

OWWU



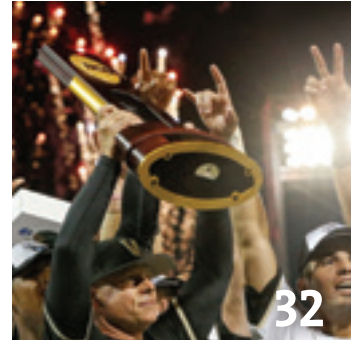
THE ART OF TEACHING

Is there an OWU way?

Page 14



THE STEEPLE OF UNIVERSITY HALL catches the eye in this aerial view of OWU's campus. Dedicated in 1893, University Hall—including Gray Chapel and the majestic Rexford Keller Memorial Organ—today houses administrative offices, including the Office of the President, as well as offices and classrooms for the Department of Modern Foreign Languages. Residing within the third-story bell tower, OWU's 600-pound bell is rung during special campus events, such as Commencement.



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ON THE COVER: Great teaching is artistry at its best. OWU faculty—such as Professors Michael Flamm, Erin Flynn, Vicki DiLillo and so many others—are living proof of that.

Cover photograph by Andy Thompson

GREAT TEACHING *still all about* STUDENT-FACULTY CONNECTION



Each spring, I take time to visit with groups of graduating seniors and invite them to share with me reflections on their time at Ohio Wesleyan. I begin these hour-long conversations by asking the group to talk about what made the greatest impact on them at OWU. Invariably, the discussion turns immediately to the work of the teaching faculty.

Students describe the rigor and energy of the classroom, where they were both challenged and engaged in ways they had not imagined possible. They talk about their professors as great teachers who also provide guidance and counsel outside of class, helping them frame both their education at Ohio Wesleyan and their aspirations for life beyond OWU. Many students share stories of having worked individually with faculty on ground-breaking research. Some travel with faculty to meetings where they presented their research together. Increasingly, many travel with faculty both in the country and abroad as part of OWU's travel-learning

program. When I invite them to share names of individual faculty, the list is long, spreading across the departments and divisions.

Excellence in teaching is the hallmark of Ohio Wesleyan University today, as it has been for generations. Over the past six years I have met with hundreds, if not thousands, of alumni whose experiences of Ohio Wesleyan cut across as many as seven decades. When I invite alumni to reflect on their time on campus and what they recall as most formative, the conversations lead immediately to the impact of particular members of the faculty. They name their faculty mentors, and they recall the impact of great teachers who set high expectations and

“EXCELLENCE IN TEACHING IS THE HALLMARK OF OHIO WESLEYAN UNIVERSITY TODAY, AS IT HAS BEEN FOR GENERATIONS. “

.....
complemented the rigor of the classroom with gentle and persistent support, enabling their students to excel. And then I often am asked if the same is true today. As the report of graduating seniors suggests, the answer is a resounding yes.

The techniques of excellent teaching have evolved over time. Gone are the days of the sage on the stage, where great teaching was defined only by a great lecture. That still happens effectively in some classrooms. But today's classrooms often are much more interactive, where

faculty use technology to deliver content and where students are engaged in group problem solving, interactive exercises, and presentation of their own work.

Technology makes information readily available in unprecedented ways and allows content to be shared widely and inexpensively. Education, characterized by deep learning, requires more than the distribution of content. It requires great teaching, the kind of teaching that contextualizes content, that challenges students to make connections among various disciplines in preparation to understand and solve complex problems, and that pushes students to develop capacities of critical and analytical thinking that will serve them well in life and at work. The critical element in the learning process remains unchanged: the relationship between student and teacher that is as old as the relationship between Socrates and Plato and as fresh as a teacher and student at Ohio Wesleyan today.

In this issue of the Magazine, we reflect on the tradition of excellent teaching at Ohio Wesleyan, and we share just some of the stories of excellent teaching that characterizes our campus today. As you read the stories shared here, I invite you to reflect on the impact of the great teachers in your life as well as the impact of the Ohio Wesleyan faculty that today works to educate the next generation of moral leaders for our global society.

Rock Jones
President, Ohio Wesleyan University

Letters

Welcome to the new *OWU Magazine*.

The Ohio Wesleyan campus seems to be changing every day. The JAYwalk has been completed from Sandusky to Washington. Merrick Hall is being renovated from top to bottom. Same for Edwards. The old Pfeiffer Natatorium is making way for the new Simpson Querrey Fitness Center. And newly refurbished Elliott Hall is now a showcase for high-tech classrooms in a setting that celebrates its 181-year heritage.

It's time that *OWU Magazine* was updated, too. And here it is.

Over the past few months, we've been reimagining your *OWU Magazine* to give you a more attractive publication that reflects this dynamic institution and vibrant campus. You'll see bigger photos, more color, informational graphics, and a more modern design.

We're also making changes to the editorial content. You'll see new departments, such as *OWU Timescapes* (page 33) and *Comfort Zones* (page 8), where you'll meet a faculty or staff member or student in the place on campus where they feel most comfortable. You'll see a mix of short articles with longer, thought-provoking features.

It is a pleasure for us in the Office of University Communications to bring this magazine to you and to tell the story of Ohio Wesleyan and our incredible alumni, students, and faculty.

Happy reading,

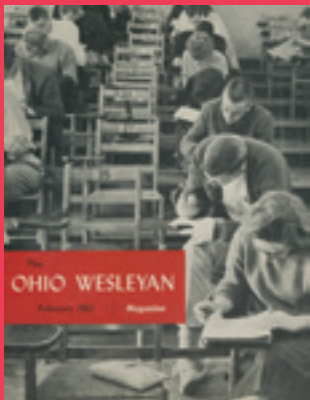
Will Kopp

Chief Communications Officer

▶ We hope to make the magazine more interactive by expanding our letters and class notes sections. Please get us started by letting us know what you think of the new magazine or giving us an update for class notes—and tell us about any topics you'd like us to address in future issues.

LET US KNOW: What were your favorite Delaware restaurants and meals during your years at OWU?

Share your memories at magazine.owu.edu/yourthoughts



Ohio Wesleyan's magazine has always been a reflection of the times.

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WESLEYAN UNIVERSITY

OWU

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Ohio Wesleyan Alumni Online Community

Vice President for University Advancement

Colleen Garland

Chief Communications Officer

Will Kopp

Director of Alumni Relations

Brenda DeWitt

Editor

Pamela Besel

Class Notes Editor

Amanda Zechiel '09

classnotes@owu.edu

Designer

Walker Design & Marketing

Contributing Writers

Cole Hatcher, Beth Lindsmith, Pam Besel, Will Kopp, Amanda Zechiel-Keiber '09, Andrea Misko Strle '99, and Spenser Hickey '15

Contributing Photographers

Lisa Di Giacomo Andy Thompson
LaRae Scheurell Paul Vernon
Mark Schmitter '12

Office of University Communications

(740) 368-3335

Alumni Relations Office

(740) 368-3325

alumni@owu.edu

Website: www.owu.edu

OWU Magazine: <http://magazine.owu.edu>

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Rock Jones discusses student government issues with Wesleyan Council on Student Affairs President Lauren Holler '15 and Vice President Jerry Lherisson '16, while freelance videographer Mark Vanhorn and Assistant Media Services Manager Elaine Chun handle the video and sound.

Live Rock Show

OWU webcast the first two live video chats with Rock Jones last year, attracting more than 220 viewers from Maine to California.

Rock's living room was converted into a TV studio for the events, as he fielded questions from viewers and discussed college news with several students and with Vice President for University Advancement Colleen Garland, who served as cohost.

The 60-minute shows are designed especially for alumni, and viewers sent in 75 questions during the two webcasts.

With the success of the first shows, OWU will continue them this year. "These chats are proving to be a great way to reach out and interact with OWU alumni and friends across the country," Jones said. ■

The next live chat with Rock will be October 20 at 7:00 p.m. EST and will feature interviews with several OWU faculty and answers to your questions. You can watch the upcoming webcast as well as past shows and other OWU videos at <http://stream.owu.edu>.

New Enrollment Head at OWU

“Be clear and succinct in demonstrating the value of college outcomes; it should be our loud and clear message.” Susan Dileo’s timely advice rings especially clear as we hear about long-term declines in new high school graduates—particularly in the Northeast and Midwestern parts of the country. Dileo was named vice president of enrollment at OWU this past summer by OWU President Rock Jones, after serving in the same capacity for nearly 11 years at Baldwin Wallace University in Berea, Ohio. There, she created and implemented a comprehensive enrollment management plan, identified new markets and programs, and incorporated predictive modeling to enhance effectiveness. Increasing student diversity as well, Dileo was a proponent of customer relationship-management work environment.

At Ohio Wesleyan, she oversees the offices of admission and financial aid, helping prospective students and their families navigate the exciting but sometimes stressful college enrollment process. “Relationships are important, whether we are recruiting students, following up with their parents and families, or helping our new students adjust to campus life,” says Dileo, who was herself welcomed into the OWU community with phone calls, emails, fruit baskets—even a special breakfast. She’s noticed a real sense of community at OWU.

“Susan brings a wealth of experience and a solid record of success to Ohio Wesleyan,” says Jones, adding that “she is a results-driven professional with excellent quantitative skills, creativity, and collaborative leadership. We look forward to working with her as she expands the family by enrolling future classes of students seeking transformational, globally focused educational experiences.” ■



“Relationships are important, whether we are recruiting students, following up with their parents and families, or helping our new students adjust to campus life.”

– Susan Dileo | Vice President of Enrollment

World Conscious Carly

At the age of 12, **Carly Zalenski '15** began raising funds to build schools in Vietnam. Within four years, she had founded the charitable organization Kids Building Hope, raised more than \$75,000, and visited Vietnam twice to



witness the opening of elementary schools constructed, in large part, through her efforts. Finding her way to Ohio Wesleyan, she has continued the service work she loves.

During her three years at OWU, Zalenski has participated in mission trips to El Salvador and Nicaragua, spent a summer working in Vietnam with the East Meets West Foundation, and gained hands-on experience in nonprofit management and grant writing at Delaware, Ohio's Andrews House, a community center housing multiple services agencies. Her good work has not gone unnoticed.

For her outstanding leadership and commitment to community service, Zalenski earned a 2014 Charles J. Ping

Student Community Service Award from the Ohio Campus Compact, a nonprofit coalition of Ohio colleges and universities working to promote and develop the civic purposes of higher education. Nominating Zalenski for the Ping Award, President Rock Jones speaks of her "deep passion and sustained commitment which are shining examples of all that is best about her generation."

Zalenski's award includes a \$250 grant for her to contribute to the nonprofit organization of her choice. "I chose to donate to the East Meets West Foundation because I interned at its Ho Chi Minh City, Vietnam, office last summer with a Theory-to-Practice Grant from OWU," says the international studies major and Spanish minor. There, she conducted on-site clean water evaluations at various provinces and helped raise scholarship funds and secure corporate sponsorships for other foundation initiatives. Zalenski credits Ohio Wesleyan with helping her continue to make an impact on the world around her. ■



Elliott Hall Rises Again

Elliott Hall is Ohio Wesleyan's version of the fabled phoenix. In 1903, OWU's oldest building arose from the ashes of fire, and in 2014, it ascended again following serious, winter-related interior flooding.

On January 8, the "polar vortex" that was breaking low-temperature records across the United States, froze and broke a water line feeding into Elliott Hall's sprinkler system. The result was 12,000 gallons of water an hour soaking the historic building for up to 90 minutes before the problem was isolated and the water turned off.

OWU administrators quickly realized the building would have to be closed, emptied, dried out, and heavily renovated to repair the damage. In addition to making necessary repairs, however, Ohio Wesleyan decided to use the opportunity to upgrade Elliott Hall—leveling floors, enhancing faculty offices, and reconfiguring the basement as classroom, study, and meeting space. The Office of University Communications, previously located in the building, was moved to 4 Williams Drive.

To help fund the additional improvements, OWU used a \$1.1 million gift from the estate of alumnus **Emerson Dean Ashley '23**, an accounting major and Chi Phi fraternity member. The unrestricted-use, planned gift was arranged prior to Ashley's death in 1988 and disbursed to the University in 2013, following the death of his widow, Elena Moreira de Ashley. The Elliott Hall "phoenix" arose officially in August, as the building reopened in time for faculty and staff from the history, sociology-anthropology, and politics and government departments to move in and prepare for fall classes. ■



*During orientation, new OWU student and history major **Elliott Garwood '18** strolled into the newly refurbished lobby of Elliott Hall, where he met Assistant Professor of History Ellen Arnold. Elliott (the building) has risen from its January water damage to become a showpiece, with beautiful, high-tech classrooms and inviting faculty offices. Elliott (the student) is looking forward to having classes there.*

Ashley Biser ● *Moving Beyond Her Wheelhouse*

Ashley Biser, associate professor of politics and government, believes in being open to new ideas, and at times, even to taking on challenges that scare her. “Figuring out how to make sense out of complex ideas is challenging, as is introducing my students to ideas they may not have thought about,” she says.

“The desire to reach out for global experiences is why I feel a resonance with the OWU Connection and especially with the

interdisciplinary nature of the course connections network,” says Biser, one of two recipients of a 2014 OWU teaching award. “It’s easy to get stuck on things in your wheelhouse. Here, I get to learn about people and places not on my radar screen, whether through travel-learning courses with students, or through my own research and travel.”

But when she does want to ease into her comfort zone on campus, that space is her office in newly renovated Elliott Hall.

1 Liberal Arts

One really big idea she hadn’t originally considered as an undergraduate at Mt. Holyoke College, was an academic major in anything other than English and German. She ended up following the path that seemed right for her. “I found myself gravitating toward books about politics, because I have a deep-seated belief that people should get to make decisions—good decisions—about their lives, in the most democratic way possible.”

2 Political Theory

Biser’s research interest focuses on contemporary political theory and the work of Hannah Arendt and Martin Heidegger. “Arendt appreciates the best and worst about politics, including the worth of collaborations that evolve.”

3 Political Practice

OWU’s 2012 Mock Political Convention, first convening in 1884, was a fun and frenzied event, complete with the drama—and comedy—of the real thing. Biser served as one of the convention’s advisors, and proudly displays her hat in her campus office.

4 World Traveler

The bust of Thucydides reminds Biser of her travel with students to Greece. “The students look forward to world travel as I do. They appreciate and want to make the world a better place and I feel a kinship with that.” She adds, “I’d like to visit all continents, meaning that I still have Asia, Australia, and Antarctica to go. I’ve already made it to all U.S. states but two.”

5 Rowing Arms

Biser rows with friends and fellow crew members several times a week on the Scioto River. “I started rowing as a grad student in 2003, and haven’t stopped. I love the team spirit and there’s something meditative about being out in the water.” She hopes to train for the Master’s National Rowing Championships in the not-too-distant future.

6 Global Passion to Serve

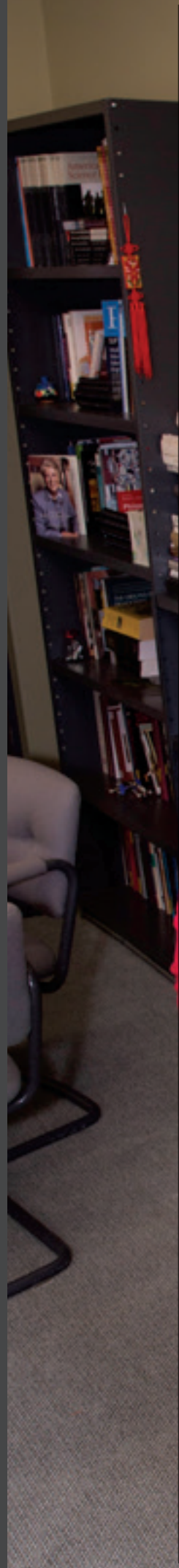
Cofounder and board member of Akili Dada, an international nonprofit organization in Nairobi, Kenya, Biser and her team provide leadership training for young women. “We’ve been recognized by the United Nations and the White House as a model for distinctive change.”

7 Pig Love

At the beginning of long ago Athenian Assemblies, it was customary to sacrifice pigs. Biser’s students, who accompanied her on a travel-learning course trip to Athens several years ago, presented her with a paper mache pig that she cherishes, after their class simulation of a typical Athenian Assembly—togas and all, as per Biser’s idea.

8 The Couch

The heart of her “comfort zone,” Biser’s couch is from her parent’s living room. “It just feels good to have it here,” she says.





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RHYME'S CHALLENGE: HIP HOP, *Poetry*, AND CONTEMPORARY RHYMING CULTURE

DAVID CAPLAN | OXFORD UNIVERSITY PRESS

Professor David Caplan's new book argues that hip-hop artists are the most daring, inventive, and sophisticated contemporary rhymers. He examines three kinds of rhymes these artists favor: doggerel, insult, and seduction.

The works of Eminem and Eliot, Kanye and Kipling, Snoop Dogg, and Shakespeare are considered by Caplan.

"I hope readers will gain a better appreciation of the hip-hop artists' verbal artistry," says Caplan, a two-time Fulbright Scholar, specializing in 20th- and 21st-century American literature, who joined OWU's English department in 2000. He also is associate director of creative writing. "I came to write the book after many students asked me, 'Is hip-hop poetry?'" Thinking about the question, I was struck by the many differences between hip-hop and contemporary poetry, and started thinking about the lessons hip-hop could teach contemporary poetry."

The book is drawing praise from fellow authors and researchers



including Adam Bradley, author of *Book of Rhymes: The Poetics of Hip Hop*. "In Rhymes Challenge, Caplan makes the case that rhymes live all around us and express themselves most evocatively in hip-hop," Bradley states. "He draws rich connections across music, culture, law, politics, science, and beyond. This is a rare kind of book: rooted by daring, learned but hip."

Stephen Burt, author of *Close Calls with Nonsense*, adds that Caplan's book "is surely a, if not the place to go" to learn more about what rap contributes to modern-day poetry. "If you want to see the very traditional techniques of literary analysis prove their worth once more, if you want to see what those techniques can do for, with, and about Big Daddy Kane and Missy Elliott, Jay-Z, and Lupe Fiasco, there's no substitute for the close reading and closer listening Caplan provides," says Burt. ■

You can read more about *Rhyme's Challenge* at global.oup.com/academic.

-Cole Hatcher

CONNECTIONS THAT MATTER

CATCHING THE ‘RHYTHMS OF CAMPUS LIFE’ | *Thomas Tritton '69*

WHENEVER I'M IN DELAWARE I TRY TO FIND TIME TO WALK AROUND CAMPUS AND TALK TO PEOPLE. IT'S A TERRIFIC WAY TO MEET STIMULATING FOLKS AND TO CATCH THE RHYTHMS OF CAMPUS LIFE.

The easiest place to encounter students in their natural habitat is the Hamilton-Williams Campus Center. Adding to the ambience, there are always colorful makeshift banners adorning the walls advising of current events and politics. On lucky occasions, there will even be someone brave enough to play the communal piano that resides in the open lounge, with quality music filling the space.

Surprisingly, perhaps, OWU students don't seem to mind at all when a stranger sits down with them and strikes up a conversation. If I introduce myself as a trustee they are either baffled or curious, either of which allows for conversation about how the university actually operates. It is also impressive that students will gladly engage on whatever level of intellectual assignation you want. They're happy to chat about popular culture or sports, but equally willing to embrace deeper ideas from their classes or the wider world.

Best of all, students almost always have an upbeat assessment of their OWU experience, even when I ask them leading questions about what might be changed for the better. We must be doing a pretty good job.

I also seek out faculty members, who are the front line of delivering the classy OWU education. If I'm lucky I catch them in their offices, or sometimes giving a public presentation, or perhaps hurrying across campus for some duty or other. I realize how busy they are, but I also know that most every scholar I've ever met will gladly offer time to anyone who is genuinely interested in their work. After all, where does new knowledge come from? Mostly from professors pursuing their research passions, often



“THE ADMINISTRATION AND BOARD HAVE ESTABLISHED A LONG-TERM PLAN TO BRING ALL STUDENT HOUSING TO A HIGHER LEVEL.”

in partnership with students. So if you get the chance, satisfy your own curiosity by talking with: Chris Wolverton about cellular signaling or the pull of gravity in plants; Sean Kay about global security or strategic studies of Europe; Tim Roden about orchestral lieder or research on how to listen closely to music; Bonnie Gardner about playwriting or dramatic directing. Any of them will make you want to go back to college.

For obvious reasons, wandering around campus doesn't offer many

opportunities to interact with alums. If I did have a lucky encounter with a fellow graduate though, I'd be sure to thank them for their support of alma mater, which last year had one of the best years ever for philanthropy. Way to go fellow alums!

Realizing that I mustn't neglect official duties when on campus, when not meandering I'm busy with meetings of the Board of Trustees. It's a group of accomplished and dedicated men and women, and I'm honored to serve with them. The board is (properly) focused on long term priorities; space limitations allow me to mention only two here. First is the Campus Housing Master Plan. Who you live with and under what conditions are utterly central to the residential liberal arts experience. Some of the dorms are nice, some not so. Current students make communities whatever the circumstances, but subpar dorms are a major turnoff for prospective students. Thus, the administration and board have established a long term plan to bring all student housing to a high level.

The second major priority of the trustees is to insure that resources are available for the people who deliver the high quality educational experience that we expect of OWU. These are the faculty, and supporting their curricular initiatives (particularly the OWU Connection) and their fair compensation are central to our success going forward.

So, next time you are on campus, walk around, take in the sights, sounds, and people, and notice both how much has changed, and how much remains timeless since your own spell in Delaware. ■

Thomas Tritton, Ph.D. '69
Chair | Ohio Wesleyan Board of Trustees

Thanks **TO** You

MAKING CONNECTIONS, EXCEEDING GOALS | Colleen Garland

It was a great year to be a Bishop.

As Vice President for University Advancement at Ohio Wesleyan University, I have the real privilege of meeting and working with alumni, parents, donors and friends who care deeply about the people and programs of this great institution. I occasionally describe the role of all of us in University Advancement by saying we make connections, bringing together the students, faculty and staff of Ohio Wesleyan with those who care about OWU and want to make a difference.

As I look back over fiscal year 2013–2014, I can recall many great connections that were made.

I think of **Lou Simpson '58** and Kimberly Querrey who donated \$8 million to renovate Edwards and create a brand new fitness center where Pfeiffer Natatorium currently stands. They care about the mind-body connection for all students—varsity athlete or not—and firmly believe that a healthy body makes for a healthy, and smarter, mind. Lou and Kimberly, combined with several other philanthropists, came together to complete the funding for this important capital project that will have campus-wide impact.

I think of **David Livingston '94**, **Sheila Fagan Plecha '84**, and the other members of the OWU Alumni Association Board of Directors and the amazing leadership they provide. Working with the alumni relations staff, they hosted more than 700 guests during Alumni Weekend May 16–18 so those alumni could reconnect with their friends and their alma mater. In spite of the colder-than-normal weather, our returning alumni had a great time and it was terrific to see everyone.

I think of John and Kathie Milligan who met and personally connected at Ohio Wesleyan when they were students and are now parents of a current Wesleyan student. John and Kathie recognize the OWU Connection as an innovative curricular initiative for the University, and gave a \$5 million endowment for the program, ensuring it becomes a permanent part of the OWU experience for students for many generations to come.

Our 2014 Distinguished Achievement Citation recipients, who have made connections all over the world in such diverse fields. **Alice Moore Batchelder '61** (law), **W. Joseph Campbell, PhD '74** (journalism), **Claudia J. Coulton, PhD '69** (education/social work), **Lowell "Ed" Folsom, PhD '69** (English), **Richard "Rich" Gordin Ed.D '83**, (sports psychology) carry the Bishop name proudly in their very distinguished careers.

I think of Dr. Jed Burrtt, who, after making connections with students and alumni for more than three decades as an Ohio Wesleyan faculty member announced his retirement last year. Jed's legacy of teaching excellence is well established, but he chose to continue his personal connection with Wesleyan by establishing a philanthropic legacy as well. Thanks to his generosity, The Burrtt Fund at OWU was created to allow students interested in research to present at professional conference and participate in a variety of research opportunities.

I think of Dick and Ann Colson Cassell, Kathe Law Rhinesmith, and Grant Kurtz. I wonder if any of them realized when they graduated together that their personal connection would

span five decades? They led an outstanding team of leaders and classmates to have a wonderful 50th reunion celebration this year, culminating in a Class of 1964 gift of more than \$840,000.

And of course there are the hundreds alumni, parents, faculty, staff and friends who each contributed philanthropically to Ohio Wesleyan this year, reconnecting themselves with Wesleyan in a very personal way. OWU's total fundraising attainment was more than \$30 million and the cash received increased by more than 50% over the most recent three year average. Both the Ohio

Wesleyan Fund and Team OWU exceeded their respective goals this year thanks to the generosity of many.

Making connections is what Ohio Wesleyan is all about. Thank you, and I look forward to connecting with you next year, too. ■

Colleen Garland
Vice President for University Advancement



INFECTIOUS GIVING

Shaping minds through OWU's Tower Society

Herbert “Bert” and **Peggy Wright DuPont** met as students, walking out of Slocum Hall one morning. The '61 OWU grads began dating throughout their college years, and 51 years later, they still are together—and still extolling the virtues of their alma mater. For what had taken root during their years at college, was just the beginning of their love affair with OWU that continues today.

After graduating from Ohio Wesleyan—Bert with a chemistry degree and Peggy, having majored in psychology and education—Bert went on to receive his medical degree from Emory University School of Medicine. Peggy obtained a master's degree from Ohio State University, working for many years as a research psychologist. An impressive career journey led Bert to his current post as Chief of Internal Medicine at Baylor St. Luke's Medical Center, Director of the Center for Infectious Diseases



at the University of Texas School of Public Health at Houston, and Vice Chairman in the Department of Medicine at Baylor College of Medicine. Bert has conducted research on tropical medicine and infectious diseases on four continents, providing valuable data and samples for students and colleagues. And Ohio Wesleyan students also have benefited by sharing valuable experiences with the DuPonts over the years, often doing international research at locales such as Mexico, on the causes, treatment, and diagnosis of diarrhea in international travelers. Bert's groundbreaking research on the pathogenic mechanisms of intestinal disease in humans caused by strains of *Escherichia coli* garnered him an honorary doctorate from the University of Zurich in 2004.


With Peggy by his side, they have organized teaching and training summer internships for college and medical students since 1980. A number of OWU students have

participated in these during the past eight summers. “Specific research depends on what is particularly hot at the time in infectious diseases and health issues,” says Bert. “I learned that I can have a profound effect on the careers of young people, and I want to help them, just as my mentors helped me.” That assistance has also emerged through the DuPonts' decision to join the Tower Society a few years ago and more recently, to make another impressive commitment. Says Bert, “We wanted to

endow a chair in biological sciences to expand OWU's impact in this vital field.” And so they did. The Herbert L. and Margaret Wright DuPont Endowed Professorship will be awarded to a mid-level OWU faculty member, and will eventually grow into an endowed chair for a senior member of the faculty. “The challenge today is to shape minds of the young with the greatest impact that will affect the most people for many years to come,” says Bert. It's a challenge that the DuPonts both understand, relish, and put out there for other OWU alumni.

“It's important to realize that we can't take everything with us [when we are gone],” says Peggy, whose long family history with Ohio Wesleyan spans more than four legacy generations. “Bert has helped me to also realize that it is important for us to do what we can while we are alive!” ■

- Pam Besel

A gallery setting with a large framed poster on the wall and a wooden bench in the foreground. The poster has a dark red background with white text. The room has white walls, a wooden floor, and track lighting on the ceiling. To the left, there are two smaller framed artworks on the wall.

The
ART *of*
TEACHING

Is there an OWU way?

**THE LEGACY OF TEACHING EXCELLENCE
AT OHIO WESLEYAN | *Beth Lindsmith***

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WHEN MICHAEL FLAMM TALKS TO PROSPECTIVE OHIO WESLEYAN

University students, he tells them he has good news and bad news. “The good news,” says the professor of history, “is that faculty members here will know who you are, they will know your name, and you will not be a number.” The bad news? “Faculty members will know who you are, they will know your name, and you will not be a number. Anyone who wants to sit in the back of class and surf the Internet should probably consider another institution.”



Under the old-school “sage-on-the-stage” model, where a remote professor lectures to an anonymous mass of students in a cavernous lecture hall, one could easily catch up on YouTube videos during class. But at OWU, students must be present in body and mind; if they’re bored, baffled, or otherwise tuned out, faculty members notice. The institution’s size is one reason, but just as important is a commitment to learning in a larger context, forging cross-discipline connections, and bringing academic theory to real-world problems—all of which requires a great deal of student contact. It’s a philosophy that takes various forms depending on the nature of the subject and the strengths of the instructor. Whether it’s using innovative techniques like the flipped classroom or delivering historical lectures in period costume, OWU professors find ways to meet students where they are in their intellectual journeys and tease out their best work possible.

How can instructors tell if students are digging deep into a course without waiting for exam day, when it may be too late? One way, says psychology professor Vicki DiLillo, is to look at their class notes, which, as she puts it, “can be very enlightening.” She sits down with them individually and often finds that they have taken down exactly—and only—what was presented on PowerPoint slides in class. “We compare their notes from a given day to a version I’ve prepared that shows what I would expect a student to have taken down, complete with little diagrams and

everything.” Then she pulls out a deluxe version of the notes with extra information from other sources scribbled in along with any questions and comments to model for the student what an exemplary set of notes might look like. “I’m not unrealistic—I know most students need lots of practice to take notes well. I offer examples of what “good” notes look like, along with specific suggestions and strategies for improving their own note taking over time.”

DiLillo started out as a researcher at the medical school of a large southern university where she studied depression and cardiovascular disease in work funded by the National Institutes of Health. “I was able to teach a graduate class on the side and really enjoyed it, but I was told pretty bluntly that if I had time to teach, then I had time to write more grants. When she saw an Ohio Wesleyan job posting, she jumped at it. “Not only were they looking for a psychologist, they were looking for a health psychologist, which showed the University knew what was cutting edge in the field.” After arriving at OWU, she says it was a relief that she didn’t have to hide her affinity for teaching, and she relished the interchange among faculty members about teaching and how best to do it.

Amy McClure ’72 can discuss several dimensions of learning at OWU: she is a 35-year veteran at the University, a professor of education who trains future teachers, a researcher into the best classroom techniques, and a product of Ohio Wesleyan herself. “I graduated in 1972, and I would say the philosophy of teaching was the same then as



Michael Flamm
Professor of History

Staged debates, flipped classrooms, relevant videos. These are but a few teaching strategies used by Flamm for today’s students, who he believes, come from a greater range of backgrounds, and have very different learning styles. A variety of approaches is called for, not the least of which are Flamm’s effusive passion for his subject area--twentieth-century American history--and frequently-used hand gestures during class lectures.



it is now – helping students achieve their highest potential and supporting that growth.”

McClure and others often employ the “flipped classroom” approach, made possible largely by technology. In the traditional model, professors dispense information in class for students to untangle later on their own, while in the flipped classroom they post lectures and other material online to be viewed before class. “In my methods class, for example, students watch a video of a teacher in the classroom demonstrating some strategy we’re studying. They have time to think about it, re-watch it if necessary, take notes, generate questions ahead of time. By the time we discuss it in class, they’ve already developed a basic understanding, and we get to a higher level more quickly because we’re not starting at the beginning.”

“ IT IS A CHALLENGE TO FIND A STYLE OF TEACHING THAT WILL GIVE EVERY STUDENT AN EQUAL CHANCE OF SUCCESS AND AN EQUAL AMOUNT OF PLEASURE IN THE CLASSROOM, SO I USE A VARIETY OF APPROACHES.”

– Professor Michael Flamm

Flamm, another flipped-classroom advocate, says professors need multiple teaching strategies now more than ever. “Today’s students come from a greater range of backgrounds – it’s part of the democratization of higher education – and may have very different learning styles. It

is a challenge to find a style of teaching that will give every student an equal chance of success and an equal amount of pleasure in the classroom, so I use a variety of approaches.” For example, Flamm might stage a debate, assigning roles of historical figures to students who then argue from that character’s viewpoint. This exercise can be far more rigorous than a multiple choice test: “Instead of simply sitting in class listening to lectures, we want students to demonstrate what they’ve learned.”

Traditional papers are still on the syllabus, though, and Flamm rolls up his sleeves to help those whose prose needs work. “If students are having issues with writing, well, then, you work with them on their writing.” He allows them to revise papers to improve their grades, but “to do that, they have to physically meet with me – it’s not a thing we can do via email or phone – and I go through the essay line by line, explaining how this sentence doesn’t work or why that paragraph isn’t doing its job.”

His subject area—20th-century American history—fits easily into the flipped classroom format. “For better or for worse, today’s students are far more visually oriented than they were even 15 years ago, and I’m lucky because there’s a wealth of audio and visual materials related to what I teach.” To enliven a lecture on American intervention in Vietnam, for example, he might add a video clip from John Kennedy’s inaugural address and the famous photo of a Buddhist monk immolating himself on the streets of Saigon.

Erin Flynn

Associate Professor of Philosophy

Flynn’s ‘mantis on the finger’ is one of several pointers he uses in his classes as an attention getter. Popular in his theory of meaning (and shortcomings) class discussions, the pointer is a gift from a former student, and has special significance in Flynn’s philosophy of language class



Amy McClure '72

Professor of Education

Caterpillars and cats and pigeons, oh my! McClure uses these endearing stuffed animals when teaching her students about children’s books such as *The Cat in the Hat*, *The Very Hungry Caterpillar*, and *Don’t Let the Pigeon Drive the Bus*.

Some classroom innovations work less well for other disciplines – philosophy, for instance. Rather than wrestling Kant’s Categorical Imperative into a Power Point template, Erin Flynn turns to an increasingly unorthodox medium: the chalkboard. “I sometimes worry I’m missing the boat by not using newer tools, but I haven’t found a way to make them work. Philosophical texts are very, very dense – there are just so...many...words to deal with.”

Some primary sources can be “nearly unfathomable,” which for him is an enjoyable challenge. “To be reading a paragraph and think, wait a minute...these words are in English, yet I have no idea what they mean—it’s great when that happens. That puzzle-solving aspect is part of what drew me into the field.” But he realizes how daunting the texts can be for students, so his first objective is to ensure they grasp basic concepts. Once they have their bearings, he posits and prods, orbiting ideas as students try them out and begin integrating them into their existing intellectual frameworks. The best way to facilitate that process, he says, is “to find out where they are in their thinking. What do they care about? And given what they care about, how can I show that the issue at hand is a dimension of that thing?”

In a way, philosophy is a distillation of the liberal arts, its ancient tradition of inquiry woven into academic endeavor of all kinds. Citing an idea that dates back to Socrates, Flynn says he doesn’t see students as receptacles to be filled but as participants in a knowledge-building

conversation, which seems to embody the Ohio Wesleyan philosophy of education. These discussions can open disorienting new perspectives on students’ assumptions, so he works hard to “create a safe environment where convictions can be intellectually scrutinized without anyone feeling belittled or threatened.”

It’s Personal

Not every class works in a discussion format, of course, including many of those in Bob Gitter’s field, economics. But Gitter, who has taught at the University since 1976, says econ students enjoy personal attention, in part, because of the small scale. With a department of just five economists, he often has the same student in three or four different classes. An introductory econ class might have 30 students, whereas an equivalent course at a large school could have several hundred, not to mention T.A.s or graders that further dilute student-teacher interaction. Getting to know students allows him to tailor lectures to the interests of a particular class. If one student is into baseball, for example, Gitter might illustrate a concept using batting averages. Or “if we’re discussing the housing market, I might ask a student I know is from San Francisco or Boston about what’s going on with homes in that area.”

Knowing the personalities and patterns of those they teach lets professors provide support in other ways, too. “On several occasions, I’ve said to a colleague—often in



Vicki DiLillo
Professor of Psychology

By looking through her students’ class notes, DiLillo can gauge how deeply they are delving into the subject matter. Note taking is an art requiring practice and a helpful word or two. DiLillo offers examples of what “good” notes look like, and strategies for improvement. It is this kind of engagement and the University’s support of the discipline—hers—of health psychology that drew DiLillo to OWU.

another department—that so-and-so has been missing class, which is really out of character. Do you know what’s up?” The 140 faculty members tend to know each other pretty well, too, he says. “We socialize, our kids go to the same schools, we run into each other during shopping trips or at community events, and that builds ties.” Interacting with people from other departments is important, he says, for “economists often get caught in a trap where everything’s right or wrong. But in other fields there can be a multitude of answers, and that reminds us there are different ways to look at the world.”

Another senior professor, Jed Burt, though officially retired from the Zoology department last year, is still plotting a class or two. “I loved teaching. I just adored teaching,” he says, so much so that in addition to his regular zoology and general science courses, he offered an English class on science-writing and a course on creativity that defies categorization. He brought a little drama to his teaching, too. To start a unit on evolution, Burt instructed students to meet in Beeghly Library’s Bayley Room instead of the usual room. The class arrived to find him in nineteenth-century gentleman’s garb—frock coat, striped pants, pocket watch—and bearing pamphlets welcoming them to the Royal Linnean Society of London, June 1, 1858. He then read aloud Charles Darwin’s iconoclastic paper, “On the Origin of the Species,” introducing his students to the treatise in much the same way its first audience heard

it more than 150 years ago. “Some things, though, I just had to lecture on. There’s no getting around mitoses, I’m afraid. But toward the end of the course, we would take what we learned and brainstorm about biologically related problems in the world today.”

His ornithology students (Burt is a nationally known expert on birds), willingly rolled out of bed before dawn for field-work outings. He prepped them for the trips with a lab, lecture and breakfast at his home, then in a wooded area outside Delaware, where he introduced them to the finer points of birding in between pancakes and coffee. If a student needed to talk with him, Burt would happily venture into student territory and share a meal in Ham-Wil Dining Hall. He recalls a student who, at one such meeting, reported anxiously he couldn’t study, couldn’t sleep, and couldn’t stop thinking about a girl he recently had met. The student, who had grown up without a father, needed some guidance. “He said, ‘Jed, what’s wrong with me? Why can’t I get focused?’” Burt offered what seemed the only explanation. “Now the two are married, she’s in medical school, and he’s in a graduate ornithology program,” he says, smiling proudly.

Yes, Burt says, the Ohio Wesleyan brand of teaching and mentoring was a lot of work, but he regrets nothing. “It’s been a magnificent way to spend a life. Every moment of it.” ■

Beth Lindsmith is a freelance writer in Columbus, Ohio.



Bob Gitter
Professor of Economics

Coffee cup and markers in hand, Gitter often illustrates important points in class, and chats with students during “coffee talks” before and afterwards. He’s big on carving out time for his students, getting to know them on an individual basis-- and drinking coffee!

TOP *of* THEIR CLASSES

GOLDEN ANNIVERSARY FOR OWU'S PRESTIGIOUS
TEACHING AWARDS | *Amanda Zechiel-Keiber '09*

At Ohio Wesleyan, teaching and learning take place everywhere—in the classroom, residence halls, on the athletic fields, and beyond. It's a place where learning is a lifestyle, and where teaching is perhaps the most invaluable gift one person can give another. Of course, at the heart of that passion for learning is the student-faculty relationship, one nurtured by the many accomplished and impactful professors who make up the OWU faculty.

At each year's Commencement ceremony, when two of these faculty members are honored with prestigious OWU teaching awards, it is a moment of true honor: for the teachers themselves, the students who have studied under them, and for Ohio Wesleyan. This year's winners were no exception—and a glimpse into their perspectives on teaching shows just how deserving they are.

Dr. Paula White **Professor of Education**

The 2014 Bishop Herbert Welch
Meritorious Teaching Award

For Paula White, teaching is more than just her profession—it's her area of research and expertise. She teaches Educational Psychology, Methods for Future Middle School Teachers, Math Methods at middle school and high school levels, and Teaching for Equity and Social Justice in the OWU education department. Her personal teaching background is diverse, too—she's taught everywhere from a psychiatric facility to an alternative middle school to a drug and alcohol rehab center. "Everywhere I've taught," she says, "my starting place is always trying to meet students where they're at and then stretching them to where I want them to go with the course."

This real-world experience is especially relevant to the liberal arts experience, White says, because that's what a liberal arts education is: the real world. "I think that most real world jobs are complex and multidisciplinary. At a liberal arts school, you get different disciplines' perspectives and you start to think in broad, holistic ways—and that's how the real world works. For me, a liberal arts education just makes sense. For me, it is how my life is."



At OWU, White loves having small classes where she can build relationships—it makes a big difference. Moreover, the small campus community allows for her to get heavily involved with curriculum planning as well, including a recent concept of "teaching for equity and justice," through which she's planned travel-learning courses. "Those courses so enrich the classroom and allow students to experience the real world and bring what we learn to life," she says.

For White, the teaching award is an enormous honor, especially at a school with so many excellent educators. "Something particularly special to point out is that, in my department, there have been three prior recipients of this award," she says. "I think it's great that the education department is so full of strong educators. Our entire department has a scholarly focus on teaching and learning, and words don't express what an honor it is to be one among several award-winners from my department."



**Dr. Ashley Biser,
Associate Professor of
Politics and Government**

The 2014 Sherwood Dodge
Shankland Award for the
Encouragement of Teaching

With a focus on political theory, Ashley Biser says she gets to ask the big questions about politics: What is freedom? How should we organize ourselves? Why do we listen to government? Her courses include Democracy and Its Critics, Classical Issues in Political Theory, American Political Thought, Theories of Citizenship, and a class on Political Theory, Science and Technology, focusing on her own area research. Having attended a liberal arts undergraduate college herself, Biser is passionate about the learning environment at Ohio Wesleyan—and the opportunity to bring her teaching philosophy to life.

“One of the thinkers that I study, Hannah Arendt, has this idea called representative thinking, which is often described as ‘training the imagination

to go visiting.’ I love this idea and I think my teaching philosophy is very much influenced by it. What I mean is that I conceive of teaching as presenting my students with as many different ways of thinking about politics as I can,” she explains. This means assigning readings across the political spectrum, spanning different times and places.

Biser’s approach to teaching aligns well with her vision of liberal arts education as one that “forces you to think outside of a specific disciplinary perspective and encourages you to think about education as a way of life instead of as preparation for a specific career.” She capitalizes on this liberal arts spirit at Ohio Wesleyan by taking advantage of opportunities to travel with students and other faculty, as well as learn from her peers on campus. “I have been very lucky to have colleagues at OWU who are willing to share both their successes and frustrations in the classroom. One of the things I really value about OWU is the opportunity to interact with colleagues who teach in other disciplines. Even if their techniques and

assignments don’t translate directly into my own classroom, I have learned a lot from being a part of the Teaching Circle and from the Peer Observation programs.”

OWU is a place where students come first, notes Biser. She sees that in the way the faculty dedicate themselves to their students, and the relationships that result are important to her. “I value getting to know my students, who generally want to do good in the world and are just searching for how best they can accomplish that goal,” she says.

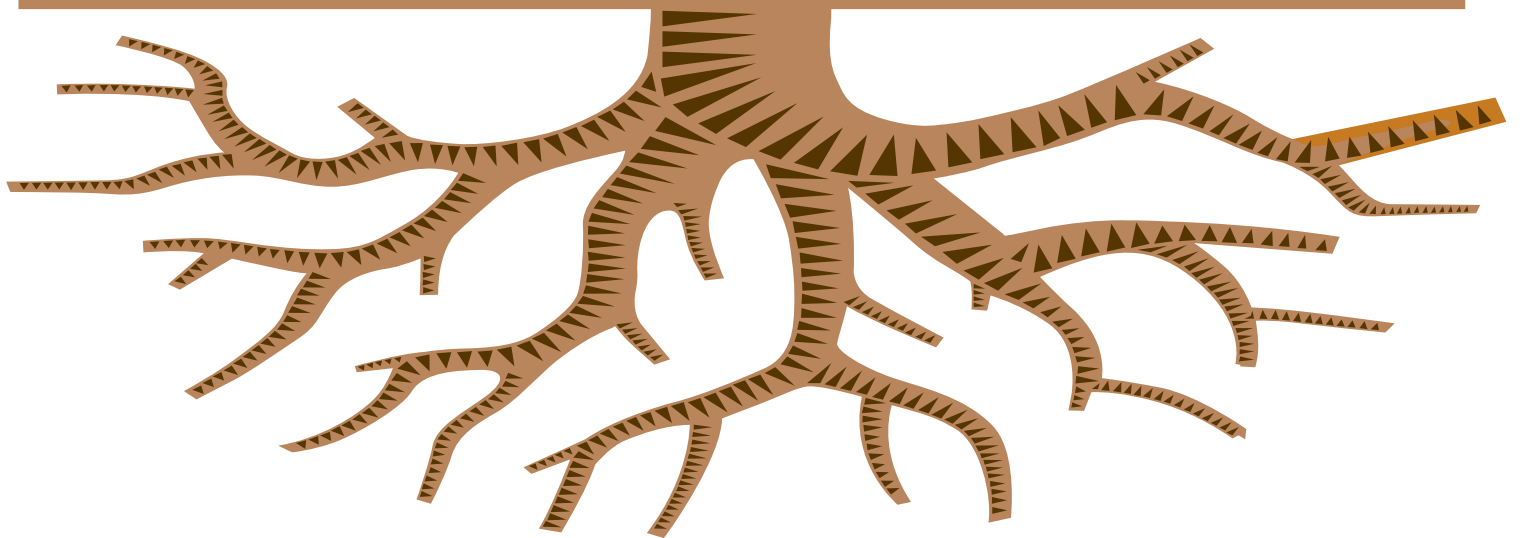
Winning the teaching award is a great validation of the hard work and passion she puts into her teaching. “I feel extremely honored to have received the Shankland Dodge award. It means a lot to know that students appreciate your hard work and that colleagues recognize the time and energy you put into your classes.” Her advice for her students? Stay open. Don’t get in a rut, and seek out new ideas and experiences. Oh, and read the syllabus. Closely. ■

Amanda Zechiel '09 is a freelance writer in Columbus, Ohio and Class Notes Editor of the OWU Magazine.



AT THE ROOT OF GREAT TEACHING

OHIO WESLEYAN PROFESSORS INSPIRED A NEW GENERATION OF FACULTY
AT TOP UNIVERSITIES ACROSS THE NATION. | *Andrea Misko Strle '99*



YOU CAN COUNT YOURSELF AS LUCKY IF YOU HAD “THAT” TEACHER IN YOUR LIFETIME. THE ONE WHO CHANGED YOUR LIFE, WHO YOU THINK OF OFTEN AND TAUGHT YOU LESSONS YOU WILL NEVER FORGET. YOU MAY REMEMBER THEM FOR THE QUIRKY THINGS THEY DID, OR THE BRILLIANT IDEAS THEY SHARED, OR FOR THEIR AMBITIOUS TESTS. THIS HANDFUL OF OWU ALUMNI ARE “THOSE” TEACHERS; DURING THEIR DECADES OF EXPERIENCE, THEY HAVE MADE AN IMPACT, AN IMPRESSION, A DIFFERENCE. BUT THEY, TOO, HAVE BEEN TOUCHED BY SPECIAL TEACHERS, ONES WHO HAVE HELPED TO SHAPE THEIR CAREERS. HERE ARE THEIR STORIES.



W. JOSEPH CAMPBELL '74

Professor of Communications Studies | American University
OWU Inspiration: Professor Verne Edwards (Journalism)

A GOOD INDICATOR OF THINGS TO COME, W. JOSEPH CAMPBELL '74 WAS CHOSEN as the top journalism student in his OWU graduating class. It's no surprise that he later pursued what was to be an illustrious and award-winning career, during which he reported from four continents as a newspaper and wire service journalist.

During those years, Campbell acquired a great amount of respect for higher education. So when the opportunity arose in 1995 to earn his Ph.D. through a fellowship, Campbell took the leap.

Now a professor in the School of Communication at American University, Campbell says he was influenced greatly by several professors, in particular, emeriti professors Verne Edwards (journalism), Libby Reed (English), and the late Jan Hallenbeck (history). What these teachers shared was a call for quality, hard work and best efforts. In fact, Campbell was so inspired by Edwards that he dedicated one of six books to him. The book, *Getting It Wrong: Ten of the Greatest Misreported Stories in American Journalism*, won the 2010 national award for research about journalism given by the

Society of Professional Journalists.

"Verne is a role model," says Campbell, who credits Edward's highly regarded program at OWU with helping him land his first reporting job at *The Cleveland Plain Dealer* right out of college. "He has had a lasting effect on my academic and journalism career. I recall his lectures with fondness."

Today, Campbell emulates Edwards and his other mentors by being a demanding leader who also is fair. He remembers with great respect, Professor Reed, whom he describes as "tireless." What impressed him was her dedication to getting students' papers back promptly. "That's something I have tried to do in my teaching career," he says. "That way the feedback isn't delayed. The lessons are reinforced pretty quickly. It's only fair for the students to have that feedback quickly."

Just this year, Campbell was among a handful of alumni to be recognized with Ohio Wesleyan's Distinguished Achievement Citation (DAC), given by the OWU Alumni Association Board of Directors, for his exemplary work as a journalist and teacher.



ED FOLSOM '69

Roy J. Carver Professor of English | University of Iowa
 OWU Inspiration: Professors Ben Spencer and Ronald Rollins (English)

ED FOLSOM'S PASSION FOR TEACHING BEGAN IN TWO CLASSROOMS AT OWU. HIS SCHOLARLY WORK, RELATED TO THE LIFE AND WRITINGS OF WALT WHITMAN, HAS MADE HIM ONE OF THE WORLD'S FOREMOST WHITMAN EXPERTS.

Reminiscing about those classrooms, Folsom, a 1969 OWU alumnus, recalls the literature classes taught by English professors Benjamin Spencer and Ronald Rollins. Folsom, the Roy J. Carver Professor of English at the University of Iowa, himself, has received that university's top teaching awards. The one-time pre-med major remembers what it was that changed his course of direction.

"I began thinking, 'That's what I want to do with my life ... I want to have the same kind of impact on others that Spencer and Rollins are having on me right now,'" Folsom recalls. "They opened up difficult literary texts and revealed how the human imagination, cast as words on a page, could transform the way we think and feel and live our lives."

But the teachers were very different from one another: Spencer-- elegant, soft spoken, and wise, who used a stack of notecards to lecture; Rollins-- wild, hyper-energetic, and a genius, who filled his blackboard with inscrutable diagrams, words, and stray marks that resembled a work of contemporary art, Folsom says.

"I loved them both, and I have found myself over the years trying to perform the impossible task of emulating these two contrasting models of how to teach," Folsom says. "Teaching is always, in part, theater. We perform

a role for students and model a way of thinking and interpreting. I've always believed I had a kind of master class in teaching from Ben Spencer and Ron Rollins."

Folsom, also a DAC recipient this year, says he enjoys seeing his students truly energized by the act of reading and interpreting, seeing their minds open up to broader horizons. He often finds himself reflecting on the styles of his mentors when teaching.

"What these two contrasting styles both demonstrated to me, was the pedagogical value of teaching in such a way that the insights the instructor delivered seemed to emerge at the moment of their delivery, where everyone in the class was present at the birth of an understanding of a text we had all been reading and wondering about," Folsom says. "This approach ... so different from the more common technique of simply passing down knowledge that the teacher knows and the students don't, led to dynamic discussions, as students began to realize that new perceptions could emerge and grow in the moment; that it was safe to try out an idea. It's a gift from these two great teachers that I've never stopped using, one that I've adapted and watched evolve in the 40-plus years of teaching I've done since leaving OWU."



KORITHA MITCHELL '96

Associate Professor of English | The Ohio State University
 OWU Inspiration: Professor Lynette Carpenter (English)

FOR KORITHA MITCHELL '96, GETTING A "C" IN A WRITING CLASS AT OHIO WESLEYAN WAS LIFE-CHANGING. THE INSPIRING WRITER WAS DEVASTATED WHEN SHE WAS GIVEN THE AVERAGE GRADE ON A PAPER BY HER FIRST ENGLISH PROFESSOR AT OWU, LYNETTE CARPENTER. BUT THE LESSONS MITCHELL LEARNED STAY WITH HER TODAY.

"I owe my entire career to the fact that my professor taught me that writing can always be better. She not only assigned my paper a grade of C, but actually took the time to make sure that I understood that there were many ways to write effectively and that I had a very limited toolkit," Mitchell says. "Getting that grade was devastating, but I was mature enough to see that my professor really had something to offer. I will forever be grateful to her and that C."

Mitchell has since written a book, *Living with Lynching: African American Lynching Plays, Performance, and Citizenship, 1890-1930*, which has won awards, but she says, she is no less aware of her capacity for producing bad writing. Her experience also has shaped her approach to teaching. As an associate professor of English at The Ohio State University, she is not afraid to tell her students

the truth about their writing because she knows how powerful it can be.

"When I am generating all kinds of tension and mean stares in my writing classes, I stand by what I know to be the life-changing power of having someone care enough to tell you the truth about writing," Mitchell says. She hopes to make that difference for her students, too, in their writing, research abilities and critical thinking skills, which she says she believes are the most important skills any responsible citizen can have.

"If you can think critically, if you actually know what it means to move past agreeing or disagreeing to actually pondering implications, then you can apply that to any situation. I want there to be people in literally every arena who have those skills, and teaching allows me to help make sure that happens."



Photo credit: Steve Zorc

CLAUDIA COULTON '69

Lillian F. Harris Professor of Urban Research and Social Change
Case Western Reserve University
OWU Inspiration: Professor Butler A. Jones (Sociology)

CLAUDIA COULTON '69 JOKES THAT HER TEACHING CAREER BEGAN AS A CHILD WHEN SHE FORCED HER BROTHER TO PLAY SCHOOL WITH HER, WHEN HE WOULD RATHER HAVE BEEN PLAYING OUTSIDE.

She loved everything about school, especially the school supplies, she jokes. But her real foray into teaching occurred when she was in graduate school and jumped into a teaching assistant position when the professor was unable to do the class.

"I didn't realize I wanted to teach until I was thrown into it and the students were so responsive and I found myself being successful," she recalls. "Before that, I did not think I could be a good teacher."

Coulton not only became a good teacher, but a nationally recognized researcher and lecturer, who this year was awarded OWU's DAC award for her work as an educator and agent for change. Today Coulton is the Lillian F. Harris Professor of Urban Social Research at the Jack, Joseph and Morton Mandel School of Applied Social Sciences at Case Western Reserve University, where she has been since 1978. She also founded and serves as the co-director of the Center on Urban Poverty and Community Development.

Coulton can trace back her passion for research to her sociology classes at Ohio Wesleyan. "We gathered data and in those days, they had to be put onto punch

cards," she recalls. "These [cards] then had to be carried to the computer center to generate our statistics, and then interpreted to test our hypotheses. But this made me realize that scholarship and research were not a mystery or handed down from on high. I realized that becoming a professor could actually be in reach for me."

She credits sociology professor Butler A. (B.A.) Jones with influencing her career path with his love of learning as well as his skill as a teacher.

"Dr. Jones was an inspirational figure to me," Coulton says. "He applied sociological analysis to the social problems of the day. He shared many stories of the ways that sociologists had an important role in societal changes and social justice. Dr. Jones not only forced us to go deep into sociological theories and research, but also to appreciate the profound impact that social structures and forces have on people, not just on those who are treated unjustly, but for the entire society. That sense, that we are all implicated in any unjust conditions and the valuable role that serious scholarship and teaching can play in speaking the truth, are things that I took away from his teaching and from other professors at OWU."



SAHAN DISSANAYAKE '04

Assistant Professor of Economics | Colby College
OWU Inspiration: Professor Alice Simon (Economics)

NOT ONLY WAS SAHAN DISSANAYAKE '04 SURROUNDED BY GOOD, DEDICATED TEACHERS DURING HIS ENTIRE LIFE, BUT HIS PARENTS ALSO ARE EDUCATORS. IT'S ONLY NATURAL THAT DISSANAYAKE DECIDED ON A CAREER IN TEACHING.

He credits economics professor Alice Simon and her economics class for “hooking” him into economics. Add to that, his exposure to instructing through the Upward Bound program—which Simon introduced him to—and a fueled perspective on the importance of teaching that goes way beyond the classroom.

“Being able to work for an excellent teacher and mentor and at the same time to engage in practicing teaching solidified my desires to become a teacher,” he says. “I enjoy conducting research. The thrill of finding something new or getting a result that you can explain and relate to a wider body of knowledge is quite a rewarding experience. I view teaching as a way to share this excitement and hopefully, also light the desire to seek knowledge in some students. When I see things connecting in a student’s mind and the light bulb goes

on, that is one of the things I enjoy the most about being a teacher.”

Dissanayake just finished two years on a tenure track position at Colby College, and this summer, he mentored three summer research students who recently presented their own work. “It was a nice experience to reflect on how experiences at OWU were key to helping me be a good teacher at Colby, and more importantly, to pushing myself to work with and mentor students beyond the classroom.”

Receiving the Young Alumni Award during Alumni Weekend 2014, Dissanayake is one of the first two alumni ever recognized with this award. ■

Andrea Misko Strle '99 is a freelance writer in Columbus, Ohio.

A DELICATE BALANCE

TEACHING AND TECHNOLOGY | *Pam Besel*

And the beat goes on, as students move from PCs and laptops to myriad mobile devices and the next 'new thing.' Melding together both cutting-edge technology and tradition involves an understanding of a college's core values and mission.



When Paul Dean talks about leveraging technology to assess and encourage classroom learning, he does so both with reverence and caution. “There is tremendous learning opportunity when students become emotionally engaged when I show a video clip in class of people struggling with poverty,” says the assistant professor of sociology and anthropology. “For students who are unfamiliar with those struggles, it can be an eye opening experience.”

The uses of video, especially clips from TV shows or Hollywood films, best illustrate concepts in an educational context, believes Dean. “Seeing people they identify in pop cultures helps make sociological concepts come to life.” As a co-founder of “The Sociological Cinema,” a web site that compiles videos for use in the sociology classroom, Dean says the use of such videos are the wave of the future when it comes to classroom media.

Today’s ‘Net Gen’ students have grown up using computers, surfing the Internet, watching videos on YouTube, and progressing to the latest in cell phones, smart pads, and tablet devices. “The myth, however, is that because students grew up in this media environment, they are fluent in technology,” notes Dean, adding that “we also need to teach media literacy.” Evaluating, analyzing, and communicating online information all are part of that.

What seemingly rings true in conversations with several OWU professors who utilize various forms of technology within their classrooms, is the need to learn about and embrace new technologies, with teaching and learning value sharply in mind. Brian Rellinger and his information services team are there to offer advice on new ways to use technology that enhance teaching and learning. “Our goal is to

deliver solutions that support our faculty and students, regardless of devices they happen to be using or their physical location,” says Rellinger, chief information officer. OWU’s Campus Technology Council, chaired by botany and microbiology professor Chris Wolverton, provides insight on campus needs while weighing in on trends that impact higher education.

Another learning tool for professors is OWU’s Teaching Circle, bringing together professors across campus.

“It’s a great forum for talking about a variety of topics, including technology,” says economics professor Barbara MacLeod, who uses clicker technology, an audience response system, in her financial management classes. “It is remote software embedded in my PowerPoint presentations, and special clickers then are given to students,” explains MacLeod.



This recently renovated high-tech classroom in Elliott Hall's lower level includes a glass white board, large HDTV, and mobile student desks. Leslie Melton, director of career services, is shown here talking with Professor Nancy Knop's health and human kinetics class about the art of resume writing.

TEACHING AND TECHNOLOGY

“The software allows me to collect their responses.” MacLeod then can question students about their reasoning for those responses. They can work together on problems and while MacLeod notices some slowdown with clicker use, “my students are more engaged.” She cautions that the device needs to be appropriate for an intended class. “The goal, after all, is to find the best ways for students to learn.”

But what are some more of those? Psychology professor David Robbins moved to e-books. As he explains, this brings down the cost of the traditional textbook with many added advantages, including online testing, requiring students to test their comprehension of their reading assignments before coming to his introductory psychology class. “And that means completing the readings before class!” Students seem to like that approach and are more prepared for class discussions. They can read the material on their laptops, view interactive videos for each chapter that help demonstrate complex concepts, and make use of electronic flashcards. “Instead of reading, they can even listen to text which keeps some students going,” says Robbins. And they like the immediate feedback. For his physiological course, Robbins picked a text, also with an interactive web site, enabling students to have additional learning options. Robbins can see from these web sites, how long they viewed the

site—and if they did—and their level of comprehension.

“It’s a far cry from the days of 40 years ago, when I first walked into my classroom with paper notes, chalk in hand, and lectured for 50 minutes. There’s always been a significant entertainment factor in maintaining student attention while teaching, but it’s different now.” He describes the need to draw students in more through video and PowerPoint presentations, but sometimes worries about their dependence on the Internet and the need for simple solutions to complex problems. “I’m concerned about their expectations of obtaining instant and effortless information through a click on their computer keyboard to access Google, versus cognitively working out the answers to complex questions and problems through their own thought processes.”

But on the other hand, technology enabled students in Robbins’ neuroanatomy class last spring, to electronically manipulate the brain in 3-D. “You can really make sequentially visible, the inner parts of the brain. You can’t do that on PowerPoint or on the blackboard, and that’s really neat.”

In the eyes of religion professor David Eastman, we seem to be at a crossroads. He recalls how just five years ago, we seemed to be moving “full speed ahead” in support of technology in the classroom,

when what he references as an unbridled enthusiasm about technology existed on media and academic fronts. “I have wondered, at times, if we are headed to places we don’t want to go.” That said, Eastman utilizes video in his Religions of the West course, focusing on the concept and definition of religion, highlighting such traditions as the ordination of a bishop or the inauguration of a president. “Religion doesn’t have to be a Sunday morning thing; it’s sometimes about images, traditions, clothes and colors.” Eastman asks his students to find web sites including those presenting issues on sexuality or the roles of women in society. Enthusiastically, students become more interested and more inclined to share their thoughts.

But on most days, it is noticeably quiet—very quiet—when Eastman walks into his classes. Students are checking messages on their phones or texting. Conversation is practically non-existent—a troubling observation for Eastman. “Meaningful conversation is important, especially on a liberal arts campus.” For Eastman and others, ours still is a world in which people should look each other in the eyes and shake hands. “I suppose, though, it’s really all about maintaining balance.” ■

Pam Besel is Editor of the OWU Magazine and senior writer in the Office of University Communications.

Classroom technology and mobile furniture in Merrick will give faculty the tools to let their creativity fly as they engage students in interactive learning.





CELEBRATING COMMUNITY

Fifty-plus years, and not all that much has changed when it comes to the need for friendship and community building on OWU's campus. Ushering in spring in the late 1960's, was Spring Fever Day, filled with softball games, an all-campus dance, and the gritty and grimy tug-of-war over Dishwater Run, on the north part of campus. There, freshmen and sophomores got to know each other, as they dug their heels in and pulled for their lives. Traditions, though, have a way of drifting away, until new ideas emerge and there have been many during OWU's rich history.

More recently, Holi, The Festival of Colors and yet another OWU rite of spring, includes an afternoon of music, laughter, and lots of blue, pink, and yellow-colored powders that students merrily throw on each other. Holi, which began as a celebration of spring in India and Nepal, now has spread to parts of Europe and North America, bringing people together and rejuvenating the body and soul.

Timeless, yet so very timely, traditions such as these have made their way into the minds and hearts of OWU alumni and students.

BIRTHPLACE OF COACHES

OWU ATHLETES BECOME LEADERS | *Spenser Hickey '15*

5 NCAA Division III national championships. 9 NCAC All-Sports titles. 140 NCAC championships (more than any other NCAC institution). ¶ That says a lot about OWU's successful student-athletes and their coaches. And many of those students, now OWU alumni, have been inspired enough by their former coaches, to go on to coach at all levels of collegiate athletics around the country. Here are just a few of OWU's best.



TIM CORBIN '84
Head Men's Baseball Coach
Vanderbilt University

Tim Corbin '84, who also played for Ingles in his senior year leads Vanderbilt's men's baseball team. "(Ingles) furthered my passion for coaching by what he did inside of our baseball program," Corbin shares. "He was someone I certainly bounced a lot of questions off of, and to this day, I feel very fortunate that I had the opportunity to be around him for a year."

In addition to playing baseball, Corbin was a student manager on the football team, an opportunity he received from former coach Kevin Colbert.

"That was a tremendous precursor to my coaching career...it allowed me to see inside the football program when I was just a student," Corbin said.

After graduation, Corbin was a junior varsity coach at his high school alma mater in New Hampshire, a graduate assistant at Ohio State University and then a volunteer assistant at South Carolina's Wofford College.

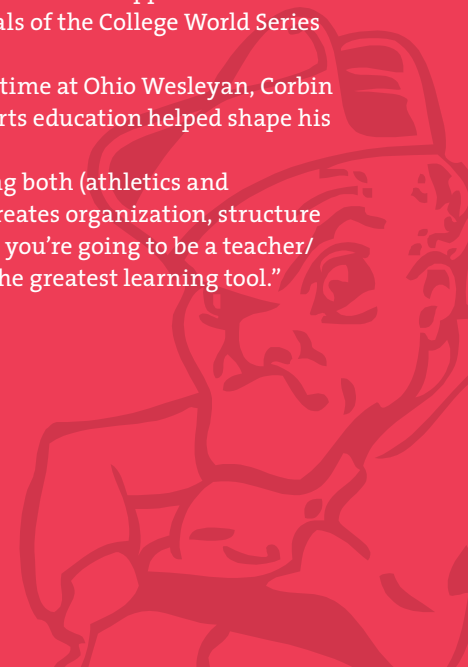
In 1988, Corbin received the head coach's position in charge of the then-dormant baseball team at Presbyterian College in South Carolina, on the recommendation of Wofford's athletic director Danny Morrison.

"I look back to that as being my most fortunate situation, because that led to everything else," Corbin says. "Had I not been a coach there, I never would have been a coach here."

The Presbyterian position has certainly led to a lot in 12 years at Vanderbilt alone, he's been named SEC Coach of the Year twice, led the Commodores to eight straight NCAA Tournament appearances and made it to the semifinals of the College World Series in 2011.

Looking back at his time at Ohio Wesleyan, Corbin notes how his liberal arts education helped shape his coaching.

"When you are doing both (athletics and academics), I think it creates organization, structure and routine, and when you're going to be a teacher/coach, that in itself is the greatest learning tool."



BETH BURNS '79**Associate Head Coach, Women's Basketball | University of Southern California**

Beth Burns '79 has been coaching since 1981, leading teams to the women's basketball NCAA tournament eight times and receiving conference Coach of the Year awards six times.

She lists a number of highlights of her coaching career, ranging from the professional—leading three programs from losing seasons to conference championships or NCAA tournament bids—to the personal—forming lifelong relationships with her colleagues, players, and their families.

One professional high point came in 2001, when Burns was head coach at Ohio State University. The season was “one of the most inspiring seasons of competition in recent years” according to OSU’s season review.

Six players suffered season-ending injuries that year, forcing the team to recruit a soccer goalie and volleyball

player just to field an eight-member team.

Despite this, they rallied to finish at 22—11 and won the Women’s National Invitational Tournament.

For Burns, though, the competition is only one aspect of coaching.

“As a coach, you help to raise other people’s children and are faced with every possible circumstance, both good and bad,” she says. “What most people see, the games, the X’s and O’s are only a part of what we do.” There’s also the time away from the court, what Burns says should be “required reading for all undergraduates.”

After graduating from Ohio Wesleyan, Burns was hired by OWU Coach Laura Bump '58 as an assistant basketball and softball coach; Bump also let Burns live on the top floor of her house while Burns worked off student loans and graduate school tuition.

But the true level of Bump’s generosity came when Burns went to get the first paycheck of her \$600 annual salary. The check she received was for more than \$600; Bump had asked the University to switch her own salary with Burns’ for the year.

“I ran over to Edwards Gym to see her and ask her ‘What the heck?’” Burns recalls. “She just waved it off, saying she and her husband raised horses and had plenty of money they didn’t need, adding that she would make sure I’d earn it. And that was that.”

Bump’s example, and that of many other teachers, coaches, and fellow students, continues to inspire Burns to give forward when she can.

“As a coach/teacher you impact and change the direction of people’s lives,” she says. “Many people at OWU did that for me.”



SCOTT GOOGINS '92**Head Men's Baseball Coach | Xavier University**

Scott Googins '92 may not have become a baseball coach if it hadn't been for Clifford Cook, dean of the accounting department.

Googins had taken some classes with Cook and was reviewing a test in his office when Cook challenged him on his Business major.

"I told him I wanted to make money," Googins says. "He then said, 'Scott, you have no business being in business.'"

"(We) talked about what I really wanted to do ... I changed my major and decided to pursue a coaching career in baseball. He told me to follow my passion and do what I love."

Partly due to Cook's influence, Googins is now head baseball coach at Xavier University, and has led his team to three tournament championships in nine years.

In 2008 he was recognized as Coach of the Year in the Atlantic 10 Conference, and received even greater honors the following year as the American Baseball Coaches Association's Midwest Region Coach of the Year.

As an athlete, Googins was guided by his advisor; former women's basketball coach, Nan Carney-DeBord, and his baseball coach Roger Ingles, now Ohio Wesleyan's athletics director.

"Coach Carney-DeBord was my academic advisor and she had her hands full with me," Googins recalls. "She was very positive but also demanding; she kept me on course to graduate. Her tough love approach and persistence helped me become more responsible and accountable. I owe her a lot for staying with me and seeing that I earned my degree."

"Coach Ingles believed in me as a player and as a coach. He took me under his wing after making that decision with Dr. Cook and became my first mentor. He set the standard for excellence in how to run a program. He was well-organized and hardworking and committed to his players. His program was very structured, but he allowed his players to be individuals in a team atmosphere."

Googins adds that Ingles has continued to be a mentor in his development as a coach, and the two reunited when Xavier played in the 2014 NCAA Regional Tournament but lost to Vanderbilt University.

"It meant a great deal to have him there supporting me."



BRANDON BIANCO '07**Head Coach, Men's Soccer | Case Western Reserve University**

Brandon Bianco '07, like Burns, also made the switch from Battling Bishop athlete to assistant coach after graduation.

After four letter years as a midfielder on the men's soccer team, Bianco coached at Ohio Wesleyan for five years before becoming head coach of Case Western Reserve University's men's team in May 2013.

"As an undergrad, my highlights were playing on very successful teams with wonderful teammates who became lifelong friends," Bianco says.

"While we may not talk as much as we used to, we still have an unspeakable bond that is OWU soccer."

In 2006, Bianco was the second-highest scorer on the team; they finished 68–8–9 in his years as a player and 91–14–10 in his years as assistant coach.

Bianco credits the guiding influence of coach-turned-colleague Jay Martin, "a tremendous mentor and friend," in preparing him to run the Case Western program.

Martin, the winningest coach in college men's soccer history, has led the Bishops to two Division III National Championships, in 1998 and 2011.

"Jay taught me the most, but I also had other influences from the OWU community that have helped shape who I am," Bianco admits, listing coaches Mike DeWitt, Marge Redmond and Cassie Cunningham, as well as OWU parent, Doug Warnock '76 and athlete Mark Schwartz.

"(They) provided a great example of how to interact with their student athletes, what the Division III experience is truly about—and how to be a positive and supportive member of a campus community. I tried to truly be a sponge and pick up little things every day that would help me become better at my craft."

As a student, Bianco majored in physical education (now the Department of Health and Human Kinetics).

"My classroom work truly complemented the lessons I received every day from Jay, as a member of the soccer program.

"The combination of academic and athletic experiences I received prepared me for coaching was truly second to none."



STEVE BRUCE '81 | Executive Director, Athletics/Coach,
Women's Basketball | Indiana University, South Bend



Steve Bruce '81 also credits Jay Martin as being a great coach, even though he played football. Bruce is Executive Director of Athletics and women's basketball coach at Indiana University South Bend (IUSB).

"I didn't play for (Martin), as at the time, he was coaching both lacrosse and soccer. But I recognized this in him. Greatness in coaches is easy to recognize. Just look at how many former players stay in touch them."

One of the keys to great coaching he learned at Ohio Wesleyan is to make a positive difference in people's lives, he says, and this is a source of daily motivation.

"All of the great coaches I have been around have this at heart. My father, Dale, Dan Haley, Don Meyer, Mike Roller, and Keith Freeman—all—have been role models and mentors to me."

Bruce played on the football team from 1976 to 1981 and was captain in 1980; he lists these accomplishments as highlights of his time in Ohio Wesleyan athletics. Personal athletic experience—in games, practices and physical conditioning—has been a great benefit as a coach. He believes there is a big difference between knowing and believing.

"In order to 'know' something, you have to directly participate in it. Playing at football at OWU for four years gave me a 'knowing' what a student/athlete experiences...As a coach, I can be much better tuned in to my girls, because I have been a student/athlete myself."

This knowledge has led Bruce to professional success: last season he led the IUSB Titans to a 20-11 record, their second consecutive 20-win season, and was recognized as "Administrator of the Year" by the IUSB Student Government Association.

He also notes that in the past seven years the IUSB, the women's basketball team has had an average GPA of 3.40.

"Coaching is just another avenue for (service) to flow through," he says. "Ultimately, we should all be trying to affect lives in a positive way. That is our way of serving, our way of trying to bring some good into the world." ■

Spenser Hickey '15 is a senior majoring in journalism at Ohio Wesleyan, and a student assistant in the Office of University Communications.

ACCOLADE FROM AUSTRIA

EVAN BUKEY '62 grew up on an army base during World War II, and took his vivid memories of that war and fascination with European history to the hilt, during his illustrious career.

There's no question that Evan Bukey's former professors at OWU impacted his teaching career, and on a grander scale, his very outlook on life. The 1962 Ohio Wesleyan graduate can cite the names and memorable teaching attributes of each person, as though it were yesterday—rather than more than five decades since Bukey departed campus to continue his graduate studies in history at The Ohio State University. Hugh Hamill, David Jennings, George Crowell, Libby Reed, Ben Spencer, John Priest, Dick Smith. All left indelible and incomparable impressions on Bukey, who himself, has been an award-winning professor at the University of Arkansas since joining the faculty ranks there in 1969. A most special honor recently was bestowed

upon him by the Austrian government by an international jury of distinguished scholars in intellectual, social, and political history: the Karl von Vogelsang State Prize for the History of the Social Sciences.

Chosen for his lifelong contributions to historical scholarship, Bukey was recognized for his skilled and innovative approaches to researching and writing about the role Austria played in the Nazi regime with the kind of sensitivity and objectivity needed to convey important events of the past. Whether it was due to his stellar graduate education in one of the country's best German departments, his Fulbright grant to spend 18 months in West Germany, researching his dissertation, or the thought and preparation he put into his three award-winning books, including

Hitler's Austria: Popular Sentiment in the Nazi Era, 1938–1945—Bukey remains firm about where it all started.

"Ohio Wesleyan professors across academic disciplines required their students to write papers. We learned how to research to write before graduating from OWU," says Bukey, whose wife, **Anita '63**, father, **Norman '25**, and brother, **David '67** graduated from OWU. "I noticed while in graduate school, that many students at first did not write particularly well." Strong writing skills coupled with passion for teaching and learning provided a strong foundation and career direction for Bukey. He recalls being transfixed while listening to history professor Dick Smith talk about Gettysburg. "He had a way of discussing major [historical] figures as if he had known them personally." Another of his professors, Ben Spencer, chose historically rooted books for discussion with his students, to Bukey's delight.

Recently retired from teaching after more than 40 years at the University of Arkansas, Bukey misses the interaction with his students. "I enjoyed that, and having some sense of what 18 and 20-year-olds were thinking," he says. "I especially miss watching, as their interest levels grew, and they started asking questions. There is nothing quite like that feeling of connecting with them." ■

– Pam Besel



Dr. Evan Bukey '62 (left) was awarded the Karl von Vogelsang State Prize for the History of Social Sciences by the Austrian government on April 24, 2014. Presenting the award was Dr. Gerhard Pfeisinger, on behalf of the Federal Ministry of Science and Research at Harrach Palace in Vienna.

The Legacy of GREAT TEACHING

The year-long, politics and government senior seminar began with Professor Carl Pinkele stating very loudly, very matter of factly, and quite simply, “I honestly don’t care if you are conservative or liberal, hard-core Democrats in thought, or viciously Republican. You can be for a particular bill or radically against it— and it won’t get my attention. What will get my attention and what is ever-so critical that you all understand is the word, ‘WHY.’ Why are you conservative or liberal? Why are you Democratic or Republican? Why are you for or against this or that? You see, only when a person can intelligently voice an opinion and then try to convince his/her counterpart with the rationale of WHY, does true politicking actually exist. And that is what I want from you seniors before your graduate.”

That may not be exactly what he said, but it is what I remember, now 20 years later, and it still has a hold on me. It is when I am in any situation at which some person begins to pontificate as to the right way to do ‘this’ or the way we should all do ‘that’ where I ask the Carl Pinkele question, “Why?” That seemingly simple question has dismantled the person at the head of the board room table and the person ranting at a cocktail party alike. It is a critical question that comes to my mind and that very well may come to the minds of other politics and government majors who experienced Professor Pinkele’s senior seminar.

You undoubtedly have your memories of professors too. Perhaps it’s Richard Smith and his history lessons from the 50s. Maybe it is Melinda Rhodes and her journalism classes, or possibly it is what you learned from a coach like Mike Hollway or Jay Martin.

Behind President Rock Jones’s leadership and thanks to the generosity of the members of the President’s Circle, there are now 145 Theory-to- Practice Grants available to OWU students. This program allows them to take what they have learned in the classroom and get out into the real world and capitalize on that experience. What a terrific way for students on campus today to garner an education by taking OWU out to the world.

While I think the OWU experience is so much more than what happens in a classroom, the time you spent learning about any myriad of topics in those academic facilities is what drew us to choose a major. What is it? What is it that inspired you academically? What did you get in a classroom at Elliott Hall, Phillips, Sanborn, Chappellear Drama Center or on the playing field that is instrumental to your life?

When you figure out what that one thing is, I’ll challenge you to go a step farther. Share it with prospective OWU students. Let them know how very important Ohio Wesleyan was to you and encourage them to consider it in their college selection process.

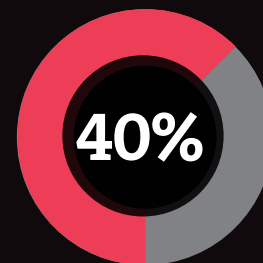
It’s a great day to be a Bishop.



David Livingston '94
*President of the Alumni Association
Board of Directors*

Scholars, Leaders, and Good Deed-ers

OWU FRATERNITIES
AND SORORITIES STATS
AND FACTS | 2013-2014



of OWU student body in
Fraternities and Sororities

1,165
pounds

of food donated
to People
In Need of
Delaware, OH

9,800
hours

in service total
donated by Greek
community

43
units

of blood were
donated

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 the event, please visit <http://community.owu.edu/events> or call **(740) 368-3325**.

If you are interested in coordinating an event in your city, contact the Alumni Relations Office at **(740) 368-3325** or email alumni@owu.edu.

OCTOBER

October 4 | Chicago, IL
Bishops in Service Event

October 5 | Charlotte, NC
OWU event at the home of Bob '73 and Chris Campbell '73 Walters

October 6–14 | Various Cities
Bishops in Service Week

October 7 | Cincinnati, OH
Bishops in Service Event

October 7 | Cleveland, OH
Bishops in Service Event

October 11 | Columbus, OH
Bishops in Service Event

October 11 | Indianapolis, IN
Bishops in Service Event

October 14 | Columbus, OH
Central Ohio Alumni Attorneys
Networking Event

October 18 | Boston, MA
Head of the Charles

October 18 | Far Hills, NJ
The Hunt

October 18 | Washington, D.C.
Bishops in Service Event

October 24–26 | On-Campus
Homecoming Weekend 2014 – Including Munch & Mingle, the 25th Anniversary of Delta Zeta, the OWU Athletic Hall of Fame, and the Great Teachers Lecture Series

NOVEMBER

November 1 | Chicago, IL
Young Alumni Cocktails Chez Hallinan

November 15 | Washington, D.C.
Capitol Tour

DECEMBER

December 2 | Boston, MA
Holiday Event

December 3 | Philadelphia, PA
Holiday Event

December 4 | Chicago, IL
Holiday Event

December 4 | New York, NY
Holiday Event

December 7 | San Francisco, CA
Holiday Event

December 9 | Columbus, OH
Holiday Event

December 10 | Cleveland, OH
Holiday Event

December 11 | Washington, D.C.
Holiday Event

December 16 | Columbus, OH
Central Breakfast Series at the Athletic Club of Columbus

FEBRUARY 2015

February 6 | Sarasota, FL
Red and Black Event

February 7 | Naples, FL
Red and Black Event

February 27 | Columbus, OH
Ohio Wesleyan Alumni of Color
Networking Reception

February 22 | Chicago, IL
OWU Night at the Blackhawks

February 28 | Long Island, NY
Men's Lacrosse vs. Franklin & Marshall
(Cold Spring Harbor H.S.)

MARCH 2015

March 25 | "Call-In" Volunteer
Opportunity for Alumni of Color

HERITAGE DAY 2014 No Higher Honor: A Half-Century of Celebrated Teaching Faculty

**Do you have a story to tell
about a favorite faculty
member?**

As we celebrate more than 50 years of The Bishop Herbert Welch Meritorious Teaching Award and The Sherwood Dodge Shankland Award for Encouragement of Teachers, please join our Heritage Day Committee in collecting reflections of our treasured OWU faculty.

For submission details, please visit Heritageday.owu.edu.

CLASSnotes

1940s

Mildred Newcomb '41 celebrated her 100th birthday on July 20, 2014. Mildred is a former OWU faculty member.

Robert "Pat" Patterson '41 retired on May 31, 2014 after 65 years of law practice in Jacksonville, North Carolina. At the age of 90, he has been practicing law since 1949.

1950s

Dave Hobson '58 was recently featured in the Dayton Daily News for helping to secure funding for the Normandy American Cemetery and Memorial in France. The visitor's center honors the World War II soldiers who lost their lives in Normandy on D-Day. Hobson served as representative for Ohio's 7th district from 1991 to 2009, and the visitor's center was constructed in 2007.

Richard W. Hottel '58 was recently featured in The Washington Post. Richard is the chief executive of Harvey Hottel Inc., a plumbing and heating company in Gaithersburg, Maryland. Founded nearly 70 years ago by Richard's father, the growth of the company's geothermal business is leading it toward new levels of success.

1960s

Joseph B. Wanjui '61 recently published a book, "The Native Son: Experiences of a Kenyan Entrepreneur." Joe is an influential businessman and political advisor in Kenya.

John E. Bassett Jr. '63, president of Heritage University, testified before a Senate committee in Washington D.C. in May to strengthen support for minority-serving institutions. He was honored with the Ohio Wesleyan Distinguished Achievement Citation at Alumni Weekend 2013 during his 50th reunion.

James J. Hammann '67 was featured in Sinsinawa Mound's Summer Organ Concert series on June 25, 2014 in Sinsinawa, Wisconsin.

Judith Waggoner Perry '68 recently moved from Ocala, Florida to Ashland, Kentucky. She and her husband, Duane, now reside right next door to Judie's daughter, Ginger Charles, and love being back up north and close to family.

Malinda Kirk Moore '69 and **Douglas W. Moore '69** are happily living in Oregon, where they ventured together after college graduation, and there they enjoy nature, vegetable gardening, and outdoor activities. Doug practiced law during his years of work, while also coaching their children's youth teams and remaining active in the community. Four years ago, Malinda retired from work in the speech-language-swallowing program at a hospital in Albany, Oregon, and she remains active on local health care boards and committees. Malinda and Doug plan to continue their retirement in Portland to be closer to family.

1970s

Jim Wallar '70 retired on July 1, 2014 after a seven-year tenure with Nathan Associates, Inc. and a long career in public service. Jim served as senior vice president for international development at Nathan Associates, Inc.

Dick Sesler '71 and **Jon Holcomb '71** worked together to offer a camp for children with development disabilities in Columbus, Ohio this past summer, through the nonprofit Camp Blue Skies Foundation. Dick founded Camp Blue Skies Foundation in North Carolina in 2008, and Jon has volunteered with him at the foundation's camps in years past. This will be the first year the organization brings its camps to Ohio.

Dennison W. Griffith '74 was recently featured in The Columbus Dispatch, reflecting upon his 16-year tenure as president of the Columbus College of Art & Design. David announced his retirement last August.

C. Scott Wilson '74 was appointed chief financial officer of Radiant Oil and Gas, Inc. on January 30, 2014. He holds a master of international management degree from the Thunderbird School of Global Management.

Allyn Lord '76 is director of the Shiloh Museum of Ozark History in Springdale, Arkansas. In fall 2013 she was awarded the James R. Short Award for distinguished service to museums at the annual meeting of the Southeastern Museums Conference in Savannah, Georgia. In March 2014 she received the Peg Newton Smith Award for Lifetime Achievement from the Arkansas Museums Association. She has been the director at the Shiloh Museum since 2005, having spent fourteen years as the registrar for the University of Arkansas Museum and ten years as assistant director at the Rogers (Arkansas) Historical Museum. Allyn has served the museum community in leadership positions on the state, regional, and national level, including serving on the board of the

American Alliance of Museums and leadership positions in the American Association of State and Local History, the Southeastern Museums Conference, the Southeastern Registrars Association, the Arkansas Museums Association, and the Arkansas Humanities Council.

1980s

Bridget Donnell Newton '80 is currently serving her first term as mayor of Rockville, Maryland, after two terms on the Rockville City Council.

Steven T. Bruce '81 was recently named executive director of athletics and activities at Indiana University South Bend. Bruce has served as the head women's basketball coach at the school for the past eight years and will continue in that role. His new responsibilities will pick up pace as the university adds men's and women's cross country and men's golf to its varsity teams in fall of 2015.

Andrew R. Kilgore '81 was named president of national sales at Gannett Co., Inc. on June 11, 2014. Gannett Co., Inc. is an international media and marketing solutions company, and Andrew will be responsible for growing the company's national advertising revenue.

Ralph W. Kohnen '83 was recently recognized by Chambers USA as part of their 2014 "Leaders In Their Field" list. Ralph was listed as a leader in the area of "Litigation: White-Collar Crime & Government Investigations" in the state of Ohio.



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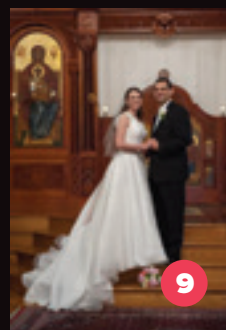
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7



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9



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1 | **Emily Molchan '09** and Drake These were married on May 24, 2014 in at the Eolia Mansion in Waterford, Connecticut. OWU field hockey and lacrosse alums helped join in the celebration. Pictured are: (back row) **Jenna Narwicz '08, Tiffany Holt '08, Tara Porter '09, Emily Molchan These '09, Maggie Donovan '09, Whitney Mitchell '09;** (front row) **Lilly Jianas '11, Ruthie Goodell '09, Sarah Hailey '00, and Stephanie Connell Smith '08.**

2 | **Mildred Newcomb** celebrated her 100th birthday on July 20, 2014. Mildred is a former OWU faculty member. Pictured at the celebration are, from left to right: **Jim Long '73, Claire Long, Liz Long Downey '06, Mildred Newcomb '41, Lyman Peck, Sadie Slager '14, Hillary Fowler '14**

3 | Bishops Celebrate the Fourth Several OWU alumni gathered for the Fourth of July this year at the home of Joe and Demaris Rosato in Granville, Ohio. Alumni in attendance included: (back row) **Chuck Nider '07, Jamison Dague '08, Anthony Rosato '09, Kraig Noble '71, Jonathan Noble '06;** (middle row) **Jason Downey '04, Joe Rosato '06, Demaris Rosato, Martha Daley '82, Lindley Stirn Baxter '06;** (front row) **Liz Long Downey '06, Sarah Bruno '10, and Kim Leary '09.**

4 | A group of Kappa Alpha Theta alums gathered at Ohio Wesleyan for the groundbreaking of Merrick Hall in May. Pictured in front: **Aaradhana Ramesh '14, Elizabeth Riggio '14, and Alyssa de Robertis '14;** in back: **Elizabeth Long Downey '06, Mary Steele Holm '60, Kathe Law Rhinesmith '64, Kerry Shanklin '70, and Laurie McGregor Connor '77.**

5 | **Amanda Zechiel '09** was married to Jason Keiber on June 28, 2014 at The Bluestone in Columbus, Ohio. Leading the amazing dancing, cheering, and celebrating were many OWU friends; pictured from back to front, left to right, they are: **Zach Barbara '10, William Kenny '09, Chris Drover '09, Anthony Rosato '09, Yaser Helal '09, Devon Rayasa '09, Emily Bigelow '08, Joey Yost '08, Colin Magruder '09, Joe Rosato '07, Chris Moore '04, Nick Baker '09, Hayley Ryan '10, Leanna Bucceri '10, Tommy Crabill '09, Jason Ramsey '07, Sam Sinclair '07, Meredith Brown Sinclair '09, Grant Daniels '09, Alison Kennedy '10, Karen Leary '78, Jenny Brodi '04, Colleen Byers '07, Jillian Snyder '07, Jesse Mesenburg '10, Valerie Sloboda '09, Amanda Zechiel '09, Jason Keiber, Kim Leary '09, Josiah Huber '12, and Sarah Bruno '09. Not pictured: Justin Skaggs '09 and Sam Skaggs '12.**

6 | Alumni from the Akron/Canton, Ohio area gathered at Gervasi Vineyard on June 19, 2014. Pictured in back: **Jan Egdell, Bob Egdell '65, Randy Everett '05, Jack McKinnie '54, and Jon Hanna;** front: **Christa Lehecka '14, Marissa Esber '14, Steph Dawson Everett '05, and Sarah Lovit '07.**

7 | **Andrew Connor '99** and Erica Zurek (BA-University of Minnesota, BA-City University of Seattle) were married on June 28, 2014 at the bride's family home in Bay Lake, Minnesota. Many OWU alumni were in attendance; pictured are: (back row) **Melissa Affolter, Mike Mathieu '00, Martha Hill Carroll '02, Erica Zurek, Andrew Connor '99, Matt Bozeday '03, Katina Widmer Racich '03;** (from row) **Ben Pagano '01, David May '00, Kevin Carroll, Heather Pagano, Rowan May, Lindsay Schmieding Bozeday '03.** Not pictured: **Laurie McGregor Connor '77.**

8 | **Rob Gardiner '10** and **Lindsey Queen '11** married on May 4, 2014 in Columbus, Ohio. Joining in the celebration were, from left to right: **Ryan Willis '10, Kyle Miller '10, Mike Orinski, John Popper, Steve Gardiner (Best Man), Danny Gardiner (Best Man), groom Rob Gardiner '10, bride Lindsey Gardiner '11, Marcy Queen (Maid of Honor), Katherine**



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Meers (Maid of Honor), **Betsy Davidson**, **Eilyn Segura '10** and **Catherine Skibitcky '10**. The couple resides in Ashland, Ohio, where Rob works as assistant men's basketball coach for Ashland University and Lindsey serves as Clerk of Ashland City Council.

9 | **Juliana Mecera Federoff '07** was married to Mark J. Federoff on June 1, 2014 in New York City at the Orthodox Cathedral of the Holy Virgin's Protection—the very place where they met. The couple resides in New York City where Juliana serves as Executive Secretary at Global Ministries for the United Methodist Special Program on Substance Abuse and Related Violence. **Sarah DelPropost '07** and **Carrie Christian Antczak '07** were in attendance.

10 | Washington D.C. Gathering
A group of OWU alumni and students gathered to celebrate the Fourth of July in Washington D.C. Pictured are: **Courtney Durham '12**, **Becky Simon '12**, **Amy Braun '12**, **Yvonne Hendricks '12**, **Brittany Wise '13**, **Erin Vassar '13**, **Megan Bachelder '13**, **Casey Smiley '14**, **Emily Perry '14**, **Sammi Heffron '14**, **Mariah Bockbrader '15**, **Sarah Daily '15**, and **Haley Schafer '15**.

11 | **Kristin Kovach '10** and **Andrew White '10** were married August 11, 2012 by **Rev. Matt Yoder '09**. **Katie Schlaudt '10** and **Erin Hanahan '10**, both bridesmaids, helped them to spell "OWU" in honor of their big day.

12 | Fellowship in Presbyterian Choir
Several OWU alums currently participate in the Chancel Choir at Palms Presbyterian Church in Jacksonville Beach, Florida. Pictured from left to right are: **Leedom Kettell '61**, **Barbara Blanchard Nellson '67**, **Bob Nellson '67**, and **Randy Leiby '55**.

13 | Alumni Gather at Family Wedding
OWU alums gathered in Chicago in May to celebrate the marriage of **Meg Gilbert Flack's '70** and **Mike Flack's '68** son **Dan**. Pictured from left to right are: **Jean Fitzwater Bussell '69**, **John Flack '70**, **Linda Haller Bronner '70**, **Meg Gilbert Flack '70**, and **Mike Flack '68**.

14 | Delta Gamma Alums Reunite
Alumni members of Ohio Wesleyan's Alpha Rho chapter of Delta Gamma recently gathered at the sorority national convention in Phoenix. Pictured from left to right are: (front row) **Martha Kent Kahn '68**, **Ann Alpeter LeGare '62**, **Sally Constanin Kittredge '72**, (back row) **Rachel Colby Wankling '60**, **Betty Plaggemier Guthrie '66**, **Linda Lloyd Maier '69**, **Marilyn Ellis Haas '6**, **Linda Krohn Elliott '72**, **Sue Elliott Funkhouser '63**, **Ellen Duran '11**, **Yvonne Hendricks '12**, and **Barbara Kane Roberts '77**.

Not pictured: **Alison Gary '08**, **Kathleen Williams Kirby '02**, **Erin Huffman-Richard '02**, and chapter president **Mariah Bockbrader '15**.

15 | Catching Up On Campus
Dick Ames '77, **Jerry Lasky '76**, and **Darrell Austin '76** recently enjoyed a campus visit with President Rock Jones, during which they learned about the many great projects taking place on campus. They even found time to enjoy a drink at The Backstretch bar, where they're pictured here.

1990s

Kevin S. Finneran '90 was inducted into the Hall of Fame of the National Junior College Athletic Association (NJCAA) Men's Lacrosse Coaches Association on May 9, 2014.

Michael K. Hamra '91 is president and CEO of Hamra Enterprises, the franchisee operator that opened the first Noodles & Company location in Massachusetts this spring. The restaurant's new location is in Shrewsbury, Massachusetts.

Luther M. Washington '91, president of New River Community and Technical College, has been elected to the board of directors of the American Association of Community Colleges, an advocacy group for nearly 1,200 two-year associate degree-granting institutions and more than 13 million students. Luther's three-year term began July 1.

Rebecca Roesner '92, associate professor of chemistry at Illinois Wesleyan University in Bloomington, Illinois, was awarded the Centennial Award for Excellence in Undergraduate Teaching from Iota Sigma Pi, a national honor society for women in the field of chemistry. Rebecca received the honor this past June.

Sean Harris '97 was elected secretary of the Ohio Association for Justice in May. Sean is a partner at Kitrack, Lewis, & Harris Co., LPA and received his law degree from The Ohio State University College of Law.

Gordon Witkin '97 was recently named to the top editor position at the Center for Public Integrity, a nonprofit investigative news organization. Gordon has served as acting executive director for

the organization while overseeing coverage of health care, juvenile justice issues and the State Integrity project since joining the organization in 2008.

2000s

Brian S. Spano '02 was featured in *The Register*, a newspaper in Yarmouth, Massachusetts, on June 8, 2014, for his work as a first grade teacher in the area. Previously, Gordon worked for the U.S. News and World Report.

Carlo Munoz '04 will join the staff of the Stars and Stripes newspaper this fall. He will be based in Germany and will cover U.S. military operations in the Gulf/Middle East region and the final U.S. withdrawal in Afghanistan.

Caine Daugherty '05 began pursuing bodybuilding eight years ago and began competing in bodybuilding competitions in 2009. In 2011, he became a professional and recently traveled to Alaska, where he participated in a competition and won the professional division, as well as the title of Mr. Alaska.

Andy Warnock '06 was recently chosen for Columbus Business First magazine's 40 under 40 award. Andy is director at Red Capital Group in Columbus, Ohio.

Ross Arthur Brater '07 graduated with his Ph.D. in economics this spring from The Ohio State University, and he has accepted a job with the Antitrust Division of the Department of Justice in Washington, D. C.

Megan Dillhoff '08 recently began a Supreme Court judicial clerkship for Associate Justice Samuel Alito for the October 2014 Supreme Court term. Megan attended Notre Dame Law School.

Philip D. Rademeyer II '08 co-founded Rust Co-operative, a theatre company in Cape Town, South Africa, two years ago. Its award-winning drama, "The View," was written and directed by Philip, and is now showing in Johannesburg.

Alexander M. Paya '09 recently created an art installation at Cornell University to commemorate the friends, family, and peers who supported him as he pursued his PhD in horticulture. The work is titled "Let the Bridges We Burn Light Our Way."

Max Siegal '09 published an expedition report for Lindblad Expeditions on May 26, 2014.

2010s

Morgan Waddles Schroeder '10 graduated in May with a Master's in Public Health in Global Health and Infectious Diseases from the Rollins School of Public Health at Emory University. She is employed by the Centers for Disease Control and Prevention (CDC) as a PulseNet database manager, and plays an active role in the surveillance and management of national outbreaks of foodborne illness.

Michele Gilbert '11 will begin her Master's of Public Health degree at Columbia University starting this September. Previously, she worked in the research department at Children's Hospital in Minneapolis.

Leah B. Shaeffer '13 was recently named director of education at Gulfshore Playhouse in southwest Florida. She joins the playhouse after completing an Education Apprenticeship with Cleveland Play House.

Marriages**2000s**

Nicole Farrell '03 was married to Chris Tsitouris, a graduate of Ohio State University, on February 14, 2014, at the Athletic Club of Columbus. The couple resides in Columbus, Ohio, where Nicole works as an associate strategy director at Ologie. The magazine apologizes for an error that appeared in this note in our summer magazine.

Sasha Burdick '08 married Logan Smith on May 31, 2014, at Wyandotte County Lake Park in Lawrence, Kansas.

2010s

Nicholas J. Peranzi '12 and Rachel King '12 were married on June 8, 2014.

Births**1990s**

Katherine VanDerzee '96 and her husband Troy Gottfried welcomed a daughter, Vera Gwendolyn, on May 20, 2014.

James W. Hart '98 celebrates the birth of a son, Henry James Hart, born on May 13, 2014. Also celebrating is grandmother Martha Hart Class '70.

2000s

Chris Borgatti '00 and **Lisa Borgatti '01** celebrate the birth of Connor John Borgatti, born on May 27, 2014.

Kathryn Holeman '01 welcomed a son, Jamie Holeman, on May 19, 2014.

Matthew Brooker '03 and **Julia Vernet Brooker '05** and their two sons Elijah and Max welcomed their daughter Quinn Germaine on May 16.

Kristen Riegler Caldwell '03 and her husband Rob welcomed a daughter, Nora Elizabeth Caldwell, on March 21, 2014.

Christine Maier '04 welcomed a baby girl, Lillian "Lily" Marie Baker, on May 5, 2014.

WE WANT TO HEAR FROM YOU!

Please email your news to classnotes@owu.edu. You also can submit your news to: The Ohio Wesleyan Magazine, Ohio Wesleyan University, Mowry Alumni Center, 61 S. Sandusky St., Delaware, Ohio 43015, Attn.: Class Notes Editor.

Include your name (birth name, too!) and class year as well as a daytime phone number, should we need to reach you. Submitted information may be edited for space. In addition, you also can send your Magazine class notes information to our alumni web site at www.owualumni.com for posting online.

Ashley Persohn '06 welcomed Teegan Valentine on June 14, 2014.

Meggie Feran Sexton '06 and her husband Sam celebrate the birth of a son, Connor Feran Sexton, on June 22, 2014. Proud aunts are Sarah Feran Ayers '00 and Katie Feran Lindamood '03.

Brittany A. Coale '07 celebrates the birth of a son, Tommy Bourassa, on May 14, 2014. Also celebrating are grandmother **Sharon Coale '72**, uncle **William Coale '02**, second cousin **Courtney Durham '12**, great aunt **Deborah Durham '74**, and aunt **Mary Ellen Krapf '05**.

Amanda Winter Covey '09 welcomed a daughter, Amelia Marie, on May 9, 2014.

Mark Wall '09 welcomed a son, Hank Ellis, on May 12, 2014. Also celebrating are uncle **Erik Wall '15** and aunts **Lisa Wall '12** and **Sarah Wall '05**.

In Memoriam

1930s

Robert G. Hill '37, of Mt. Pleasant, South Carolina, died on April 19, 2014, at the age of 98. Robert was predeceased by his wife, **Elizabeth Hill '37**, a sister, **Catherine Townsend '31**, and several cousins, **Raymond Harley '35**, **Rowland Harley '31**, and **Alfred Hill '32**. He is survived by a brother, **Gordon Hill '39**. He was a member of Phi Gamma Delta fraternity.

1940s

Ruth Moss Park '40, of Toledo, Ohio, died on May 3, 2014, at the age of 95. Ruth was preceded in death by her sister, **Janet Heil '45**, and is survived by a daughter, **Tania Park-Thomas '82**.

W. Richard Maxwell '42, of Jacksonville, Florida, died on May 2, 2014, at the age of 93. Richard is survived by a son, **Douglas R. Maxwell '68**. He was a member of Sigma Alpha Epsilon fraternity.

Georgeanne Powell Richardson Reaves '43, of Minneapolis, Minnesota, died on April 6,

2014, at the age of 92. She was preceded in death by a sister, **Elizabeth F. Lord '41**, and is survived by a niece, **Frances A. Lord '68**. Georgeanne was a member of Delta Gamma sorority.

Nancy Thompson Doak '44, of East Liverpool, Ohio, died on May 9, 2014, at the age of 91. She was preceded in death by her husband, **Arthur Doak '45**, and a brother, **George G. Thompson '40**. Nancy was a member of Delta Delta Delta sorority.

Margaret Huenefeld Hamer '44, of Cincinnati, Ohio, died on May 2, 2014, at the age of 91. Margaret is survived by two sisters, **Julia M. Beers '57** and **Lois A. Deane '49**, and a granddaughter, **Kaydee E. Hamer '13**. She was a member of Chi Omega sorority.

Charlotte Spier Johnson '44, of Sheridan, Wyoming, died on June 15, 2014, at the age of 91.

Ruth Postle Lindecker '44, of Nashville, Tennessee, died on February 26, 2014. She was predeceased by her husband, **Wayne Lindecker Jr. '44**, and was a member of Delta Gamma sorority.

Evelyn B. Linville '45, of Boardman, Ohio, died on June 6, 2014. Evelyn was predeceased by her husband, **Gordon M. Linville '43**. She is survived by a son, **Robert B. Linville '67**, a grandson, **Jeffrey B. Linville '83**, and a cousin, **Marilyn J. Cochran '49**. She was a member of Alpha Xi Delta sorority.

Patricia Adam Mattoon '45, of Pleasant Hills, Pennsylvania, died on June 2, 2014, at the age of 90. She was a member of Chi Omega sorority.

Jane Cloyd Hawes '46, of Northbrook, Illinois, died on June 7, 2014, at the age of 90. She was a member of Kappa Alpha Theta sorority.

Pauline A. Bierley '48, of Columbus, Ohio, died on June 24, 2014, at the age of 87.

Dale E. Bichsel '48, of Delaware, Ohio, died on May 14, 2014, at the age of 89. He is survived by

his wife of 61 years, Josephine "Jo" Garver Bichsel, and a cousin, **Patricia Roach '48**. Dale was a member of the Ohio Wesleyan Board of Trustees, the Tower Society, and Delta Tau Delta fraternity.

Ruth Ann Watters Colgrove '48, of Lancaster, Ohio, died on April 30, 2014, at the age of 87. She was preceded in death by her husband, **Joseph Colgrove '48**, a sister, **Carol C. Pastor '53**, and a brother, **Donald Watters '51**. She is survived by a sister, **Nancy L. Smith '51**, and a brother, **Will R. Watters '49**. She was a member of Chi Omega sorority.

Ruth Evans Swift '48, of Rockford, Illinois, died on May 5, 2014, at the age of 87. She was a member of Kappa Alpha Theta sorority.

Ida Schoettle Farahay '49, of Delaware, Ohio, died on May 10, 2014, at the age of 86. She was a member of Chi Omega sorority.

Emily LaBaree Hune '49, of Poland, Ohio, died on December 9, 2013, at the age of 86. (Please see longer version of this obituary online.)

1950s

Charles Willard Hoover '50, of Corona del Mar, California, died on April 10, 2014, at the age of 85. He is survived by a sister, **Sarah Buchert '48**, and he was a member of Phi Gamma Delta fraternity.

Benjamin F. Marsh '50, of Maumee, Ohio, died on May 19, 2014, at the age of 87. He is survived by his wife, **Martha Marsh '53**, and he was a member of Kappa Sigma fraternity.

Coralie Jessup Ridall '50, of Fort Myers, Florida, died on June 19, 2014. She was a member of Chi Omega sorority.

Richard G. Weber '52, of Town and Country, Missouri, died on May 24, 2014. He was a member of Alpha Tau Omega fraternity.

Richard H. Crandall '54, of Bellefontaine, Ohio, died on May 15, 2014, at the age of 82.

Georgeann Goebel '54, of Novi, Michigan, died on March 24, 2014, at the age of 81. She was a member of Delta Delta Delta sorority.

Frederick N. Karaffa '54, of Granville, Ohio, died on February 27, 2014, at the age of 81. He is survived by his wife, Jane A. **McCommon Karaffa '56**, his son, **Robert J. Karaffa '82**, and his daughter, **Emily J. Karaffa '86**. Fred was a member of Sigma Chi fraternity. The magazine apologies for the errors that appeared in this note in our summer magazine.

Carol Stohrer '56, of East Aurora, New York, died on April 1, 2014. She was a member of Alpha Xi Delta sorority.

Barbara B. Kerch '57, of Southern Shores, North Carolina, died on June 11, 2014, at the age of 79. She was a member of Kappa Kappa Gamma sorority.

William Winter '58, of Pataskala, Ohio, died on May 23, 2014, at the age of 77.

1960s

Susan Fraser Close '60, of Akron, Ohio, died on May 19, 2014. She was a member of Kappa Kappa Gamma sorority.

Robert I. Tepper '61, of Rutland, Vermont, died on May 16, 2014, at the age of 75. He was a member of Kappa Sigma fraternity.

Charles E. Arnold '63, of Green Spring Valley, Maryland, died on June 4, 2014, at the age of 72. He is survived by a sister, **Susan Arnold '65**.

Dr. Jack Emerson Arnold '63, former chief of radiology at North Arundel Hospital and the University of Maryland St. Joseph Medical Center, died suddenly on June 4 at his Green Spring Valley home. He was 72. He is survived by his sister, **Susan Arnold '65**. (Please see longer version of this obituary online.)

George E. Toma '64, of Charleston, West Virginia, died on May 12, 2014. He was a member of Sigma Alpha Epsilon fraternity.

1970s

David W. Holman '71, of Kingwood, Texas, died on April 7, 2014, at the age of 66. He was a member of Sigma Phi Epsilon fraternity.

Michael E. McGuire '71, of Bethesda, Maryland, died on June 9, 2014, at the age of 65. He is survived by a daughter, **Joanna McGuire '06**. Michael was a member of Delta Tau Delta fraternity.

Richard Standish Jones Jr. '72, of Oakland, Maine, died on May 25, 2014, at the age of 64. He was a member of Sigma Chi fraternity.

Thomas "Tim" Zimmerman Jr. '72, of Lancaster, Pennsylvania, died on May 8, 2014, at the age of 64. He was a member of Delta Tau Delta fraternity.

Mary C. Davis '74, of Lakewood, Illinois, died on June 16, 2014, at the age of 61. She is survived by her father, **George Davis '47**.

Dorothy Hill Stimmel '74, of Tallahassee, Florida, died on June 14, 2014.

Dr. Mason R. Schaefer '75, of Silver Spring, Maryland, died on December 27, 2013, at the age of 60.

Amy Friedman Vogel '76, of Bloomfield, Connecticut, died on June 27, 2014, at the age of 59. She is survived by her husband, **Philip Vogel '76**, and was a member of Delta Gamma sorority.

1980s

Anthony V. Herbst '82, of Fairview Park, Ohio, died on June 2, 2014.

Michael P. Poirier '89, of Savannah, Georgia, died on June 22, 2014, at the age 47. He was a member of Tau Kappa Epsilon fraternity.

1990s

Kelli Weaver-Miner '92, of Champaign, Illinois, died on May 25, 2014, at the age of 44.

Kingsley Myers Anderson '93, of Albuquerque, New Mexico, died on May 30, 2014, at the age of 43. He was a member of Beta Theta Pi fraternity.

Bipin P.N. '93, of Cincinnati, Ohio, died on May 18, 2014, at the age of 43.

Faculty/Staff

Betty J. Knapp, an OWU employee from 1968–2001 and resident of Delaware, Ohio, died on May 26, 2014, at the age of 86.

Annabel Nutt, who worked as an administrative assistant in the chaplain's office at Ohio Wesleyan for 23 years, died on April 17, 2014, at the age of 97.

Catherine "Kay" Schlichting, professor emerita and honorary Ohio Wesleyan alumna, died on July 4, 2014, at the age of 90. Kay joined the OWU Library in 1965 and worked there until her "retirement" in 1986, at which

time she became curator of the Ohio Wesleyan collection. She remained in that role until 2006.

Mary Maxine White, a retired member of the University's housekeeping staff, died on May 3, 2014 at the age of 84.

Friends

Rev. William E. Smith, of Southern Pines, North Carolina, died on May 8, 2014, at the age of 89. He was a former OWU Board of Trustees member and became a Life Trustee in 1992. He is survived by a daughter, **Janet Smith '81**.

Sympathy to

Ruth Bonnewell "Bonnie" Rolquin '50 and **James Edward Rolquin '78** on the passing of Edward Ray Rolquin, Bonnie's husband and James's father, on April 30, 2014.

Robert Gardner '51 for the death of his daughter, Leslie Gardner, on May 20, 2014.

Ralph A. Morrow '58 for the death of his wife, Patsy Morrow, on June 18, 2014.

James A. Locke III '64, **Susan Petri Locke '65**, and **Keith E. Locke '68** for the loss of their mother and mother-in-law, Margaret Heckel Locke, who died on July 20, 2013, a few weeks before her 92nd birthday.

Malinda Kirk Moore '69 and **Douglas W. Moore '69** for the death of Malinda's mother,

Margaret Robinson Kirk, on March 22, 2014.

Cheryl Hale '74 for the loss of her husband, Robert Carafiol, who died on February 1, 2014 in St. Louis, Missouri.

Cynthia Rugart '77 and **Conrad Rugart '80** on the passing of their mother, Patricia Rugart, on March 17, 2013.

Steve Warner '87 and his wife Debbie on the loss of their 16 year old daughter, Lacey.

Susanne Jaklitsch Mussenden '90, **Elizabeth Jaklitsch Russel '94**, **Carl J. Mussenden Jr. '90**, and **Andrew Russel '94** for the death of Susanne and Elizabeth's mother (Carl and Andrew's mother-in-law), Gerhart Jaklitsch, who died on March 12, 2014 at the age of 69.

Harry Bahrlick, professor emeritus in the department of psychology, for the death of his wife, Phyllis Bahrlick on July 19, 2014.

Paula Eyerman, associate director of advancement operations at Ohio Wesleyan, for the death of her father, Thomas T. Zastudil on June 23, 2014.

Deadlines for receiving Class Notes submissions are October 17 for the Winter issues and January 15 for the Spring issue.



Remembering Ryan

Ryan Missler '98, of Dublin, Ohio, died in a car accident on August 9, 2014, at the age of 38. Ryan was a celebrated member of the Ohio Wesleyan baseball team during his time on campus, starting for three years as a third baseman and shortstop. He earned the Player of the Year award from the North Coast Athletic Conference his senior year, and he led the NCAC in batting average at .485, the fourth best in OWU history. With a three-year career batting average of .400 (the fifth-highest in OWU history), Ryan also set the OWU record for most home runs in a season and tied the team's home run record at 27. During his junior year, he was named to the All-NCAC first team, having been a nominee his sophomore year, tying for fourth on OWU's list of most runs batted in during a season. In 2008, Ryan was inducted into the OWU Athletic Hall of Fame, an honor that OWU athletic director Roger Ingles says was incredibly well-deserved: "He was tremendous athlete and led us to the number one ranking in the nation in 1998. After leaving Ohio Wesleyan, Ryan played minor league baseball for two years. From there, he worked in Dublin, Ohio alongside his brother Aaron Missler '96, also an OWU baseball player, as vice president of the family business, Missler's Irrigation. "Ryan's dedication to family, OWU, and his teammates will be forever missed," says Ingles.

Information from the Ohio Wesleyan newspaper, *The Transcript*, was used in this obituary.

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FROM THE OHIO WEST CONFERENCE

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GREAT TEACHERS...

Lighthouses of the World

By Dr. I. Marshall Washington '91



Unfortunately, we live in a hyperactive society where we are so consumed with the challenges of daily living that we sometimes overlook what is really important. We fail to say hello, please, or thank you. We neglect to congratulate others on the wonderful things that have happened to them, or give a compliment, or just do something nice for no reason.

As teachers, we are sometimes on the receiving end of that neglect, although we make lasting impressions on the lives of students every day. At times, no doubt, we wonder whether anything we say or do is making a difference. However, believe me, we make a monumental difference. Sometimes it just takes a while for our students to recognize it.

Exceptional teachers are the lighthouse of the world. They have the courage to go the extra mile toward making sure that students can comprehend the content and put new knowledge into practice. They appreciate and adapt to the differences in students, while striving to develop life-long learners, promote a strong work ethic, uphold academic excellence, and provide service and advocacy within our communities. The genius of a truly great teacher is the ability to instill a life-long love of learning. Once that flame is ignited, it cannot be extinguished.

We are so fortunate to live in a society where opportunities for education are open to all. What a different world it was for the great orator Frederick Douglass. He was born into slavery, at a time when it was against the law to teach slaves to read. When Douglass was about twelve years old, the wife of his owner started secretly teaching him the alphabet. He continued to learn to read from white children in the neighborhood and by observing the writings of men with whom he worked. He once said, "Knowledge is the pathway from slavery to freedom." Keeping that pathway open is the very essence of what teachers do.

Great teachers do not allow their students to buy into the idea that some difficult circumstance in their lives makes them incapable of learning or ineligible for success. They do not allow students to be enslaved by ignorance. Great teachers hold students to the highest academic standard. We do our students no favors by failing to challenge them. Above all, great teachers recognize and uncover the unmined talents, skills, and abilities of students.

I have been honored to serve in a variety of professional roles, all related to the great profession of teaching. For example, I have been a first grade teacher, an after-school enrichment teacher, a fraternity house advisor/parent, an Upward Bound counselor and director, a high school counselor, and a college coordinator of disability services. I also have served as a community college and university adjunct faculty member, as well as we as a community college dean, vice president, and president. In these roles, I have done my best to live up to the great responsibilities of a teacher.

And during my education and professional career, I am fortunate to have had many exceptional teachers bestow upon me their nuggets of wisdom. Below

are some words I have taken to heart, from a few of the many esteemed OWU colleagues to whom I would like to extend my gratitude.

"Help others along the way, and always arrive before time."

*Mrs. Paulette Patton
Director of Upward Bound*

"Style means nothing, if there is not substance to your character."

*Dr. Dorothy Huston
Director of Upward Bound*

"Punishment must be balanced against the offence yet stabilized by what the individual may learn from the experience."

*Mrs. Deborah Lipscomb
Director of Upward Bound*

"Think about the possibility and future; however, focus on connecting with others as we expand the conversation."

*Dr. Andy Anderson
Professor of Philosophy*

"Teach from who you are and the multiple experiences that represent who you are."

*Dr. Louise Musser
Professor of Foundations in Education and Methods Courses*

"Music is another way of communicating with others."

Dr. Larry Griffin, Professor of Music

"Over-planning makes a successful teacher."

Dr. Amy McClure, Professor of Children's Literature and Methods Course

How many lives have been transformed because we were there to teach, to listen, to care, to challenge, or to nurture? I urge you to continue sharing your passion for learning for years to come. Our students need us, now more than ever. With help, they will have a safe landing. They will survive and prosper. And they, too, will thank you—someday. ■

Dr. I. Marshall Washington is President of New River Community and Technical College in Beckley, West Virginia.



On August 21, 2014,
Ohio Wesleyan welcomed 484 new Loyal Hearts.
They include:

- 126** National Honor Society members
- 119** athletic captains
- 67** theatre participants
- 64** first-generation college students
- 29** newspaper, literary magazine, or yearbook editors
- 20** student body or class presidents
- 13** Model UN participants
- 12** Eagle Scouts
- 9** valedictorians
- 6** concert masters/mistresses
- 1** winner of the Pakistan National Linguistics Olympiad
- 1** kung fu instructor/guitarist
- 1** Microsoft security researcher
- 1** \$60,000 fund raiser for Hoops for the Homeless
- 1** Miss Teen Cincinnati runner-up

This is a class to sing about!

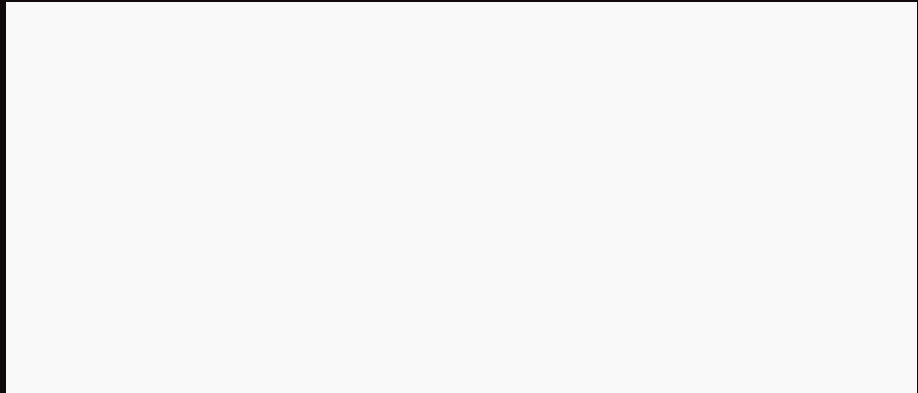
Your gift to the OWU Fund provides much-needed scholarships,
world-class faculty, and life-changing opportunities for these students.
Show your loyalty and make a gift today.

Loyal Hearts Sing

OHIO WESLEYAN UNIVERSITY

community.owu.edu

loud let it ring. O - hi - o Wes - ley - au! Loy - al hearts sing.



Move-in Day at OWU

Freshmen roommates **Kera Bussy-Sims '18** (left) and **Lindsy Woods '18** meet for the first time on campus.