Even though I graduated, I still go back and work for USI and try to help out as much as possible. I think it’s important for alumni to give back to their school.”

“Knowledge gained in the classroom and on the field by Loete’s definition, being an advocate for yourself means treating yourself and others with respect. That’s something she learned from her coaches and teachers, and stresses to her own student athletes. “That respect factor is very important to leadership skills. If you develop a relationship with your teachers, they will want to work with you and you will be more successful.”

Developing those relationships means taking advantage of opportunities offered while in school. “You only have four years. I am no longer a softball player, but I took advantage of the opportunities I had, and because of that, I don’t have any regrets.”

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“There’s so much I learned on the softball field that helps me in the classroom.”

Sara Loete

By Wendy Bredhold ’98

USI Magazine

SPRING 2015

16
USI’s distinction recognized by Carnegie Foundation

USI has once again been selected by the Carnegie Foundation for the Advancement of Teaching as one of 240 U.S. colleges and universities to receive its 2015 Community Engagement Classification. USI first received this classification in 2008 and has now been successfully re-classified in 2015. Additionally, 121 institutions earned the classification during the 2010 selection process, bringing the total to 363 campuses nationwide.

Colleges and universities with an institutional focus on community engagement were invited to apply for the classification as part of an extensive restructuring of The Carnegie Classification of Institutions of Higher Education. Unlike the Foundation’s other classifications that rely on national data, this is an “elective” classification—nations participated voluntarily by submitting required materials describing the nature and extent of their engagement with the community, local or beyond. This approach enabled the Carnegie Foundation to address elements of institutional mission and distinctiveness that are not represented in the national data on colleges and universities.

In its notice to the University of re-classification, the Carnegie Foundation said USI “documented excellent alignment with both descriptions and examples of exemplary institutional practices that support dynamic and noteworthy community engagement, and responded to the classification framework with both descriptions and examples of exemplary institutional practices of community engagement.”

“This is the first time that there has been a re-classification process,” said Amy Driscoll, consulting scholar for the Community Engagement Classification, “and we are seeing renewed institutional commitment, advanced curricular and assessment practices and deeper community partnerships, all sustained through changes in campus leadership, and within the context of a devastating economic recession.”

The Foundation, through the work of the Carnegie Commission on Higher Education, developed the first typology of American colleges and universities in 1962 as a research tool to describe and represent the diversity of U.S. higher education. The Carnegie Classification of Institutions of Higher Education (now housed at Indiana University Bloomington’s Center for Postsecondary Research) continues to be used for a wide range of purposes by academic researchers, institutional personnel, policymakers and others.

New VP focuses on recruitment and retention

Responding to recent trends in higher education, increased regional competition and a need for a more focused approach to recruitment and retention strategies, USI has created a new vice president position within the University’s administration.

As vice president for enrollment management, Andrew Wright provides strategic leadership and professional development for Admission, Student Financial Assistance, the Registrar and University Division, and oversees departmental budgets and resource allocation for programs and services. He also leads an Enrollment Management Council, which includes representatives of units from across campus.

“Enrollment management is an integrated approach to the recruitment and retention of students,” said President Linda L. M. Bennett. “Integration of functions requires experience across a range of fields, as well as skilled leadership. We’ve found those traits in Andy Wright.”

Prior to joining USI, Wright served as assistant vice president of Enrollment Services and director of Admissions at Missouri State University (MSU). Before MSU, he worked in the Eastern Michigan University (EMU) Office of Admissions, as an admissions officer/recruiter, and later became assistant director of Admissions and associate director of Admissions. He also spent time working in EMU’s Residence Life as an area complex director and at the University of Akron as a hall director.

Wright received a bachelor’s degree in business administration from Central Michigan University in 1992, with a major in general business and a concentration in international business. He also earned an MBA in international business from the University of Akron in 1995.

4+1=CAREER GROWTH

With demand for health service managers projected to grow 23 percent during the next decade, according to the Bureau of Labor Statistics, the College of Nursing and Health Professions’ Master of Health Administration (MHA) program will offer an accelerated degree option called MHA 4+1.

The option allows students to earn a graduate degree alongside a bachelor’s degree in a shorter period of time than it would require to pursue each degree separately. It’s less costly for students while maintaining continuity within the same university. For example, an undergraduate pre-med student could delay entry into medical school for a year and earn an MHA degree during the interim to further his or her knowledge of the healthcare system.

Within the new curriculum, students will begin the MHA 4+1 option in the fall semester of their senior years, along with their undergraduate studies. “They will immediately be immersed into a health practice environment, in concert with their MHA courses,” said Dr. Kevin Valadez, chair of the MHA program.

“While the MHA program fully intends to continue to grow its current online model which focuses on a non-traditional working student cohort, we also see great benefit in expanding in a new direction,” Valadez said. “The benefits of the MHA 4+1 option are numerous and will allow bright, driven USI undergraduate students from any discipline the opportunity to earn both a bachelor’s degree and the MHA degree in five years.”

New networking opportunity for business owners

USI’s Alumni Association has created an online directory to help alumni market their businesses. The new USI Alumni Business Directory promotes alumni products and services, providing space for alumni to network and do business with over 36,000 USI alumni worldwide. Take pride in patronizing businesses owned and operated by fellow alumni by including your business information in the directory. To participate, visit USI.edu/alumni directory.
Theatre lands center stage with opening of Performance Center

From acting, costume and makeup to set design, lighting and sound, the University of Southern Indiana offers an experience in the theatre arts that few undergraduate programs can match. Students and graduates have gone on to train at some of the most prestigious graduate and internship theatre programs in the country. Now, USI’s program has literally and physically taken center stage with this spring’s long-awaited opening of a 300-seat state-of-the-art Performance Center located adjacent to the University Center at the heart of campus.

At USI, foundational courses in theatre performance establish practical skills based on acting techniques, and supported by specialty courses such as stage combat, musical theatre performance and playwriting. From the moment students enter the classroom, they have the opportunity to apply what they’ve learned, on stage in one of many full-scale productions. The Performance Center—a large venue with outstanding views from every seat—demands that theatre majors “scale up” their performances as it challenges them to stretch their talents, allows them to work at a higher artistic level and prepares them for the professional realities they’ll confront after graduation.

“As a training ground, the Performance Center is a much more realistic test,” said Elliot Wasserman, chair of USI’s Performing Arts Program. “It replicates the kind of demands students face going forward. It demands amplification of gesture and vocal projection on the part of the actor—a space where students objectify the action, to make it observable—a facility that allows them to do their best work.”

For the last several years, theatre productions were staged in the 100-seat Mallette Studio Theatre, a black box theatre in the lower level of the Liberal Arts Center—a small area where students often vied for space. “People would be getting dressed and putting on makeup in shifts,” Wasserman said. “This new space lends itself to the concentration a good actor likes to practice before going onstage.”

Spacious dressing and green rooms are only the beginning of behind-the-scenes advances. In design and technology, students are exposed to new and innovative techniques, supported by a state-of-the-art design studio and all new production shops. “A few years ago, we updated our design lab with sophisticated computer equipment and software,” Wasserman said. “Now we really get a chance to put the theory to practice, taking those designs from the lab and using the Performance Center as our canvas. It’s a much bigger canvas, and much bigger color palette.”

In addition to productions in the Performance Center, students still have access to the Mallette, as well as a new 30-seat performance space in the Technology Center. “There’s no question, we have more educational range as a result of this Performance Center, and that’s why the department will grow. It will be obvious to prospective students that we are a top choice in the state,” Wasserman said.
Ben Bernanke encourages education; contributes $40,000

Dr. Ben Bernanke, former chairman of the Federal Reserve System, spoke at USI this March as the second guest in the Roman College of Business Innovative Speaker Series. The inaugural speaker was T. Boone Pickens, legendary entrepreneur and philanthropist, who spoke in spring 2013.

An estimated 2,500 people filled the Physical Activities Center (PAC) for “A Conversation with Ben S. Bernanke,” part of a year of events planned for USI’s 50th anniversary in 2015. USI President Linda L. M. Bennett introduced the speaker and announced a $40,000 gift from Bernanke to be used for scholarships at USI.

Bernanke gave a brief talk before moving into a Q&A session moderated by Dr. Karen Bonnell, professor of communications. He talked about his early years with the Federal Reserve and the crisis the nation faced in the early 2000s. He said he was responsible for fighting the crisis was a team effort, he said, and credited much of his success leading the country out of the recession to the creative processes, innovative approaches and direct involvement of his staff. Today, his overall outlook is that the economy is moving in the right direction, but said the challenge now is to maintain that growth and economic progress.

In the Q&A session, questions ranged from the effects of technology on the economy and a potential student loan bubble, to whether federal regulations put in place following the recession will help prevent future crises. On income and inequality, Bernanke said, “What’s most important is what’s happening to those in the middle.” He said success often comes down to education level and skills. “If you’re in college, you need to finish and get those skills.”

MPA student beefs up USI’s community engagement

For the past two years, Gervais has expanded and strengthened USI’s partnerships with local nonprofits by building a robust volunteer service. He set up learning goals for the students then approached organizations and discussed their needs. Based on the agreement with the partner organizations, he created ways to reach students and engage them in the activities. To make students aware of volunteer opportunities, he used CIP’s website; established a Facebook page; constructed a database containing volunteers’ availability, service preference, cell phone numbers and email addresses, and spoke to students during orientation week. Once a student signs up to volunteer, Gervais then drives them to the project. The payoff: in three semesters USI students logged over 700 hours of community service.

“I want them to see how organizations address some issues so that when they go back to their countries their eyes will be open to needs and opportunities,” Gervais said. “I want them to ask themselves, ‘Is there something I can do?’”

Gervais said all the students who have worked with him as volunteers through the CIP program are still part of the social media networks he established. For him, this is a sign they learned to care for their communities and will carry on giving back wherever they go after leaving USI. “I can’t wait to hear they are creating another Patchwork Central or Lifesong Academy in their native countries.”

The heart of the University’s mission is to prepare individuals to live wisely in a diverse and global community; it’s a mission Moschac Gervais carries in his heart as well. A Master of Public Administration student – set to graduate this spring – he first came to USI as an undergraduate exchange student from Haiti in 2012. Most exchange programs require that students perform community service, and he was committed to 20 hours, but volunteered 300 hours.

Gervais grew up involved in community service and understands the purpose of it. When he came to USI, he fell in love with the community and received the Global Ambassador Scholarship to return and attend graduate school. Back on campus, he took a job in USI’s Center for International Programs (CIP), coordinating student volunteer opportunities. He knew, from his days as an exchange student, that foreign students need help adjusting to and connecting with their new environment. One of the best ways for that to happen is volunteering for some of the community’s neediest groups. But, he didn’t want volunteers to simply put in time. “I want ed students to be able to learn from the community while serving the community. If an organization needed help painting a house, I wanted students to know how painting the house served the organization’s mission,” he said. “I saw this as a win-win situation.”

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Campus News

Fresh new look coming for USI Magazine

USI Magazine is being redesigned. Beginning in spring 2016, the magazine will sport a fresh new look and expanded content. Changes ranging from size, shape, content to the frequency of publication are coming. Soon it will be 48 pages and published twice a year—spring and fall. The magazine redesign is part of ongoing efforts to align the USI brand with the University’s mission and vision, to put a spotlight on our tradition of excellence in education and our goal of providing Knowledge for Life. The magazine will continue to bring readers meaningful stories on alumni, faculty, students and happenings around campus that keep you informed and connected to USI, but there are two new sections that require help from readers.

Letters to the Editor

The magazine will now include your comments and thoughts on articles and other magazine content. The inclusion of feedback from readers will help to expand knowledge and understanding on subjects by bringing unique perspectives to the conversation. In addition to written or emailed letters, social media comments, such as tweets and Facebook messages, will be included.

Letters to the editors should be no more than 250 words and can be emailed to magazine@usi.edu or sent by mail to Editor, University Communications, 8600 University Boulevard, Evansville, IN 47712. Letters may be published in the magazine unless the author states the letter is not for publication. Letters may be edited for length, style, clarity, grammar and relevance to issues within USI Magazine. Not all letters will be published.

Class Notes

The Class Notes section is expanding to include submitted photos of weddings, births, gatherings and other alumni milestones, in addition to achievements, career and life updates. Send notices and photos, along with explanation of the image content, to alumni@usi.edu. Submissions may be edited for length, style, grammar and relevance. Not all images will be published.

In addition to the new look for the magazine in 2016, USI is celebrating 50 years with a special 50th anniversary edition of USI Magazine in fall 2015. The issue will include a timeline of significant moments in the University’s history, as well as features looking at both our history and future. Photos and memories can be submitted online at usi.edu/50. Look for the “Participate” tab.

Alumni Today

Alumni Council 2014–2015

Officers

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JANET JOHNSON M’05
Director of Alumni and Volunteer Services
SARAH HARLAN ’10
Assistant Director of Alumni and Volunteer Services
DEB SCHMUCK
Senior Administrative Assistant Alumni and Volunteer Services

For more details, contact:
DAN STEWART
USI Foundation
812-464-1918
bomer@usi.edu

Sgt. Brock Babb

made the ultimate sacrifice while serving his country in the Iraq War.

To commemorate his dedication and honor his memory, his family established the Brock Babb Memorial Engineering Scholarship Endowment at USI. The scholarship in Brock’s memory will serve many USI students and their future success. Consider creating a scholarship in memory of your loved one.

For more details, contact:
DAVID A. BOWEN
USI Foundation
812-464-1918
bowen@usi.edu

University of Southern Indiana Alumni Association C ALENDAR OF EVENTS

USI Alumni Association Annual Meeting
University Center West, Room 206
May 12

Alumni Party on the Quad
Pig Roast, Live Music by the Duke Boys, 6 p.m.
June 6

Reflections of Italy Summer 2016 Alumni Trip
Traditions Lounge, 6–8 p.m.
June 9

Indianapolis Alumni Chapter C ookout
Bob ’71 and Mary Roeder Home, Indianapolis, 6:30 p.m.
June 12

Alumni Council Meeting with Orientation
University Center East, Traditions Lounge, 5:45 p.m.
July 7

Eagle Hour
Trin Man Brewing Company, 5-7 p.m.
July 16

Indianapolis Chapter Scholarship Golf Outing
Coffin Golf Club, Indianapolis, 6:30 a.m.
August 7

USI Volunteer Fair
Carter Hall, 10-2 p.m.
September 8

Alumni Council Meeting
University Center, Room 206, 5:45 p.m.
September 8

USI Founder’s Day Luncheon
Carter Hall, 11:30 a.m.
September 15

USI Alumni Golf Scramble
Helfrich Hills Golf Course, Evansville, 11:30 a.m.
September 18

Alumni Council Meeting
University Center, Room 206, 5:45 p.m.
September 15

Party of the Decades!
Physical Activities Center
October 25

Eagle Hour
Carlson’s Brewery, 5-7 p.m.
October 15

Abbott’s Birthday Bash
Outside the University Center, 1:30-3 p.m.
October 20

Parents and Families Weekend
Coffin Golf Club, Indianapolis, noon
October 24-25

Alumni Council Meeting
University Center, Room 206
November 10

Lighting A Tradition
University Center East, Quad, 7-8 p.m.
November 23

More upcoming events in 2016 at USI.edu/alumni

USI Magazine SPRING 2015 25
**1970s**

Gary Long '72, biology, is a senior scientist and vice president of Tetratec Inc., in Rockville, Maryland.

David Robinson '74, political science, of Robinson's Law in Evansville, has been named a 2015 Super Lawyer in the area of personal injury law.

**1980s**

Randy Haaff '84, finance, a financial advisor with Raymond James in Evansville, has received a Certified Financial Planner designation from the College of Financial Planning.

Mike Bevers '85, communications, an account manager at Midwest Communications in Evansville, received a Silver Medal from the American Advertising Federation.

Eric Adams '86, chemistry, is the chief executive officer at Frontier Technologies Ltd in Vancouver, British Columbia.

Trudy Stock '86, accounting, president and chief executive officer at Harding Shymanski & Company PSC in Evansville, was awarded the Chartered Global Management Accountant designation from the American Institute of CPAs and the Chartered Institute of Management Accountants. The designation recognizes her as being among the most talented and committed accountants, with the discipline and skill to drive sustainable business success.

**1990s**

Phil Coudret '90, accounting, has been named vice president of credit administration for Philip Coudret '90, accounting, has been named vice president of credit administration for Commerce Bank in Evansville.

Jane Lasher '90, management, has been named manager for Mid-Star Billing Group in Evansville.

Tim Fulton '91, Master of Business Administration, has been promoted to receivables management and customer billing manager at Vectren in Evansville.

Laurel Hart '95, Master of Social Work, has joined the staff of B.R. Reinhart Wellness Center in Evansville.

Caron Leader '96, Master of Social Work, is a 2015 Athena Awards nominee. She is a psychotherapist and partner at Within Sight in Evansville.

Michelle Schroeder '96, accounting, has been promoted to vice president and chief financial officer at Kimball International in Jasper, Indiana.

Jason Kellams '99, business administration, has taken the position of group vice president of retail lending at First Federal Bank in Evansville.

Diane Ice '99, social work, '04, Master of Social Work, has joined the Social Work Department at Deaconess St. Paul's in Evansville.

Jason Smith '99, sociology, has been promoted to manager with the Special Investigations Unit at Farmers Insurance in Evansville.

Monica Stinchfield '99, finance, has been promoted to senior vice president of retail lending at First Federal Bank in Evansville.

**2000s**

Matt Anderson '01, business administration/finance, has joined Heritage Federal Credit Union as vice president of residential lending in Evansville.

Matthew Kimmick '01, economics/finance, has been appointed city controller in the Office of Finance and Management for the City of Indianapolis.

Julie Hope '02, visual communications, has taken the position of graphic designer at Tucker Publishing Group in Evansville.

**Recent Graduates**

Self portrait by Heathter Landry

Dive by Heather Landry

Are you interested in becoming a mentor?

Contact Janet Johnson at 812-464-1924 or alumni@usi.edu.

“I believe that it is pivotal for each young professional to experience having a mentor. I wouldn’t be where I am today without the influence and guidance of those who mentored me. There’s no better way to pay it forward than to provide the same type of encouragement and direction to a rising star such as Shawna.”

— Jared McIntosh '11, Deposit Services Officer, First Security Bank

“Through the University of Southern Indiana’s Alumni Mentoring Program, I was able to apply my degree knowledge to business that led to a career opportunity.”

— Shawna Stone '14, BS in Business Administration

As a child, Heather (Dock) Landry ‘01 learned to create art by copying Henry Fuseli’s "The Nightmare," but it took having children to become the artist she is today. The freelance digital artist, whose work titled "Roots of Knowledge," is on the cover of this issue, came to USI interested in pursuing a career in science but graduated with a bachelor’s degree in studio art and a minor in art history.

"While drawing and copying pictures as a kid, I was playing with a toy microscope. When I came to USI I intended to get a dual degree in biology and chemistry, and really enjoyed the program," Landry said. "But, I didn’t display the intuitive talent in the advanced science classes that I did with art. It was a humbling experience and I had to take a step back."

Because Landry had been creating art since she was old enough to hold a crayon, transitioning into USI’s Art Program was easy. And, although USI offered digital art courses, she focused on figure drawing. It wasn’t until she graduated and started having children that Landry felt the need to discover a new form of art to pursue. "I had to have art that took up no space, so I taught myself digital art," she said. "Having children literally saved my art career because of them that I reaped myself to become what I consider to be a more skilled artist."
We know you’re always on the move but we’d like to stay connected…

Send us your updates so we can share your successes in USI Magazine.

Shannon Hoveln ’01, political science/psychology, ’06, Master of Business Administration, has joined the Blackboard Administration Team as an application systems analyst at USI.

Andy Miles ’02, business administration, has been named director of mortgage sales at Evansville Teachers Federal Credit Union.

Brandi Ponsler Schwartz ’02, art/public relations and advertising, ’07, Master of Public Administration, has taken the position of manager of marketing and public relations at Methodist Hospital in Henderson, Kentucky.

Derek Adams ’03, accounting/spanish studies, has been promoted to director at BKO LLP in Evansville.

Josh Geseling ’03, political science, has been named a Rising Star in Employment and Labor Law for the second consecutive year. He is a labor and employment lawyer at Kelman, Dew, Donovan & Kohn LLP in Evansville.

Eric Jost ’03, accounting, ’04, Master of Accountancy, has been named executive director of finance at St. Mary’s Health in Evansville.

John Raiser ’03, interpersonal-organizational communications, has been promoted to community and economic development relationship manager at Fifth Third Bank in Evansville.

Curtis Begle ’04, Master of Business Administration, is president of the Engineered Materials division at Berry Plastics in Evansville.

Chad Herrell ’04, political science, is director of BKO Group in Washington, DC.

Michael Ready ’04, English, is a consultant for Asia Advisory Corporation in Indianapolis, Indiana.

Allen Collins ’05, electrical engineering technology, has been promoted to electrical distribution manager at Sweeney in Evansville.

Christopher Colin ’05, chemistry, is an analytical service analyst for Grain Processing Corporation in Washington, Indiana.

Brandon Stephens ’05, accounting and professional service, has joined HealthSouth Deaconess as controller in Evansville.

Melissa Weinzapfel ’05, business, has joined Stere Caravel as a sales audit associate in Evansville.

Victoria Sutton Woodrow ’05, public relations and advertising, has accepted the position of director of marketing and public relations at Hamilton Memorial Hospital in McLeanburg, Illinois.

Tiffany Johnson Saunders ’06, radio and television, is a membership specialist at the YMCA in Indianapolis, Indiana. She received a Master of Business Administration from Wesleyan University in 2013.

Julie Hunter ’07, journalism, has been named a member of staff services for the Wisconsin Newspaper Association in New Berlin, Wisconsin.

Jared Simmons ’07, engineering, has been promoted to assistant manager of plastics pilot and engineering for Toyota Motor Manufacturing in Princeton, Indiana.

Michael Carter ’08, finance, has been promoted to vice president of commercial loan origination at First Federal Savings Bank in Evansville.

He serves on the board of the Risk Management Association.

Julie Cline ’08, public relations and advertising/marketing, has been named manager of integrated operations support at WGN Corporate Office in Denver, but will be based in Evansville.

2010s

Jacob Luker ’05, biology, is an analytical specialist at Air Quality Services, LLC in Evansville.

Gary Burgdorf ’10, business administration, is a construction administrator at USI.

Robert Woelfle ’10, public relations and advertising, is a customer experience representative at Mehlville in Culver City, California.

Joshua Pietrowski ’11, English, has been selected as head brewer at Taproom 31 Brewery in Evansville.

Andrew Crowell ’12, finance, has been promoted to assistant vice president and compliance officer at First Federal Savings Bank in Evansville.

Lauren Perrey ’12, nursing, will receive the 2015 Rising Star in Clinical Practice Award in March at the American Association of Neuroscience Nurses’ annual meeting in Tennessee. She works in the critical care unit at Indiana University Methodist Hospital in Indianapolis, Indiana.

Andrew Shetler ’12, finance, has been promoted to assistant vice president and banking center manager/North Park Branch of First Federal Savings Bank in Evansville.

Clare Bosma ’13, Master of Business Administration, has joined Orthopedic Associates as a marketing director in Evansville.

Mark Furman ’13, elementary education, has taken the position of fifth and sixth-grade teacher at Joshua Academy in Evansville.

Carolyn Townsend ’13, Doctor of Nursing Practice, has been promoted to assistant professor at Indiana Kokomo School of Nursing in Kokomo, Indiana.

Abby Allen Huff ’14, nursing, has taken the position of registered nurse at St. Mary’s Hospital in Evansville.

Rex Laughlin ’14, History, is a history teacher at East Richard High School/Middle School in Olney, Illinois.

Carly May ’14, accounting and professional services, has taken a position in the General Services Department at Harding Shymanski & Company PSC as a staff accountant in Evansville.

Brittany Brasel Skelvis ’14, accounting and professional services/vision, has joined the General Services Department Harding Shymanski & Company PSC as a staff accountant in Evansville.

Kari Weinzapfel ’14, public relations and advertising, has been hired by Deaconess Foundation as publications and events coordinator in Evansville.

The alumni trips are designed to not only enhance learning and understanding, but to include an educational reception exclusively for USI alumni and family. Additionally, a portion of the proceeds support USI students by providing funds for scholarships.

To learn more about this opportunity, sign up for an informational session which will be held at 6:30 p.m. Tuesday, June 9, in Traditions Lounge, located in University Center East. For more information, contact Janet Johnson, director of USI’s Alumni and Volunteer Services, at 812-854-5170 (alumni@usi.edu).

USI’s vision is and will continue to be: Shaping the future through learning and innovation.

Adventures in Italian Renaissance

The University of Southern Indiana prepares individuals to live wisely in a global community. There is no better way to enhance understanding and knowledge of another culture than through travel. Each year, the USI Alumni Association arranges a global experience for alumni and friends, and in the summer of 2016 a cultural enrichment program is headed to Italy. Travel with us for an adventure in Italian Renaissance.

The trip will expand your knowledge by taking you to a country rich in history. Local experts deliver talks and give insights to expand visitors’ understanding of places such as the Colosseum, Siena’s narrow Gothic streets, magnificent palaces and historic Piazza del Campo, or Florence—the “Cradle of the Italian Renaissance.”

We know you’re always on the move but we’d like to stay connected…

Send us your updates so we can share your successes in USI Magazine.


Kasey Spencer ’12, nursing, and Adam Grifith, July 14, 2014.

Erin Dunn ’12, English, ’14, Master of Communication, and Eric Vogler ’13, criminal justice studies/sociology, November 9, 2014.

Kimberly Anderson ’13, business administration/financial studies, and Michelle Farrell ’12, sports management, July 20, 2014.

Samantha Williams ’14, radiology imaging science, and Matthew Canfield ’14, respiratory therapy, October 18, 2014.
Over the course of what McClellan calls “too long,” the first generation college graduate succeeded in earning a degree in business management from USI’s Romain College of Business. Today, he has that office he dreamed of as a child, and is in the business of improving the chances that USI’s young black men will succeed. “When you see African-American males as an endangered species, and you feel like you can make a difference in their lives,” he said, “you want to contribute to making a difference.”

During his tenure at USI, he’s counseled many students and ushered in a number of mentoring initiatives through the Multicultural Center that challenge and encourage students: Excel Mentoring Program, Executives vs Scholars, Power Hour and Priority 1 (see page 10). Being a young black man himself, McClellan is in a position to uniquely relate to that portion of USI’s population who are striving to earn a college degree. “Being an African-American male from the Evansville community, a product of USI, I know what it took for me to graduate,” he said. “I know the kinds of hurdles these students may encounter.”

As a father, role model, mentor, administrator and alum, McClellan employs a strict measure of beliefs to guide not only his life and his two sons, but the students he works with at USI. From his perspective, they are future leaders and, as such, he wants them to be successful. For that to happen, he believes men must be able to define their values and set examples of what they represent in every aspect of their lives. For McClellan, that test is his sons.

“If either of my sons came to me and said, ‘Dad, when I grow up I want to be just like you,’ I have to be okay with myself; I must be proud of the man I’ve become; and I have to model the example of what I believe a great man is in order to give the response I want to give, ‘Son, if you end up like me I will be proud, but I want you to be better. I’m not your measuring stick, I’m your guide. Everyone has to define what success is and they have to put in the work to achieve it.’”

Kacheyta McClellan ’10 has always been a man of vision and a believer in education. As a child, he set up an office in a closet in his bedroom — using a child’s school desk and lamp with a long extension cord — intent on becoming a businessman as a result of his parents emphasizing the importance of higher education. While there was never any question that he’d be successful — and the way to do it was with a college degree — getting there wouldn’t happen right away. “I learned I was going to be a father and I had to grow up rather quickly,” he said. “I needed to find a way to be successful.”

Despite being a young father, McClellan knew the best way to provide for his son and accomplish his dreams was to get that college education; so, he applied to USI — his first and only choice — and started attending fulltime while working two part-time jobs and serving as an AMIGO (student leadership organization). During his third semester, however, parenthood took over. “Your children come first,” he said. “I was at USI, but felt I needed to do more for my kid.”

He took a job at Whirlpool on an assembly line. “I was working fulltime and thought life was going to be great,” he said. With secure employment, McClellan felt he was once again in a position to resume his education. The plan was to work second shift and attend day classes at USI. But during the semester’s second week, he was bumped from second to first shift—a rarity in factory life. He tried to switch to a different second-shift job or be put on third shift, but he was still within his 90-day probation period and nothing could be done. He had to decide between college and earning a solid salary. “I prayed on it. I didn’t know what to do, so I talked to The Most High.”

A couple of days later, he got his answer while talking with a coworker on the assembly line. “We were doing basically the same job and she had a degree in accounting. I asked her, ‘If you have a business degree why are you here?’ She said she’d gotten the degree to prove to herself she could. That blew me away,” McClellan said. “I called my supervisor the next day and said, ‘I’m not coming back.’ I always knew I was going to finish my degree, but the timetable got moved up when I heard that.”

A Man of Vision

By C. L. Stambush

USI Magazine SPRING 2015
Births and Adoptions

Nicholas Clark '03, political science, '04, economics, '07, Masters of Business Administration, and Kelly welcomed Gracilana Ruth, February 1, 2015.

Laura Reiford Davis '03, accounting and professional services/finance, and Ryan welcomed Griffin Miles, November 31, 2014.

LouAnn Hamm Shively '05, psychology, and Adam welcomed Clarica Joyce, September 5, 2014.

Brittany Shroyer Dodd '08, management, and Justin Dodd '10, elementary education, welcomed Paxton Michael, September 13, 2014.

Andrea Outlaw-Sanders '04, health and fitness specialist, and Kent welcomed Crew Thomas, January 16, 2015.

In Memoriam

Michael Clark '72, management, of Evansville, died December 10, 2014.

Deborah Hartz '78, psychology, of Evansville, died November 30, 2014. She was a school psychologist for 37 years.

Carol Reb '75, sociology, of Bloomington, Indiana, died January 24, 2015. She was in Case Management and Administration at Welborn Hospital for 20 years.

Joseph Schmitt '73, social science, of Evansville, died January 2, 2015. He was a veteran of the Vietnam War, serving as a meteorologist in the U.S. Air Force for 22 years before retiring as a Major in 1973. After his service career he worked at the Evansville Urban Enterprise Association for 30 years, retiring in 2013.

David DeLong '76, management, of Evansville, died December 2, 2014. He worked as a technician at Berry Plastics.

Roy Perry '76, communications, of Evansville, died January 15, 2015. He retired from Evansville Parks and Recreation Commission after 20 years of service.

Kim Laib '78, psychology, of Evansville, died November 16, 2014.

Myrna Craney '81, accounting, of Evansville, died January 23, 2015. She was a retired partner at Brown Smith & Settle, LLC in Evansville.

Daniel Solomon '82, management, of Boonville, Indiana, died January 22, 2015. He was a claims adjuster for Farm Bureau Insurance for 27 years.

Edward Cates '86, computer information systems, of Newburgh, Indiana, died February 26, 2015. He was retired from Evansville’s Bosse High School.

Cathy Goosnher Machette '94, nursing, of Evansville, died March 13, 2014. She was a nurse liaison at Parkview Care Center in Evansville.

Dennis Radnovich '94, business, of Fort Branch, Indiana, died January 14, 2014.

Donna Farny Williamson '95, nursing, of Evansville, died December 22, 2014. She was a registered nurse at Evansville Surgical Associates.

Ralph Plunkett '97, computer information systems, of Newburgh, Indiana, died December 9, 2014. He was working at Ferrell Hospital as director of information technology.

Kent Gearheart '97, industrial management, of Newburgh, Indiana, died January 16, 2015. He was a plant manager and engineer at Berry Plastics in Princeton, Indiana.

Andrea Outlaw-Sanders '04, physical education, of Evansville, died November 20, 2014. She was an advanced health and fitness specialist at Andrea Outlaw-Sanders Personal Training and Fitness.

Rebecca Curt '07, English/pyschology, of Newburgh, Indiana, died November 21, 2014. She taught English at North High School and Bosse High School.

Jeremy Oliver '07, psychology, of Evansville, died January 9, 2015. He served in the United States Army Reserve for eight years. Jeremy was in Iraq during Operation Iraqi Freedom.

Robert Osvald '07, biology, of Indianapolis, died November 27, 2014. He was attending Indiana University School of Medicine and a member of Kappa Alpha Fraternity.

Michelle Baucom Sharp '13, nursing, of Evansville, died February 17, 2015. She was a registered nurse at Deaconess Hospital for 10 years.

Joey Morris '14, political science, of Speedway, Indiana, died February 27, 2015. He was a legislative assistant at the Indiana State House, Southwest Regional Director of IN House Republican Campaign Committee and an intern at Indiana State House in Indianapolis, Indiana.

Payne Foster '61, political science, of Evansville, died January 22, 2015. He was a veteran of the Vietnam War, serving as a meteorologist in the U.S. Air Force for 22 years before retiring as a Major in 1973. After his service career he worked at the Evansville Urban Enterprise Association for 30 years, retiring in 2013.

Dennis J. Mahoney '62, industrial management, of Newburgh, Indiana, died January 16, 2015. He was a plant manager and engineer at Berry Plastics in Princeton, Indiana.

Andrea Outlaw-Sanders '04, physical education, of Evansville, died November 20, 2014. She was an advanced health and fitness specialist at Andrea Outlaw-Sanders Personal Training and Fitness.

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