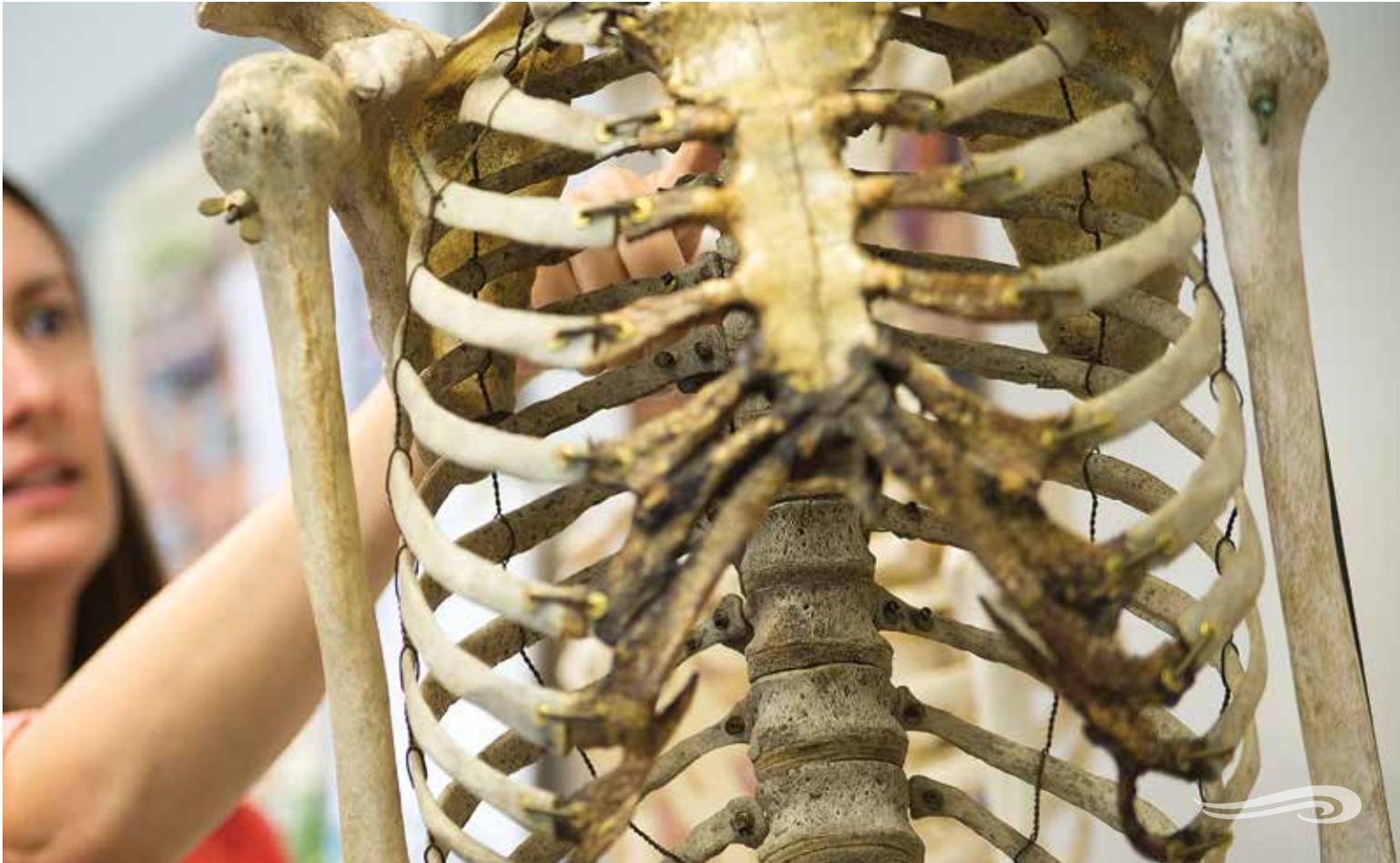


illumine

—University of Southern Indiana—



LEARNING | Fall 2017



features

Dead Men Tell No Lies 16

A unique way of teaching

Expanding Insights into Shrinking Brains 22

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Collaborating for a stronger tomorrow



Student POV



Coneucopia



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CLASS ACT

Love this magazine! I married a fellow USI graduate, Brett Williams, in November! I just saw you had [a class notes] section. It's so cool to be able to see what some of my former classmates are doing. Thanks for this!!!

Megan (Vickers) Williams '11



ROOM FOR IMPROVEMENT

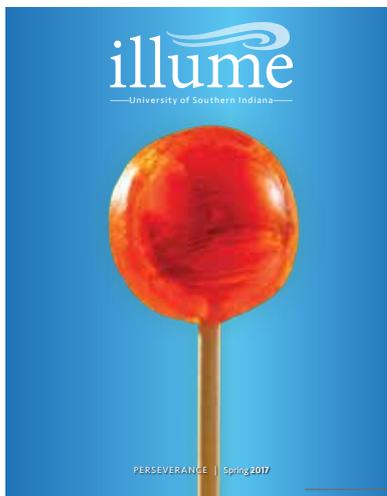
Appreciate receiving the magazine; however, very difficult to read when background is color, and worse yet mixed color on same page, and verbiage on page is either white, black or also variety of color. May want to review this pattern! Thanks a lot.

DEL '76 and Doris M. Bromm

HISTORY LESSON

I just read your wonderful article and I am now eagerly awaiting the documentary about Kay. Thanks for informing us about an interesting, but apparently dark, part of our city's history. Sincerely,

Steve Spradley '83 '89



TEARS FOR TEARS

This spring's edition of illumine was the best yet! Not only are the stories very informative, but the photography is a feast for the eyes, and the paper everything is printed on, top quality. Especially touching was C. L. Stambush's article "A Trail of Tears." Mr. Knecht worked for The Courier, and we called him Uncle Karl. We lived above what is now Sauced restaurant, and the Knechts lived in back of us. I wept bitter tears that such a beautiful animal saw such a tragic end. I hope Miss [Gibson] will



find where Kay was buried. We can have a fund drive for a proper monument. Most Sincerely,

Dr. Susan Enlow

MESKER MEMORIES

You've done it again. I just could not put illumine down until I read every last word. I was deeply touched with the elephant story by Erin Gibson. As a child I attended many zoo events that included Kay's appearance and then the death of Bob McGraw happened just before I left Evansville for the military. I continued to follow the stories of Kay's departure and then the arrival of Bunny through the media until Bunny's retirement. Thank you for an outstanding publication.

John M. Dunn

COVERING IT

Just want to say the last few illumine magazine covers were awesome! They are both bright and colorful and so much more inviting than the "DARK" cover on the first illumine magazine.

Mary Spahn

TOE'D THE LINE

I got a huge kick out of the illustration accompanying my "Death Sentences" selections in illumine. Thanks!

Dr. Michael Kearns

WHY THANK YOU!

I just read the latest issue of illumine and wanted to say I think you guys have done an awesome job transforming the magazine.

Mary (Reddington) Woehler '02

We invite readers to comment on articles and start conversations by bringing unique perspectives to relevant magazine topics. Correspondence and comments will not be limited to letters mailed to the editor, but may be from email or social media networks. Letters mailed to the editor may be published in the magazine unless the author states it is not for publication. Letters should be kept to 250 words, and may be edited for style, length, clarity, grammar and relevance to USI issues. Letters to the editor should be sent to magazine@usi.edu.



Julie Dutchess

The WRASFF article is so well done and shows the heart-felt caring Scott Saalman has for supporting needy causes in the community. Scott brings in great local/regional talent...if you haven't seen a show, make a point to get out to one. I promise you will experience a good laugh and most likely you'll be tapping your toes to the vibe of the talented musicians...a belly laugh or two could also occur. Thank you, Scott Saalman, for sharing your passion.



CascadeGuidance
@cadetguidance



University of Southern Indiana! Great visit and beautiful day!



Stephanie Young

I just want to say you are doing amazing things with *illum*! I'm enjoying both the hard copy and online versions of the magazine.



USI Athletics

@USIAthletics

A couple former @USIBaseball players now sporting this look! #GoUSIEagles #ScreaglePride



Andrea Wirth

Beautiful article and also ~ Yeah, Scott Saalman!!! I love what you do!

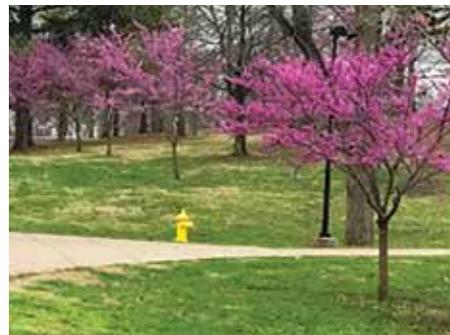
Thank you!!!!



Keith Powers

@powerskEvv

Too many redbud trees on @usiedu campus, said no one ever!



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CORRECTION: The spring 2017 issue of *illum* identified Dr. Serah Theuri, the featured Tail Feather, as an assistant professor of food and nutrition. She is an associate professor of food and nutrition, and one heck of a nice person.

Dr. Linda L. M. Bennett, who's retiring in June 2018 (see page 7), talks about intellectual and physical growth, stellar faculty and insightful students.

Q: In 2014, USI underwent a strategic academic reform, resulting in Core 39. What was the motivation for the restructuring, and how does this new approach to education differ from the way you were taught?

A: What does it mean to be an educated person? That question is at the heart of every curricular process. A general education program is intended to give a broad-based education across disciplines to all students, regardless of major. A core curriculum focuses that experience with points of shared experience. As a student and as a faculty member, I was accustomed to broad-based general education curricula. You had a checklist of courses with multiple options across disciplines and a few "core" courses in English, math and the sciences.

USI's Core 39 curriculum maintains some of the breadth of the previous general education program, but includes particular areas of focus important to developing an educated person for today's world. English, communication, math and science remain critical, but other components make our Core 39 requirements distinctive. Among them, a physical activity and wellness component...rare in college curricula. Fewer than 40 percent of college campuses have it as a requirement today, even though research clearly shows a connection between physical activity, well-being and learning.

The "Ways of Knowing" category, allows students in different disciplines to understand the world in different ways. One of my favorite questions for students is, "How do you know what you know?" You would be amazed how it makes one think about what we accept as knowledge that might be questioned from a different perspective.

Q: Over the decades, USI's campus has expanded to include 14 new buildings surrounded by woods and lakes. How vital is growth to the future of the University, in terms of capital expansion, even in the face of state budget restrictions?

A: USI's campus has been in a constant state of growth and development since it moved from Centennial School to our

current location in the late 1960s. We have more than 1,400 acres with natural ravines and beautiful wooded areas giving our campus an idyllic setting. The amount of land combined with its natural beauty are tremendous assets we continue to explore in telling USI's story to prospective students, alumni and supporters. We are currently engaged in a master planning process, reviewing the physical space on campus and how to anticipate future growth. The dynamics of growth are changing as students access education through multiple platforms, including in-person, as well as online. State legislatures can be understandably cautious about allocating funds for new buildings and monitoring the capital debt loads of campuses. As a result, we are thinking about how existing space can be reconfigured to meet the needs of tomorrow's students. New structures will still be in our future plan, but we will be thinking about how those structures spark growth and synergy between colleges and other units. A prime example is the renovation of the Physical Activities Center (PAC) and current construction of a new arena attached to the PAC. We will reconfigure existing space for more facilities for growing academic programs and provide new space and facilities to spark additional sports in the future.

Q: USI faculty are renowned as mentors and educators who continually push frontiers to improve students learning. Who's your most memorable mentor and what lessons have you learned?

A: USI faculty deserve every accolade they receive. As provost and as president, I have benefited from their observations and counsel. One example from my years as provost, I remember we were changing a policy on how to reward promotion for faculty, with the goal of increasing the recognition that had not been changed in several years. The model we adopted wasn't viewed as fair by some faculty and they visited with me to explain why. When I thought about the issue from their perspective, I understood we needed to change the new model to address their concerns. It improved the policy.

Even with our new strategic plan, two faculty members led the way in creating the scope and primary goals to guide USI

in coming years. The conversations I had with Drs. Kevin Valadares and Matt Hanka helped me to be a better communicator about the challenges to higher education within our University community.

At its best, a university campus embraces learning for everyone, including students, faculty, staff...and presidents.

Q: The diversity of USI's students—from first generations to Iraq War veterans—brings a wealth of perspectives. What lessons have you learned from students?

A: Diversity in thought, experience and perspective provides a rich learning environment. Almost one in five of USI students is more than 24 years old and often has a family and job to balance as they seek a degree. As we recruit more students from other states and countries, we increase the diversity on our campus. If you listen to students, you learn quickly to let go of your assumptions and stereotypes.

I recall one painful episode when I was meeting with a student and family members about poor academic performance. On the face of the case, it seemed the student was being lazy and not attending class. With patience, we learned the student was struggling with a difficult and overwhelming home situation. The student simply had no energy left over for classes and needed help.

The learning process is an exchange, not a one-way flow of communication. As those of us who teach listen and learn, we are more effective in sharing what we know with each other, and our students.





Game On.....

Planning strategic moves requires skillful thinking, but learning how to do that doesn't have to be dull; after all, learning is deeper and longer-lasting when it's fun. So Dr. Curtis Price, associate professor of economics, created and teaches a course that does both. The "Games and Strategic Behavior" course is designed to study how choices made by one person influence the choices made by other people or things, such as corporations, political parties, tribes and nations.

"Nearly any interaction can be modeled as a strategic situation," Price said. "In the class, we discuss and use examples of reputation, wage negotiation, political decision making, biological evolution, business decision making, the value of information, altruism, fairness, reciprocity, threats and intimidation, etc."

The class, required of economics majors, is taught in the experimental economics laboratory and tosses out the traditional lecture forum to embrace the experiential. "We spend a lot of time playing simple games where the students make decisions in the presence of strategic motives," Price said. "We then discuss the games in the context of the strategic situation and analyze optimal decisions in the context of the game."

Since the course is the brainchild of Price, he had to craft a teaching manual to accompany it—something he intends to develop into a textbook that can be used by faculty at other institutions. "All told, it is about 200 or so pages," he said. "It's always expanding as I keep writing more material."



MAJOR LEAGUES

University of Southern Indiana Baseball senior pitcher Justin Watts, from Bryan, Ohio, was drafted by the Toronto Blue Jays in the 39th round.

ON YOUR MARK...

They've been carb-loading for months, the 500-plus men and women runners (64 teams from across the nation) who've been prepping for the 2017 NCAA II Cross Country Championships (November 18), hosted by USI at Angel Mounds. It's the fourth time we've held this honor—1987, 2004, 2009 and 2017. The next time will be 2020.



If law school is in your future, then USI can give you an inside edge to prepare for the Law School Admission Test (LSAT) through a prep course launched last spring. LSAT scores are perhaps the single most important factor considered by admissions committees in assessing applicants, and now you don't have to travel far to be better prepared.

"This course not only helps USI students perform to their potential; it also lowers a significant financial barrier students face when pursuing a career in law," said Dr. Nicholas LaRowe, associate professor of political science and public administration. "In previous years, USI students had to travel several hours and pay thousands of dollars to get formal training. Now, high-quality preparation is available for a fraction of the cost, and right in their back yard."

The four-week prep course covers the format and structure of the LSAT, teaches test-taking strategies, and trains students in logical reasoning, analysis reasoning and test reading comprehension, using logical games and practice tests.

But there's more good news. USI students can apply for both a scholarship and a partial fee waiver for the prep course to help defray the costs. More information is available from Outreach and Engagement.

Portrait of an Artist

Painting by Tadashi Kojima '16

When Tadashi Kojima '16 left Japan in 2012, after retiring from a 35-year career as an engineer, for a second career as a teacher at the Southern Indiana Japanese School (SIJS), he had no idea the journey's twists and turns would lead him to yet a third career.

Soon after arriving in Evansville, he began taking studio art classes at USI, and "realized there was an artist inside" who needed to be let out. His work combined his experience as an engineer "understanding the logical aspects of objects... [with his] passion for color and

composition," and resulted in a showing of his work in the McCutchan Art Center and Pace Galleries. But not just his art hung on the gallery walls; he shared the space with work created by the students he taught at SIJS. Now that's a lesson worth learning.

End of an Era



After 15 years of leadership, Dr. Linda L. M. Bennett will retire June 30, 2018, leaving an indelible mark on the University of Southern Indiana during her six years as provost and nine years as president. Bennett, who turns 65 in December, said she feels the University is now well positioned for a transition in leadership. Although she's looking forward to the next chapter in her life, she's "profoundly grateful for the opportunity to serve this great institution."

During her tenure, Bennett created strategic plans and managed resources, enabling USI to persevere through recessions and changes in state funding formulas. "The essential strengths of USI are not contained in buildings, though our beautiful campus is a tremendous asset," she said. "Those essential strengths are the people of the campus, the power of community and the high-quality education our students take with them as they graduate."

USI's Board of Trustees will begin a national search this fall for the next president. Stay tuned for more on Dr. Bennett in the next issue.

CHANGING THE NARRATIVE

The popularity of the controversial Netflix series "13 Reasons Why" (about a teen's suicide) inspired the Dean of Students' (DOS) office to start a conversation about why suicide is never the answer, and create an initiative called *Be Well to Do Well*. "We want to remind students of their importance and value by focusing on positivity," said Carissa Prince '16 M'18, master's in social work, who spent the summer shaping and organizing a month's worth of events, ordering items printed with positive messages to give to students, and creating partnerships between DOS and the Counseling Center, Recreation, Fitness and Wellness Center, and the University Health Center during September's Mental Health month.

Events, such as Float Your Worries (students were given red or blue rubber ducks on which they wrote a "worry," releasing it in the fountain) and De-Stress Fest, where students created personalized galaxies in "calming jars" with supplied crafts and much more. "We know when people feel valued in their community they're less likely to feel isolated," said Laura Berry, assistant dean of students. "Suicide is a permanent solution to a temporary mind-set."



High-Flying Educators

The thrill of piloting a plane is something Dr. Vaughn DeCoster, professor of social work, wanted students to learn about and consider as a possible career, especially since air travel is forecasted to reach a billion passengers by 2024. A pilot of 17 years and a volunteer with Angel Flight, transporting people in need to medical facilities, DeCoster, as president of Evansville's Experimental Aircraft Association, organized a panel discussion for students to learn about aviation careers that complement their degrees. The panelists talked about typical days in their professional lives, positive aspects of their flying careers and paths by which students can enter the field. "Had I been exposed to the diversity of job options in aviation when I was a college student, it's possible I wouldn't be here at USI today..." Let's hope an airline doesn't offer him a job; we want to keep his expertise at USI.

Founding Father Remembered

USI never would have existed if not for the single-minded passion of a handful of citizens who fought to bring an affordable higher education institution to Evansville. Rolland Eckels, who died July 2, 2017, was one of the nine visionaries who created Southern Indiana Higher Education, Inc. (SIHE), which led the charge in raising \$1 million in 1967 to buy the 1,400 acres USI is built on. Facing

down State Legislature's opposition, he never wavered in his belief in the power of education and the need for residents of southern Indiana to have access to opportunities for making their worlds better. His 40 years of love and dedication as a member of SIHE and USI Foundation Board of Directors will be missed, but his legacy will continue far into the future.



APPREHENDING APPREHENSION

Navigating through and learning to use all available resources may seem overwhelming to a new college student, so last year, USI's Multicultural Center began Success Series Workshops to help not only new college students, but any college student. Candace Fairer, outreach coordinator and student mentor, collaborated with USI administrators, faculty and professionals in the community to teach students time management, study techniques, budgeting and introduced them to many campus resources.

Rather than presenting information alone, workshop leaders guided them through the process with interactive exercises. Lori Saxby, reading specialist adjunct in Academic Skills, explained that we retain 50 percent of what we hear, a statistic which rapidly declines as more time passes. When we actively engage and do, we retain closer to 90 percent afterward, and the retention rate lasts much longer.

Learning isn't confined to students at USI; the faculty are always advancing their teaching through a variety of professional development opportunities, especially those presented by USI's Center for Excellence in Teaching and Learning. CETL hosts a string of teaching workshops, webinars and peer-to-peer mentoring designed to provide faculty with engaging opportunities to build community, discuss ideas and issues around learning while reflecting on the USI's teaching and learning foundation. By making teaching and learning visible through CETL's programming, faculty strengthen their efforts in supporting the success of USI students.

IN THE LEARNING SEAT



T-REX LIVES



#YouAreWelcomeHere

Both USI and its faculty want prospective international students to know their presence and contributions to our learning community are valued. To help get the word out, International Programs and Services joined a national campaign among higher education institutions to create USI's own unique heartfelt welcoming video using students, staff and faculty. "We're committed to providing a welcoming and safe environment for all students," said Heidi Gregori-Gahan, assistant provost for International Programs and Services. Check out the video at USI.edu/welcomehere.

It may be impossible to travel to Jurassic times to gather data on the bite force of a T-Rex, but that doesn't mean the information can't be collected. Dr. Julian Davis, associate professor of engineering, has collaborated with pathology and anatomical scientists at the University of Missouri to develop advanced 3D models to gain insight into the evolutionary skull changes of alligators and crocodiles that will lead to a better understanding of dinosaurs.

"Using bite force as a biological trait of an animal," Davis says, "informs us about features of the skull that may have disappeared over growth/life of that animal and eventually over evolutionary time."

Davis created the program to interface 3D surface models of skulls, including American alligators, and their corresponding solid finite element models. The bite force action is modeled by distributing forces over the surface of the skull, to which a muscle would attach, holding fixed in space the jaw joints and biting teeth.

"The larger bite force one can generate opens up the variety of food one can eat," he says. "But in order to generate large bite forces, there may be trade-offs in the areas of cranial kinesis (bending of the skull, like a bird's beak), brain volume and body size."

The team is the first to use 3D technology to integrate anatomical muscle function and cranial linkage systems to estimate bite forces and joint forces within dinosaur head skeletons, test patterns of coevolution of the feeding apparatus and brain, and determine the origins of the modern avian condition.

"It's science for science sake," Davis says. "To develop a part—just a part—of the answer to why things are the way they are."

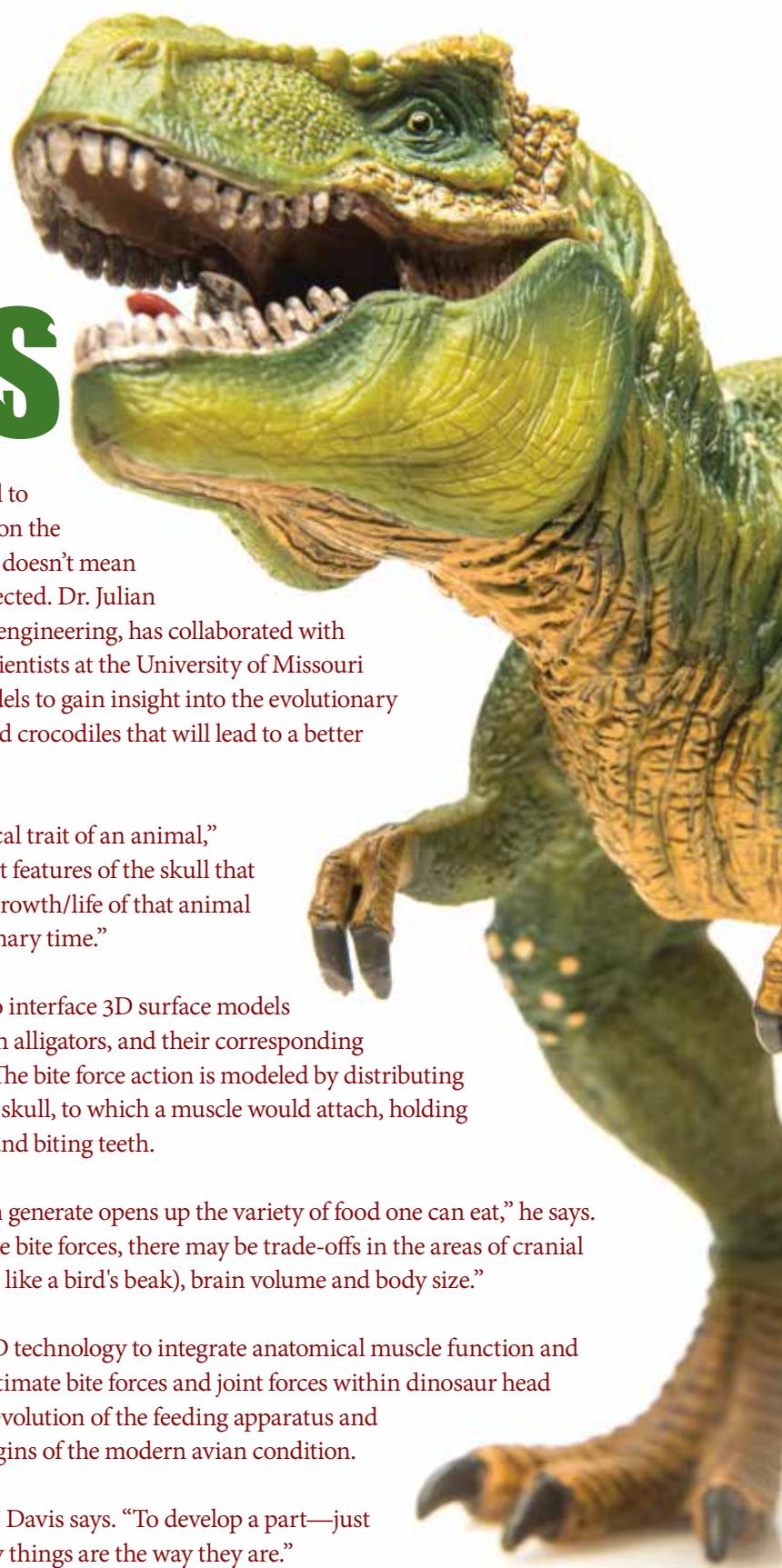




Photo: Jill Osterhage



Lights. Camera. Action. Five theatre students made the Beardsley, Montgomery, Gordon Family Vintage Clothes Collection come alive as they posed for a photo shoot at The Reitz Home Museum for National Archives Month in October. Donated by Evadine (center) and James Gordon to USI's Archives and Special Collections, the collection spans 100 years (1870-1970), and depicts the lives of three generations and their values, evident in the seams and hems as they were taken in or out and up or down. The collection consists of 280 pieces, mostly handmade garments, ranging from shoes and undergarments to dresses and aprons.

THE BIG PICTURE

The vintage clothes are just a sampling of the not-so-ordinary items USI Archives and Special Collections has available for edification. All images from the shoot will become part of the 45,000 digital images in USI's photo collection—the largest in the region.

STUDENT P.O.V.

Zach Price '18
Exercise Science and Marketing Major

Positive on Purpose

At a young age, my parents instilled the ideals of volunteering and showing kindness to others into the minds of my siblings and mine, igniting a flame that spread into all aspects of my life. It was a fire that forged the standards of why, where and how I invested my life. But when I began my college career, I found myself drifting away from my core values.

My first couple years at USI were not the greatest, and at times were some of the most difficult for me. Multiple times I was on the verge of dropping out. Without a job, my finances were unstable, much the same as my emotional and mental states were in flux as I transitioned into adulthood. Quite often I had a rotten attitude that drove people away. Although the depressive status and the negative attitudes changed as I entered my sophomore year, the social aspect of college now consumed my life. Partying eventually caused me to again grow weary, mentally and emotionally. My friends were nervous for my well-being, and my GPA plummeted below 2.0 in the spring of 2015. I soon realized I wasn't on the path I wanted to be.

One constant remaining through this challenging time was serving others through organizations like Dance Marathon, something I'd done while in high school. At the time, it meant hanging out with friends and dancing to raise money. At USI I learned I was way off in my original assessment when I was given the opportunity to serve as director of recruitment for Southern Indiana Dance Marathon (SIDM).

Although the social fun had not fully subsided, my life had entered a necessary turning point as we were able to achieve new milestones for SIDM. The following year, I was able to take on the challenge of serving as a vice president. During this 2016 SIDM year, the optimism from our team, the Riley Hospital families we helped and fellow USI students striving to be a part of something greater than themselves, inspired me to try to improve the world with a smile and a strong work ethic.

My involvement with SIDM has shaped my character, and SIDM's "For The Kids" movement continually advances me toward becoming the man I want to be. It's helped me

develop a true purpose in life based upon the values on which I was raised. This foundation was formed by the good and bad times, along with the ugly and beautiful times I have encountered in my short time here. These experiences would not be possible without USI or Dance Marathon.

Two and a half years ago I wouldn't have dared to believe I could make the USI dean's list, let alone become the 2017 president of Southern Indiana Dance Marathon. I couldn't fathom the idea of experiencing this level of fulfillment. Throughout my endeavors thus far, I have learned everyone has a story. Each individual has dealt with problems in the past or present, and I am willing to wager issues will emerge sporadically in the future.

I stand firm in the belief that this rollercoaster ride we call life has a greater capacity to progress with the use of positive thoughts and actions. Whether you merely smile and say "hello" to a stranger, or dance like a fool in a tutu while raising money for the kids at Riley Hospital, we can make a positive difference in the world if we simply live to help each other.

continue the conversation at [#illumUSI](https://twitter.com/illumUSI)

suggest a subject at magazine@usi.edu

DESK OF... FROM THE



DR. KRISTALYN SHEFVELAND
Associate Professor of History

Clevelanders dream of Florida...especially when the sky turns gunmetal gray and the lake effect snow starts to pile up on the interstate. The beginnings of the tradition of Clevelanders turned snowbirds flocking to the balmy subtropics of Florida can be pinpointed to the late 19th century, when other Midwestern adventurers and entrepreneurs turned their attention south in an effort to find new products, plant citrus dreams or, in the case of most travelers, escape the doom and gloom of a Cleveland winter. For my family, it's a little bit of all of the above.

My father, Thomas Telenko, grew up with memories of trucking goods down to Vero Beach with his father in the early 1950s. Vero Beach, known as the start of the tropics, sits along the Atlantic Ocean on the Treasure Coast, astride the Indian River lagoon right along A1A and the old Jungle Road that became U.S.1. A descendant of Hungarian and Slovenian immigrants, my dad liked to tell stories of Old Cleveland and Old Florida. Tales of making Hungarian chicken paprikash with the quip, "first, you steal the chicken and season with enough paprika to cure cancer," followed by anecdotes of the old country and horse thieves.

When his attention would turn to Florida, he'd talk about the old roads, the Jungle Path and the roadside attractions along the highways, the fruit stands and the self-taught artists, called the Highwaymen, who sold their brightly colored landscape paintings. He talked of each trip he'd made as a child, how he once attempted to ride his bike with a group of friends from W. 99th Street, how they made it all the way to Medina before turning around, and how he would retire there one day, which he did.

I started writing stories as a child, my parents filling my imagination with rich and varied characters from family lore and the American past. Eventually my love of the past became my vocation as a historian. My first professional research project was ambitious and traditionally scholarly. As that project wound down and the publication of my first book neared, my father was diagnosed with esophageal cancer, and we stopped making paprikash since he couldn't eat solid foods. Our conversations about the old roads and the past became more important as diversions. I selfishly wanted to preserve his stories for myself and my daughter. I also wanted to talk about anything but the reality at hand, thus we began a project, using my research to answer questions about his Florida.

We'd talk about Old Vero. "Say, why did they stop growing pineapples along Oslo Road," he'd ask, or, "Whatever happened to Waldo Sexton's pyramid?" I'd head out to the county archive and come back armed with facts about the rise of Cuban pineapple imports and we'd veer into conversations about the Cuban missile crisis before heading back to legends about Clevelanders in Vero, in particular, Waldo Sexton. Sexton, along with his partner, Arthur McKee, is most responsible for the kitschy "Old Florida" that Vero Beach is famous for buildings cobbled together from driftwood and decorated with pilfered Spanish mission bells and tiles, and a crazy pyramid, meant to mimic the temples of Mesoamerica.

All that's left of the pyramid these days are memories. Natural erosion, tropical storms and the passage of time have battered and erased many of these settlers' landmarks. But the stories remain. I lost my dad to the ravages of cancer last spring, but his legacy lives on, and I get an opportunity to tell his tales and find new passages to explore.

Kristalyn M. Shefveland



score | BOARD



Crying in Softball

There may be “no crying in baseball,” according to Tom Hanks’ character Jimmy in the hit movie *A League of Their Own*, but when the Softball team captured its first-ever NCAA Division II Midwest Region title, Head Coach Sue Kunkle, a 16-year veteran at USI, and her players, couldn’t contain their joy. “This season was full of so many wonderful memories, and I couldn’t be more proud of our players. Everyone’s hard work and dedication came together in one moment, one emotion and one big hug!”

Where are they | **NOW?**



Jason Coomer '01 found his professional calling his sophomore year at USI. After watching his mentor, Jon Mark Hall, double as both the men’s tennis coach and a sports administrator, Coomer realized he wanted to work in college athletics. The influence, both personally and professionally, was significant.

“I can’t imagine my four years without someone like him as a role model,” he said. Coomer secured a student position in the USI Athletics Department, and the business side intrigued him. After leaving USI, he earned a master’s degree in sports management from his mentor’s *alma mater*. Coomer moved up



MILESTONES: HIGH SCORES BY STUDENT ATHLETES

50 **POINTS** scored by **JERIL TAYLOR**, Men's Basketball, in the Eagles win over Truman State last January.

44

CAREER HOME RUNS by USI

Softball's all-time leader **HALEY HODGES**.

29

WINS

credited to USI Softball pitcher **JENNIFER LEONHARDT**, leading her team to its first-ever regional title.

13 **WINS** credited to USI Men's Soccer

goalkeeper **ADAM ZEHME** who helped the Screaming Eagles advance to the NCAA II Tournament for the first time since 1982.

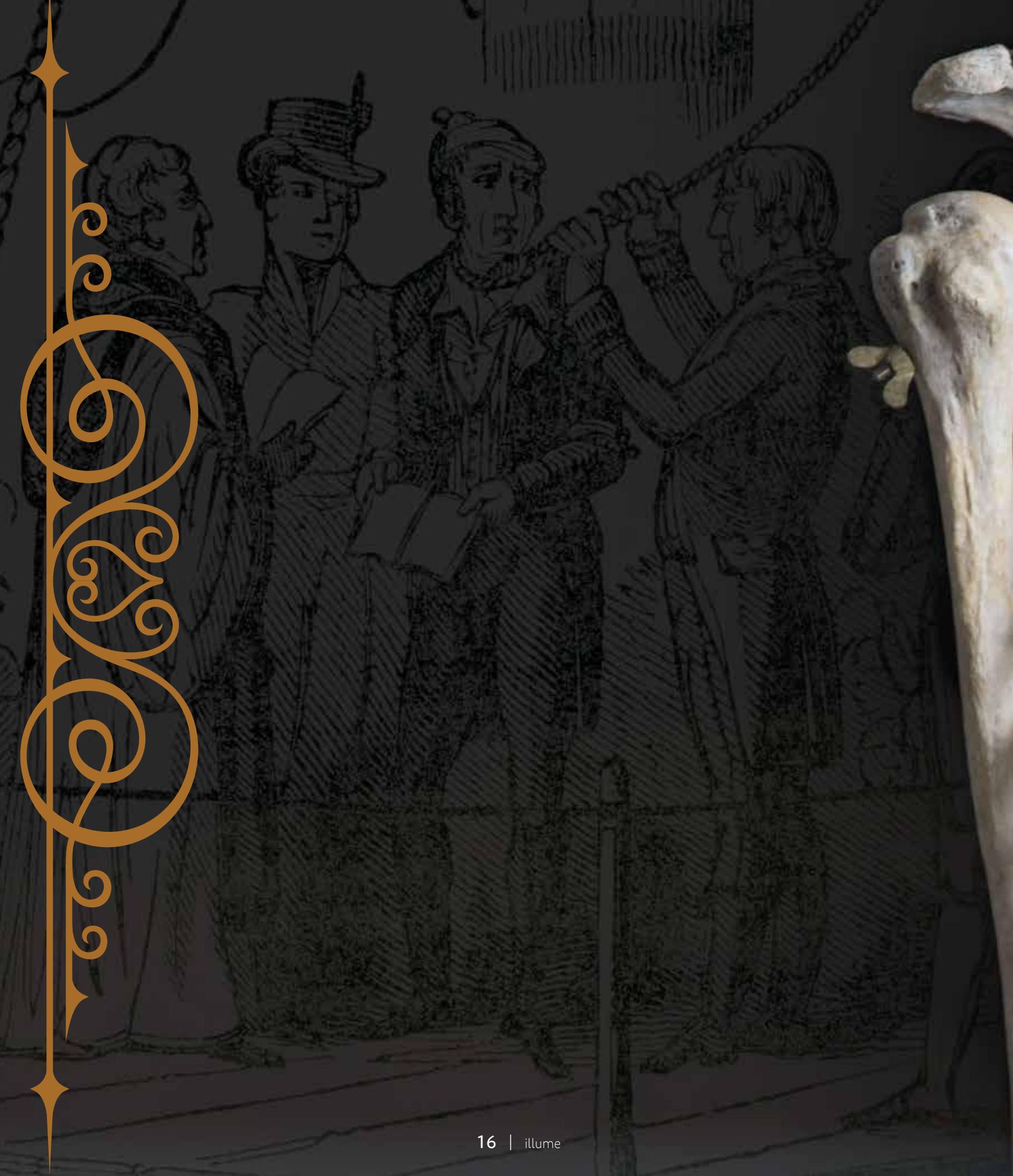
the ranks to his current position, deputy athletic director at Southern Illinois University Edwardsville, while also serving six years as their tennis coach. When the time is right, he hopes to follow Hall's lead once again and become an athletic director. His philosophy? "Working in sports is not a 9-to-5 job; it's a lifestyle."



COACHES' QUOTES

"Hands!"

Rodney Watson,
Men's Varsity Basketball Coach



ILLUMINE

A human ribcage is shown in a close-up, slightly angled view. The ribs are light-colored and appear to be part of a larger skeleton. A decorative gold frame is overlaid on the ribcage. The frame consists of a central circle with a smaller circle inside it, and a wide, ornate border with intricate scrollwork and floral patterns. The text "DEAD MEN TELL NO LIES" is written in a bold, white, serif font within the central circle. Below the text, the author's name "C. L. Stambush" is written in a smaller, white, serif font.

**DEAD MEN
TELL NO LIES**

C. L. Stambush



ON MAY 8, 1823,

John Harvey
and his wife
were arguing with
such intensity that
their neighbor,
Thomas Casey,
wandered over to quell
the quarreling. Harvey
shot and killed him.

That's one version.
The other claims the
two men were fighting
over a woman and
Harvey clubbed Casey
to death.

No matter what the
truth is, both resulted
in Harvey being the
first person to be
executed by hanging
in Evansville, Indiana.

Harvey was buried at the corner of Main and Third Streets, only to be exhumed in the 1850s when a local contractor wanted to build on the site. During this time, medicine had become more of a scientific field, and, "...a physician whose office was [a] few doors down the street retrieved the bones, wired them together and... used them as a skeletal specimen in his office," wrote Kenneth McCutchan, in an article for a folklore website titled *The Boneyard: Evansville's Intersection of Art, History, People, Culture and Ideas*.¹

What exactly happened to that articulated skeleton is a mystery, but in 1957, a skeleton, rumored to be Harvey, was donated to the Evansville Museum of Arts, History and Science where it became part of a display depicting a 19th-century doctor's office until 2001, when it was put into storage. In the fall of 2016, Tom Lonnberg '84, the museum's curator of history, recommended it be gifted to the University to serve as a teaching tool, and it was immediately incorporated into the College of Liberal Arts' Anthropology Program to be used in forensic anthropology and human osteology classes.

"Since it's a real person [and not a plastic cast], all the unique features of his life are there on the bones to see," says Dr. Susan Helfrich, a forensic anthropologist who's worked at USI since 2011 as an instructor and adjunct. "When students deal with that [real] skeleton it becomes clear that they are working with an actual person who used to live and breathe, love and have a life. That's a much more powerful experience than dealing with plastic. They want to 'meet this new person' that's in the lab."

The way students 'meet' this new skeleton (there are three human skeletons in the archaeology lab, but this is the only articulated one) is through science, because the story of whom the bones belong to is almost certainly not true.

"See this cartilage connecting the sternum to the rib," says Dr. Michael Strezewski, associate professor of anthropology, pointing to what looks like dark brown bone, "that's still there and it wouldn't be if he was buried in the ground for a very long time. He would have been completely disarticulated, and any soft tissue like that would be completely gone."



When Strezewski joined the faculty in 2006, USI offered little more than a cluster of anthropology and archaeology classes taught by cultural anthropologist Marjorie Jones, instructor in anthropology, who was at USI from 1989 to 2005. Over the years, USI has built a small but robust program that offers three major anthropological subfields: cultural anthropology, archaeology and physical anthropology, all taught by a staff of two full-time faculty and a stable of adjuncts who have doctorates in anthropology. “Without these quality adjuncts, there wouldn’t be a major because we couldn’t have offered the variety of courses necessary,” says Strezewski.

Forensic anthropology courses are an option for both physical anthropology and criminal justice studies majors. Through the analysis of physical markers on bones, physical anthropologists can establish sex, age, stature and ancestry. Abnormalities found on the bones can potentially show injuries and diseases—healed broken bones and medical procedures—as well as pathological conditions such as *porotic hyperostosis* (iron deficiency anemia) and cancer. Physical anthropologists like Helfrich assist law enforcement to help distinguish between human and nonhuman animal bones. In the recent case of Aleah Beckerle, a 19-year-old handicapped woman who was abducted from her bedroom in the middle of the night and later found murdered, Helfrich collaborated with the Evansville Police Department and Federal Bureau of Investigation agents to identify bones from

a landfill, as well as those discovered by concerned citizens searching for Beckerle.

The mystery surrounding USI’s articulated skeleton, however, deals with questions of another sort: where it came from and who it was. Beyond the still present cartilage, the tell-tale signs of origin and identity rest in the presence of greasy marrow, the absence of soil and earthen stains, age, color, beauty, symmetry and teeth.

Helfrich hasn’t conducted a complete analysis of the skeleton yet, but her preliminary inquiries indicate some unusual findings. “The skeleton is an antique, and it appears to have parts from multiple individuals,” she says.

While the overall identity of the remains is suspect, Dr. David Glassman, a forensic anthropologist and former dean of the College of Liberal Arts, established some facts concerning it in 2008 when he conducted an osteobiography of the skeleton for the museum. He concluded that it was of European ancestry between the ages of 35 and 50 with a “living stature” of 5’ 8” to 6’ 1.5”.

“The man executed was short, but this skeleton appears to be of normal height. Also, the man executed was potentially bellicose, so I would have expected to see healed fractures of the face and torso. But those were absent on this individual.”

THERE IS A CERTAIN MYSTIQUE TO HANDLING THE REAL THING AS OPPOSED TO A REPLICA

• Michael Strezewski •



Dr. Mike Strezewski and Dr. Susan Helfrich

BECAUSE WE
SPECIALIZE IN
UNDERGRADUATES,
THEY WILL WALK
OUT OF THIS
PROGRAM WITH
MORE EXPERIENCE
THAN MOST
UNDERGRADUATES
ELSEWHERE

• Michael Strezewski •

Teaching students how to analyze a skeleton encompasses more than identifying markers on bones and comparing them with published statistics. Helfrich and her students discuss health, socioeconomics, ethics, cultures, religions and global views too.

When students examine the skull of the articulated skeleton, they see a thickening that denotes the presence of *porotic hyperostosis*. “That could mean he experienced malnutrition; it’s something seen on modern individuals who may have a lower socioeconomic status,” Helfrich says. “Since the person became an articulated skeleton, in class we talk about the path for that. Was he an unclaimed body—someone who didn’t have family to either claim him or pay for his funeral? That really hits the students pretty hard, because they have people who love them; people who care for them; people who they call every day; people who look out for them. A lot of the students are sheltered from issues of poverty or substance abuse or homelessness. In many cases, that’s exactly what they’ll be dealing with—people who are living on the fringes of society. Their bodies are the ones that tend to not be found immediately after death.”



Lack of identity can be hard for many students, who want to personalize the skeletons. “They want to name the skulls and skeletons that they come in contact with, and I have to tell them not to,” says Helfrich. “I have conflicting feelings on this because in some way they understand that this person had an identity and they want to refer to them. But in the field, professionals don’t do this because the idea is that the skeletonized decedent actually does have a legal name, and the nickname chosen by the students for them might not be appropriate.”

Skill is borne out of practice, and students in the forensic anthropology and human osteology classes are exposed to a variety of human skeletons so they can learn to discern differences in biological identities. Aside from the donated articulated skeleton, there’s a disarticulated one Glassman purchased from a medical supply company when he was a faculty member (it’s composed of male and female bones, presumably from India), as well as one Helfrich purchased on eBay that the seller claimed was female (he’d named it Lucy) who turned out to be an adult African American male. “I set out parts of the skeletons and have the students estimate sex and ancestry. It’s really interesting to watch as they find out that this one isn’t a petite female but an African American man,” she says.

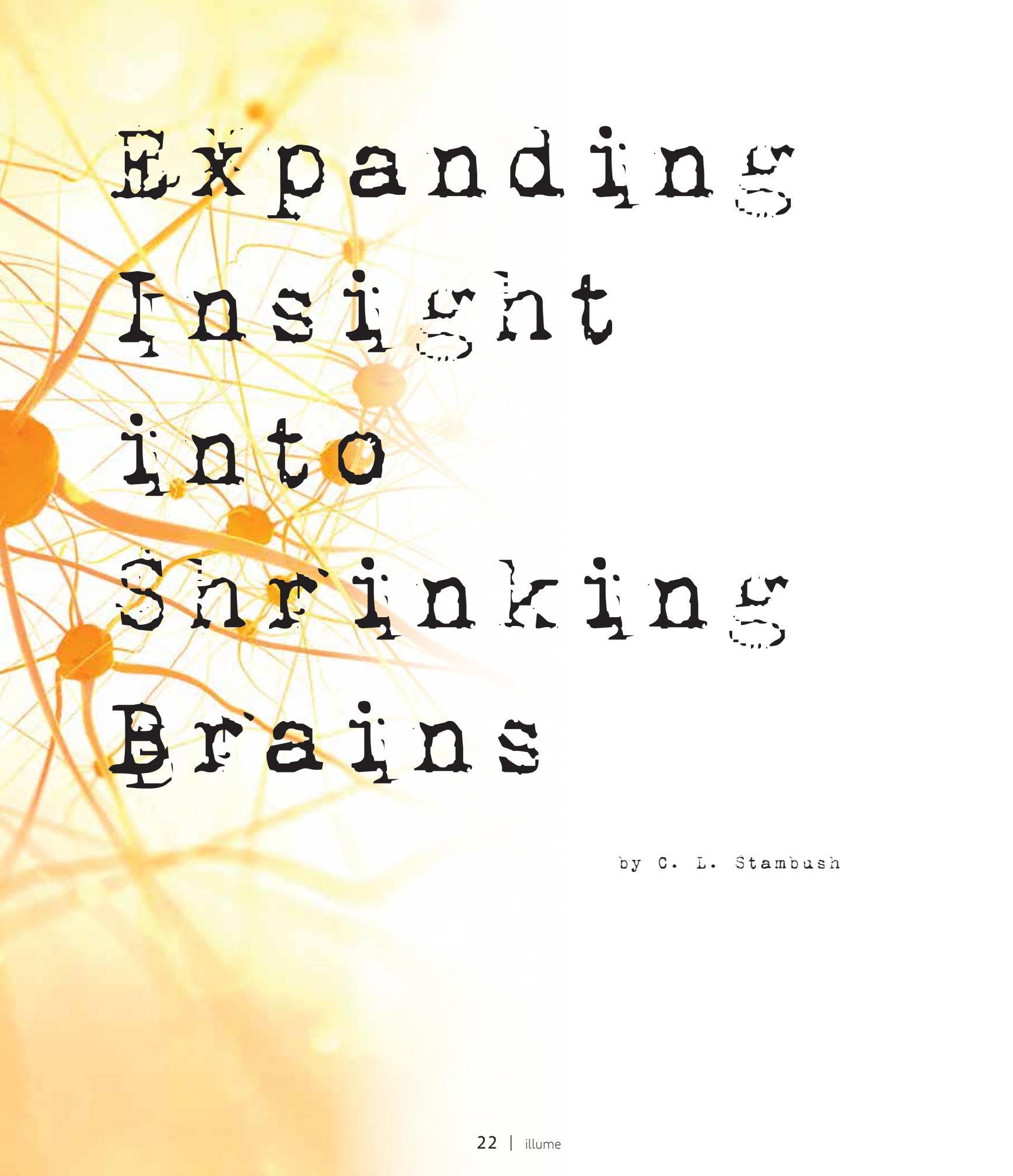
When using the remains from India, culture is discussed alongside markers, and when using a plastic child’s skeleton, the discussion includes ethics. “Students don’t like to learn on plastic, but I say to them, I could have purchased a real 5-year-old’s skeleton but I didn’t think that was respectful,” Helfrich says. “That makes them think.”

Bones analyzed by a physical anthropologist not only determine a person’s statistical categories and how they died, but tell a story about the society in which the person lived as well. “It’s reflecting back on conditions of life that we might not think about,” says Helfrich. “It’s looking at the bones as individuals with individual stories that we can piece together [to help determine] what happened to that person.”

Piecing together the past of the person behind USI’s articulated skeleton is elusive, but Helfrich thinks it’s unlikely to be John Harvey. “This is a very professionally done articulated skeleton, and it’s not something cobbled together by an amateur collector,” she says. “It’s a common practice among people who articulate skeletons to use pieces and parts from multiple individuals to make the skeleton look perfect. That’s the idea; they want it to look beautiful. The question for me is, ‘Could this be someone who willingly gave his body to science?’”

If that was the case, then perhaps this specimen has always been a part of education. But despite its murky past, its future is clear. It will continue to be used to teach students for years to come. 

¹ John Baburnich, USI’s student records data manager, produces the online journal.



Expanding
Insight
into
Shrinking
Brains

by C. L. Stambush

131.5 million people
world-wide are
projected
to have
dementia
by 2050.

Alzheimer's Association, 2015

In hindsight, it seems apropos that a brainstorming session between Dr. Katie Ehlman, associate professor of gerontology and director of USI's Center for Healthy Aging and Wellness, and Teepa Snow, one of America's leading educators on dementia, sparked the idea which led to a collaboration to change how care is provided for people living with dementia. This training/research initiative, launched in the southern Indiana region, is the only one of its kind in the United States. Snow's Positive Approach to Care (PAC, a patented program) taught health care professionals new caring techniques for people with dementia, while Ehlman studied the before and after impact the training had on the caregivers.

"We initiated the program and study in 12 skilled nursing facilities in the region, partnering with two staff members at each one," said Ehlman. Using a train-the-trainer model, 24 participants were divided into the roles of trainer and coach. The trainers built new dementia-related awareness, knowledge and skills among staff. The coaches in turn helped staff apply what they learned in their day-to-day caregiving practices. In the past 12 months, this process has resulted in more than 500 staff members being taught to provide positive care.

Improving dementia patients' care is developed by first engaging caregivers in concrete, experience-based learning objectives and then having them reflect on and process the experience. Within this process of expanding their minds to better understand the needs of people living with dementia, is the goal of accessing skills retained by them to provide them with the dignity of self-sufficiency. "Participants practice positive communication and care partnering techniques to change the way they approach and interact with people living with dementia [to improve their quality of life]."

To track the results of how the workshops changed the knowledge and perception of trainers and coaches caring for people with dementia, Ehlman conducted surveys prior to the workshop and again

five weeks after completing the workshop training.

The study, funded by a \$75,000 grant from the Indiana State Department of Health, provides valuable baseline information concerning the knowledge caregivers have concerning dementia, as well as the impact the PAC training has on changing their perception of dementia. The results are under review for publication in a peer-reviewed journal, but participants are fully aware of the impact this specialized training has had on the way they care for people living with dementia. "I will never look at dementia the same again," said trainer Marina Tieken, staff development coordinator at Heritage Center in Evansville. "Everything I do or say matters!"





THE RIGHT STUFF:



A SPACE ODYSSEY

By Ben Luttrul I

Sometimes, it's possible to see that a team works well together just by watching them interact; the insider jokes and the way they finish each other's thoughts even when discussing subjects outside of their expertise, are tell-tale signs of a high-functioning team. A team of USI undergraduates possesses those qualities and more. And they need them if they hope to pull off their mission—to build a satellite to NASA (National Aeronautics and Space Administration) standards and command the unit while downloading data as it travels around Earth for 400-plus days.

In August 2016, Dr. Glen Kissel, associate professor of engineering, received a NASA grant to build and deploy the Undergraduate Nano Ionospheric Temperature Explorer (UNITE), a CubeSat (miniaturized satellite) designed to explore the lower ionosphere and measure plasma and temperature levels before tracking the satellite's orbital decay as it returns to Earth. USI's elite team is one of 23 across the nation building CubeSats, and one of 47 student groups working on NASA projects. "Usually, projects like these are taken on with graduate students and full-time research faculty," said Kissel, "not undergraduates."

To build the satellite, Kissel needed a team of students who had both the necessary skills and "clearly wanted to be part of a space-orientated project." Jose Fregozo '17, Wyatt Helms '19, Ryan Loehrlein '19, Haley McConnell '17, Kegan Miller '17, Bryan

Mitchell '18, Colin Runnion '18, John Siepierski '17, Jonah Quirk '20 and Adam Will '17 heard the call and came running. "It's kind of a lofty goal," said Will, majoring in electrical engineering, "to say we're going to build a satellite and put it in orbit and it will work perfectly."

That lofty goal came with a steep learning curve and a feeling of "shell shock," according to Helms, communications lead, as each team member was confronted with the amount of information they had to process to meet NASA's 18-month deadline. Fregozo, who's in charge of the drag subsystem, said he was handed 50 academic papers and told, "Learn as much as you can, because our first review is in November."

NASA projects come with NASA reviews: four mandatory check-ins with NASA personnel, three via videoconference and one in person in Wallops Island, Virginia, a process both fondly remembered and cursed by the team members as the "mutual suffering" which brought them together. "Being faced with experts really exposed the team to what they needed to work on," said Fregozo, "but also showed how the team could help each other out."

The original team Kissel created for the UNITE project revolves around NASA's timelines, which means team members transition in and out at the end of each semester.

"i wanted my hands everywhere, so if someone came up to talk to me about it, i could explain."

When Siepierski, the initial team leader, graduated last year, Kissel tapped Will to take on the mantle of leadership, and Zack Snyder '19, who programs software, along with Sujan Kaphle '19, the team's new mechanical lead, were recruited to the team. After a brief period of "drinking from a firehose," they were quickly integrated into the team. "We were [in their shoes] a year ago, and we know the learning curve," said Loehrlein, who had his firehose moment while managing the GPS subsystem.

USI's UNITE satellite is on track for an early delivery in January 2018, and their NASA mentors laud the team's progress in each review, compliments the maturing scientists take pride in, knowing they've left strong impressions on the engineers and project managers who do this for a living.

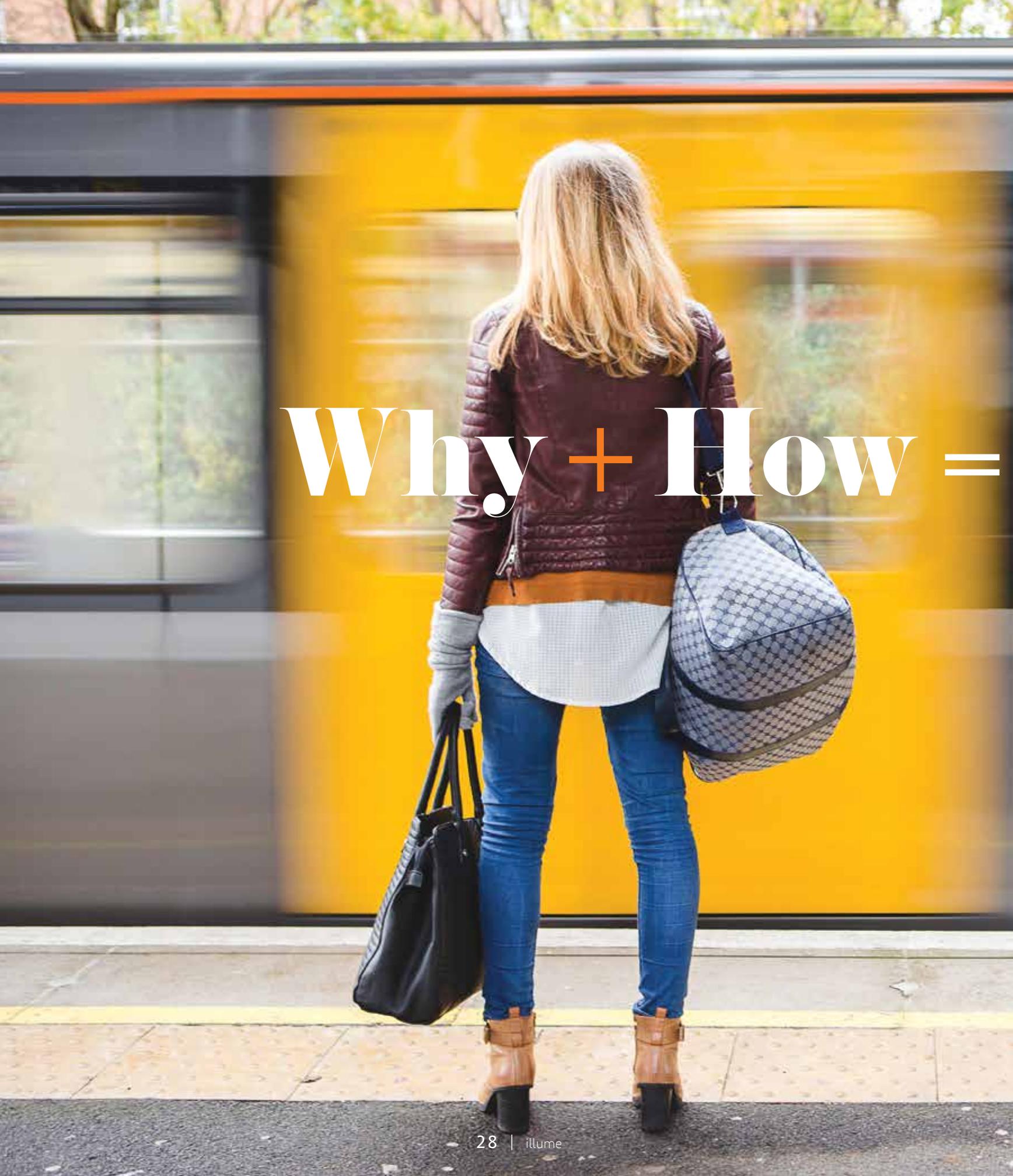
Kissel downplays his role in the project's success, something the team is quick to counter. Instead, he focuses on the collective work of the team and their responses to the challenges. "These students didn't know each other prior to the project, and they've come together quite well. I'm happy to see that." It's a closeness forged by hard work and a shared respect for the task at hand. "We all know what's at stake," said Will. "It's nice that everyone is self-motivated to see the satellite succeed."

To date, the team has planned, designed, simulated, programmed and started construction of the UNITE CubeSat, but once NASA provides a rocket for their satellite to be launched from, the "real project" will come to life. After the launch, the team will transition to commanding the satellite and downloading data from the sensors, as well as face a transition in team members when team leader Will graduates, which is around the time they hand the satellite off to NASA.

The loss of a leader is daunting, said Loehrlein, who described "horror stories" he's heard about teams failing after they move from building to commanding, "so we have to make sure that doesn't happen to us," he said. "It's going to be crucial to the mission, as we bring in more individuals, that we get them adjusted to how we work. At the beginning of last year, I couldn't tell you anything about the other team members. Now, these are people I know I can call any day and ask questions, and not even about CubeSat."

Looking at this team—a tight-knit group of students who've worked side-by-side for over a year and still have a long way to go before their success becomes official—one thing is clear; like any good NASA team, they're a family. 

We all had to work together to make one cohesive device by the end." Ryan Loehrlein



Why + How =

Power to the Nth Degree

For many people, train A and train B running toward the same destinations but at different speeds results in internal chaos, frustration and a life-long loathing of math. We have flashbacks of ourselves as eighth graders sitting at the kitchen table struggling to comprehend algebra, labeling ourselves as not math people. Yet in today's data-driven world, an aversion to math is the surest way to be left standing on the platform.

by
C.L. Stambush



The ability to do math impacts everyone's life, from administrators with spreadsheets calculating data, to potters tallying the time and temperature necessary to produce colorful glazes, to engineers computing tangent functions when building bridges, to writers formulating the necessary story elements to tell it effectively and efficiently, and everyone in between.

"We know that math, and algebra in particular, is a big gate keeper for students in terms of being successful in a number of career fields," said Dr. Rick Hudson '02, chair of USI's Mathematics Department. "If students don't become proficient in algebra, it limits the majors they can pursue. That's a huge problem."

Math hasn't changed since many of us were kids, but the approach to teaching it has. Gone are the days when learning math focused on how to solve a problem and involved rote memorization of times tables and algorithms designed to get the answer fast. (Calculators on cell phones extinguished this requisite much the way evolution abolished humans' need for *plicae semilunares*—the fleshy bit in the corner of your eye that was once another eyelid; birds still have it.)

Today's math scholarship requires Sherlockian prowess, such as developing new skills and applying them to unfamiliar situations; gathering, organizing, interpreting and communicating information; formulating questions, analyzing and conceptualizing problems; seeking out additional data; developing curiosity, confidence and open mindedness; and much more. "Knowing 'why' something is true in mathematics involves being able to justify it with a reason," Hudson says. "It involves deductive reasoning."

Math educators today understand that both how and why are key to successful comprehension of mathematics, and are incorporating them into course work through addition and subtraction: developing methods that engage students in learning and eliminating negative

mathematical perceptions and fixed mindsets.

To ensure all USI students acquire the necessary mathematical skills, the Math Department has created an alternative to college algebra (intended for students pursuing math-centric careers) with a quantitative reasoning course when Core 39 was implemented in 2014. The new course includes a variety of topics that are application-based, such as probability and statistics, and math modeling. "College algebra prepares students for the calculus sequence, and Math 114 is meant to be a final course for most students," says Hudson. "We look at topics as they're applied in the real world (home mortgages, car and education loans) from an advanced level."

Educating math majors and minors, as well as providing in-service learning opportunities for area professionals is the "square root" of USI's Math Department, since these are the folks who'll be establishing mathematical foundations for students in elementary, middle and high school.

Students preparing for careers in teaching math, and those already in the profession, must possess the analytical insight that allows them not only to teach the content, but to do so in a way that connects with young minds. To facilitate this, education math majors and minors take upper-level courses designed to engage them with students, either in a classroom alongside a professional or through course components that connect them to students through service-learning projects, such as family math night and pen-pal program. (Family math night exposes USI students to working with children and their parents to learn math through engaging, hands-on activities, and the pen-pal program is a letter exchange in which elementary and middle school students solve problems sent by USI students, who in turn analyze the solutions and provide feedback.)

"I feel like we've embedded a lot in our program to help educate our students to become better teachers. It's a different kind of course than it was 20 years ago, in terms of thinking about the



"I get comments from students who say, 'If I'd been taught math this way I think I might have liked it more.'"
 - Dr. Doris Mohr

knowledge teachers need as opposed to the kind of knowledge the general public needs," says Hudson. "The type of problems we give students today have them think about it from their future students' perspectives much more than in the past."

Insight into the workings of the mind is positive, but the way we think about math, our cultural mindset, is a negative. "The way we think about math in the U.S. is quite different from other nations," says Hudson, adding, "The U.S. doesn't tend to fare strongly on international tests in mathematics."

Why? "Japanese teachers aren't afraid to let their students really struggle with big problems," he says. "In the U.S., the word struggle has a negative connotation."

Struggle and making mistakes, however, are crucial to all learning. Research shows "that the brain sparks and grows when we make a mistake, even if we are not aware of it, because it is a time of struggle; the brain is challenged and the challenge results in

growth," says Dr. Jo Boaler, one of the nation's leading mathematics educators.

But struggle devoid of structure won't guide students to greater understanding or skills. "We engage our USI students in productive struggle, so they can feel what their [future] students will feel when they're presented with concepts they don't understand," says Dr. Doris Mohr, associate professor of mathematics. "We don't want elementary students to end up in tears, but we want them to struggle with an issue for a while so learning takes place."

In the days when the teacher played the role of "sage on the stage" there was only one way to solve a math problem, but that notion went the way of the dodo bird. "In the traditional approach to math, if you didn't understand the one method a teacher showed you, there were no options," says Mohr. "Now there are multiple ways kids can solve a problem. The main message I try to get across to USI students is there should be multiple paths."

Hating math might be an acceptable practice in our culture, but without it you're limiting your choices in life. Math literacy is as vital as reading literacy. "We assume everyone will leave school being able to read, but many don't see math as being at that same level of necessity," Mohr says.

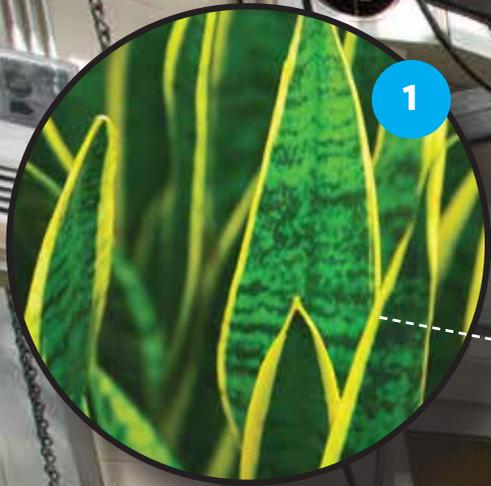
Fear, frustration and anxiety add up to "I hate math", but through new teaching approaches, those components can be eliminated. "So many kids have math anxiety. I don't think that needs to be," Mohr says. "I think if it's taught in a way that makes sense to them, in a way where mistakes are valued and something that can be learned, then they won't be afraid of math." 

Math Challenge

You walk into a local convenience store and a sign on the wall states, "Donuts .79¢ each." How much do you hand the cashier, and what change will you get back?



Answer:
 Because of the placement of the decimal, the cost of a donut is technically less than a penny.



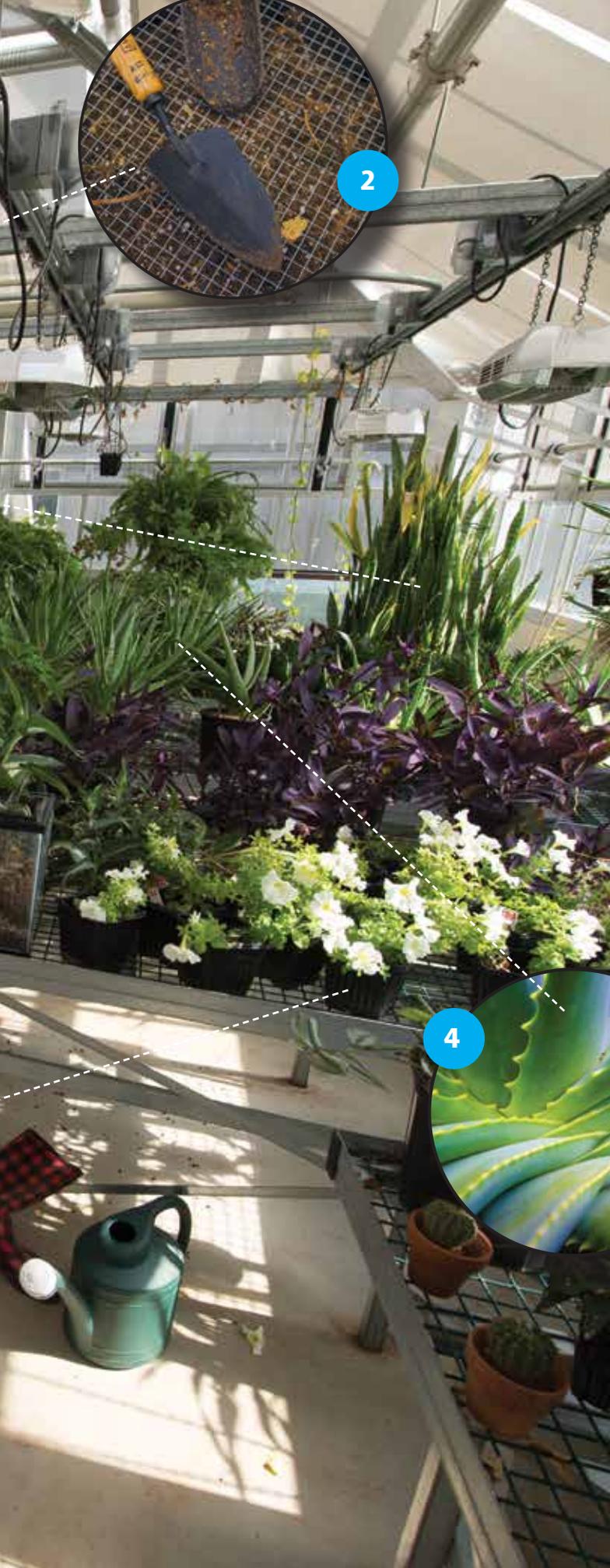
BEHIND THE SCENE

The two greenhouses perched atop Pott College of Science, Engineering, and Education—constructed in 2003—provide far more than temperature-controlled and pest-free environments for tender young plants; they offer individual research opportunities for biology majors and faculty, as well as space for all students to learn about the fundamentals of plant structure and physiology in their science courses.

Under the watchful care of Gloria Butz, laboratory supervisor, and faculty like Dr. Henri Maurice, associate

professor of biology, the greenhouse is the site of valuable research projects, such as the National Science Foundation's \$1.2 million grant in 2008. It led to the creation of Southwestern Indiana Science, Technology, Engineering, and Mathematics Initiative (SwISTEM), which in turn launched four initiatives: "Pathways Leading to Undergraduate Success in the Sciences; community and K-12 outreach program; professional development for K-6 teacher; and the early undergraduate research program.

1. The first plant in the greenhouse was one scraggly geranium. Over the years, faculty, staff and students have contributed to its lushness in the name of science. This *Sansevieria trifasciata* (snake plant) belonged to emerita instructor Barbara Kalvelage's mother. It's been sectioned and propagated so many times, it's difficult to know exactly how many offices and homes it continues to live in.
2. One-hundred-and-ninety-five gallons of clean soil (three large fish tanks) are purchased annually for the greenhouse, and another 195 gallons are recycled each semester to ensure enough soil is on hand for the 400-plus plants the greenhouse can hold. Using screens over plastic barrels, dirt from plants no longer living is sifted, weeding out old roots and detritus, before being placed in a sterilizer to kill most, but not all, the bacteria residing in the soil.
3. Aside from the occasional sick plant brought in by distraught faculty or staff, all the plants have ties to undergraduate teaching and research. These *Epiphyllum oxypetalum* and *Epiphyllum strictum* (Queen of the Night cactus) are being investigated to determine the best way to root new starts and verify potential antimicrobial properties.
4. Plants provide oxygen, and during the Wellness Fair the greenhouses' spider (*Chlorophytum comosum*), aloe (*aloe vera*), ferns (*Nephrolepis exaltata*) and more are clipped, propagated and potted into peat planters to be given away to students and staff.
5. Pretty petunias such as these have allowed hundreds of undergraduates to learn the parts and functions of flowers. Who knows how many budding scientists went on to become botanists as a result?



When Bryan Harper '96 studied at USI no sports management degree was offered, but that didn't stop the sports-loving communication major from leveraging his education, experience, networking skills and never taking no for an answer, to reach his goals and learn a lot of lessons along the way.

How

1996-1997

I knew I wanted to work for a team or club but, because I worked for The Shield (USI's student newspaper) I applied for positions in cities that had both a sports team and a newspaper. I got job offers from both the Columbus Dispatch and the Columbus Crew soccer team, but the pay difference was significant, so I accepted the job selling business ads in the classified section and coupon inserts for the paper. There I learned the importance of building relationships and being proactive. I liked the pace—no real downtime and lots of competition—but when another position with the Columbus Crew was offered, I took it.



1997-1998

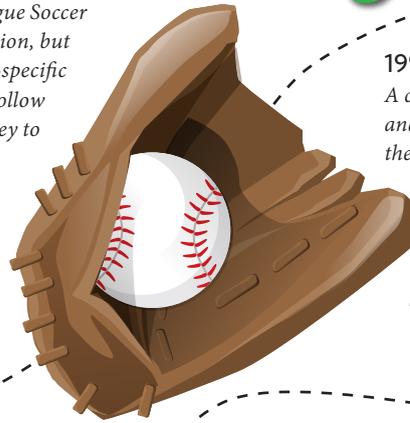
Working for Columbus Crew launched me into sports management. I sold season tickets, and group and corporate packages for a new Major League Soccer team. It was tough getting attention, but we eventually built the first soccer-specific stadium in the country. Persistence, follow through and making myself visible were key to that position.

Bryan

1999-2001

A co-worker from Columbus Crew liked my work ethic and lured me to the Pittsburgh Pirates. At the time, the Pirates were a perennial doormat in Major League Baseball, and selling in that market required tapping into Pittsburgh pride and being creative, but the approval to build the new stadium—PNC Park—energized everything. The work I did with the Pirates brought headhunters to my door.

Got



2001-2003

I went to work for the Jacksonville Jaguars because the team owners and city officials dreamed of bringing the Super Bowl to the Jags stadium, and I got my first taste of the exhilaration that accompanies selling premium tickets. The role I had—along with laying the groundwork for Super Bowl XXXIX in 2005—led me to my first management position.



2003-2004

Broad planning was the new skill I gained working in management for International Speedway Corporation (ISC), home of the Daytona 500 and Pepsi 400. ISC did a great job of limiting the outsourcing, and I learned just how much a talented internal team can accomplish with a vision and commitment.

But I missed working for a team and decided to return to the NFL, accepting a job with the Minnesota Vikings.



Here

2004-Present

My experience in sales laid the groundwork for this opportunity, but I was now on the marketing side, and created an internal content production team to eliminate outsourcing. In my 13 seasons with the Minnesota Vikings I've grown the content team to 22 full-time staff. My most rewarding experiences here have been opening the U.S. Bank Stadium, serving as production consultant for seven Super Bowls and visiting troops in Iraq and Kuwait.



X

TAKEAWAY:

It's critically important to know and stay true to your brand. You can't let off the gas pedal or take a time out when it comes to your career.



A very important lesson I learned at USI was that when young first-year students do poorly, a significant percentage can be successful after two to four years of maturation. This lesson made me much more hopeful about students' ability to overcome adversity and influenced my approach to how to counsel dismissed students in my role as assistant dean.

– Dr. William Henderson
Assistant Professor
Emeritus of
Computer Information,
Assistant Dean
Emeritus of Business
1979-2010

**Open
Dialogue**
lessons
learned



Life is about relationships for me: relationship with God, self, family, friends, colleagues, students and the strangers I inevitably encounter every day. My greatest lesson at USI was learning how important a good relationship is for a productive, healthy work life. I have often said that USI was a perfect training ground for honing people skills, that continue to serve me well in all areas of my life.

– Peggy Graul
Coordinator of Continuing
Education Emerita
College of Nursing and Health Professions
1997-2017



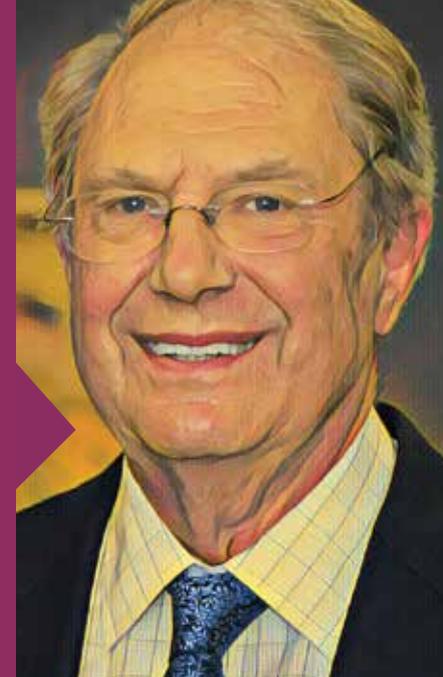
Teamwork was our theme when I began at the University as secretary to the director of admissions. Faculty, administrators and support staff shared a vision about the future of this University, knowing we were a part of making it a reality. Employees performed tasks over and above our job descriptions, giving campus tours, volunteering at special events and assisting President and Mrs. Rice as they hosted events on campus and in their home, or any task needed to help the University thrive. I learned that a good work ethic and teamwork are necessary to achieve my dreams and goals.

– Joan Jost
Manager, Athletics Office Emerita
1973-1995



USI taught me the critical importance of community service. In my role as chief academic officer, I encouraged my colleagues—and endeavored myself—to reach out to the community by providing teaching excellence, research on vital issues and leadership to the many organizations so vital to our democratic way of life. While community service has enriched my life in myriad ways, I am even more gratified by the enthusiasm and dedication through which USI faculty, staff and students embrace the mission of a University dedicated to engagement.

– Dr. Robert Reid
Emeritus Provost
Vice President Emeritus of Academic Affairs
1974-2004



Being a teacher is a special calling. A teacher does much more than simply impart information to her students. She inspires a love and thirst for knowledge; drives curiosity to inquire beyond boundaries, and helps students connect ideas to a dynamic understanding of the world and its populations. To honor that call, I, myself, must be a learner, seeking always to discover new knowledge and ideas.

– Dr. Betty Hart
Professor Emerita of English
College of Liberal Arts
1991-2017



Before coming to USI in 1979, I had a 20-year career with the Corps of Engineers that began with a summer engineering trainee position in the Little Rock District and culminated with an assignment as a Senior Policy Advisor to the Chief of Engineers in Washington, D.C. At USI I learned that, for me, helping young people realize their dream of an engineering career was more rewarding than solving engineering problems. Finding self-fulfillment in enabling the success of others became my life's work.

– Dr. Augustine J. Fredrich
Professor Emeritus of Engineering
Pott College of Science, Engineering, and
Education
1979-2003



TELLING A YARN

Within hours of students putting the final touches on a communication studies project, social media posts started popping up asking, “does anyone know what this is?” along with photos of trees wearing sweaters.

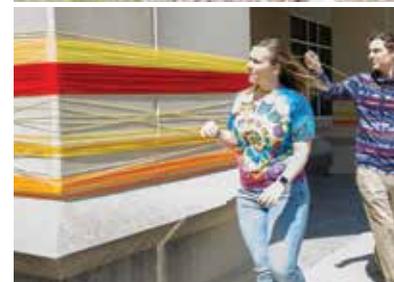
The buttoned-up trees, yarn-wrapped trees, embroidered benches and embellished columns did more than evoke curiosity; the installation art brought awareness to the environment, mental health, race and urban decay. “These are abstracts,” said Dr. Leigh Anne Howard, professor of communication studies. “They are intended to get people to think and be involved in their environment.”

People are accustomed to traditional messaging through billboards and signage, but yarnstorming (also known as graffiti knitting, guerrilla knitting and urban knitting) is a growing artful and effective means of attracting attention to an issue.

Using yellow and orange yarn donated by community members, students stitched PTSD into the benches outside the College of Liberal Arts building and wrapped its columns to stir conversations around mental health and urban decay. “Most yarnstorms occur in urban areas to bring attention to blight,” Howard said, noting this is obviously not a condition at USI. “I want them to learn about the power of aesthetic communication; that’s what this is all about.”

The project required students to employ a number of critical soft skills: problem solving, teamwork, decision making and cooperation. Students had to determine for themselves how to display one of the four messages. The sweaters hugging the trees scattered around campus reminded people of the need for environmental care, and the trees wrapped in black and white yarn spoke of race relations, harmony and living side-by-side.

“This is my first yarnstorming. I’ve always wanted to see what would happen, and it’s fun,” Howard said. “I’m learning and they’re learning at the same time. I like it when students and faculty members learn from each other.”



TAKING THE REINS

Getting students ready to go out into the world means giving them access to real-world experiences through hands-on, service-learning projects. For the past few years, students in the Bachelor of Social Work Program have achieved this in a less traditional way. Rather than faculty finding nonprofits where students could provide assistance to, students identify their personal learning goals and initiate projects to accomplish them. This year, 70 students partnered with various agencies within the community to perform services which benefited both the agency and the student.

The scope of skills students identified as wanting to gain ran the gamut, but all involved gaining experience in a critical skill necessary to the field of social work. One student wanted to learn more about fundraising for nonprofits and was partnered with a local agency that needed to purchase a new stove to use in their life skills classes. “Too often, faculty feel the need to manage and direct the service-learning

activities, which does not allow for the opportunity to individualize projects to the specific needs of students or the community agencies,” said Dr. Wendy Turner, associate

professor of social work. “This course demonstrates that it is possible to allow students the freedom to pursue projects with moderate oversight from faculty.”



IT'S NO JOKE...WHAT STUDENTS CAN DO

What do a turtle-tracker, a playground and a strategic compensation management system have in common? Students, specifically 44 computer information systems (CIS) and computer science (CS) majors who, for their senior projects, comprised 11 teams to partner with clients—one as far away as China—to create apps, websites and software that helped businesses. The students, working free of charge, invested hundreds of hours to produce top-shelf results that wowed their clients. Every year, Dr. Dinko Bačić, assistant professor of computer information systems, solicits projects, forms students into teams, and has them select projects they want to work on—giving them real-world experience before graduating.



- 1 Apps are everywhere today, and two USI undergraduate teams developed unique ones for Wesselman Nature Society and Pacific Press.

Soon, visitors to Wesselman Woods Nature Preserve will be able to have interactive experiences with nature. The turtle-tracker aspect of the app will allow you to snap a photo of a turtle found on the trail and upload it to the preserve's website. If you're the first to upload an image of the turtle you find, you get to name it.

A bend-force app for fabricators was created by another team for Pacific Press' employees. Anyone downloading the app can calculate the tonnage required to complete a 90-degree bend in specified material.

- 2 The three websites developed for non-profits HOLA Evansville and Franklin Street Events Association, as well as the Chinese company Laya Chemical Co., were either created from scratch or redesigned to deliver a fresh, high-impact look that addressed problems. HOLA's previous website had a defunct email, mobile incompatibility and no donation page.

Franklin Street Events Association needed a website constructed to raise awareness for a state-of-the-art transportation-themed city playground: Stop Light City Playground, a \$4 million initiative.



Laya Chemical Co. received a revamped look to cure its old website's lack of visual appeal, a must to attract new clients.

- 3 Employers value software that keeps their companies running efficiently, and three teams developed projects for two clients. HResonance had a two-part need—hardware and software that enabled human resource departments to manage their incentive plans, and USI's Career Services and Internships Department needed significant enhancements to its Internship Reporting System.

- 4 And then there's the high-tech stuff. One team researched and developed a pilot-free drone, equipped with facial detection tracking and object avoidance, to allow law enforcement and military to "scan large crowds of people and follow a particular 'person of interest.'"

Eye-Spy captures data concerning what a person is looking at or paying attention to while driving. A camera connected to a credit card-sized computer sends information to the driver's phone via wifi, and an app uploads the data to a website.

The evil queen in *Snow White and the Seven Dwarfs* wishes she had this Magic Mirror, a smart mirror created by a team who developed a commercially marketable product that not only displays uplifting comments such as "You are beautiful," but also the time, weather, date, calendar, to-do lists and news.

AVANT-GARDE HEALTH CARE



Holistic health care is the future, and USI's school-based, community health care centers provide this pioneering approach in not one but three areas in Evansville. "The concept of school-based health centers is not a novel idea, however the inclusion of an interprofessional collaborative practice experience for students in a community health center environment is what makes our health centers unique," said Dr. Mayola Rowser '95 M'99, director of graduate studies.

The Community Health Centers are the result of the Evansville Vanderburgh School Corporation's (EVSC) desire to work with a community organization to meet the health needs of families in schools. USI's College of Nursing and Health Professionals fulfilled their needs in abundance with a holistic approach to health care, as undergraduate and graduate students in nursing, respiratory therapy, occupational therapy, food and nutrition, social work, dental and health administration participate in providing quality services to patients as a team, seeing patients together at the same time.

The health centers, located in Glenwood Leadership Academy, Lodge and Cedar Hall Community Schools, have their own outside entrances and provide care for everyone from students to community members. EVSC provided the space for the health centers, and a five-year \$1.2 million grant to USI from the Health Resources and Services Administration at the U.S. Department of Health and Human Services made it possible to purchase the medical supplies and equipment, and salaries for the professional staff.

"We are training the next generation of health care providers to provide comprehensive health care as a team, with the goal of improving patient outcomes while under the watchful eyes of highly competent nurse practitioners, faculty and staff," said Rowser.

LOOKING TO THE FUTURE

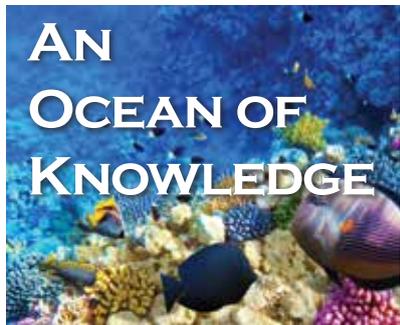
IN THE 1960s, THE TERMINAL DEGREE FOR RESPIRATORY THERAPISTS WAS AN ASSOCIATE'S DEGREE; SOON, THAT WILL NO LONGER BE THE CASE. ANTICIPATING A HIGHER LEVEL OF SKILLS NECESSARY IN HEALTH CARE, USI ESTABLISHED A BACHELOR OF SCIENCE IN RESPIRATORY THERAPY DEGREE LAST YEAR. THE NEW DEGREE PROGRAM HAS TWO SECTIONS: A TRADITIONAL FOUR-YEAR DEGREE, AND AN ONLINE DEGREE COMPLETION PROGRAM THAT ALLOWS PRACTICING THERAPISTS TO COMPLETE A BACHELOR'S DEGREE 100 PERCENT ONLINE.

CROSSING OVER FOR BETTER HEALTH

Across disciplines—from Food and Nutrition to Health Services to Nursing—College of Nursing and Health Professions professors and students collaborate on research projects that positively impact the community while enhancing students' experiences. To support and promote

the College's mission of "Advancing health and wellness through visionary leadership, dynamic learning and strategic partnerships," faculty encourage progressive, innovative research and approaches within the classroom so students can engage in learning by meeting with nurse

practitioners, the underserved of Evansville and community professionals. These continued across-disciplines collaborations, coupled with community partnerships, brings awareness to public health concerns, while preparing inquisitive, skilled and caring nurses and health professionals for the future.



It may be a location you hope to escape to one day, but for academics and their protégés Belize offers much more than sparkling turquoise waters rippling over coral reefs. Belize Marine TREC (tropical research and education center) is a destination researchers flock to from around the world to conduct original marine research. For 12 years, Dr. Brent Summers, associate professor of biology, has visited the tiny nation

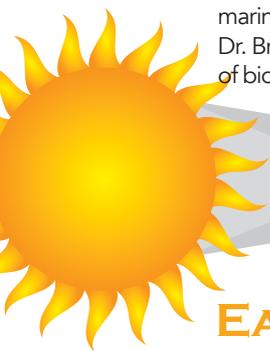
on Central America's east coast, taking students with him, every other year, to involve them in his research. "We are studying the effectiveness of marine protected areas in protecting coral reefs. Specifically, can we measure tangible differences in areas that are protected versus those that are not? We want to make sure we are doing our best to protect corals, invertebrates, fishes and other species such as sea turtles and manatees."

This year, however, Summers didn't conduct any research but helped others. Selected as the resident director of TREC, he worked with researchers and their students from institutions such as University of Florida, Central Missouri, Virginia Military Institute

and several others. The 23-year-old facility

offers a research library, natural history museum, classrooms, laboratories, a fleet of boats and a remote field station, Atlantis, providing 100-plus USI students a place to study in a tropical coral reef environment.

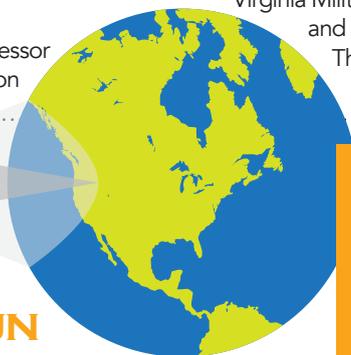
Summers describes the place as the epitome of USI's dedication to providing "more than a lecture" or "more than a classroom." "[My collaboration with TREC] has provided me a sense of purpose in that my work is not only making a difference in the lives of students, but I'm somehow helping to protect some of the last great coral reef ecosystems on the planet from pollution, development and probably most importantly, climate change. Working in Belize has allowed me to do something in which I am sure I'm making a difference."



EATING THE SUN

History dominates with cultural lore concerning eclipses (such as the ancient Chinese belief that the moon ate the sun), but it wasn't until today's technology that we arrived at a position where we no longer have to speculate. Technology today allows us to get up-close photos, which is exactly what a group of USI students did during this summer's total solar eclipse that cut a swath across the U.S. They were one of 55 university teams

participating in the Eclipse Ballooning Project. Camping out the night before, USI's team launched an eight-foot, helium-filled balloon 100,000 feet into the air, an hour before "totality" hit their southwestern Kentucky location, equipped with video and still cameras, and GPS tracking, so it could be recovered when it pops after the eclipse passes. Live footage of all the teams images of the eclipse was streamed on NASA's website.



SWISTEM: Southwestern Indiana Science, Technology, Engineering and Mathematics



A WORLD OF HELP

In a world of war and violence, three USI alumnae are making a positive impact on people in places as far away as Cameroon, Namibia and Iraq. **TIGUIDANKE DIAKABY '15** and **LEAH WOODBURY '15** are Peace Corps volunteers, while **SHAN SHERWAN HUSSEIN '14 M'15** works for the International Rescue Committee. Each has taken her own path to improving the lives of others around the world.



Diakaby was inspired to learn more about people around the world and the issues they face while earning a bachelor's degree at USI in international studies. Originally from Bamako, Mali, she attended USI's Global

Women's Leadership Retreat, an event that opened her eyes to the needs of others. "I came to learn young girls in most countries are at a disadvantage when it comes to education, and I wanted to do something about that," she said. "I wanted to be part of the solution."

Before joining the Peace Corps in search of a bigger challenge overseas, Diakaby served as a volunteer for AmeriCorps with the Marion County Commission on Youth in Indianapolis. Since arriving in Cameroon in May 2016, she's taught English to students in the sixth and seventh grades, as well as worked with young girls in the community, offering workshops on leadership, decision making, critical thinking, sexual health and other topics. During her two years in the west coast African nation, she'll have taught more than 200 students. After her contract with the Peace Corps is finished, she plans to work with refugees or asylum seekers. "This has been one of my biggest and hardest adventures so far," she said, "but it's definitely my favorite!"

Woodbury earned a double degree in public relations and advertising, and Spanish Studies, but turned to teaching when she joined the Peace Corps. "My first months as a Peace Corps volunteer were a blur. I flew overseas for the first time and was thrown into learning a new language and a new culture." As an English educator and community developer for the Corps in Namibia, Woodbury had learned to speak Afrikaans, a national language, so she could converse with her students' parents.



Once Woodbury integrated into her village and school, life in Namibia became easier. As the students learned to trust her, they began to call her Juffrou, which is a sign of respect. "It's a title that I've grown to love. I no longer feel surprise or confusion when I'm called that, but instead I feel a great sense of pride."

In addition to her teaching duties, Woodbury collaborates with colleagues, providing technology training and troubleshooting for staff members, planning school tours that offer students new experiences, and coaching the girls' netball team.

Hussein came to USI as an international student from the Kurdistan Region of Iraq, earning a bachelor's in economics and a master's in business administration before returning to Iraq to help refugees displaced by conflict and disaster. "I have always wanted to work in a humanitarian setting," she said. "I am very passionate about women's rights."

She was hired by the International Rescue Committee as an economic empowerment officer soon after graduating, to teach financial literacy to women and empower them to voice their concerns in the refugee camps where they live. This past March, she became a non-formal education officer, hoping to gain a better idea of events occurring outside the camps. The Education Department offers classes in English, Kurdish and computers to people who have dropped out of school due to the war.

Recently, the U.S. State Department awarded Hussein a \$12,000 grant to help women, who have escaped honor killings, learn social, interpersonal and leadership skills. She hopes to tie the award back to KESHO (Swahili for "Tomorrow"), a USI student organization she founded, which has a mission to inspire and empower women and promote awareness of global issues.



“WE ARE ENTERING *a new world*, WHERE THINGS ARE GOING TO EXPERIENCE *hyper-growth*.”

OSCAR SALAZAR | *an Uber founder and serial entrepreneur, speaking at the third Romain College of Business' Innovative Speaker Series*

“I STARTED TUTORING ELEMENTARY SCHOOL KIDS. WITH THAT, I REALLY LEARNED A LOT ABOUT DIVERSITY, JUST HOW *a single person* CAN REALLY HAVE AN IMPACT ON A CHILD'S LIFE, AND HOW THEY REALLY NEED SOMEBODY TO HELP THEM, TO LISTEN TO THEM, TO BE A PART OF THEIR LIFE AND *make a positive impact*.”

JESSICA ROOSEVELT '12 | *master of social work student, speaking at the Criminal Justice Annual Speakers Series*

“THERE'S NO DENYING THAT *antibiotics* CAN BE GOOD. THAT DOESN'T MEAN THAT WE HAVE TO USE THEM BLINDLY. WE HAVE TO *use them appreciatively*.”

DR. MARTIN BLASER | *sixth annual Marlene V. Shaw Biology Lecture, speaking on "Missing Microbes: Antibiotic Overuse Fuels Modern Plagues"*

“OVERHEARD QUOTABLES”

“IT HAS BEEN *incredibly freeing* TO NOT HAVE BEEN TAUGHT WHAT TO THINK AND HOW TO THINK, BUT INSTEAD TO THINK, *to question* AND TO ENGAGE.”

TAYLOR HEATH '17 | *speaking at 2017 College of Liberal Arts' Spring Commencement*

“YOU CAN NEVER FALL ASLEEP AT THE WHEEL. YOU ALWAYS HAVE TO BE *a critical thinker*. LIFE IS NEVER SO SWEET, PURE AND GOOD THAT YOU CAN SAY OK, I TRUST THE DRIVER, I CAN JUST MOVE ON. IT IS NEVER THAT WAY.”

LAURA JOHNSTON KOHL | *a Jonestown, Guyana, survivor, speaking about her time with cult leader Jim Jones, and how she survived the mass Kool-aid suicide*

“OUT OF THE *negative lessons*, PERHAPS THE MAJOR ONE IS HOW INJURIOUS THE *politicization of refugee admissions* CAN BE, SUBJECTING NEWCOMERS TO UNWARRANTED HOSTILITY, MISUNDERSTANDING AND INTOLERANCE.”

DR. DAVID HAINES | *professor emeritus of sociology and anthropology at George Mason University, speaking at USI on "Refuge in America" as part of a series related to civility and the public square*

“CONTRADICTION AND *competing interests* *lead to polarization*. CONFLICT IS CAUSED BY PEOPLES' RELATIONSHIP TO AUTHORITY. THOSE WITH POWER ARE THOSE WHO CAN SHAPE THE ORIENTATION OF THE SOCIETY.”

KWABENA BOATENG | *visiting scholar in the Global Salon Series, speaking on "Collaboration and Contestation Between Chiefs and Local Government Actors"*

Class Notes

1970s

Leon Swope '72, sociology, has retired from Bristol Myers Squibb as a sales representative in Evansville.

Ken Dossett '73, accounting, has retired from Kelly Northside Chevrolet in Evansville.

Chester Burkett '76, biology, has been hired by the new Regional Medical Center to provide medical services for rural communities in Posey, Gibson and Vanderburgh counties in Poseyville, Indiana.

1980s

Connie Corbett '82, computer information systems, has been appointed by Carnival Cruise Line to its 2017 Travel Partner Advisory Committee.

Mike Carroll '88, accounting, has joined Heritage Federal Credit Union in Newburgh, Indiana as the chief financial officer.

Jeff Jackson '89, business administration, '96, master's in business administration, has been named executive vice president and chief commercial banking officer for First Security Bank in Evansville.

1990s

John Simpson '91, communications, is chief photographer of WEHT and WTVW in Evansville.

Jim Beck '92, communications, has been named the new director of internal/external communications for Alcoa Corporation in Evansville. He is a newly elected member of the USI Foundation Board of Directors.

Tony Dillon '92, business administration, is the general manager of human resources for Toyota Indiana in Princeton, Indiana.

Ralph Hague '92, accounting, has been hired as a CPA at Vowells & Schaaf in Evansville.

Tim Hayden '92, art, is the new director of marketing and communications for The Southwest Indiana Chamber in Evansville.

Celeste Rust '93, business administration, has joined Field and Main Bank in Evansville as a compliance officer.

Troy Tornatta '93, biology, the managing broker for Hahn Kiefer Real Estate Services in Evansville, was recognized as the top retail performer for 2016 in Indiana.

Carla Birsa '95, communications, is the global claims manager for Cummins Inc. in Indianapolis, Indiana.

Angela Hagedorn '95, sociology, is the executive director for the Humane Society of Henderson County in Henderson, Kentucky.

Tracy Gerth '96, physical education, has been hired by Lasting Order Professional Organizing Services as a residential organizing specialist in Evansville.

Matt Yeary '97, business administration, has been appointed as the vice president/credit officer for First Security Bank in Evansville.

Nicolette Sledd '98, business administration, has joined the Heritage Federal Credit Union board of directors in Evansville.

Jason Kempf '99, accounting, has been promoted to corporate controller at Atlas World Group Inc. in Evansville.

Nancy Dauby Meyer '99, elementary education, '07, master's in public administration, is a client implementation manager at ExactHire in Indianapolis, Indiana.

2000s

Sean Crooks '00, psychology, is the specialist in assembly for Toyota in Princeton, Indiana.

Miles Fettingner '00, master's in education, has been featured in the *A La Porte County Life*. Miles is a media reference librarian at La Porte High School in La Porte, Indiana.

Anita Shaw '00, social work, '02, master's in social work, has been hired as an executive director for Jacob's Village in Evansville.

Heather Jorgensen '00, nursing, is an RNC-NIC Transport Team NICU at St. Vincent Hospital in Evansville.

Mark Chandler '01, business administration, has been promoted to market trust administrator manager, VP, at Old National Wealth Management in Evansville.

Justin Prather '01, mechanical engineering technology, is the weld manager at Toyota in Princeton, Indiana.

Jacob Bartley '02, accounting, has been hired on as a commercial lines insurance agent at AssuredPartners NL in Evansville.

Christian Blome '02, elementary education, has been hired on as the assistant vice president and dean of the Vincennes University Jasper Campus in Jasper, Indiana.

Christopher Buse '02, finance, is the production weld group leader for Toyota in Princeton, Indiana.

Ben Joergens '02, marketing, was named the 2017 financial education instructor of the year by the National Financial Educators Council. He is the financial empowerment director and vice president for Old National Bank in Evansville.

Jennifer Lampert '02, nursing, is an emergency room nurse practitioner at Deaconess Hospital in Evansville.

Jaleigh Long '02, journalism and computer publishing, has been named the new director of sales for Cox Media Group in Atlanta, Georgia.

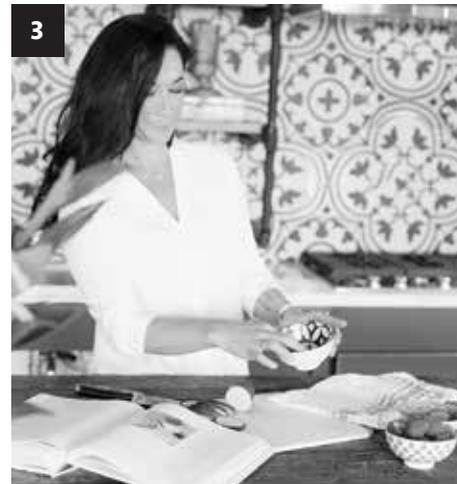
Cory Brunson '03, physical education teaching, has taken over as the new head coach for Reitz high school football in Evansville.

Daniel Bugher '03, master's in business administration, has been appointed as one of four new board officers of the Evansville Rescue Mission for a two-year term.

Melissa Creeger '03, biology, is a Liane Russell Fellow in the Biosciences Division at Oak Ridge National Laboratory in Oak Ridge, Tennessee.

Josh Gessling '03, political science, has been selected for inclusion in the 2017 edition of *Indiana Super Lawyers* magazine. He works at Kahn, Dees, Donovan, & Kahn, LLP in Evansville, and has been named a Rising Star for the fourth time.





Lyle Mehringer '03, civil engineering technology, has been promoted to principal of Three I Design in Evansville.

Charles Pride '03, finance, '09, accounting and professional services, '13, computer information systems, works for Evansville Utilities as a controller.

John Russell '04, computer information systems, is a national web apps team leader at Ascension Information Services in Evansville.

Sean Bagbey '05, master's in health administration, has been named the Outstanding Physical Therapist Assistant of 2017 by the American Physical Therapy Association.

Justine Lovell '05, has joined Jarrard Nowell & Russell LLC as bookkeeper and accounts manager based in the North Charleston office in Charleston, South Carolina.

April Settles '05, accounting and professional services, was a recipient of the 2017 Stephen Campbell award.

Brooke Shappell '05, elementary education, '10, master's in elementary education, has been named the new principal for Cairo Elementary School in Henderson, Kentucky.

Jeff Soellner '05, accounting and professional services, was hired as assistant project manager at Meyer Najem in Fishers, Indiana.

Ian Connor '07, radio and television, is the deputy communications director for the Indiana State Department of Agriculture in Indianapolis, Indiana.

Semise Daley '07, nursing, '09, master's in nursing, is a primary care provider at Neighborhood Healthcare in El Cajon, California.

Brian Woods '07, public relations and advertising, is the senior vice president of commercial banking for Evansville Commerce bank in Evansville.

Shannon Egg '08, psychology, '10, master's in social work, is an LCSW and

opened her own private practice at Playful Healing and Counseling center in Jasper, Indiana.

Brittaney Johnson '08, marketing, has been hired as the executive director at the Posey County Economic Development Partnership in Mount Vernon, Indiana.

Kyle Kinder '08, accounting and professional services, is the owner of the recently opened Franklin St. Pizza Factory in Evansville.

Andrew McGuire '08, accounting and professional services, is the senior manager in assurance, financial services for PricewaterhouseCoopers, LLP in Indianapolis, Indiana.

Toni Brink '09, French studies and international studies, '11, master's in liberal studies, works as a foreign affairs officer for the U.S. Department of State at the U.S. Embassy in Jakarta, Indonesia.

Weston Sublett '09, business administration, has been hired by Schultheis Insurance in Evansville as a commercial lines producer.

Carole Sullivan '09, nursing, '11, master's in nursing, '14, doctorate in nursing practice, works for Deaconess VNA Home Care and Hospice as the director of operations and nursing education in Eldorado, Illinois.

Kendra Vanzo '09, master's in business administration, has been named one of the recipients of the 2017 Ogletree Deakins Human Resources Professional of the Year award given annually by the Indiana Chamber of Commerce.

Photos

1. Kelsey (Strahla) Western '14 and **Jacob Western '13** married May 21, 2016. "We met through Greek Life."

2. Blake Bruner '15 (seventh from the left) stands among seven USI interns and two faculty on the ice at the Evansville Thunderbolts' home. The students needed sport-related internships and he was proud the Thunderbolts could offer them. "The Thunderbolts have a great partnership with USI." (Left to right) interns Laura Greenwell, Scott Sherwood, Jonas Lewandowski, Jacob Shelton; Cody Brown (with the Thunderbolts), Beth Young, instructor in food and nutrition, Dr. Jason Langley, assistant professor of kinesiology and sport, and interns Kyle Landrum, Dawson Sinclair and Heath Gibbs.

3. The learning curve for Kim Spahn '10, BSN '13, when she started as a health coach, meant coming up with new cleansing recipes on a regular basis.

STAY IN TOUCH

EMAIL us
at alumni@usi.edu.

UPDATE your information
and send photos
via the form at
USI.edu/AlumniUpdate.

*Class notes may be edited
for length or clarity.
We regret that we may not
be able to use all
submitted photos, and
reserve the right to select
which ones are included.*



Photos

4. **Brad Cadden '11** taught his son Jaxon to build the perfect Lego car while on vacation.

5. **Amy Lipchik '14** tries her hand at salmon fishing while working as a traveling certified occupational therapy assistant in Anchorage, Alaska, for the summer.

6. Artist **Emily Gartner '84** is mentoring budding Glenwood Academy artist Zairion Lester. "Hopefully I can help him explore that passion to see how far he wants to take it."

2010s

Julie Burkett '10, biology, has been hired by the new Regional Medical Center to provide medical services for rural communities in Posey, Gibson and Vanderburgh counties in Poseyville, Indiana.

Ali Conquest '10, exercise science, has been hired on to the IUPUI Jaguars' coaching staff in Indianapolis, Indiana.

Brooks Cooper '10, public relations and advertising, is the national sales trainer for Abbott Nutrition in McKinney, Texas.

Brandon Jones '10, political science, is the director of sales operations at WayUp in New York, New York.

Michelle Louzon '10, elementary education, is a teacher at Danville 118 School District in Danville, Illinois.

Courtney Mickel '10, marketing, is the community engagement director at Community One in Evansville.

Matt Monroe '10, finance, has joined Hilliard Lyons' office in Princeton, Indiana as a financial consultant.

Kyle Rupert '10, radio and television, has been appointed as the new director for the Jasper Community Arts Center in Jasper, Indiana.

Kristin Boehm '11, nursing, is the owner of the new store Lush Esthetics and Boutique in Huntingburg, Indiana.

Justin Demeter '11, marketing, works for Diamond Vantage as a district sales manager in Irvine, California.

Samantha Hudson '11, master's in nursing, has joined both Lourdes Hospital and Mercy Medical Heart and Lung Surgery in Paducah, Kentucky.

Amy Murphy '11, master's in nursing, is director of nursing and allied health at Southeastern Illinois College in Harrisburg, Illinois.

Robert Schnautz '11, computer science, is a kindergarten assistant at Harper Elementary School in Evansville.

Brett Bueltel '12, accounting and professional services, has accepted a tenure-track faculty position at the University of Southern Indiana as an assistant professor of accounting beginning fall 2017.

Kayla Chambers '12, health services and radiologic and imaging sciences, works at the MD Anderson Cancer Center as a CT Technologist in Houston, Texas.

Derrick Thomas '12, mathematics teaching, is a seventh grade math teacher at West Side Middle School at Elkhart, Indiana. He also is the head cross-country and track coach.

DID YOU Know...

Last February, Traci (VanBinsbergen) Druschke '03, elementary education, won the "Oscar of teaching" when she was awarded a Milken Educator Award and \$25,000. Druschke, a third-grade teacher at Oak Hill Elementary School in Evansville, was selected due to her use of data in the classroom and her "whole brain" teaching approach to help students take ownership of their learning by being actively engaged.

Zachary Williams '12, accounting and professional services, has been promoted to manager at Myers and Stauffer, LC in Indianapolis, Indiana.

Geoffrey Bach '13, marketing, works for the United Airlines as a social media engagement associate in Chicago, IL.

Ben Fischer '13, business administration, is the business development representative at Berry Global, Inc. in Evansville.

Joshua Lefler '13, business administration, has been promoted to location manager of the Maxwell Avenue body shop for Lefler Collision and Glass Repair Centers in Evansville.

Ashley Wilson '13, health services, works as an application analyst II at Indiana University Health in Indianapolis, Indiana.

Samantha Canfield '14, radiologic and imaging sciences, graduated magna cum

laude from USI. After earning her bachelor's in science in radiologic and imaging sciences, with a specialty in vascular, she worked for two years as a sonographer. In the past year she has earned her master's in anatomy and cell biology from IU School of Medicine. Her next goal is to find a job as an anatomy professor.

Kendall Martin '14, sports management, has been hired as the K-12 college readiness coordinator for the Michigan City Area Schools in Michigan City, Indiana.

Rachel Sievers '14, health services, is an account manager at Kimball Office in Jasper, Indiana.

Blake Bruner '15, sports management, is the assistant general manager for the Evansville Thunderbolts in Evansville.

Jacob Murphy '15, accounting and professional services, works at Curd Farms LLC and as a farm hand in Mill Shoals, Illinois.

Penny Thompson '15, nursing, works in direct patient care at the infusion center at Tampa General Hospital in Tampa, Florida.

Becca Slygh '15, psychology, has been named the director of Posey County Alliance for the Southwest Indiana Chamber.

Stacy Young '15, health services, works for Covance as a senior site specialist in Princeton, New Jersey.

Nick Alvarez '16, management, is a kitchen manager at the Haub Steakhouse in Haubstadt, Indiana.

Lucas Dobbs '16, individualized studies, is the safety coordinator for Premier Scales and Systems in Evansville.

Melissa Haley '16, marketing, has recently been named the director of college marketing at Northwestern Mutual in Evansville.

Photos

7. Chelsey Burton '09 is planning to wed Michael Sullivan next summer.

8. Joshua Hazelwood '17, tries his hand-over-hand at rock climbing on a recent trip to Denver, Colorado to visit family.

9. Drew and Brooke '14 (Biddle Hill's) dark-haired beauty, Isla, was born on the first day of summer, June 21, 2017.

10. Jennifer Lampert '02 (fifth from the right in back row) is proud to report she and her USI peers keep on learning, as this Deaconess Hospital 2017 advanced practice registered nurse graduation photo proves. (Back row left to right) **Amanda Blanton '09, Claire Sutherby '17, Farrah Rice '13, Lampert, Dawn Rowley, Kirby Splitteroff '17.** (Front left to right) **Jamie Marksberry '04 '15, Breighann Wellman '13, Kristi Hayes.**





Photos

11. Emma Grace, born May 22 to **Sheena (Orames) '11** and Eric Wenz, is already dreaming of adventures.

12. **Becca (Goldman) Scott '00 M'12** (center), **Jennah Canter '13** (left) and **Alison Whitehurst '19** discuss filming the "topping out" ceremony (placement of the top beam) on Deaconess Hospital's new Orthopedic and Neuroscience Hospital. Whitehurst is an intern and both Scott and Canter work in community engagement and marketing, respectively.

13. **Rob Schnautz '11** eagerly accepted the opportunity to guest conduct a piece for Mount Vernon's Wolfgang Orchestra. Despite his limited conducting experience, he taught the musicians to play Archangelo Corelli's "Christmas Concerto."

14. **Amy (Seibert) '09** and husband **Gabe Schroeder '08**, love learning about the local attractions Indiana has to offer, such as Cataract Falls (in the background) in central Indiana.

Stephanie Jacobi '16, social work, is a juvenile probation officer at Harrison Circuit Court-Juvenile Probation Department in Corydon, Indiana.

Jacob Leaman '16, food and nutrition, is a patient care specialist at Cady Wellness Institute in Newburgh, Indiana.

Landen Weidenbenner '16, communication studies, is the organizational development specialist at OneMain Financial in Evansville.

Alyssa Whittington '16, radiologic and imaging services, has joined Tri-State Orthopaedics in Evansville as a registered diagnostic medical sonographer.

Matt Windhaus '16, business administration, has been promoted to trust investment officer at Field and Main Bank in Evansville.

Marriages

Stephanie Holmes '88, business administration and management, and **Joseph Wooten**, December 2016.

Angela Elpers '93, political science and German studies, and **Kenneth Barnes**, November 11, 2016.

Brandi Shelby '02, business education, and **William Mounts '03**, master's in business administration, June 14, 2016.

Andrew McGuire '08, accounting and professional services, and **Abby Reed**, May 21, 2016.

Michelle Swan '10, elementary education, and **Nick Louzon**, June 3, 2017.

Bryce Werner '11, marketing, and **Sarah Bedwell**, October 29, 2016.

Ashley Wilson '13, health services, and **Joseph Wilson**, October 15, 2016.

Amanda Schmitt '14, art, and **Jordan Fehr '13**, food and nutrition, June 11, 2016.

Elizabeth Daake '15, biology, and **Zachary Moore**, April 22, 2017.

Penny Lloyd '15, nursing, and **Brad Thompson**, April 7, 2016.

Births and Adoptions

Brandi Shelby Mounts '02, business education, and **William Mounts '03**, master's in business administration, welcomed Shelby Raelynn on March 3, 2017.

Lucas Dobbs '16, individualized studies, and **Jennifer**, welcomed Halle Sutton on March 12, 2017.

In Memoriam

Steve Manger '71, biology, of Aurora, Colorado, died April 28, 2017. He was a medic in the USAF station at Offutt in Omaha, Nebraska, and Eielson in Fairbanks, Alaska.

Robert Keith Akin '74, chemistry and mathematics, of Evansville, died May 11, 2017. He was a teacher for 40 years.

Scott Whitehouse '74, elementary education, of Evansville, died May 30, 2017. He was a teacher in the Catholic Diocese of Evansville for 40 years, as well as a Master of Ceremony for the Bishop of Evansville.

Jon Maurice Mattingly '76, elementary education, of Evansville, died May 13, 2017.

Melvin Niemeier '76, management, of Evansville, died May 21, 2017. He worked in the durable medical field for most of his career.

Jack Pipkin '79, business, of Cave City, Kentucky, died May 22, 2017. He served in the U.S. Air Force from 1956-1960, in the U.S. Army for 17 years and retired as Command Sergeant Major in 1977.

Tom Commens '80, economics, of Evansville, died March 26, 2017. He served in the U.S. Marine Corp during the Vietnam War.

Julie Ann Rutledge '81, dental assisting certificate, of Altamonte Springs, Florida, died May 10, 2017.

Roselle Weinzapfel '81, administrative systems, of Saint Philip, Indiana, died February 17, 2017. She was the founder of Roselle Weinzapfel, C.P.A./C.F.P.

Charla Haley '84, elementary education, of Lynnville, Indiana, died July 25, 2017. She was a dedicated teacher for 30 years at Lynnville, Elberfeld and Castle Elementary Schools.



Sam Malone '85, marketing, of West Chester, Ohio, died May 11, 2017. He was a corporate risk manager for AK Steel Corporation.

Donald Joseph Heavrin '87, marketing, of Evansville, died April 27, 2017. He was employed by Nussmeier Engraving Co. for 28 years.



Barbara Higgins '87, sociology, of Mt. Vernon, Indiana, died May 25, 2017.

Jonathan Wambach '88, accounting and finance, of Evansville, died April 22, 2017.

Diane Riley '91, accounting, of Henderson, Kentucky, died June 8, 2017. She worked as a finance director for ResCare.

Pala Fay Peach '95, of Newburgh, Indiana, died March 28, 2017. She enjoyed traveling in many different states as a registered medical technologist.

Jerry Powers '96, political science, of Golden, Colorado, died February 28, 2017. He was a 32nd Degree Mason and an honorably discharged veteran of the United States Air Force.

Randy Earl Voight '99, business administration, of Chandler, Indiana, died April 24, 2017.

Christopher T. Byard '04, public relations and advertising, of Mount Vernon, died June 3, 2017. He worked at Evansville Federal Credit Union and was a member of the FOP Lodge #73.



Photos

15. Happy Kendall Rose, daughter of **Sara (Schulte) '08** and Michael Boehman, was born October 16, 2016.

16. Julie (Ebert) Becher '91 and her children Mason, Mitchel, Murray, husband John, Marcus and Mia (in front) pose for a family photo on vacation in Orange Beach, Alabama.

17. Tarrie (Kendall) Crist '94 strikes a pose after her student gave an informative speech on nunchucks. "It allowed my students to see me out of my comfort zone which is real important in a public speaking class."

DID YOU Know...

Paola Marizan '16, a transfer student from Puerto Rico, may have arrived at USI as a biology major but she soon figured out journalism was her true calling. Now the reporter for WNIN has been selected as one of seven journalists to be part of Project Catapult, an innovative podcast training funded by the Corporation for Public Broadcasting. Her *Que Pasa Midwest* program discovers the many definitions and faces of the American Dream.

Michelle Morris '05, finance, of Newburgh, Indiana, died May 1, 2017. She worked for Energy Systems Group as an accountant.

Nicholas Doerter '06, public relations and advertising, of Evansville, died June 23, 2017. One of his proudest accomplishments was hiking the Appalachian Trail from the start at Springer Mountain, Georgia, to the finish at Mt. Katahdin, Maine.

Amy Jo Babb '07, English, of Owensboro, Kentucky, died April 28, 2017.

Dylan Mitchell Barnes '08, master's in education, of Evansville, died March 6, 2017. He taught language arts at Reitz Memorial High School for 14 years as well as being the girls' track and field coach and the boys and girls cross country coach.

Sean Perkins '13, dental assisting certificate, of Evansville, died June 27, 2017. He was an activities director at Oasis Dementia Care in Evansville.

Faculty/Staff In Memoriam

David Deeg, assistant professor of music, of Chattanooga, Tennessee, died April 29, 2017, at his home. During his tenure at USI, he established the annual Madrigal Dinners—the longest continuous running event at the University—and developed the Mid-America Singers, the University Singers and the Choral Union.



TAILfeather | Dr. Kevin Celuch

Kevin first studied art and design but later switched to psychology.

Born in New York, he's never lost his accent despite being in the Midwest for 26 years.

Affectionately called Coach K by students, Dr. Kevin Celuch, professor of marketing, is the co-founder/co-teacher of USI's exceptional Entrepreneurship Minor and a passionate educator. Over the course of his career, he's worked as a retail interior designer, evaluated mental health programs and taught psychology in a prison. He holds a master's degree in clinical/community psychology and doctorate in business administration, specializing in marketing, research methodology and organizational behavior. He was a tenured professor at Illinois State before coming to USI in 2001 as the Romain College of Business' Blair Chair. His knowledge of marketing and the entrepreneurial mind, as well as his exuberance as an educator, inspires students to not only rise to challenges, but to excel.



In the course of your own education, you've pursued diverse degrees. What did you learn as a result of this? When you connect ideas from various disciplines in new ways, new ideas, and ultimately new ways to create and deliver, value emerges. I've definitely drawn from art and design thinking, psychology and communication in developing my teaching and research.

As an educator, what are your goals? I view my role as helping students develop their identity. For marketing research or marketing strategy classes, it might be getting students to see themselves as critical thinkers. For entrepreneurship classes, it is helping students develop their entrepreneurial identity. The process is about helping students develop skills that combine to influence their broader mindset of how they view themselves, helping them

develop stronger connections to not only their present, but their future selves.

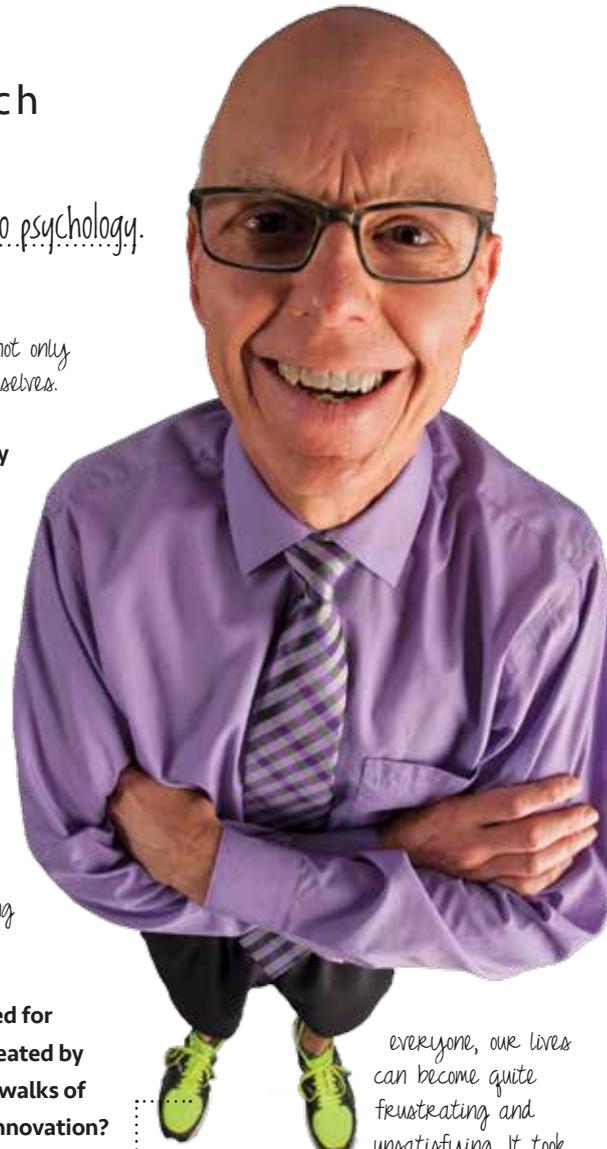
You've been teaching for nearly 30 years. How have students changed over the years?

Students appear to be more focused on themselves and each other and less receptive to didactic approaches. Or has this always been the case and they are just more expressive about it now? They have definitely driven me to be better at the use of active/collaborative learning and coaching.

The future is poised for innovative work created by entrepreneurs in all walks of life. Is there a secret to innovation?

If there is such a thing as a "secret" it would be the need for an entrepreneurial mindset you could bring to any problem or challenge. It's making innovative thinking, intelligent risk assessment and proactivity to create and deliver new value. On the last point, the openness for experimentation—trying things—and learning from feedback, failures as well as successes, really brings the mindset to life.

What book should everyone read and why? "Essentialism: The Disciplined Pursuit of Less." Many individuals think that in acknowledging limits they will be limited. But paradoxically, by recognizing limits and simplifying and focusing our lives, we can become so much more. By saying "yes" to everything and trying to please



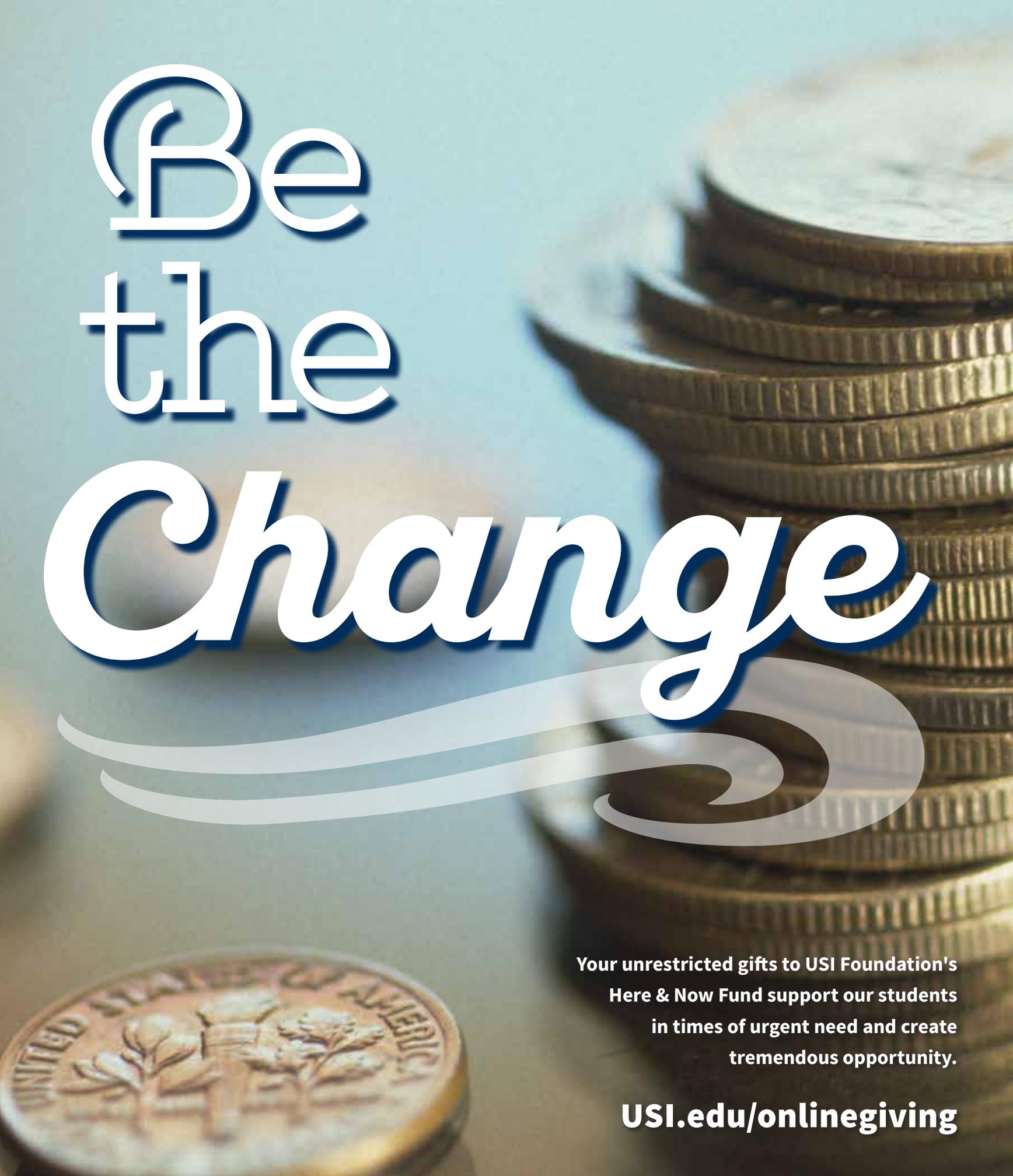
everyone, our lives can become quite frustrating and unsatisfying. It took me a while to figure out that very few things in life are essential, and that by making the right tradeoffs you can focus on the things that matter most, and really feel so much more in control and enjoy life.

What does running teach you?

Running is about balance. I spend a good deal of time using my mind for thinking about teaching and research in my office. Running allows the expression of my physical side and gets me out of the office. I was always the "antsy" kid in elementary school, so movement takes me back, and it is a challenge to try to run with pace at 62 years old. "Father Time" is definitely winning!

He's an avid runner and hits USI's trails four to five days a week, logging 6.5 miles on each run.

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Spirit and Heart of USI



“Life can be chaotic for college students. Balancing work, school and extracurricular activities takes up most of our time. Sometimes things can seem a bit overwhelming, so it’s nice to know USI offers serene places around campus to take a moment and sit back, relax and enjoy the beauty of campus.”

Ariel Holcombe '18, public relations and advertising major from Spencer, Indiana

Visit USI.edu/spiritheart for student submission guidelines.