

# OWU

Ohio Wesleyan Magazine  
VOLUME 88 ISSUE NO. 2 ♻️ SUMMER 2011

## The OWU Connection

HOW A NEW ACADEMIC  
CURRICULAR INITIATIVE  
IS PREPARING  
WORLD-SAVVY LEADERS



# THE OPPOSITE OF ORDINARY

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VOLUME 88 ISSUE NO. 2 SUMMER 2011

# OWU

Ohio Wesleyan Magazine

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Thanks to Ohio Wesleyan's new curricular initiative, The OWU Connection, close to 170 professors and students already have participated in an array of theory-to-practice and travel-learning trips to more than 30 countries. We asked several of our travelers to tell us about what they say are among the best learning experiences of their lives.

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### 26 Launching OWU's Course Connections Networks

Presenting single subjects from a variety of disciplinary viewpoints best describes OWU's networks of courses to be introduced during the 2011-2012 academic year. The results? A more comprehensive and creative manner of looking at the world.

ON THE COVER: Photos taken by OWU students and faculty were used to create the cover graphic produced by Doug Thompson and Sara Stuntz. The images represent many but not all of the places our travel-learning courses and TiPiT projects took place this past school year.



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# COMMENCEMENT 2011

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# Continuing Connections

**EACH YEAR, COMMENCEMENT INVITES US TO AFFIRM THE CORE PURPOSES OF OUR MISSION AS A LIBERAL ARTS UNIVERSITY AS WE CELEBRATE THE ACCOMPLISHMENTS OF THOSE WHO HAVE TAKEN FULL ADVANTAGE OF AN OHIO WESLEYAN EDUCATION.** Again this year, on a glorious spring day, a class of graduating seniors gathered in Phillips Glen, surrounded by thousands of parents, grandparents, friends, and family, and in the presence of a faculty dressed in the bright colors and flowing robes of the academy, to receive their degrees. This year's seniors heard prize-winning author and political scientist Mary King '62 speak of her lifetime commitment to advocacy for peace

through nonviolence while challenging the graduates to commit themselves to the task of making a difference in the world. It was a splendid day.

Commencement normally marks the end of the spring semester and the academic year. This year, however, five courses offered in the spring semester continued to meet following Commencement. These courses are among 10 new travel-learning courses offered this spring as part of The OWU Connection. The courses challenge students to connect theory to practice by including extended time away from campus for classmates and their professors. In the days following Commencement, students traveled to Bangladesh to study extreme



poverty and the response of microfinance; Italy to observe behavioral issues related to food and physical activity; Brazil to study the ecology of the Amazon rain forest; Japan to consider issues related to race, gender, class, time, and genre following their study of depictions of war in film and literature; and to the Galapagos Islands to study island biology. These travel-learning courses give students the opportunity to make connections of a variety of sorts: connections between the theoretical lessons of the classroom and practical experiences in the real world; connections between a university in the Midwest and a global education; and in some cases, connections between the intellectual capacity of the mind and the passion of the heart.

**Ti·PiT**  
 –noun, plural Ti·PiTs

1. Theory into Practice into Theory: elevating the understanding of theory through college coursework with practical real-world experience, bringing enhanced knowledge and academic experiences back to the classroom once research is completed

2. program encouraging students to develop projects and research proposals for funding

As the summer progresses, more than 100 students will be traveling individually or in small groups around the world through another part of The OWU Connection, the TiPiT program. TiPiT (theory into practice into theory) gives students the opportunity to dig deeply into areas of academic interest while often also experiencing cultures and/or parts of the world quite different from those in which they have spent most or all of their lives. Many students receive TiPiT grants, funded by the President's Circle, to support these experiences. Among the many TiPiTs pursued this summer are the study of cultural remnants of the Holocaust in Europe, a presentation in Edinburgh of the

results of a study that produced a neuroscience model of music learning involving students and music professor Rich Edwards, further development of the HaitiOWU Impact Initiative at Project Espwa, summer research at Boston University's Cultural Emotional Intelligence Laboratory, and archaeological fieldwork and study of the ancient Minoan culture in Crete. A photograph collection of women in rural Panama involving students and photography professor Jeff Nilan, and an internship in a microfinance firm in Bangalore, India, also are among numerous other summer TiPiT experiences and accomplishments. At home on campus, more than two dozen students again are completing independent research through the Summer Science Research Program. These experiences provide important opportunities for students to make connections in ways that integrate their learning.

In the fall, our faculty will begin a series of course connection networks that provide even greater integration of the academic experience by weaving together courses from multiple disciplines across the four divisions of the University around themes reflecting important global challenges. Through participation in these networks, students will be challenged to make important connections in their learning across the disciplines as they consider such issues as the changing American landscape, equity and social justice, crime, responsibility, and punishment, and how food production, consumption, culture, and environment shape our bodies.

The Ohio Wesleyan faculty has chosen to build on its historic commitment to practical idealism by enhancing opportunities for students to connect theory to practice and to foster a greater understanding of the interconnected nature of the various disciplines that comprise the liberal arts and sciences. Our aim is to prepare a new generation of global leaders for a global society. We want our graduates to be prepared for leadership by addressing the complex and challenging problems that confront our society

now and in the future. We seek to prepare global problem solvers who bring to their work, now and in the future, sharpened intellectual capacities, keen insights, deep curiosity, and abundant passion to make the world better for all people and indeed for all creation. We seek to prepare alumni to be lifelong learners, knowing that knowledge will continue to expand and that leadership requires a lifetime of study.

The OWU Connection is a bold curricular initiative that reflects the best of liberal education in the 21st century. In this issue of the *Magazine* you will be introduced in greater depth to the various elements of The OWU Connection. This curricular initiative brings extraordinary opportunity to our students and already is paying handsome dividends as measured by the post-graduate scholarships, fellowships, and placements received by members of this year's graduating class who also received TiPiTs and participated in pilots of The OWU Connection now underway.

These opportunities would not be possible without the creative and imaginative work of our faculty, the engagement of our students, and the generous philanthropic support of members of the President's Circle who have provided initial funding and those who now are establishing endowments to support this and future enhancements to the OWU curriculum. The entire Ohio Wesleyan family has come together to advance an initiative that lies at the heart of our purpose as a liberal arts university – the curriculum through which we offer a life-changing education that will shape a new generation of moral leaders for a global society. Thank you for your role in this noble exercise.

Rock Jones, President



# Commencement 2011

“If here at Ohio Wesleyan, you have dreamed dreams, help one another, and those dreams may come true.”

– President Rock Jones

**ONE FINE DAY IN MAY** — May 8, 2011 to be exact — members of Ohio Wesleyan’s Class of 2011, families, and friends celebrated one of the most memorable days of their lives: Commencement 2011, and as always, a Mother’s Day with added festivities.

As prize-winning author and political scientist Mary King delivered the keynote address, the 1962 Ohio Wesleyan graduate urged the 383 graduates to seek empowerment and fulfillment by helping others.

“I suggest that you can bring meaning to your life, make a difference in the world, and strive to bring about concrete change in crucial areas of human need, such as democracy, rights, and protection of the environment,” said King, a professor of peace and conflict

studies at the U.N.-affiliated University for Peace, an international authority on nonviolent political movements, and a central figure in the contemporary U.S. women’s movement. King was awarded an honorary Doctor of Laws degree that day by the University. Echoing King’s sentiments, President Rock Jones encouraged the University’s newest alumni to share their knowledge and compassion with the world.

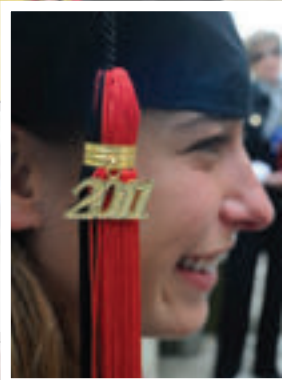
“Here at OWU you were offered the intellectual tools, the social sensitivities, and the moral ballast to navigate the life that awaits you, to fulfill passions you already know, and those that are yet to be discovered, to become leaders in every sector of human society, and to make an impact

every day for the common good,” he said.

Also part of Commencement 2011 was the presentation of OWU’s two top teaching awards. The Bishop Herbert Welch Meritorious Teaching Award was presented to theatre & dance professor Bonnie Milne Gardner ’77, and the Sherwood Dodge Shankland Award for the Encouragement of Teachers went to Erin Flynn, associate professor of philosophy. In recognition of a faculty member who exemplifies the values and excellence that Professor Emerita of English Libby Reed Hon. ’91 demonstrated during her 32 years at OWU as an English professor, the Libuse L. Reed Endowed Professorship was presented to Ed Kahn, associate professor of theatre & dance. In

*continued on page 6*









## OWU LEGACIES

Row 1, pictured left to right: Frank Dunbar '61, Lindsay Dunbar '11, Pegge Haas Warwick '62, Sally Eliot Williams '48, Claudia Henning '11, Judy Williams Henning '77, Ken Temple '85, Megan Temple '11, Carolyn Owen Temple '86, Kristen Kalinowski '11, Tricia Meggison Kalinowski '83, Gabrielle Libby '11, Alyssa Libby '04.

Row 2, pictured left to right: David A. Osborne Jr. '76, David A. Osborne III '02, Pamela Halverstadt Osborne '78, James Robert Osborne '11, Allen Parker Travis '11, Paula Masters Travis '91, Bob Widerman '74, Kelley Widerman '11.

Row 3, pictured left to right: Betsy Carpenter Morris '81, Scott Morris '11, Gary Morris '80, Margy Morris McCaslin '83, Ian M. McCaslin '14

Row 4, pictured left to right: Sean-Paul Mauro '11, Nathan Mauro '09, Ryan Bolger '11, Tom Bolger '79



## OWU LEGACIES

Row 1, left to right: John Aeschbury '82, Greer Aeschbury '11, Noel Goodrich '84, Danielle Goodrich '11.

Row 2, left to right: Brian Janiak '11, Jane Gumley Janiak '78, Zach Frentsos '11, Fody Frentsos '84, Addie Frentsos '09, Kelly Maxwell Frentsos '86



In addition, the University recognized three retiring faculty members with the Adam Poe Medal: psychology professor Kim Dolgin; accounting professor Joann Harvey; and politics and government professor Carl Pinkele.

Sharing her inspirational thoughts for the future, Alina Ruzmetova, senior class president, encouraged her classmates to dream big and act upon those dreams.

"OWU taught us to dream big. OWU gave us the confidence we would need to change the world. Ohio Wesleyan made a difference in our lives so we now can go and make a difference in the world."

Read more about Commencement 2011 and hear the speeches of Rock Jones, Mary King '62, and Alina Ruzemetova '11 by visiting: [commencement.owu.edu/2011congratulations.html](http://commencement.owu.edu/2011congratulations.html)



## OWU LEGACIES

Row 1, pictured left to right: Karen Drewes Seibert '83, Kimberly Maria Seibert '11, Samantha Mulkerin '11, Marion Rott DeBell '47, Heather DeBell '11, Kathryn Darling Weaver '84, Megan Weaver '11, Sara Bobbitt '08, Scott Bobbitt '11, Geoff Bobbitt '71

Row 2, pictured left to right: Eric Gustavson '81, Abraham Gustavson '11, Mark Dickson '84, Morgan Dickson '11, Fran Dickson '86, Ivan Owen '71, Samantha Owen '11, Greg Sponseller '77, Chris Sponseller '11, Deb Kavanaugh Sponseller '79.





## Treasured Teachers

Recognized during Commencement 2011 were two outstanding professors with whom many of OWU's newest alumni have studied at one time or another in recent years. Receiving the Bishop Herbert Welch Meritorious Teaching Award was theatre & dance professor Bonnie Milne Gardner '77, while Erin Flynn, associate professor of philosophy, was awarded the Sherwood Dodge Shankland Award for the Encouragement of Teachers. The *Magazine* asked Gardner and Flynn to share their teaching philosophies, sources of inspiration, and most memorable teaching moments at OWU.

### Magazine: What inspires you as teachers?

**Gardner:** The students. Always the students. Just when you've had ten days in a row of excuses or extensions – or committee meetings – along come students who want to know more, do more, think more, and they get me excited all over again about the material.

**Flynn:** What inspires me are the ideas I'm trying to communicate, the questions I'm trying to raise, the possibility that these ideas and questions might give us new ways of thinking about ourselves and our projects, and so, new ways of being.



### Magazine: How do you build connections with students?

**Gardner:** I try to give them ownership of the work whenever I can. Build an assignment from their ideas or passions. That always works. The trick is finding the right balance of course content and teaching strategies. I'm always on the lookout for better approaches. Sometimes a successful strategy starts losing its effectiveness. I steal a lot of great ideas from my colleagues.

**Flynn:** I am someone who takes these ideas and questions seriously, who struggles to

understand them, and who has a love for them, and I try to bring all of that to the classroom. I respect my students. I do not coddle them and I do not disdain them. When you are honest, respectful, and passionate, I think people connect. We are engaged in a cooperative enterprise. We are doing these investigations and this work together. We hold each other accountable.

### Magazine: Can you share a memorable teaching moment?

**Gardner:** One thing that constantly amazes me is how much I keep learning from my students. After 10, 20, nearly 30 years, I find that students regularly teach me humility, compassion, and perseverance on so many levels. The theatre arts are all about examining the human condition, so it is impossible to escape that kind of constant reflection. It can be scary, but extremely rewarding!



## Randy Quaye Receives Award from Emerald Literati Network



Emerald Group Publishing, a leading international publisher of scholarly journals and books, has named Ohio Wesleyan Associate Professor Randy Quaye, Ph.D., an “Outstanding Reviewer” as part of its Emerald Literati Network Awards for Excellence 2011.

Quaye was recognized for his peer review of articles published in Emerald’s *Leadership in Health Services* journal.

During 2010, Quaye, who previously has published a number of research papers related to health issues in developing countries, reviewed 10 research papers from scholars in various countries.

“While this award is a recognition of my work, it is also a celebration of the resources and support that Ohio Wesleyan has provided for my travel and research grants,” Quaye says.

Quaye, who has taught at Ohio Wesleyan since 2004, is director of the Black World Studies Program, the Ohio Wesleyan in Tanzania Program, and the 2011-2012 Sagan National Colloquium, which will focus on Africa.

## OWU Newsbytes

**Take a Bow: Congratulations to several OWU students and new alumni for their recently bestowed awards and special recognition:**

- Fulbright Scholarships were earned by **Max Seigal '09** and **Kristen Lear '11**. Seigal, who majored in environmental studies, zoology, and economics at OWU, will spend 10 months researching the impact of lobster farming on the coastal waters of Vietnam. Lear, a pre-professional zoology major, is continuing her research on conservation of the critically endangered Southern Bent-wing Bat in Australia.



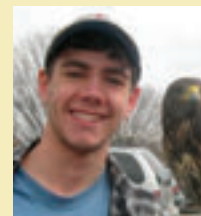
- Senior **Gretchen Curry** was honored as a Newman Civic Fellow by the Ohio Campus Compact, a national coalition of more than 1,100 college and university presidents. She is one of 135 students from 30 states selected as a “best-of-the-best” college student leader working to make a difference for others regarding social issues. Curry’s outstanding accomplishments include her roles as a leader for the HaitiOWU Initiative, student co-coordinator of the OWU Women’s Resource Center, and more.



- **Magdalena Jacobo**, an Ohio Wesleyan junior, was selected as one of the 2010-2011 Charles J. Ping Student Service awardees by the Ohio Campus Compact. The organization recognized five Ping award winners, all receiving \$500 grants to be given to community organizations of their choice. Jacobo was recognized for her efforts to provide leadership and service in the community.



- **Sean Williams '11** received a prestigious National Science Research Foundation Research Fellowship, an honor typically awarded to graduate students. His field work in ornithology was part of his winning fellowship application.



- Thanks to the generosity of OWU alumnus and global businessman **Robert Bauman '53**, the University is establishing The Robert Bauman Travel-Learning Endowment Fund, which will support a new Bauman Fellows program. The five-year, \$400,000 gift and resulting program will benefit faculty members who want to create additional travel-learning courses that link academic theory with hands-on global experiences.





## The Essentials of Artistry

The artworks of 20 graduating seniors were on display for all to enjoy during spring semester at the Richard M. Ross Art Museum.

“Essentials,” the show’s title, was chosen by the seniors to represent the breadth and depth of their OWU experiences. All

displayed artworks were selected by a jury of Ohio Wesleyan fine arts faculty members, and the exhibit was designed by Justin Kronewetter, director of the Ross Museum, with input from the students. The exhibit was installed by Kronewetter’s gallery management class.



“From a young age, my camera has been like an appendage, an extension of my body. The camera is my tool of choice to explore and express the way I view the world. My four years at Ohio Wesleyan have expanded my mind and my creativity in so many ways.”

-MAGGIE CRANDALL '11, WOOSTER, OHIO



## Cultural Anthropology and Globalization

In our increasingly global and interconnected world, the need for cultural understanding and collaboration among and between nations is more critical than ever. The second edition of the recently released *Essentials of Cultural Anthropology*, by OWU Professor of Sociology-Anthropology Jim Peoples and co-author Garrick Bailey, professor of anthropology at the University of Tulsa, addresses globalization issues powerfully, with relevant discussions in all 13 chapters.

Designed as a textbook for use in introductory college anthropology courses, the first edition of *Essentials of Cultural Anthropology* was widely used on college campuses throughout the country. But as Peoples explains, the second edition of this book has more of a hard-hitting focus on globalization and its impact on world peoples and cultures.

“A major focus of anthropology today is globalization,” says Peoples. “People who once were separated from each other increasingly interact via communications media and business.” He explains that

until the last three or four decades, most anthropologists studied tribes and ways in which their cultures were affected by the outside world.

“Anthropological research emphasized traditional cultures and how people related to their local environment, to one another, and to their conceptions of the supernatural. Now, there is much more interaction between people of diverse nations and regions, and anthropologists are looking at how globalization affects a range of ideas and behaviors, from family life and gender relationships to work and leisure,” says Peoples.

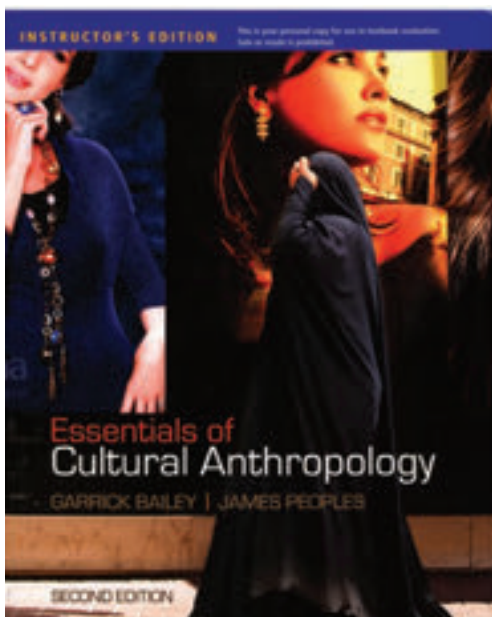
Just a few years ago, Peoples, who specializes in the cultures and people of the Pacific, Polynesia, and Micronesia, visited a village in southern China. He noticed that the population consisted of older women, their husbands, grandchildren, a few younger women, but hardly any prime-age males.

“Most of the younger men were in the surrounding cities, working, and many children are being raised by their grandparents,” says Peoples. With fewer people at home to do agricultural work, villagers have started buying more of their food, which ties them even more firmly to the global economy.

Within chapters of the 275-page *Essentials of Cultural Anthropology* that focus on such topics as Gender, Domestic Life, Culture and Language, Religion and World View, and, of course, Globalization, the authors’ hope is that those reading their book will come away with not only an appreciation and understanding of their own cultures and upbringing, but also a respect for members of other cultural traditions.

*Essentials of Cultural Anthropology* is published by Wadsworth/Cengage and is available on [Amazon.com](http://Amazon.com).

– Pam Besel



## Celtic Revival?

*Ohio Wesleyan professor writes new book on Ireland*

With Sean Kay’s forthcoming book *Celtic Revival? The Rise, Fall, and Renewal of Global Ireland*, the “foundations for the renewal of the Irish Republic have now been written,” states well-known Irish political journalist and educator Elaine Byrne.

“Sean Kay has done Ireland a service,” Byrne writes of Kay’s in-depth analysis of Ireland’s past, present, and future. “This eloquent and timely narrative should be obligatory reading for those that bankrupted and betrayed my generation.”

Kay, a member of the Ohio Wesleyan University politics and government faculty since 1999 and chair of the OWU International Studies Program, spent two years researching the new book, which was released May 25 by Rowman & Littlefield Inc. Ohio Wesleyan co-hosted a book-launch event with the Eisenhower Institute in Washington, D.C., as part of an OWU alumni event on June 21. The event was standing room only.

The book is especially timely, given Ireland’s virtual economic collapse in 2008 and its ongoing efforts to rebuild and redefine itself in a global context.

In the book, Kay states: “Placed in the perspective of Ireland’s long arch of history, the clear lesson of this story is that the Irish people have taken a major hit with the collapse of the Celtic Tiger and what came after, but the trends over the long run are positive. Ireland is embarking on a renewal, and the quality of the Irish people will stand it well as this country embarks on its million small steps into the future. If we are lucky, what emerges in the years to come from the Celtic revival will be Ireland’s most lasting export to the world in the twenty-first century.”





## Her Sister's Shadow

*Alumna Katharine Britton '73 captures the complexities of sisterhood*

Katharine Britton's novel *Her Sister's Shadow* was created, as are many wonderful books and novels, by way of personal experiences. In Britton's case, the 1973 Ohio Wesleyan alumna took a rather circuitous journey – coming to OWU as an English major-turned speech therapy, theatre, and finally, bacteriology major, largely the result of taking a microbiology class with Professor Edward Shirling.

“Soon after graduation, however, I discovered that I had neither the precision nor the patience to be a scientist,” admits Britton. Her dream of some day writing a novel — ever present in her mind — finally became a reality in the early 1990s as Britton began writing *Her Sister's Shadow* (originally titled *Lilly's Garden*), recently published by Berkley Trade Paperback.

Inspired by an incident in her own mother's life that affected the family, Britton began exploring themes of loss and forgiveness, particularly the relationship between her mother and her mother's sister. Although the plot elements of the novel are fictional, the thematic drive involving loss and forgiveness was very real and relevant to Britton.

“It was their relationship that got me thinking about what it would take to drive sisters apart, and to bring them back together,” says Britton, who also has authored another novel.

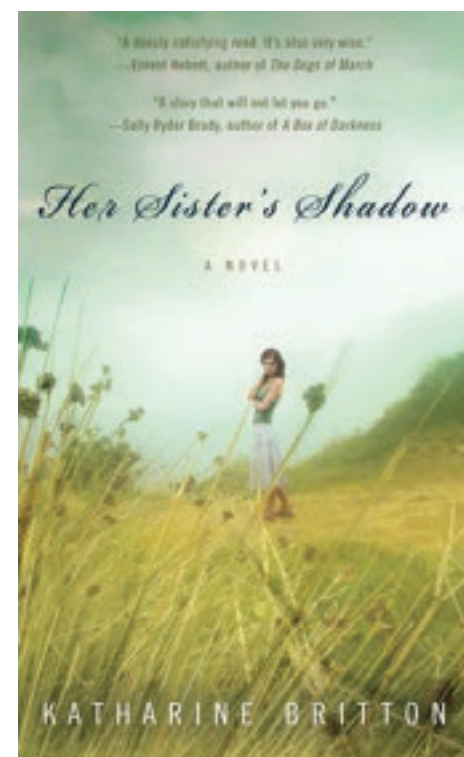
*Her Sister's Shadow* is about two sisters, estranged for decades, who reunite because of a shared loss in their lives.

“Anyone with sisters, secrets, or a

family house where memories are stored, will be held captive by this haunting story of love, loss, loneliness, and the healing light of truth,” writes author Sally Ryder Brady.

For more information about *Her Sister's Shadow*, visit [www.hersistersshadow.com](http://www.hersistersshadow.com).

– Pam Besel



Still, he says, Ireland's story provides vital lessons for the world, and the United States in particular, including dire warnings about the impact of Europe's debt crisis and America's still-unresolved banking crisis.

Kay will return to Ireland in August and September to promote the book and complete plans for his 2012 travel-learning course, “Seeing Europe through Ireland's Eyes.” Students will study the evolution of the Republic of Ireland, including its reaction to the political, economic, and military integration ongoing in modern Europe as well as its contemporary decision-making in the national and international arena.

Learn more about Kay's latest book, *Celtic Revival? The Rise, Fall, and Renewal of Global Ireland*, at [www.rowmanlittlefield.com](http://www.rowmanlittlefield.com). Next up for the prolific Ph.D. is a second edition of his 2006 book *Global Security in the Twenty-first Century: The Quest for Power and the Search for Peace*.

– Cole Hatcher

# Spreading Her





## NEW FULBRIGHT SCHOLAR KRISTEN LEAR '11 REFLECTS ON THE IMPACT OF OWU'S THEORY-TO-PRACTICE PROGRAM ON HER LIFE.

# Wings

AS THE SUN RISES, I stand among the pecan trees in the early morning dew and watch, with tears in my eyes, as 28 bats swirl around and enter one of the bat houses I had built and installed as part of my Senior Honors Thesis at Ohio Wesleyan. At that moment, I saw the months of hard work and planning pay off. This is what I had been striving for since my honors project first took shape.

However, the path to that project began much earlier in college. After sophomore year, I made a choice that turned out to be a watershed decision in my life. Although paid internships were available, I followed my passion for bats and accepted an unpaid research position studying the role of bats in a Texas pecan agroecosystem. What many people may not know about bats is how important they are both ecologically and economically to our world, as they help to maintain healthy ecosystems and also act as natural pest control agents. The pecan nut casebearer moth (*Acrobasis nuxvorella*), one of the most devastating pests of pecan trees, is, in fact, part of the diet of several bat species in Texas. And as the only flying mammals, bats live on every continent except Antarctica.

I spent the summer of my sophomore year stumbling around in the dead of night (our typical work night lasted from 7 p.m. to 9 a.m.) catching bats. While the work was sometimes grueling (lifting 30-meter poles and pounding rebar into the ground to set up the nets is no easy task), and at times my body wanted to succumb to sleep,

I discovered that this is exactly what I want to do: to be outdoors while investigating important aspects of the natural world.

A year and much hands-on bat work later, I received a theory-to-practice grant from Ohio Wesleyan to implement my Senior Honors Thesis project. I traveled back to Texas to determine the most effective bat house design for Evening Bats (*Nycticeius humeralis*), a species that may be especially beneficial in pest suppression because they consume pecan pests. After three weeks of long days in the workshop amidst the haze of sawdust, I finished building and installing nine pairs of bat houses, each pair having one standard house (like the typical bat houses that people put in their backyards) and one rocket box (with the roosting chambers built around a single pole). I monitored each house for exploratory behavior with a thermal imaging camera and for bat occupancy by documenting the presence of guano beneath the roost. While the difficulties of my project were not insignificant – ranging from walking into electric fences or through painful white prickly poppies in the pitch black of night, and even having my guano collection bins smashed by annoyingly curious bovines—those challenges all faded into irrelevance when I watched 28 bats enter one of the bat houses. My project had successfully gone from the initial “theory” stages of planning to the “practice” stages with tangible results, and I couldn’t have been more elated.

Now, I’m officially an OWU graduate and was back in Texas until the end of June to do a small follow-up study on the bat



house project. I hoped to determine if the bats were using the houses, and if so, how many were in each house. I counted more than 350 bats in one of the rocket boxes and more than 150 in one of the standard houses. It looks as if the houses have been successful! This was my third year in Texas working with bats, and these experiences would not have been possible without support from Ohio Wesleyan’s theory-to-practice program. Through a TiPiT grant, I have discovered my passion for bat research and have gained a better appreciation of the work that goes into scientific research and the joys of watching a carefully planned project blossom and hard work pay off. I will be heading to Australia this fall for a Fulbright project studying a colony of critically endangered Southern Bent-wing Bats (*Miniopterus schreibersii bassanii*) in South Australia, and I know that I will use the skills I have gained in my theory-to-practice experiences to develop a successful project and to contribute to knowledge of these much-maligned animals.

KRISTEN LEAR '11  
2011 Fulbright Scholar



# TACKLING THE 21ST CENTURY

The OWU Connection is a carefully crafted blend of travel-learning experiences, student-proposed theory-to-practice grants, weekly courses for first-year students, and new this fall, networks of connected courses that are preparing future world leaders and problem solvers as never before.



*Five OWU students spent six weeks living in Bosnia and Herzegovina last summer as part of an Ohio Wesleyan's theory-to-practice experience. The students examined how the country is recovering from the civil war of the 1990's. Pictured left to right: Alina Ruzmetova '11, Megan Weaver '11, Kyle Herman '11, Anthony Harper '12, and Melissa Tan '11.*



*Children at Stansberry's orphanage in Santa Cruz, Bolivia, are fascinated by Professor Mary Howard's video camera. Professors Howard, Dennis Radabaugh, Sally Waterhouse, and eight OWU students went to Bolivia to investigate the relationship between environmental challenges and growing poverty. Their month-long stay was supported by a theory-to-practice grant. Howard screened her documentary about their experiences in the eighth annual OWU film festival at the Strand Theater in Delaware.*



# Sharing Knowledge in a Shared World

By Pam Besel

## *OWU's Theory-to-Practice and Travel-Learning Experiences Are Encouraging Education Beyond National Boundaries*

When Alina Ruzmetova '11 and four other Ohio Wesleyan students spent six weeks last summer in Bosnia and Herzegovina as part of a theory-to-practice experience designed to study how the country is recovering after the devastating Bosnian Civil War of the 1990s, they saw firsthand, not only what one student calls the "human impact of nationalism" but also a vivid example of the strength and resilience of the human spirit.

As the five Ohio Wesleyan students visited the Sarajevo Tunnel that was built by besieged

citizens during the bloody Bosnian Civil War to secretly transport medicine and food to the city, they saw video footage of the war and the seemingly irreparable damage to buildings and neighborhoods. It was a bloody three-year massacre, resulting in the mass murders of tens of thousands of Muslim refugees. The students, Megan Weaver '11, Kyle Herman '11, Anthony Harper '12, Melissa Tan '11, and Ruzmetova immersed themselves in the lives and culture of the people and marveled at their shared resolve to rebuild and

improve the life of that country. While there, Herman and Harper volunteered for KULT, a non-governmental organization dedicated to providing educational opportunities for young people. Weaver, Ruzmetova, and Tan completed internships with the United Nations Development Programme. All agreed that a main highlight of this theory-to-practice opportunity was being able to talk with the people of Bosnia and Herzegovina and see their interaction as they move toward a better future.

*continued on page 16*

And all five students returned with a better understanding of the fragility and importance of international relations, and of the incredible opportunity they had to actually be with the people of Bosnia and Herzegovina to, as Ruzmetova says, “see it all with our own eyes.”

As one leg of OWU’s curricular initiative, The OWU Connection, the expanded travel-learning and theory-to-practice grant opportunities for students and professors, have numbered more than 100 since the pilot began during fall semester 2010, with students and professors studying in locales spanning the globe, in more than 30 countries and five continents.

“Ohio Wesleyan has a long history of helping students connect classroom learning with real-world, practical experience and a strong commitment to global education,” says OWU President Rock Jones. That global commitment, notes Jones, is reflected both in a large international student population and in opportunities for students to extend their education around the world, bringing the world to Ohio Wesleyan and taking OWU to the world. “The connection of theory to practice, as envisioned by The OWU Connection, invites students to make connections of all sorts, including interdisciplinary connections, as they explore current global problems through the perspectives of multiple disciplines.”

Distinctive to theory-to-practice study are opportunities for students to take their research interests to the next level by developing research proposals, at times, with their professors, including research ideas or topics, budget requests, goals, and objectives. Once these proposals are funded, students work with Darrell Albon, director of international and off-campus programs, whose office provides pre-departure information as well as International Travel Accident and Sickness Insurance Plans, including evacuation assistance and 24-7 medical support information within those countries visited by students and professors—the essentials when it comes to world travel.

“We also offer visa support and train students on how to do expense reports needed as we reconcile our budgets once the students return,” says Albon, who is there to offer services and information to students and



*Addie Hemmen '12 with children at the GNCEM Mobile School for street children in Kolkata, India.*

others traveling abroad.

In contrast, OWU’s travel-learning courses are credit bearing and are led by a professor, but require no student proposal. As OWU Provost David Robbins explains, there are different application processes for students to become engaged in these separate experiences. The screening of travel-learning applicants is done by the course professor. Proposal writing may be required for travel-learning opportunities once the ideas are formulated and submitted either by the professors leading the projects or at times, just the students.

### **On Their Own**

“A distinctive element of our theory-to-practice program is that it encourages students to develop their projects and research proposals following their own passions and commitments,” says Robbins Hon. ’08. “Through this program, students can explore their own research interests and not only enrich themselves, but also the lives of their professors and the community, when they return and share their experiences with us.” Theory-to-practice proposals are sent for review to members of the Teaching and Learning Cross-Cultural Committee and then to Robbins and Chuck Stinemetz ’83, dean of academic affairs, before being forwarded

to President Jones. But Robbins is quick to mention that today’s travel-learning and theory-to-practice experiences are outgrowths of OWU’s more traditional academic majors and programs such as the Summer Science Research Program, freshman tutorials, the Woltemade Economics Management Fellows Program, and off-campus programs such as the Galapagos Islands field trip. On the islands, zoology major Cailee Smith ’12 observed the mating dance of the blue-footed booby, and how yellowfin tuna serve as a food source for reptiles, birds, and fish alike. OWU’s Woltemade Economics Management Fellows travel annually to New York City to meet OWU alumni working in various prestigious corporate jobs, and explore the city. Through the University’s Summer Science Research Program, students and professors recently have explored recall fluctuations in older and younger adults; the influence of light and gravity on plant growth; and the worldwide distribution of native bacteria of birds and soil.

Yet there is something quite distinctive about both the travel-learning and research components of The OWU Connection. And if the numbers are any indication of success, Robbins says that 70 grants have been funded to date, with the number of approved travel-learning projects increasing from 10 last year to



14 for the 2011-12 academic years.

“What I see as being unique about our theory-to-practice programs is that we are going to our students and saying ‘tell us how you want to make your college education what you want it to be,’ ” says Stinemetz. The experience itself has amazing educational value, as he explains. “You’re asking students — empowering them — to come up with ideas of interest, to develop them along with a budget, and implement them, and then come back to campus and report the findings to the campus community.” Post-trip assessments and documentation procedures are being further refined for both the travel-learning and theory-to-practice experiences via report writing, surveys, presentations and poster sessions, and through anecdotal comments from students and professors.

## Post-Trip Stories

From reports to campus poster presentations, slide shows, pizza lunches — even a simulated Athenian Assembly session on campus — togas and all — students are sharing what they observed and discovered during their travel and learning experiences. For instance:

*In Nicaragua* — students saw firsthand how important business is to the development of a country and how empowering it is to run one’s own business. Amid the devastating poverty, they met hospitable, strong survivors with hope for their future.

*In Chiapas, Mexico* — was the realization that a common denominator of music, community, laughter, and animal impressions can bring people of all cultures and lifestyles together if surrounded by an environment of trust and respect.

*In Costa Rica* — the importance of biodiversity became more real as students visited a coffee farm and the farmers who worry continually about preventing erosion and ensuring fertility of their land. They saw how planted trees block the wind and provide an important environmental habitat.

*In Bolivia* — students representing a variety of academic disciplines and their professors trekked through jungles, rural farms, and woods, learning about birds, beetles, spiders, and trees; explored traditional and modern cultures in La Paz and Santa Cruz while practicing speaking Spanish; talked to people about politics, economy, and social aspects of the country; visited orphanages and museums; and cooked and ate delicious Bolivian cuisine—  
*continued on page 18*

To hear our students talk about their experiences and see what they encountered during their travels, please visit:

[practice.owu.edu](http://practice.owu.edu)

[www.youtube.com/user/ohiowesleyanu](http://www.youtube.com/user/ohiowesleyanu)

*Starting with the lower left: Mery Kanashiro '10 then Ben Wallingford '11 then Denny Radabaugh on the rail and Sally Waterhouse and Veronica Valencia at the top. They are in the Valley of the Moon outside of LaPaz, Bolivia—the world's highest capital city.*





*Professor Ashley Biser describes the travel-learning trip she led to Greece as “an exploration of the rights and duties of a global citizen through the lens of democratic theory and deliberate practice.”*

experiences that students agree made their OWU studies “come to life!”

*In Philadelphia* — the Philadelphia Semester program enabled an OWU student to experience the excitement of independent living in the city while working at an investment banking firm, changing his perception (in a positive way) of what the ‘working world’ is like.

## Support is Essential

The University received a two-year \$100,000 Officer’s Grant from The Andrew W. Mellon Foundation last July to support elements of the curricular plan. But as Jones explains, support from OWU alumni and Board of Trustees members is vital to the program’s success.

“The President’s Circle has provided the philanthropic support that makes these experiences possible and allows this curriculum to come to life,” says Jones. Alumni, Trustees, and other OWU friends also offer to help by assisting with travel experiences for students, securing internships, placing students in research laboratories, and creating volunteer service opportunities. In February, global businessman and OWU alumnus Robert Bauman ’53 gave the University \$400,000 to help support international travel-learning opportunities, thus establishing The Robert Bauman Travel Learning Endowment Fund and a new Bauman Fellows program.

“Bauman Fellows will set the standard for rigorous learning that connects theory to

practice using travel-learning as a transformational educational tool,” says Jones, adding that “Bob Bauman’s generous gift allows our students and faculty to obtain an even deeper knowledge of their subject matter and an even richer understanding and appreciation of different cultures.”

The September OWU faculty meeting will include reports on The OWU Connection pilot programs, time for discussion, and then, a vote of the faculty in January to ascertain whether to extend the pilot programs or make them part of

OWU’s curriculum.

“We are moving toward creating a curricular initiative to help students along the path of intellectual independence,” says Stinemetz. “We are, most importantly, encouraging them to take full advantage of their liberal arts experiences and to become independent thinkers.” Thinkers and leaders who reflect the essence of a liberal arts education.

“Our vision is to offer an education that creates a new generation of moral leaders for a global society,” says Jones. “Leadership requires critical and analytical thinking skills, the ability to solve complex problems, the ability to work with groups of people including individuals from diverse cultural backgrounds, the ability to communicate well, and the ability to make important value judgments. In an era of an unprecedented pace of change, these capacities prepare students to be lifelong learners who are positioned for leadership in any sector of our society.”

*Pam Besel is Director of Internal Communications and Editor of the OWU Magazine.*



*“Plants and People in Oaxaca, Mexico” was a travel-learning interdisciplinary course team-taught by Professors David Johnson and Nancy Murray. The travel team studied relationships between plants and people and also focused on non-commercial plants still being used in Southern Mexico for food, medicine, and more.*





## A PROFESSOR'S VIEWPOINT Studying the Ecology of the Amazon Rainforest

In the classroom, we had talked about the role of the Amazon region in global environmental change, the ecosystem services the forests provide to people, how plants influence and respond to climate, and the human pressures on this ecosystem. However, the experiences we gained during our travel-learning program in Brazil made these ideas real for the students in a way I never could have if we had only stayed on campus. Actually seeing the clouds created by trees that make rainfall for the entire region, hiking through the forests that absorb vast amounts of carbon from the air, and talking with people who make their living from the forest and the land deepened our understanding to a whole new level.

An exciting part of the travel-learning experience is how much you learn as a professor, by including items in your itinerary that you have less familiarity with, and using local experts to educate the entire group. It was refreshing to be a learning partner with my

students and I think it is good for them to see their professor as someone who can still be surprised and excited by new information, not just as an expert who “knows everything.”

The people we met in Brazil were welcoming and generous in their sharing of information, and inspiring in their creative approaches to environmental challenges in the Amazon region. We met with experts in ecology, ecotourism, and environmental education, and with the owners of small-scale sustainable businesses. In the classroom, we had focused on the environmental problems in the Amazon; on our trip, we saw some of the solutions.

*Laurie Anderson, OWU Associate Professor of Botany-Microbiology  
Travel-Learning Course: “Global Change, Ecology, and  
Environmental Sustainability”  
May 10-23, 2011*

*Seven members of OWU's Opera Theater group and their professor, Jason Hiester, were part of a theory-to-practice trip to Salzburg, Austria for the Salzburg Festival. Pictured: Sarah Kenny '11 taking a singing lesson with Master Teacher Tom Enman.*



*Ismael, a weaver in Oaxaca, Mexico, shares his knowledge of yarn with Abby Docktor '11.*





During the past year, **more than 160 Ohio Wesleyan students and faculty members participated in OWU's theory-to-practice and travel-learning expeditions to more than 30 countries of the world.** Eager to share their experiences and momentous discoveries, these world travelers speak out in unison about what they say have been the best learning experiences of their lives. Here are just a few examples of what Ben Wildavsky, senior scholar of the Ewing Marion Kauffman Foundation and author of *The Brain Drain*, refers to as “free trade in minds”—as OWU students share what they have observed, felt, unveiled, and celebrated with people of different cultures, ethnicities, political persuasions, socio-economic levels, and values worldwide.

“My experience confirmed that I want to be a doctor. Working in South Africa was one of the hardest things I've ever had to do. This was when I realized that medicine is not just a science; there's a social aspect to it.”

**Rejoice Ngongoni '11**

THEORY-TO-PRACTICE GRANT TO STUDY THE HEALTH SYSTEM AND HEALTH CARE DELIVERY IN DURBAN, SOUTH AFRICA

“The summer research and theory-to-practice grant experiences I have had over the past several years allowed me to develop my passion for bats, and the Fulbright I received is a culmination of these experiences. I cannot even begin to express how excited I am to begin this part of my career.”

**Kristen Lear '11**

THEORY-TO-PRACTICE GRANT TO WORK ON BAT HOUSE DESIGN/ CONSERVATION AND ECOSYSTEM SERVICES

“Prior to our travels, I knew about the existence of autonomous communities with alternate world views, but the turning point for me was seeing the Zapatista lifestyle actually being lived. When I saw how happy and functioning the community is, it really clicked with me that other points of view and narratives and structures of government could actually function when put into practice in the real world.”

**Ellen Platt '11**

TRAVEL-LEARNING TRIP TO STUDY MODERNITY, COLONIALISM, AND GLOBAL PERSPECTIVES IN CHIAPAS, MEXICO







As a science major, I don't have a lot of time to study abroad, but this travel-learning trip made it possible. I think that you need to travel to be a global citizen.

**Victoria Wehner '13**

TRAVEL-LEARNING TRIP TO ATHENS, GREECE TO SEE A HISTORICAL PERSPECTIVE ON GLOBAL CITIZENSHIP AND LEARN ABOUT THE RIGHTS AND DUTIES OF A GLOBAL CITIZEN

While many differences exist between people, true value can be found through observing but also by understanding those differences. Understanding leads to acceptance rather than fear. The history we learned [about Vietnam], friendships we made, and stories inspired from our travels will only strengthen our relationship with Vietnam.

**Megan Hoffman '12**

TRAVEL-LEARNING TRIP TO STUDY THE HISTORY, POLITICS, AND CULTURE OF VIETNAM

As an economics major, I was able to look at the issues of sustainability and ecotourism through an economist's lens. That it takes months for people in Costa Rica to set up bank accounts or start businesses amazed me.

**Alex McCarty '12**

TRAVEL-LEARNING TRIP TO STUDY SUSTAINABILITY, ECOTOURISM, AND ECONOMIC CERTIFICATION IN COSTA RICA

OWU's Theory-to-Practice program at an institution such as the New York Botanical Garden builds understanding. I want my students to learn how to learn. Course content will stay with them for only as long as they use it. They have to have the tools to foster their own learning.

**David Johnson, Professor of Botany-Microbiology**



# UC 160: An opportunity

## How pilot academic course is

By Andrea Misko Strle '99





# unity to connect – inspiring first-year students

## Connecting.

Connecting with campus, connecting with faculty, and connecting with each other. Those are the goals of an Ohio Wesleyan pilot academic course, UC 160: The Connection, offered for the first time in fall 2010 to a group of 144 first-year students.

>>>>>>>>>>>>>>



LED BY FACULTY MEMBERS FROM VARIOUS DISCIPLINES, THE STUDENTS, DIVIDED INTO NINE SECTIONS, MET AT NOON ON WEDNESDAYS TO DISCUSS A VARIETY OF TOPICS AIMED AT HELPING THEM TAKE FULL ADVANTAGE OF THEIR COLLEGE EXPERIENCES AND LEARN ABOUT THEMSELVES AND EACH OTHER.

“I think UC 160 was an enjoyable ‘Intro to College’ program,” says sophomore Sophie Crispin, whose UC160 classmates, lived as she did, in Bashford Hall. “It was thought-provoking and it encouraged students to be active on campus. We regularly met people we would be seeing, which aided in community building.”

Ideas for this new course and a new curricular initiative called The OWU Connection began taking shape in January 2008 and were piloted in Fall 2010. The program reflects OWU’s commitment to offering students challenging coursework that connects theory to practice and prepares students for citizenship and leadership in today’s global society.

UC 160 is one of four elements that makes up a new curricular plan, which includes course networks, additional travel-learning courses, and expanded theory-to-practice opportunities.

The experiences began last summer, as students read the best-selling *Outcasts United*, by Warren St. John. This common reading experience was well-received by UC 160 students, who described the book and subsequent discussions in class as “great,” “interesting,” and “inspiring.”

The book tells the true story of a refugee soccer team and an amazing woman who coaches them in a small Southern town dealing with the process of refugee resettlement. The reading complemented the course because it promoted discussions about diversity and community building.

“My students were particularly inspired by the book we were required to read and went online and did a lot of extra research about it,” says theatre & dance professor Bonnie Milne Gardner ’77. “They even wished we could spend more time than was allotted to it.”

Psychology professor Lynda Hall’s UC 160 students were so moved by the summer reading that they chose to collect funds for the Fugees Family organization for their group project. They raised \$501.51 that they sent to the Fugees organization ([www.fugeesfamily.org](http://www.fugeesfamily.org)) which works with child survivors of war.

“The students attended OWU football, basketball, soccer, and volleyball games, and asked for donations from those attending,”



says Hall. “I think my students enjoyed the activity and were proud to contribute to an inspiring group.”

In another assignment related to the reading, UC 160 faculty asked their students to find some event – a meeting, activity, club, or something off campus – where the group was unlike themselves in some way. They were to attend that event to see what it felt like to be different.

“It worked to differing degrees,” says physics and astronomy professor and Associate Dean of Academic Affairs Barbara Andereck, who also served on the assessment committee for The OWU Connection. “It did accomplish having students step back and think about what they think about people.”

Assistant Professor of Journalism Melinda Rhodes says her UC 160 students participated in an ethnographic study of a community, group, organization, or campus office that the students wanted to know about. Some of her students chose the *Common Texts* interfaith campus group.

“They spent quite a bit of time immersing themselves and came away with a new understanding of the complex issues of faith and religious practice in the contemporary world,” Rhodes says. “The students said if they hadn’t received the assignment, they would never have thought about this group as a place to explore.”







**“On the positive side, the retention and GPA of students were higher in those students enrolled in UC 160 than students who were not enrolled in the course.”**

That’s what the course can do: open doors to literal and figurative rooms we never might have ventured into.”

Students also watched the documentary *Babies*, which followed four infants – one each from the U.S., Malaysia, Africa, and Japan – from birth through their first year of life. The movie sparked healthy discussion and students later incorporated their own baby photos into a project for class.

The larger goals of the course are to help students establish a stronger connection to the OWU campus, says Dean of Academic Affairs Chuck Stinemetz ’83, who chaired the task force that developed the new curricular initiatives and is the administrative member of the Academic Policy Committee, which is charged with implementing the curricular pilot programs.

“We have attempted to help students establish that connection through the creation of an intellectual, low-risk experience, increasing their awareness of what the academic experience can afford them,

promoting their connection to both curricular and co-curricular opportunities on campus, and helping them better understand the value of diverse curricular and co-curricular experiences with peers, faculty, and staff with differing life experiences and perspectives,” Stinemetz says. The establishment of UC 160 was led by Professor of English Marty Hipsky, former associate dean of first-year students.

Gardner says she tried to make her weekly class very informal and give her students a chance to direct a lot of their activities, allowing them some ownership of the course.

“They seemed to appreciate the regular opportunity to relax and ask questions about things that had come up during the week,” she says. “One of the more energetic meetings was when we were discussing expectations for classroom behavior – and how they might be different from high school. We split into small groups, and each one created a skit demonstrating inappropriate classroom behaviors. They had a blast.”

The UC 160 course will continue in its second pilot year this fall with a new batch of freshmen, a fresh assortment of faculty, and, likely, a few tweaks to the program, Stinemetz says. The committee working on the initiative will take into consideration the experience of UC 160 faculty from the first year, surveys UC 160 students filled out, and their own observations.

“The feedback has been positive in general with some suggestions for improvement,” Stinemetz says. “On the positive side, the retention and GPA of students were higher in those students enrolled in UC 160 than students who were not enrolled in the course. Different students enjoyed different aspects of the course, but the overall concern was that we were trying to do too many things at one time and we needed to focus on fewer course objectives.”

Students would have preferred to spend more time discussing the summer reading, Stinemetz says. Other students preferred a different class time, because the noon hour conflicted with numerous student-organized clubs and events.

Sophomore Kelsey Ullom, daughter of OWU’s Vice President for Student Affairs Craig Ullom, says she choose to take the course at the suggestion of her father and academic advisor and was glad she did.

“UC 160 helped to acclimate us here,” she says. “It was nice having a group of students you got to know. This course has great potential to be even bigger on campus.”

*Andrea Misko Strle ’99 is Class Notes Editor of the Ohio Wesleyan Magazine and a freelance writer in Columbus, Ohio.*





# BEYOND INTERDISCIPLINARY: OWU'S UNIQUE COURSE CONNECTIONS NETWORKS

The Course Connections this year include one or more courses from each of the following departments and programs:

**American Landscape:**

Botany-Microbiology, English, Fine Arts Geography/Geology, History, Religion

**Crime, Responsibility, and Punishment:** Botany/Microbiology, Philosophy, Politics and Government, Psychology, Sociology/Anthropology

**Equity and Social Justice:**

Economics, Education, Music, Philosophy, Sociology/Anthropology, Women's and Gender Studies, Zoology

**Food: How Production and Consumption Shape Our Bodies, Our Cultures, and Our Environment:**

Botany-Microbiology, English, Physical Education, Psychology, Zoology

**Four Corners:** Botany-Microbiology, English, Fine Arts, Geography/Geology, Physics/Astronomy, Sociology/Anthropology

**Modern Life and Its Discontents:** English, Philosophy, Politics and Government, Theatre & Dance, Zoology





## Six new options to be introduced this fall

The Course Connections networks are the newest and most creative of the curricular initiatives rolling out across the Ohio Wesleyan campus during the next academic year, says Chuck Stinemetz, Dean of Academic Affairs.

“Course Connections are networks of courses that enhance students’ understanding by presenting a single subject from a variety of disciplinary viewpoints,” Stinemetz explains. “They are topical, not restricted by discipline.

“For example,” he continues, “suppose students want to learn about criminal justice. In many schools, there’s some sort of criminal justice minor that generally is pretty narrow in scope. However, OWU’s Course Connection *Crime, Responsibility, and Punishment* will include courses from sociology, politics and government, history, philosophy, psychology, microbiology, and neuroscience. As students take courses in that network, they will get a comprehensive look at the biological and social factors influencing criminal behavior, as well as related aspects such as law and morality. They will gain a wide, deep understanding of a topic. They will become more creative thinkers and problem solvers, less likely to jump at the easy or most obvious solution. It’s what the liberal arts are all about.”

The ideas for the six Course Connections that will be introduced in 2011-2012 arose from

faculty working groups, and faculty members are enjoying the challenge of creating the networks. “The connection concept resonated with the faculty,” says Barbara Andereck, who is both a physics and astronomy professor and the University’s Associate Dean of Academic Affairs. “They are really engaged in the process. Twenty-one departments and programs have at least one course in a network. And when students catch the faculty excitement, they get excited, too.”

Professor of Botany-Microbiology David Johnson and Professor of English Lynette Carpenter, who will be leading *American Landscape*, one of the largest networks, can attest to the faculty’s excitement. “In the Connections meetings, we’ve shared ideas and resources,” says Carpenter. “We’ve had ‘show-and-tell’ sessions where we talked about the course we teach and how it fits into the *American Landscape* connection. We’ve read the same selections and talked about how our various disciplines affected our response to those readings. We’re disciplinary, but we’re curious, too, and we want students to see that as faculty members we’re stimulated and happy to be learning from our colleagues in other disciplines.

“We preach lifelong learning to our students, and now we want to practice what we preach,” Carpenter goes on. “For example, Nancy Murray [Botany-Microbiology] sent me a list of plants and asked if there were any allusions to those particular species in literature. That involved a fair amount of looking.”

“And Lynette has taken nature walks with botanists,” Johnson says. “I think we

introduced her to more sycamore trees than she knew existed, all because she was reading literature in which sycamores figured prominently.”

“One thing that’s particularly interesting about the Course Connections is that they will evolve over time,” Stinemetz says. “Interdisciplinary minors, which some other schools have, tend to become ‘forever’ things set in stone. But a Course Connection can grow, change, or even disappear, to be replaced by another network. To me, the most important thing about the networks is that they come from the desire of both faculty and students to learn in different ways.”

“Many of the networked courses also will satisfy distribution requirements – and in a more deliberate and carefully considered way,” says Carpenter. “That’s appealing to students.”

Others also are intrigued about the possibilities of this approach. “The [Andrew W.] Mellon Foundation gave the University a two-year, \$100,000 Officer’s Grant to support our curricular efforts,” Andereck says, “and the [Course Connections] aspect was something they liked very much.”

“It’s possible we’re in the vanguard of something very important,” Stinemetz says. “We haven’t been able to find another school that’s doing anything exactly like this.”

Adds Andereck, “It’s doubly exciting to think we might be breaking new ground and making a contribution outside our own institution.”

*Gretchen Hirsch is a writer in the Office of Marketing and Communication at Ohio Wesleyan.*

## STUDENT FOCUS GROUPS ON BOARD WITH COURSE CONNECTIONS

As Course Connections were being considered, students were asked what they thought about the concept. Here’s some of what they said:

□ “It gives you ... a specialty and makes you an ‘expert.’ Not only would you have a major when you

graduate, you’d also have a topic you’re knowledgeable about.”

□ “I like [the idea] because I’m undecided. I can look at a wide range of courses and then decide which area of the topic interests me. This could help me choose my major.”

□ “I like the fact that the professors are collaborating.”

□ “I noticed that in a lot of them you are going to be meeting with other students in the same connection and working with them a lot. That’s helpful because it gives you

almost a ‘support group’ ... and it’s usually not until you get into your major that you find people to connect with as study partners. I think meeting people so early in your college career ... would definitely help academically.”

□ “I think it makes them less scary. I noticed that Crime has a neuroscience component and Four Corners has a biology component, which would normally be scary, but when you contextualize it like this ... you don’t feel as overwhelmed.”



# Bishop Battles >>



**“Events like this create community. Our officials were thrilled with the number of volunteers. Everyone came together and got involved — special thanks to the countless hours volunteered by our OWU Track & Field team.”**

**— Kris Boey, OWU Head Track & Field Coach**







# Day or Night,

Ohio Wesleyan was the place to be during the **2011 Division III NCAA Track & Field Championships.**

To view additional championship photos, go to:  
[gallery.owu.edu/galleries/2011NCAATF.html](http://gallery.owu.edu/galleries/2011NCAATF.html)





# Sharif Kronemer Garner's Top Honor at Dale Bruce Awards Dinner

OHIO WESLEYAN JUNIOR SHARIF KRONEMER WON THE HIGHEST HONOR AT THE SEVENTH ANNUAL DALE J. BRUCE SCHOLAR-ATHLETE AWARDS DINNER HELD APRIL 14.

The program is named in honor of Dale Bruce '52, an All-America football end at OWU and longtime supporter of Battling Bishop athletics. A member of the men's cross country and track & field teams, Kronemer received the Presidential Award, recognizing the University's top athlete and student.

Receiving Top Ten Awards at the dinner were juniors Alex Bailey, Kale Booher, Mackenzie Conway, and Nate Fridley, and seniors Kayla Gordon, Kyle Herman, Sarah Ingles, Lainey Kekic, Sean Patrick, and Pam Quigney.

The Dr. Jay Martin Award honoring the top male senior student-athlete went to Tyler Wall, a member of the men's soccer team. The Nan Carney-DeBord Award, recognizing the top female senior student-athlete went to Kat Zimmerly, a member of the women's track & field and cross country teams.

The Dr. Richard Gordin Award, recognizing the student with the highest cumulative grade point average among senior male student-athletes went to Kyle Herman.

The Mary Parker Award, recognizing the student with the highest grade point average among senior female student-athletes was awarded to Laura VanHoey. OWU's women's tennis team received the Robert Strimer's Director's Cup awarded to the team with the highest cumulative



grade point average. And finally, OWU's athletic department presented the Town-Gown Award to OhioHealth, in recognition of longstanding relationships with and support

of Ohio Wesleyan student-athletes and athletic programs.



## OWU Athletics Hall of Fame 2011 Inductees

LEE ABERNETHY 1961 Football

CRAIG ANDERSON 1997 Football

FRANK BOOK 1974 Coach

JONI MANOS BROWN 1978  
Field Hockey

STEPHANIE MOSS LEINDECKER 2001  
Track & Field

FRANCESCA SMITH 1993 Lacrosse and  
Field Hockey

JONATHAN VAN HORN 2001 Soccer and  
Basketball

JESSICA VIERTLBOECK 2001 Basketball

BRENT WEAVER 1998 Baseball and  
Basketball

LESLIE WELSH BOEY 2001  
Basketball, Volleyball, Softball

OHIO WESLEYAN UNIVERSITY PRESENTS

# Alumni Journey to India

December 30, 2011-January 11, 2012



Join Ohio Wesleyan professional staff members, alumni, and friends on an exclusive exploration of India from December 30, 2011 - January 11, 2012. Rich in its heritage, cultures, languages, and now emerging as one of the world's fastest growing economies, India is a country of contrasts, in which temple elephants and ancient palaces coexist with computer software companies.

Arrive at a "Meet and Greet" welcome at Delhi Airport and tour the colorful bazaars of Old and New Delhi, the Masjid Mosque, The Red Fort (once known as the Eighth Wonder of the World), the tomb of Mughal Emperor Humayan, and the India Gate. Explore Varanasi and take a sunset cruise on the Ganga or Ganges River while experiencing Hinduism's ancient and iconic rituals. Visit Khajuraho's Famed Temples and the ruins of Orcha with its archaeological treasures built 400 to 500 years ago. Travel to Agra and be greeted with a folk music and dance performances by a local artists' troupe; then see the Taj Mahal, one of the Seven Wonders of the World. Ride on a colorfully caparisoned elephant (Jeeps optional, no charge) at Jaipur's Amber Fort and Palace as you ascend up the ramparts of the fort — and later, enjoy dance, music and an acrobatic performance during the Rajasthani Cultural Show. Stay at Chennai's Mahabalipuram Beach on the Bay of Bengal. And much more.

Upgraded vehicles and air travel will be utilized within the country as will some train and road travel as appropriate and where it provides unique experiences not found elsewhere.

**COST: \$4,865** (double occupancy, plus air)  
TBI Tours Co.

For more information, contact OWU's Alumni Relations Office at 740-368-3325 or visit myOWU at [community.owu.edu/alumnijourneys/india](http://community.owu.edu/alumnijourneys/india)





# A LANDMARK RENEWAL

*Ohio Wesleyan University Breaks Ground for Stuyvesant Hall Renovation*





**WHEN GORDON SMITH '54 THINKS ABOUT STUYVESANT HALL, HE IS TRANSPORTED BACK TO A TIME SHORTLY AFTER MIDNIGHT ON A SATURDAY MORNING DURING HIS TIME AS AN OWU STUDENT.**

Smith recalls that after Stuyvesant Hall's signature bell tower chimed at 12:30 a.m. – curfew for the young women who lived inside – he and all of his fellow Delta Tau Delta fraternity brothers walked over to the outdoor courtyard 15 minutes later to serenade the female freshmen with love songs and other musical melodies.

“That, indeed, is a pleasant memory,” said Smith, who later married Helen Crider '56, a current Life Trustee for the University.

Helen Crider Smith also spoke during the groundbreaking ceremony, held May 12 in the Stuyvesant Hall courtyard. The Potomac, Maryland, couple are among the many OWU alumni and friends making contributions to fund the 15-month, \$15-million renovation project, which will result in the chimes' ringing once again.

As she stood at the lectern, Helen Smith noted that she was able to look up at the

university to break ground this spring.

Helen Smith said the energy created by the anonymous gift has been palpable. “It was exciting to see many people who felt the same way joining hands to seize the moment. Now we can't wait to see the final project.”

The renovation will transform 74,000 square feet of Stuyvesant Hall, one of 11 Ohio Wesleyan buildings on the National Register of Historic Places. The project will add a new south entrance, new courtyard terrace, and environmentally friendly elements including energy-efficient heating, cooling, and lighting. The university will register the project with the U.S. Green Building Council, which reviews construction and awards LEED (Leadership in Energy and Environmental Design) certification.

Wendy Piper, OWU's Assistant Dean of Student Affairs and Director of Residential Life, said the renovated building will be an integral part of the residential campus experience provided by Ohio Wesleyan.

“It is our belief and philosophy that what makes an Ohio Wesleyan education distinct is the immersion and engagement in a residential community where leadership skills are honed, lasting friendships are made, and life lessons

Mike Long '66, Chairman of the Ohio Wesleyan Board of Trustees, thanked all of the project donors and recognized President Rock Jones for working “tirelessly and at a feverish pace” to meet the funding challenge and pushing the project forward. Long called the feat “nothing short of remarkable.”

Jones said he remembers touring Stuyvesant Hall in 2007, when he still was a candidate for the OWU presidency. Jones said he and his wife, Melissa Lollar Jones, were struck by the building's beauty.

“I remember thinking, ‘What a treasure and what a need,’ ” Jones said, adding his thanks to the Trustees and the project's many donors and supporters for “sharing and fulfilling the vision for renovation.”

“What a great day. What a great day, Evan Corns, to be a Bishop,” Jones said, borrowing a favorite phrase from Corns '59, an Alumni Trustee from Pepper Pike, Ohio.

Though the \$5 million anonymous challenge has been met, fund-raising will continue for the Stuyvesant Hall project and other OWU campus priorities. Jones said he is especially gratified that, to date, 83 percent of the people approached to support Stuyvesant



second-floor window of the Stuyvesant Hall room she called home back when the building was in its prime.

Smith said she is excited that the renovation project will restore the beauty of the historic structure and make it “even more functional for the way students live today.”

Although the renovation of Stuyvesant Hall had been an OWU priority for many years, the project rocketed forward in February, when the university received an anonymous \$5 million challenge gift to support the project. The gift urged the

are learned—all which complement [students'] academic and classroom experiences,” Piper said, adding that she is excited to see Stuyvesant Hall once again become an in-demand location for students to live.

Tim Carney '12, Vice President of the Wesleyan Council on Student Affairs (WCSA), agreed with Piper, telling the crowd that despite Stuyvesant Hall's rich history and tradition, students have considered it “hot, dirty, and old.”

“This renovation sets a new benchmark for residential life at OWU,” said Carney of Berkeley Heights, New Jersey.

Hall have made contributions.

“That's almost unheard of,” Jones said, “and it speaks volumes about the power of the OWU residential campus experience and the love our alumni and friends have for the university. I'm grateful for this outpouring of support.”

Learn more about supporting the Stuyvesant Hall renovation and other Ohio Wesleyan initiatives at <http://giving.owu.edu>.

*Cole Hatcher is Director of Media and Community Relations for the Office of Marketing and Communication*



# ROCK'S AMAZING RACE

By Linda Miller O'Horo '79



A TEAM OF STAFF MEMBERS IN OWU'S ANNUAL GIVING AND MARKETING AND COMMUNICATION OFFICES JOINED FORCES TO PRODUCE "ROCK'S AMAZING RACE," A CAMPAIGN FOR THE OHIO WESLEYAN FUND. Formerly known as the Annual Fund, the Ohio Wesleyan Fund supports core functions of the University and the educational experiences of students.

The two-month campaign was loosely based on *The Amazing Race* television show and designed to create excitement and buzz among the OWU community. Eight OWU students — divided into four, two-person teams — competed in four epic challenges across campus. Competitors included Pam Quigney '11, and Stephanie Literski '11, Alex Bailey '11, and Chris Marshall '12, Kale Booher '12, and Kyle Herman '11, and Kat Enders '12, and Tyler Cordell '11.

Each Monday, a new video challenge was released on the race website and e-mailed to alumni, parents, and friends — who were invited to vote for their favorite team and join the race

through a donation to help meet the 2011 fund participation goal of 6,500 donors. During the life of the campaign, nearly 1,500 people donated to the Ohio Wesleyan Fund.

"The integration of several media platforms, including social media, made this campaign unique for OWU," explains Cherilyn Theisen, associate director of marketing and communication and web specialist, who co-managed "Rock's Amazing Race" with Jayn Bailey, director of the Ohio Wesleyan Fund.

"It wasn't just a website accompanied with print materials. The campaign's inclusion of e-mail, YouTube, Facebook, and other new media platforms engaged alumni and created an energized community around the race. It was exciting to see all the sharing and commenting," Theisen says.

"We quickly reached 500 shares and likes, which resulted in 164,000 impressions on Facebook — meaning friends of friends of friends were spreading the word about the race at a rate we had only hoped for. We were happy to see the support and pride in OWU."

In conjunction with other University efforts, the eight-week campaign helped raise more than \$675,000 for the Ohio Wesleyan Fund.

"We're asking people to become engaged by 'liking' us on Facebook, voting for a favorite team, and making a gift to the Ohio Wesleyan Fund," says Bailey. "Having an integrated multimedia campaign creates more opportunities for alumni, parents, and friends to engage with us. And we're receiving positive feedback that it's a dynamic campaign. We want to make donating to the Ohio Wesleyan Fund an ongoing practice, as well."

The winning team was Alex Bailey and Chris Marshall, the Orange Team, with more than 340 votes. The second team was Pam Quigney and Stephanie Leterski, the Green Team, with nearly 300 votes.

Thanks to all who participated in the race. If you haven't seen the race yet, check it out at [www.therace.owu.edu](http://www.therace.owu.edu).

*Linda Miller O'Horo '79 is Assistant Director of Media Relations for the Office of Marketing and Communication*



## Supporting Summer Science Research — and OWU

FOR TIM BOWDEN '67, THE LOVE OF LEARNING THAT WAS INSPIRED AT OHIO WESLEYAN UNIVERSITY GREW INTO A LIFE DEDICATED TO ACADEMIA, RESEARCH, AND IMPROVING LIVES. Graduating nearly 40 years ago from OWU with a double major in chemistry and physics, Tim spent his professional career in cancer research, and he credits his liberal arts education for preparing him for the rigors of both academia and life. To honor that impact and to support future students of Ohio Wesleyan, Tim became a member of Ohio Wesleyan's Tower Society, creating an endowment in support of the Summer Science Research Program.

After graduating from OWU, Tim went to graduate school at the University of Wisconsin-Madison, where he earned his Ph.D. in cancer research. He did post-doctoral training in Heidelberg, Germany, and was ultimately recruited to the University of Arizona, where he has remained throughout his career. Last year, Tim retired from the university, but he continues to teach and conduct research on campus. During his time at the University of Arizona, Tim's primary research has been skin cancer causation and prevention.

"There is an epidemic of skin cancer in the United States, particularly in the Southwest," he explains. "I'm interested in looking at new ways to prevent skin cancer."

Outside of his work, Tim enjoys life with his wife, Diane, who he married in 1966. Together they enjoy spending time outdoors, including backpacking and mountain climbing. About four years ago, Tim was diagnosed with Parkinson's disease, and he and his wife recently completed a climb of Mount Lemmon in Tucson to raise money for an exercise program for Parkinson's patients.

"Diane has been very supportive of me since my diagnosis, as she has my whole life," Tim explains.

"In doing this climb together we raised \$8,500 for the program." Tim considers his life to be a full



*Tim and Diane Bowden*

one, marked by an appreciation for both his own fields and many other areas. "OWU prepared me for my academic career, but it also gave me an appreciation for the humanities, arts, and music. This broad education benefited me not only in my chosen career, but life in general," he says. Tim also has a deep appreciation for the small-classroom setting at OWU that allowed him to receive great attention from his instructors.

"I once took a physics course with two students in it," he recalls. "I received a lot of encouragement and personal mentoring that has carried into my career and how I teach." Specifically, Tim recalls his relationship with Professor Robert McQuigg, a chemistry professor with whom he still keeps in touch. "I was Dr. McQuigg's first summer research student, and I try to emulate the mentorship he gave me during that time in my own career."

OWU's Summer Research Program had a great impact on Tim, as evidenced by his endowment for the program.

"This program was so valuable to me, and I think it can be very valuable to many students who can have that experience of gaining new knowledge and being active in research opportunities." Through his participation in the Tower Society, Tim remains connected to OWU and helps to ensure that this important program will be a part of the OWU experience for years to come.

— Amanda Zechiel '09 is a freelance writer in Columbus, Ohio.



THE TOWER SOCIETY <http://giftplanning.owu.edu>  
[giftplanning@owu.edu](mailto:giftplanning@owu.edu) (740) 368-3078





# COMING HOME FOR ALUMNI







## WEEKEND 2011



HUNDREDS OF OHIO WESLEYAN ALUMNI REUNITED WITH FRIENDS AND CELEBRATED THEIR CLASS REUNIONS ON CAMPUS DURING ALUMNI WEEKEND 2011 ON MAY 13-15. Seeing old friends and making new ones; catching up on OWU news and accomplishments of students, faculty, and staff members; and celebrating the lives and accomplishments of fellow alumni were the highlights of this special weekend.

Beginning with Friday's 50th Reunion lunch for the Class of 1961, other events of the day included Alumni College presentations by Jack Winters '61 and Bruce Alton '61, as well as reunion diploma awards for those celebrating their 50th reunion, several receptions, and the festive Blues & Barbeque dinner on the JAYwalk with live music by the Kansas City Jammers. Then it was on to a night of class parties and reunions and preparation for Saturday morning's Alumni Recognition Ceremony and presentation of prestigious — and well-earned — alumni awards, including the Distinguished Achievement Citation (DAC) awards.

Receiving this year's DACs were Bruce Alton '61, Fred Manske '61, John Keltner '61, and Shirin Siddiqi Tahir-Kheli '61. Also recognized with Alumni Awards were Marsha Herrmann Tilden '81 and Jack Winters '61. As OWU President Rock Jones thanked everyone for attending the program, eager alumni began lining up for the traditional Parade of Classes, culminating in Branch Rickey Arena for the All-Alumni Luncheon. Highlights of the luncheon included remarks from Craig Luke '85, President of the Alumni Association Board of Directors, and a generous class gift presentation to OWU from the Class of 1961 — a check for \$865,000! Following President Jones' University updates, alumni moved on to an afternoon of Alumni College classes including presentations by Tahir-Kheli, Doug Dittrick '55, and Carl Harris '56, and the Class of 1961 Gateway dedication in Chappellear Drama Center. The evening was capped off by numerous class reunion dinners at various locales and dancing. The next morning's Convocation program featured a performance by the Alumni Choir and inspiring remarks by Phil Roach '61.

For a more detailed view of Alumni Weekend scenes, please visit our photo gallery at [gallery.owu.edu](http://gallery.owu.edu)



# New Computer for Professor Emeritus Verne Edwards

OWU ALUMNI GIVE SOMETHING BACK TO THEIR PROFESSOR

Ohio Wesleyan's Professor Emeritus of Journalism Verne Edwards is becoming more tuned into technology every day, thanks to his new computer and the generosity of several of his former students.

Spearheaded by Tom Goodman '76, owner of Goodman Media International, Inc., with hearty support from more than a dozen alumni and Edwards' two daughters, Nancy Johnson and Debby Burke, the effort to, as Goodman says, "bring technology and the world of journalism into Verne's home" on behalf of all of his former students, became a reality just a few short months ago.

Goodman called Edwards to stay in touch a few times a year, always thinking how wonderful it would be also to communicate via e-mail.

"Then it dawned on me that here is a professor who taught us so much about journalism, news, and ethics, and who needs

to tap into the world of technology," recalls Goodman. Putting a plan into action, he and fellow alumnus Chip Visci '75, associate vice president of strategic communications at California Polytechnic State University, began contacting several alumni who had graduated from OWU in the 1970s and 80s.

"I knew we could raise the money [for a computer] in a nanosecond," says Visci. Within hours of e-mailing several former classmates, the duo had raised more than half the money needed, reaching their goal a few days later. The possibility of e-mail correspondence with Edwards was actually about to happen for Visci and the other alumni.

"Not only has Verne been an inspiration to all of us, but he also is a terrific writer," says Visci. "His razor-sharp commentary is delightful, although I must admit it wasn't always pleasant when the bull's eye of his red pencil was my work on *The Transcript*." It was

Edwards' critiques during lessons and his passion about journalism and its role in our democracy—and the high standards he set for reporting, editing, writing, and professional ethics—that all of his students remember most.

"It's no secret that Verne was demanding in the classroom and about the work we did on *The Transcript*," says Tom Jolly, associate managing editor of *The New York Times*, sharing how attentive and helpful Edwards also was to his students outside of the classroom, as well as to his former students.

"I don't know where my career would have gone if he hadn't been there to help me get back into journalism after a two-year foray into politics right out of college." Realizing politics wasn't the path he wanted to follow, Jolly turned to Edwards, who then recommended him for a job at *The Delaware Gazette*. And the rest is history. Jolly's





sentiments are shared by many other Ohio Wesleyan journalism graduates who had the opportunity to learn from the legendary Verne Edwards.

“I had many first-rate professors at OWU, but I frequently tell people that Verne was the greatest college professor anyone ever had, anywhere,” says Gordon Witkin ’77, managing editor at the Center for Public Integrity, a non-profit group focused on investigative journalism. “Major credit goes to Tom Goodman for initiating and organizing this effort. Given how little of journalism is on paper these days, the idea of Verne’s not having access to the Internet was really unthinkable.”

The following OWU alumni contributed toward Edwards’ new computer, on behalf of all of his former students: Bob DiBiasio

’77, Jeff Fruit ’74, John Glascott ’75, Tom Goodman ’76, Sue Headden ’77, Jim Henke ’76, Tom Jolly ’77, Rick Jones ’74, Rick Marks ’74, Bruce Mohl ’76, Greg Moore ’76, Byron Pitts ’82, Tom Stinson ’75, Chip Visci ’75, and Gordon Witkin ’77.

With his new Dell computer stationed on his desk at home, Edwards is busy these days working with his computer tutor, learning about the power and pitfalls of computer technology. Within hours after another of Edwards’ students, Rick Marks ’74, departed from a visit at the Edwards home, an e-mailed note of thanks had been sent to the alumni group by their professor.

While Edwards claims he has no interest in blogging, he likes the e-mail opportunity he now has.

“This [computer] was a marvelous gift

and I do appreciate the wonderful thing my former students have done for me.”

Edwards’ new e-mail address is **verne.edwards23@gmail.com.**

*Pam Besel is Director of Internal Communications and Editor of the OWU Magazine.*







## OWU FRATERNITIES AND SORORITIES STATS AND FACTS 2010-2011

*Current members: 530 (30 percent of OWU student body)*

### PANHELLENIC RECRUITMENT

- 99 bids were distributed by five Panhellenic chapters
- Quota per house increased this year to 19 women, in comparison to eight per chapter last year

### MEN'S FORMAL RECRUITMENT

- 78 bids were accepted from men of our seven chapters

### NPHC INTAKE PROCESSES

- Alpha Kappa Alpha and Delta Sigma Theta completed their new member intake processes with their citywide chapters; one OWU student joined
- Phi Beta Sigma is making efforts to be a recognized student organization

### SERVICE & PHILANTHROPY

- During the 2010-2011 academic year, OWU Greek organizations donated more than 6,000 hours of service and raised more than \$27,000 for the organizations' various local and national philanthropic partners

### GREEK AWARDS

- Advisor of the Year - Traci Kennedy-Brockfield '01 (Delta Zeta)
- Alumni Relations - Delta Gamma
- Bishop's Trophy (Men) - Kyle Sjarif '11 (Sigma Chi)
- Bishop's Trophy (Women) - Alexa von der Embse '11 (Kappa Kappa Gamma)
- Chapter Excellence - Chi Phi
- Chapter Involvement (Fraternity) - Alpha Sigma Phi
- Chapter Involvement (Sorority) - Kappa Alpha Theta
- Chapter Philanthropy (Fraternity) - Chi Phi
- Chapter Philanthropy (Sorority) - Delta Delta Delta
- Developing Leader (Men) - Will Stone '13 (Phi Delta Theta)
- Developing Leader (Women) - Ally Hayes '13 (Kappa Kappa Gamma)
- Fred Myers Award - David Gatz '10 (Alpha Sigma Phi)
- Outstanding Fraternity Scholar - William Pierce '12 (Chi Phi)
- Outstanding Sorority Scholar - Joanne Neugebauer '11 (Kappa Kappa Gamma)
- Program of the Year - Fat Talk-Free Week, Delta Delta Delta
- Robert Marshall Award - Nancy Bihl Rutkowski, Asst. Director of Student Involvement
- Fraternity Man of the Year - Kit Faiella '11 (Chi Phi)
- Sorority Woman of the Year - Marie Krulewitch '11 (Kappa Alpha Theta)
- Tom Courtice Award (Men) - Paul Kline '13 (Chi Phi)
- Tom Courtice Award (Women) - Chelsea Leeds '13 (Kappa Alpha Theta)

### EXPANSION COMMITTEE

- Fraternity/fraternities interested in expanding at OWU will present to the Expansion Committee and campus community in September 2011. One will be selected to return to campus for re-colonization during spring 2012.



# The Meaning of Mentoring

by *Amanda Zechiel '09*



*Alfonso Taylor '11*



*Craig Luke '85*

**FROM ROOMMATES AND TEAMMATES TO ADVISORS AND INSTRUCTORS, OHIO WESLEYAN FRIENDSHIPS OFTEN LAST A LIFETIME.** But as Alfonso Taylor '11 knows firsthand, the breadth of OWU friendships doesn't stop there—and it isn't even limited to those who walked the campus at the same time.

Through the Office of Minority Affairs at OWU, the Ohio Wesleyan Black Alumni Network (OWU BAN) facilitates such friendships and networking by linking a current multicultural student with a multicultural alum to create a mentorship over the course of the undergraduate's time at OWU. And when Taylor was paired with Craig Luke '85, the two quickly developed a special OWU friendship unlike any they'd had before.

As President of the Alumni Association Board of Directors, Luke's involvement with OWU has remained strong since his time as an undergraduate. Yet his relationship with Taylor connected him to OWU in a new way. The OWU BAN program asked that the pair communicate at least once a month, but their quick connection led them to talk much more often.

"Our partnership has worked well, largely due to Alfonso's commitment to the program," Luke explains.

Taylor graduated from OWU in May, and his friendship with Luke was integral to his time and educational experiences as a student. Whenever Luke was back on

campus, the two met in person to chat and catch up. Keeping in touch has meant a lot to Taylor and helped him navigate his way through important moments in his college career.

"I have felt very comfortable talking to Craig about my academics and things that I was unsure about, such as what to major in and if I should study abroad," Taylor explains. "What I love the most about having Craig as my mentor is that he is never pushy or bossy. Craig listened to what I had to say, he got a feel for the type of person that I was, and then he highlighted the possible scenarios that I could encounter in life given the choices that I was thinking about making at the time."

The value of the relationship goes both ways, says Luke, who is a Supervisory Financial Analyst at the Federal Reserve Board in Atlanta. It reinforces in him the great importance of giving back to OWU in whatever ways possible. "Hopefully this will serve as an example to other alums who are seeking different ways to give back to OWU," he says. In addition, the friendship has highlighted the importance of supporting the younger generation through mentorship. "This partnership has taught me the value of sharing wisdom, advice, insights, perspectives, and experiences in order to help the next generation."

Indeed, Taylor has embraced the insights that Luke has shared and incorporates them into his life perspectives.

"One of the biggest things that I have learned from Craig is the importance of legacy—what we leave behind for future generations,"

Taylor says. "The changes that current students fight for are rarely enjoyed by those who have fought for those changes, but are appreciated by the following generations. Also, my relationship with Craig has made it more likely that I will contribute to Ohio Wesleyan, in some form or another, because I have experienced the benefits of previous students who have contributed to making OWU a better institution for all."

Of course, what stands out for both Taylor and Luke as they reflect on their three-year relationship is simple: they've been honored to know one another.

"My relationship with Craig has shown me that having an alumni mentor there to help guide you through college and life can be very enriching. He is such a great friend, and he was such a big help to me," Taylor says.

As Luke puts it, the partnership truly has evolved into a friendship—and one that will last long beyond Taylor's graduation. "Alfonso is an intelligent, focused, and kind-hearted individual who embodies the spirit of Ohio Wesleyan. I am confident that he will accomplish great things after graduating from OWU. It has truly been an honor and a privilege knowing that I have played a very small role in Alfonso's success at Ohio Wesleyan. Most importantly, through this experience, I am deeply honored to be able to call Alfonso a friend."

*Amanda Zechiel '09 is a freelance writer in Columbus, Ohio.*



## CALENDAR OF EVENTS

*The following is a listing of OWU alumni events around the country. These events offer alumni, families, and friends opportunities to network with fellow Bishops and to reconnect with OWU near your hometown. To RSVP for an event, please visit [www.owualumni.com](http://www.owualumni.com) or call (740) 368-3325*

### JULY

#### July 16 — Indianapolis, IN

Summer Zoo Tour event at the Indianapolis Zoo

#### July 17 — Columbus, OH

Summer Zoo Tour event at the Columbus Zoo and Aquarium

#### July 17 — Chicago, IL

Summer Zoo Tour event at the Brookfield Zoo

#### July 26 — Cincinnati, OH

Montgomery Park – Picnic Shelter, Montgomery, OH, 6:30 – 8:30 PM – Ice Cream Social

#### July 29 — Lakeside, OH

Biennial Alumni & Families Luncheon at Lakeside

#### July 31 — Cleveland, OH (East)

Home of Binney '73 & David '73 Fouts, Cleveland Heights, OH  
4:00 – 6:00 PM – Ice Cream Social

#### July 31 — Delaware, OH

Home of the Ullom Family, Delaware, OH  
4:00 – 6:00 PM – Ice Cream Social

#### July 31 — Washington, D.C.

Home of Sharon Smithey Coale '72, Potomac, MD  
4:00 – 6:00 PM - Picnic

### AUGUST

#### August 7 — Columbus, OH

Joni Manos Brown '78 & George Brown '10  
Upper Arlington, OH  
4:00 – 6:00 PM - Picnic

#### August 7 — Summit, New Jersey

Home of the Boehme Family  
3:00 – 5:00 PM – Ice Cream Social

#### August 9 — Grove City, OH

Quarterly Bishops Service Night at the Mid-Ohio Foodbank

#### August 11 — Cleveland, OH (West)

Home of Linda Radigan '02, Vermillion, OH  
6:30 – 8:30 PM – Picnic

#### August 12-13 — On Campus

Reunion Volunteers Workshop

#### August 14 — Loudonville, OH

Young Alumni Canoe Trip

### SEPTEMBER

#### September 14 — Cleveland, OH

Civil War Roundtable with OWU Professor Bob Olmstead

#### September 16 — Sunbury, OH

8th Annual TeamOWU Golf Outing

#### September 23 — Cleveland, OH

Alumni Clambake at the Cleveland Yachting Club

#### September 30- October 2 — On Campus

Homecoming & Family Weekend

#### September 30-October 2 — On Campus

Chi Phi Centennial Celebration & Reunion

#### September TBD — Philadelphia, PA

Alumni Event at the Taste of Philly Food Fair

### OCTOBER

#### October 8 — Pittsburgh, PA

Tailgate at the Carnegie-Mellon vs. OWU football game

#### October 11 — Grove City, OH

Quarterly Bishops Service Night at the Mid-Ohio Foodbank

#### October 11 — Cleveland, OH

Service Night at the Cleveland Food Bank

#### October 12 — Boston, MA

Service Night at the Greater Boston Food Bank

If you are interested in coordinating an event in your city, contact the Alumni Relations Office at (740) 368-3325 or e-mail [alumni@owu.edu](mailto:alumni@owu.edu)

#### OCTOBER 12 — Chicago, IL

Service Night at the Greater Chicago Food Depository

#### OCTOBER 16 — Dayton, OH

Service Night at the House of Bread

#### OCTOBER 22 — On-Campus

40th Anniversary Celebration of the 1971 Championship Football Team

### NOVEMBER

#### November 30 — New York, NY

New York City Holiday Event

### DECEMBER

#### December 1 — Boston, MA

Boston Holiday Event

#### December 6 — Chicago, IL

Chicago Holiday Event

#### December 7 — Columbus, OH

Central Ohio Holiday Event

#### December 8 — Washington, D.C.

Washington, D.C. Holiday Event

#### December 30-January 12 — India

Alumni international trip to India

For event information go to:  
[www.owualumni.com/events](http://www.owualumni.com/events)

### SAVE THE DATES:

#### Homecoming & Family Weekend 2011

*September 30-October 2, 2011*

#### Alumni Weekend 2012 May 18-20, 2012

**25th Cluster Reunion** for the classes of 1987, 1988, and 1989 during Homecoming 2013.



## The OWU Connection: A ‘New Angle of View to Liberal Arts Education’

By Thomas R. Tritton '69



ALL COLLEGES AND UNIVERSITIES LIKE TO THINK THEY ARE DISTINCTIVE AND DIFFERENTIATED FROM THEIR PEERS. MOSTLY, THEY ARE RIGHT. Every place has its own assembly of professors who bring their utterly unique skills and predilections to the campus every day. And, of course, the student body is made up of thousands of individuals whose talents and proclivities aren't matched one for one at any other place. Or you could look to the special blend of architecture and landscape that characterizes a campus and lends to each and every one a totally different aesthetic.

But the real measure of a higher education is the curriculum, upon which learning is based, and from which come the educated citizens on whom we rely for the future of our species. And it is the curriculum where it becomes harder for colleges to distinguish themselves. Everybody teaches English, chemistry, and

anthropology. Although these — indeed all — disciplines are breaking new ground every day, most university-level coursework is based on the body of existing knowledge that defines an academic specialty. Good professors make this intensely interesting, but it's difficult to make it that different from what is taught elsewhere.

**Enter The OWU Connection.** This emerged from an intense and lengthy effort by faculty and administrators to imagine what a truly distinctive — and truly useful — curriculum might look like. There is no abandonment of the traditional major — mastery of a field is the hallmark of an educated person. Also retained is the commitment to broad exploration of fields outside the major. Instead, what The OWU Connection does is to layer on top of this already sound base a new angle of view to liberal arts education.

The title gives it away — it's about connections:

- between raw theory and practical application;
- between seemingly disparate disciplines brought together when bearing on a common problem;
- between the rarified atmosphere of the classroom and the hothouse reality of working life;
- between the pleasure of solving a problem alone and the recognition that collaboration often produces a better solution;
- between the sense of the world one gains in Delaware, Ohio, and the wholly modified sense obtained when venturing to foreign lands.

Most universities would be thrilled to offer such variety to their students. To greater or lesser extents, they all try to be innovative. In practice, though, it's simply easier to fall back to old patterns and familiar rhythms than it is to put in the effort to do something original. And, of course, the vagaries of disciplinary rivalries and good old-fashioned academic politics make the prospect of big-time change daunting on most campuses. So from my vantage point as a former professor and administrator, I'm really proud of what the good people at OWU have conjured in The OWU Connection. Kind of makes me want to be a college student again!

*Thomas R. Tritton '69 is President and CEO of the Chemical Heritage Foundation, a library, museum, and center for scholars based in Philadelphia. He is Vice Chair of the OWU Board of Trustees and former president of Haverford College.*





# HOMECOMING & FAMILY

W E E K E N D 2 0 1 1

September 30 – October 2, 2011



Mark your calendars now for Homecoming & Family Weekend 2011! All alumni, families, and friends are invited to campus to enjoy this festive fall gathering. Connect with old friends, today's students, and with the spirit that is OWU!



*Get out your red and black and start making your plans to return to campus now!*



#### TRADITIONAL EVENTS:

- Classes without Quizzes
- Munch-n-Mingle Networking Event
- Sagan National Colloquium Speaker
- All-Campus Celebration Dinner
- Homecoming Dance and Bonfire
- Battling Bishops Tailgate Lunch
- Greek Open Houses
- OWU Athletics Hall of Fame Induction Ceremony
- Parent Breakfast with the President

#### NEW/FEATURED EVENTS:

- Peace Corps Alumni Reunion
- Chi Phi Centennial Celebration & Reunion
- Dedication of the Bigelow-Reed House

Go to:

[www.owualumni.com/homecoming2011](http://www.owualumni.com/homecoming2011)

for more information.



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