

# Maryville

[ FALL 2014 ]

## MAGAZINE

### Full Court Press

CREATING A CULTURE OF STUDENT SUCCESS

Student Organizations  
on the Rise

Work-Study Program  
is Win-Win

Soccer History Project  
Renews Ties





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ON THE COVER *Taylor Boyd (center), senior education major, snaps a 'selfie,' surrounded by his Maryville University mentors. In his letter (page 1), Maryville University President Mark Lombardi shares Taylor's story. Photo by Dan Donovan*



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## Maryville MAGAZINE

### EDITORIAL

EDITOR: Janet Edwards

DESIGN & LAYOUT: McCord Design Group

CONTRIBUTING WRITERS: Laura Derickson, '93, Janet Edwards, Alexandra Gresick, Jennifer Levin, Becky Mollenkamp, Mindy Schlansky

### ADMINISTRATION

PRESIDENT: Mark Lombardi, PhD

VICE PRESIDENT FOR INTEGRATED MARKETING & COMMUNICATIONS: Marcia Sullivan

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT: Tom Eschen

DIRECTOR OF ALUMNI RELATIONS: Erin Verry

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Maryville University is a private, independent institution offering 75+ degrees at the undergraduate, master's and doctoral levels. Maryville has forged its outstanding reputation based on academic outcomes, small classes, individualized student attention, and academic excellence. Maryville University has been recognized as the nation's No. 1 Overperforming University for the past two years.

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# Letter from the President

MARK LOMBARDI, PhD

DEAR FRIENDS,

This issue of the magazine shares some amazing experiences involving enterprising students, innovative faculty, dedicated staff, and passionate alumni who continue to make us proud. But nothing showcases the Maryville story better than the experience of a single student.

Senior education major Taylor Boyd is pictured on our cover surrounded by an array of mentors who have shaped his collegiate experience. The photograph underscores the true meaning of student-centered learning.

Taylor was a key member of the men's basketball team when a shoulder injury sidelined him and he was forced to give up the sport he loved. But thanks to the mentoring and support he has received throughout his academic career, Taylor's path is clear and bright.

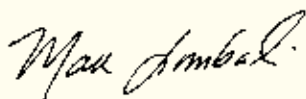
First, Kevin Carroll, head men's basketball coach, vowed to help his player any way he could and he kept his word. This fall, he created an assistant coaching position for Taylor so he could still participate in the game and gain career experience. Taylor brings a lot to the job, Coach says, not the least of which is an understanding of the team's core values and the ability to model them for younger players.

Second, Taylor studied abroad last summer in Oxford, England. The program stretched him personally and opened his eyes to a world of discovery. He credits the support of Dr. Jim Harf, director of the Center for Global Education, with whom he often visits casually to talk politics, history, and sports.

Taylor also received meaningful career direction from Dr. Nancy Williams, associate dean of the School of Education, and friendship and insight from Kathy Quinn, associate dean of students. And as he does with so many student-athletes, Athletics Director Marcus Manning serves as a role model in many personal and professional aspects of Taylor's life. All of these mentors are former athletes. Imagine the collective and powerful message of success they send to a student who finds himself transitioning from athlete to coach to educator.

In these pages, you'll learn about other student leaders, like Taylor, who are engaged and thriving on the campus of Maryville University, and you'll get to know the faculty and staff who surround them with mentorship. It's just one reason Maryville is recognized as a top institution for return on investment for students and their families. Our mission is to help students become their best selves. And I never get tired of talking about it—one student success story at a time.

WARM REGARDS,



**STUDENT-CENTERED:** Taylor Boyd surrounded from left to right by James Harf, PhD, director of the Center for Global Education; Marcus Manning, director of athletics; Nancy Williams, associate dean of the School of Education; Kevin Carroll, head men's basketball coach; and Kathy Quinn, associate dean of students.





BY POPULAR DEMAND: Students asked for it and Maryville delivered—a popular new gathering space, LJ's, debuted this fall in Donius University Center. Designed as a sports lounge, LJ's is packed with large-screen TVs and activities, such as Buzztime Trivia. Louie's Café (photo below), a new weekend dining alternative featuring pub-style fare is located near LJ's.

## New Gathering Spaces Highlight Campus Renovations

DURING THE SUMMER MONTHS, MARYVILLE UNIVERSITY'S CAMPUS WAS abuzz with ongoing construction of Myrtle E. and Earl E. Walker Hall, major facilities improvement projects, significant upgrades to furnishings and services, and increased WiFi and other technology resources throughout campus.

In case it's been a while since you last visited campus, below are the highlights:

- Plans are on track for spring semester classes to begin in Walker Hall. Maryville's new College of Health Professions building will also house the Walker Scottish Rite Clinic for Childhood Language Disorders.
- LJ's is a new student hangout located in Donius University Center. With 19 large-screen TVs, a variety of seating options, and entertainment options such as Buzztime Trivia, dartboards, and a stage, LJ's has quickly become a popular campus gathering space.
- On weekend evenings, pub-style fare is served in Louie's Café. The new dining service is conveniently situated near LJ's.
- Throughout Donius University Center and in other campus areas, students enjoy newly furnished casual seating spaces that feature USB ports so they can stay plugged in with charged up mobile devices.
- The resurfacing of the John E. and Adaline Simon Athletic Center gym floor features an updated design and proudly proclaims the space as the domain of #SaintsNation.

Brian Brinkley



Dan Donovan



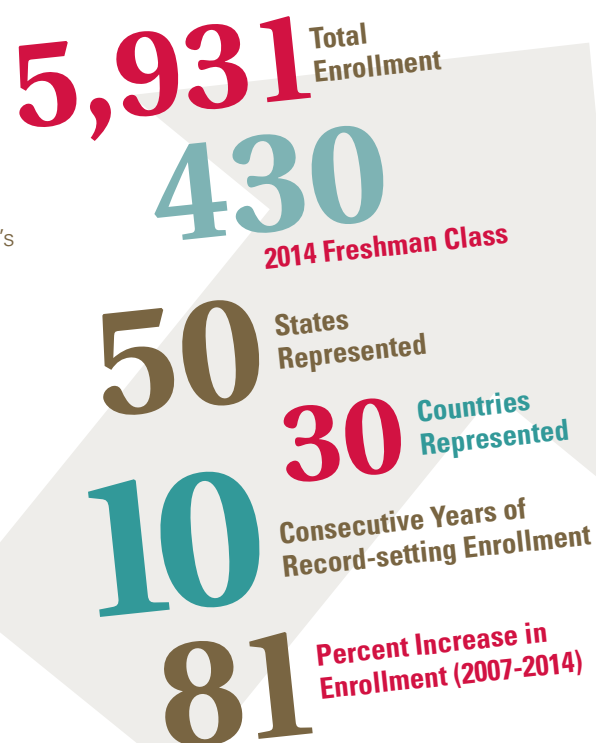
- Upon their return this fall, students in Mouton residence hall and Cedar apartment building were greeted with some renovations and new interior furnishings.
- The University Library also underwent major transformations this past summer. The first level has become an open floor collaboration space and plans call for similar renovation on the second floor.
- Walking through the Gander Quad has been enhanced with the completion of more than 2,000 linear feet of reconfigured architectural pathways.
- Maryville University's on-campus bandwidth—the backbone of the network—has increased from 1 to 10 gigabytes, while the Internet bandwidth doubled. Technology in classrooms and labs has been enhanced, connections to the new fibre network have been completed, and expanded copier and printing solutions have been implemented throughout campus. ■

## Maryville University: A 'TOP 20 FASTEST-GROWING' PRIVATE UNIVERSITY IN THE NATION

This fall, Maryville University achieved the highest overall enrollment in the school's history, marking the tenth consecutive year of record enrollment and the second year of double-digit growth. The 2014 freshman class is the largest in Maryville's history and represents a 5 percent increase over last year.

Maryville University is one of the top 20 fastest-growing universities in the country, as recognized this fall by the *Chronicle of Higher Education*, which measures growth in student population between 2002 and 2012. Maryville was cited for an impressive 28 percent growth during that time period. More significantly, from 2007-2014 enrollment has increased 81 percent.

The University is experiencing growth in every category and at every stage of the process, including more inquiries, applications, admissions, and students participating in orientation. ■





# Marcia Sullivan Named VP for Integrated Marketing & Communications



Sullivan



MARCIA SULLIVAN HAS BEEN APPOINTED VICE PRESIDENT OF Maryville University's newly reorganized Office of Integrated Marketing & Communications. Sullivan previously served as president of St. Michael's High School in Santa Fe, N.M. She has more than 25 years professional experience in business, nonprofit, and higher education management roles.

"Marcia brings a wealth of corporate and higher education experience to this position," says President Mark Lombardi.

"She has an outstanding track record of implementing integrated strategies that enhance and augment an institution's image. We are lucky to bring her on board."

Sullivan formerly served as director of college relations and vice president for administration and communications at the College of Santa Fe. She has also held various marketing and development positions in New York City in the arts and in the corporate giving and government affairs sector, including director of corporate contributions and government affairs at Philip Morris Companies and Altria Group.

"Maryville is enhancing and developing new degree programs, and its online and residential student enrollment is among the fastest growing in the nation," says Sullivan. "I am excited to work at this dynamic University and help create awareness of its many successes."



The Office of Integrated Marketing & Communications oversees marketing strategy, publications, media relations, internal communication and all interactive media, including the website and social media.  

## HELP WANTED: ETHICAL HACKERS!

In response to unprecedented demand by local and national employers for outstanding candidates in the field of information security, Maryville University's John E. Simon School of Business has created a cybersecurity undergraduate major. Enrollment is currently underway.

For information about the program, visit [maryville.edu/cyber](http://maryville.edu/cyber).

Maryville has partnered with local employers to understand their hiring, training, and business needs in the information security profession, says Dustin Loeffler, JD, director of the cybersecurity program. "That insight has been incorporated into a curriculum that prepares Maryville students to meet marketplace requirements on Day One of employment in cybersecurity," he says.

The program features relevant courses demanded by employers, including Computer Forensics, Information Systems Security Law and Policy, Mobile/Cloud Security, and Pen Testing.  



**CHALLENGE ACCEPTED:** Called out by colleagues from other colleges and universities, Maryville University President Mark Lombardi (left) participated in the nationwide Ice Bucket Challenge. The Challenge promotes awareness of ALS disease and helps raise funding for research. Athletics Director Marcus Manning accepted the challenge in support of both ALS research and the Kay Yow Cold Water Challenge for Cancer Research.

## SHORT CUTS

### CAMPUS CARSHARE PROGRAM LAUNCHES

Maryville University has partnered with Enterprise Rent-A-Car to provide the Enterprise CarShare program to students. The online, membership-based program allows students 24/7 access to designated vehicles parked on campus. Students may rent a vehicle at a low rate for hourly, daily, or overnight usage.



### MAGNOLIA SEEKS SUBMISSIONS

*Magnolia*, Maryville University's annual literary publication, seeks submissions for the spring 2015 edition. Submissions can include poetry, short fiction, short essay, academic essays, art, photography, and drawings. Please submit works online: [marville.edu/magnolia/submit](http://marville.edu/magnolia/submit).

The publication, now in its eleventh year, was founded to provide an opportunity for members of the Maryville community to share their creative, artistic and literary endeavors and to assist in fostering a creative and intellectual spirit on campus.

### INNOVATION GRANT FUNDS APPY-HOURS

In an effort to enhance student learning, Mascheal Schappe, EdD, assistant professor of education, has begun hosting Appy-Hours, a collaborative endeavor designed to explore the use of iPads as a classroom resource.

"The iPad is a great tool to increase conversation in the classroom and collaboration between students," she says. The project is funded by a grant through Maryville's Finch Center for Teaching and Learning. The Innovation Incentive Grant gives Schappe the opportunity to meet monthly with colleagues in the School of Education and other programs to discuss best practices and applications for incorporating the iPad into the classroom.


### ANNUAL FUND CAMPAIGN WINS DESIGN AWARD

Elizabeth Erickson Arway, '05, earned two 2014 TAM Awards for design work she completed for Maryville University. Arway, president and founder of Creative Entourage, was recognized with a Gold Award for her work on the 2013-2014 "I AM Maryville" annual fund campaign and a Best in Class Award for the 2014 Class Gift Campaign. The awards are presented annually by The Business Marketing Association of St. Louis.




YOU'RE IN!: Acceptance "letters" received by prospective Maryville students this fall came with a twist—a box with a Rubik's cube featuring Maryville graphics and a challenge to join others in solving the puzzle. One excited high school student tweeted: "definitely the coolest college acceptance letter I've gotten @maryvilleu."

## TAPINGO DINING APP DEBUTS

Maryville is the first university in the Midwest to implement Tapingo, a mobile app that integrates student accounts with dining services. Available for download on all smartphones, the free, user-friendly app helps speed up the ordering process for busy students, faculty, and staff members. After an order is prepared, the user receives a text message with an order code, alerting them their food is ready for pickup. The app allows people to pay in advance using Saints Dollars, Maryville OneCard, or a personal credit card. 

## Call for WWI Exhibit Items

In conjunction with Maryville University's centennial commemoration of World War I during the 2014-2015 academic year, program leaders Germaine Murray, PhD, professor of English, and John Baltrushunas, associate professor of art and director of the Morton J. May Foundation Gallery, seek contributions from the Maryville community for an exhibition planned for March 2015 in the May Gallery, located in the University Library. If you have personal stories, artifacts, and photos concerning family members or memories of WWI you are willing to share, please email Murray at [gmurray@maryville.edu](mailto:gmurray@maryville.edu). If the objects are fragile or too precious to lend for the exhibit, arrangements may be made for photographing or scanning. 

# Maryville Focuses Efforts on Engaging Jewish Students

AS PART OF AN OVERARCHING GOAL OF DIVERSITY, MARYVILLE IS engaged in efforts to attract more Jewish students and provide a culturally diverse environment that embraces Jewish tradition.

Jewish faculty and staff have long worked together to ensure that Jewish students feel comfortable celebrating their faith traditions on campus. A more formalized “Jewish Initiative” began in 2008 when Jewish Federation of St. Louis, recognizing Maryville’s presence in the heart of the West County Jewish community, invited Maryville to become more actively involved with its Jewish neighbors.

Karen Tabak, PhD, professor of accounting, leads the University’s internal Jewish initiative committee and feels Maryville’s size and national reputation offer a unique niche for Jewish students. “While growing from a ‘small college’ into a national university, Maryville manages to keep the warm, personal touch,” she says. “Our academic programs meet the dynamic needs of our community, but our culture is one that respects traditions and honors diversity in learning styles as well as heritage.”

Since 2011, support from The Kranzberg Family Foundation, a St. Louis philanthropic organization affiliated with Jewish

Federation, has provided funds for a Jewish programming facilitator on campus. Erin Schreiber, a former assistant director of admissions at Maryville, holds the position. She leads cultural programs and activities throughout the year for Jewish students, faculty, and staff who are often accompanied by non-Jewish friends and colleagues.

“The Maryville community is so warm and welcoming that Jewish students already feel part of the Maryville family,” Schreiber says. “Connecting Jewish students to one another creates a sense of home and allows their Jewish identity to evolve while they grow academically and socially.”

Most recently, local Jewish leaders were tapped to join a Jewish Advisory Council that will help Maryville build bridges into the Jewish community through partnerships, sponsorships and other collaborations. Championing this effort is Paul Kravitz, an adjunct professor of marketing at Maryville who serves as chair. Kravitz says, “The Jewish Advisory Council is committed to providing experiences that will strengthen students’ Jewish identity and the St. Louis Jewish community as well.”

## NEW PARTNERSHIPS SPARK ENTREPRENEURIAL DREAMS

Maryville University recently announced significant partnerships in the areas of entrepreneurship and experiential learning through spark!, T-REX, and ITEN



spark!, an innovative collaboration between Maryville University and Parkway School District, is an ideas incubator housed in a newly created, 7,000 square-foot Google-themed facility at Chesterfield Mall in Chesterfield, Mo. High school students participating in the spark! program are allotted release time from their classes to work on developing their invention or business idea. Students pursue a wide range of projects from fashion design to smartphone app development, and each step of the way they receive targeted advice from Maryville faculty and leading St. Louis entrepreneurs to help make their ideas a reality.



Maryville University is also a new partner in the T-REX co-working space and technology incubator in downtown St. Louis. T-REX is home to more than 80 startups and entrepreneurial activities—including two companies owned by Maryville graduates: Matt Carpenter, '12, of Collection of Elements, and Dan Mirth, '10, of Artifox. Its mission is to provide startup entrepreneurs with low cost, flexible space while serving the region with quality programming and inspiring community. Maryville provides workshops, formal education, and certification training to T-REX partners.



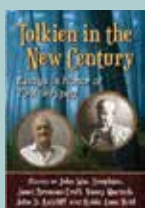
An exciting new internship program is the result of a partnership between Maryville University and T-REX startup, ITEN. The program will span ITEN’s 250-business network, allowing students to gain practical experience at a wide range of innovative companies. ITEN works to connect experienced entrepreneurs with newer business owners to help them develop their ventures through networking, access to funding, and talent connections.



# Faculty AND Staff

MAKING A DIFFERENCE  
IN THEIR FIELDS

An essay by **JOHN MARINO, PhD**, associate professor of English,



was published in *Tolkien in the New Century: Essays in Honor of Tom Shippey* (McFarland, 2014).

**NINA A. ZIMMERMANN, MSN, APRN, ANP-BC, AE-C**, clinical assistant professor of nursing and coordinator of the nurse practitioner programs for the Catherine McAuley School of Nursing, has been named as faculty and will present at the 2015 American Academy of Allergy Asthma and Immunology Conference (AAAAI).

**TURAN MULLINS**, assistant director of multicultural programs, has been nominated to participate in the 2014-15 Initiative Fellows Program of the St. Louis Business Diversity Initiative, St. Louis



Regional Chamber.

In elections last spring, **ALICE JENSEN, MSN, RN**, (below left) coordinator of the BSN-completion program, was elected to her first term on the Wright City School Board, and **KEITH KINDER, EdD**, (below right) assistant



professor of educational leadership, was re-elected to a second term on the Rockwood School District Board of Education.

**KAREN PARKER DAVIS, MA, OTR/L**, assistant professor of occupational therapy, was awarded the Roster of Fellows Award at the American Occupational Therapy Association Annual Conference held last June. The Roster of Fellows recognition is granted to occupational therapists who make a significant contribution to the profession, and to the continuing education and professional development of members of the Association.



**MICHAEL KIENER, PhD**, (top left) director of the rehabilitation counseling program and associate professor of rehabilitation counseling, and **PETER GREEN, PhD**, (bottom left) assistant dean of social sciences, director of the psychology program and associate professor of psychology, recently published research ("Using the Comfortability in the Classroom Scale to Enhance Positive Classroom Learning Environments") in *Insight: A Journal of Scholarly Teaching* (Vol. 9, 2014).



**DAVIS BROWN, PhD, JD**, director of the legal studies program and assistant professor of political science, has published a new book, *The Just War Tradition: Applying Old Ethics to New Problems*.

◀ (Routledge, 2014)

**KEVIN CARROLL**, head men's basketball coach, was a featured speaker at the inaugural St. Louis Coaches vs. Cancer Coaches Clinic recently presented by Edward Jones.



**LINDA SCHULTZ, PhD, CRRN-A**, assistant professor of nursing, has written several patient education brochures for the Christopher and Dana Reeve Paralysis Foundation, one of which has been adopted for distribution by The Sepsis Alliance.

**BOB CUNNINGHAM, PhD, OT/L, ATP**, associate professor of occupational therapy, published a continuing education article, "Rethinking Occupational Therapy's Role with Assistive Technology," in *OT Practice* (June 30, 2014.)



**DUSTIN LOEFFLER, JD, '02**, assistant professor of cybersecurity, has been elected to serve as the founding chair of the Cyber Security Special Interest Group within the ITEN community. The group will advise, assist, and mentor ITEN entrepreneurs on issues such as credit card security and personally identifiable information.

**ALLYSON CRUST, '09**, assistant director of student involvement, published an article on inspiring creativity ("cre-8-iVi-t!"), in the September 2014 issue of *Campus Activities Programming*, the magazine of the National Association for Campus Activities.

# [StudentSpotlight]



Dan Donovan

**BEST FRIENDS:** Retired Marine and second-year DPT student Keegan Albright poses with Snap, a canine military veteran that once saved Albright's life in Afghanistan. Snap served as an IDD—an improvised explosive device detection dog. Following a long separation, Keegan was able to adopt Snap in 2012.

## DOGGED DETERMINATION

*A tale of two veterans—  
a former Marine and  
the four-legged scout  
that saved his life*

BY JANET EDWARDS

WHETHER IT INVOLVES COMPETING FOR A SPOT IN A PROFESSIONAL PROGRAM, completing the work for a difficult class, or achieving something much more personal—say, keeping tabs on a dog named Snap from 7,000 miles away—Keegan Albright is relentless. That tenacity served him well in the U.S. Marine Corps and accounts for much of his success now as a second-year doctor of physical therapy major.

Albright enrolled at Maryville University in 2012 after serving four years in the Marines, where he was deployed first to Iraq, then Afghanistan, earning the rank of corporal. A native of Quincy, Ill., Albright joined the military just after high school, following in big footsteps.

“My cousin joined the Marine Corps four years before I did,” he says. “My grandfather was a Marine, and my dad was in the U.S. Army. I was in seventh

grade during 9/11. I figured the Marine Corps would be my opportunity to feel like I did something about it.”

While preparing for deployment to Afghanistan, his second tour of duty, Albright made a new friend, a black Labrador Retriever named Snap. As an IDD, or an improvised explosive device detection dog, Snap was an important member of the platoon.

“They had traditional working dogs on leash, but these IDD dogs are duck hunting and field trial dogs trained to go off leash. The idea is you get further standoff distance from potential hazards,” Albright says.

The dogs were still experimental during his first tour of duty, but he was intrigued. “I definitely wanted to get my name in the hat for the next tour,” Albright recalls. “When our platoon commander asked if anyone wanted to



volunteer as a dog handler, I was the first one to get my hand up."

The training took place in South Carolina at a facility run by American K9 Interdiction, contractors who trained both the dogs and the Marines who handled them. At the time he was paired with Albright, Snap was 3 years old and had already been deployed once to Afghanistan.

The chief job of IDD dogs was to search for bombs, which they did by sense of smell. Once a dog discovered an explosive, they laid down on it. "That was their final response when they found the exact location," he says. "It sounds bad, but the pressure plates required something a lot heavier than these dogs to set off the circuit."

Snap may not have been in danger, but Albright certainly was.

"Snap and I had some close calls," he says. "In one instance, I was seven steps away from stepping on an explosive that definitely would have killed me, but Snap found it before I got there. I owe my life to him."

### KEEPING TABS ON SNAP

Upon returning from deployment, the dogs were immediately routed back to the training facility, a disconcerting fact for Albright. "It was good to be home, but it was bittersweet because I had to give my dog away," he says. Albright had become friends with the dog trainers, however, and they often sent him photographs of Snap.

After leaving the military, Albright accepted a job with American K9 Interdiction, working with both the dogs and Marines. He had less than a month's reunion with Snap, however, before the dog was redeployed to Afghanistan with another Marine.

"Throughout that whole time I was tracking him, keeping tabs on him, keeping in touch with bigwigs at the company," Albright says. By then, the IDD program was winding down due to budget cuts and downsizing of operations.



The dogs were being adopted out, but it took a long time to process requests. Albright was finally given permission to adopt Snap in the fall of 2012.

"I had not seen him since summer of 2011," he says. "I was so excited."

Albright was enrolled at Maryville and had shared stories of Snap in class. "I emailed my instructors and notified them of the situation. They were more than willing to assist me in making sure

reviews that Maryville professors were always accessible, that you could email them questions and they would help you out. I was 22 at the time and had been out of school since high school, so I didn't want to walk into a university that just throws you into the fray. My instructors have far exceeded my expectations."

Albright required physical therapy for a knee injury while serving in the Marines, and the experience piqued his interest in the profession. His grandfather had been a physical

*"In one instance, I was seven steps away from stepping on an explosive that definitely would have killed me, but Snap found it before I got there. I owe my life to him."*

I didn't miss anything from those class periods," Albright says.

Anxious for the reunion, he drove 14 hours in one stretch to the Virginia facility where Snap was being held on a kennel truck.

"As I approached from the backside of the truck, I said, 'Snap is that you in there, bud?' Snap immediately starting whining and violently burst out of the kennel. He jumped on me and licked me to death. Snap had not seen my face yet when he realized who I was. I'll never forget that. Whoever said that dogs don't remember anything or have no sense of time is definitely mistaken."

### PURSUING NEW GOALS AT MARYVILLE

While in Afghanistan, Albright already knew he would be leaving the military and wanted to go to school. He also knew he wanted to live in St. Louis, home of extended family and the St. Louis Blues (he's a major fan).

"In Afghanistan, I searched the Internet and saw

therapist, and his mother suggested it could be a good fit for Albright, too.

"I like the whole aspect of seeing people dig deep and work hard to achieve goals—slowly. That's why fitness is so intriguing, there's no instant gratification," Albright, a fitness enthusiast, says. "People who want to lose weight or gain weight, or who are recovering from injury or surgery, whatever their goals are it takes months and months to get there. It's awesome to

see them look in the mirror one day and go, 'Wow, I did what I wanted to do.'"

A seasoned veteran of military operations, Snap is now 8 years old. Meanwhile, the Marine veteran continues to push hard to reach his career goals.

"Don't ever think that you can't do anything," he offers to anyone who might be facing an uphill climb. "It's cliché, but there was a point in chemistry last fall when I thought, 'This is the first class I'm actually going to fail.' But I decided it's not impossible, thousands of people have not failed it—they may have really disliked it, but they made out all right. Stand determined." 🇺🇸



## Partnering to Promote Campus

# DIVERSITY

*The Consortium of Higher Education Professionals for Inclusion & Equity (CHEPIE) was co-founded by Maryville colleagues who sought to fill a gap in regional resources*

BY BECKY MOLLENKAMP

**F**OLLOWING AN ENTHUSIASTIC BRAINSTORMING SESSION ABOUT HOW TO ADVANCE THEIR PROFESSIONAL WISH list, two forward-thinking Maryville staff members created an important new resource—an organization dedicated to promoting diversity and inclusion efforts at Maryville University and on other university and college campuses.

“We’re tapping into a gap in terms of professional organizations for those doing multicultural programs work in higher education,” says Christie Cruise-Harper, assistant dean of students and director of multicultural programs, who co-founded the group with Turan Mullins, assistant director of multicultural programs. “It’s pretty innovative for our region and it’s definitely needed.”

Their brainchild, the Consortium of Higher Education Professionals for Inclusion & Equity (CHEPIE), supports university staff members who work to promote diversity, inclusion, and equity on their campuses. Launched in September, CHEPIE is the first organization of its type in the greater St. Louis area.

Cruise-Harper and Mullins spent a year planning for the rollout of their idea. They had support from peers at several local institutions, including Missouri Baptist University, Saint Louis University, University of Missouri-St. Louis, and Washington University.

“Our office spearheaded the group, but in terms of laying the foundation it has been a team effort with our peer institutions,” Cruise-Harper says. Maryville University provided Cruise-Harper and Mullins time away from the office for planning, along with seed money to launch the organization’s website.

“Our supervisors and the institution feel this is needed as part of our overall goal of contributing something to the

profession,” Mullins says. “We are doing it because it’s the right thing to do.”

Now that the organization is active, membership will expand to include professionals who work in multicultural affairs offices, LGBT centers, and similar areas at private and public colleges and universities around the region. The group will also welcome faculty members and others committed to inclusion and equity.

CHEPIE will host monthly meetings on a variety of issues, but will go beyond topical networking lunches. For example, group members will partner on grants, research, and conference presentations. They will also pool resources, like sharing buses so students from multiple schools can attend special events that would otherwise be cost prohibitive. If one school has a speaker on diversity, the others will promote the event to their students.

“To be able to communicate and work with colleagues at other institutions in the region is helpful to me in my day-to-day practice,” says LaTanya Buck, director of the Center for Diversity and Inclusion at Washington University. “I can pick up the phone and call someone at Maryville or Missouri Baptist if I have questions about a situation. Sharing best practices is very helpful not only to us as professionals, but also to the students we serve. It helps us all when we educate each other.”

Mullins is excited to begin working more closely with Buck and others in the field through CHEPIE. Although they all do similar work, he says, the spirit of CHEPIE is collaborative, not competitive.

“I see it as a way to increase the resources for our students,” Mullins says, “and to increase the knowledge base of professionals in the organization.”



Cruise-Harper

Don Donovan



Mullins

Jerry Naunheim



# REALITY CHECK

## Maryville's Work-Study Program Pays Off for Both Students and Staff

BY BECKY MOLLENKAMP

Along with academic studies at Maryville University, another kind of valuable learning also takes place. Maryville's work-study program, and the powerful mentoring relationships it fosters, serves as an opportunity for students to practice professional skills and explore careers.

About 430 full-time undergraduates participate in the work-study program, which is about much more than earning a paycheck. A study this year by the National Bureau of Economic Research found that students who participate in a work-study program are more likely to graduate and to be employed six years after college than their peers who don't participate.

A robust student employment program is one of many reasons Maryville University is cited in the top 15 percent of all major universities in the nation for the return on investment of its academic degrees. Maryville shows its commitment to fostering

such opportunities by adding more than \$1 million to the \$214,865 it receives in federal funding.

"Maryville financially supplements the work-study program because we know how important it is," says Jen McCluskey, PhD, associate vice president and director of the Center for Academic Success and First-Year Experience. "The skills our students gain through these experiences provide value well beyond the money they earn."

*"A price tag cannot be put on the value of having a mentor on campus, and the work-study supervisor often acts as that mentor from Day One on the job."*

Student workers get real-world experience before they ever clock in at a campus job. Rather than randomly assigning positions, Maryville has created an application process that mimics what students will experience after graduation. Jobs are posted online and students must submit a resume and complete an interview.

workshops on topics like business communication and networking skills.

Most importantly, students are given more than routine seat-filling roles. Staff members strive to create meaningful work for student employees. About 30 percent of student workers are in career-related jobs on campus, however, every employee learns universal professional



JEN MCCLUSKEY, PhD

skills that make them more marketable after graduation.

"The retention rate for students who are in the work-study program is consistently higher than for those who do not participate. One reason is that students who have a job at the institution know they are appreciated and valued," says McCluskey. "They know that they matter to the department and to the institution so they want to come back and continue to make a difference."

### *75 percent of student workers at Maryville return to the same position year after year.*

In fact, 75 percent of student workers at Maryville return to the same position year after year, so it's no wonder that so many develop strong bonds with their supervisors. After all, the average worker logs 10 hours a week, or 300 hours per academic year, in a campus job.

"We leverage those hours to make sure they are meaningful," McCluskey says. "A price tag cannot be put on the value of having a mentor on campus, and the work-study supervisor often acts as that mentor from Day One on the job, and Day One on campus."



Dan Donovan

HEROs: Ayla Sweida, junior, and Pam Culliton, MSN, ARNP, director of health and wellness.



### **Spotlight: PRACTICAL EXPERIENCE**

As a nursing major, Ayla Sweida was thrilled to land a job her freshman year in Maryville's Health and Wellness office. Although she doesn't do direct patient care, Sweida, now a junior, is gaining skills that will serve her well when she enters emergency nursing after graduation.

"I've learned how to talk to people who aren't really educated in the medical field and that will help me communicate with my patients in a way they can understand," Sweida says. "I think it will really benefit me later on."

Sweida is one of eight students who form the Health Educators Promoting Responsible Options (HEROs) team, which organizes on-campus educational events, such as blood drives, bone marrow registries, and trivia nights.

In an office with only one full-time employee, Sweida and her fellow student employees are important assets, says Pam Culliton, MSN, ARNP, director of Health and Wellness. In addition to doing a lot of legwork, the students provide a youthful perspective that comes in handy with student outreach.

"They can keep things fresh," Culliton says. "I have to rely on students, and they work very hard. We could not do our work without them, bottom line."

Culliton learns as much from her student workers as they do from her. From Sweida, she says, she's picked up organizational skills and ideas for teaching new employees and helping them feel welcome. Likewise, Sweida says Culliton has taught her about dealing with the public and different personalities.

That symbiotic relationship is one reason Sweida has returned to the same job for a third year. Also, she says she feels like an integral part of the team.

"Maryville doesn't want you to just show up, do the job, and leave," Sweida says. "People are excited when I show up for work, and that's a good feeling. I feel like I really make a difference in the office."





## Spotlight: MEMBERSHIP BENEFITS

In a busy office with 13 full-time employees and nine student workers, it could be easy to get lost in the crowd. Since his first day working in the Student Service Center, however, Joe Barkofske, sophomore, has felt like an integral part of the department.

"It definitely feels like we are part of the team," says Barkofske, who is majoring in both accounting and sport business management. "They rely on us a lot, and trust that we'll do things to the best of our ability to help them do their job."

*"They rely on us a lot, and trust that we'll do things to the best of our ability to help them do their job."* **Joe Barkofske**

Barkofske helps with day-to-day operations, processing transcripts, scanning documents, sorting mail, and staffing the front desk. The tasks may sound mundane, but his supervisor says they are critical to the success of the University's record-keeping hub; their work affects students and the entire campus.

"It's very telling that most of our student workers stay with us through graduation," says Mariam Simonyan, the center's associate director. "Even though it's a very busy place, our students choose to stay because they like what they do."

Student workers are treated as equals, Simonyan says, and that keeps turnover rates low. Now in his second year at the center, Barkofske says he feels like he knows he is contributing to something important.

"Mariam is interested in what's going on in our lives and wants to make sure we are doing well," Barkofske says. "We try to reciprocate that. It's a mutual respect between student workers and the employees."



TEAMWORK: Joe Barkofske, sophomore, and Mariam Simonyan, associate director of the Student Service Center.

Dan Donovan



Dan Donovan



## Spotlight: MENTORSHIP AND MORE

Whether she's stressed about a test or having a spat with a friend, Megan Fuhr, junior, almost always turns to one person on the Maryville University campus for help. The biomedical science major doesn't seek out a professor or counselor; she asks her on-campus supervisor for advice.

"She is not just my boss, she is someone I trust," Fuhr says of Chris Hollenbeck, director of special events and donor relations for Institutional Advancement. "Honestly, she feels more like family. If something's up, I can always talk to Chris about it."

The relationship is a two-way street. After two years of working with Fuhr, who helps with the database and event prep, Hollenbeck says she has received as much as she has given.

"She doesn't just ask me how the printer works," Hollenbeck says. "She also asks about things like managing her time. It helps me to better understand ways I can balance my life. I learn through her eyes as well, which is a lot of fun."

Hollenbeck does her best to serve her student employees beyond the walls of her office. She's still in touch with many former workers, regularly providing letters of recommendation and passing along job leads. Last year, she introduced Fuhr to a contact at a local hospital, where the pre-med student was able to job shadow.

"Chris is not only a great boss, she's a great person," Fuhr says. "She is a role model to me in that she is a very professional person and she isn't rattled easily. That's something I've tried to feed off of, and I hope I'm able to hold that standard." 🇺🇸

EVENTFUL: Megan Fuhr, junior, and Chris Hollenbeck, director of special events and donor relations.

# TEACHING

# 1

STORY BY JANET EDWARDS

As college students across the country press for more personalized instruction and greater return on their investment in higher education, they most certainly discover paths to their best future at Maryville University. In large part, the emphasis on student-centered learning is responsible for Maryville's recent ranking in the top 15 percent nationwide for ROI. Maryville graduates are successful because their investment builds capital from the first class and continues to provide returns throughout their careers.

Look for additional profiles of exceptional Maryville University faculty members online at [maryville.edu/teaching1](http://maryville.edu/teaching1)

O

N ANY GIVEN DAY, MARYVILLE STUDENTS ARE PREPARING TO EDUCATE THE next generation, posing and testing complex scientific questions, considering difficult ethical questions facing today's healthcare practitioners, raising the skills bar in traditional areas such as finance and, across the curriculum, exploring new technologies in order to create more, respond more nimbly, and be more innovative in their approaches. This is what ROI (Return on Investment) looks like for today's college student—practical, relevant, exciting, and leading-edge education that results in a desirable job in a graduate's chosen field.

Continuing a feature we began in the Spring 2014 edition of *Maryville Magazine*, in the next few pages we highlight five innovative professors who inspire Maryville students to reach their highest potential and become impactful citizens during their years here at Maryville and beyond. When the question of ROI arises, these professors add depth, meaning, and credibility to the Maryville response.

## Hands-On, Minds-On Learning

{ STEVE COXON, PhD }

Retooling, refining, and rethinking Big Ideas, such as the long-held theory that students learn best by doing, is a hallmark of classrooms and programs facilitated by Steve Coxon, PhD, assistant professor of education.

"I'm putting into practice the ideas of Constructivism—a very big concept that's been around for a long time, but it's seen as difficult to implement," Coxon says. "I view it as hands-on, minds-on learning."

School of Education classes are chunked into two and one-half hour class periods, which provides ample time to demonstrate, then practice, teaching strategies, Coxon says.

"The most important thing in working with both in-service and pre-service teachers is to model, and then have our students practice what you'd like to see them doing with their students," he says.

Along with other courses, Coxon teaches Integrating the Arts, designed to help students incorporate the arts in the core subjects of math, science, social studies, and communication arts. It's another excellent idea that education has grappled with for decades, he says. Coxon has recruited colleagues in other disciplines to devise new ways to achieve the goal.



"One of the biggest challenges is incorporating creativity into mathematics," he says. "Jessica Senne, assistant professor of interior design and an architect, came into class and demonstrated math-focused activities within architecture." Similarly, John Baltrushunas, associate professor of art and director of the Morton J. May Foundation Gallery, helped students combine the arts with science through a project to design camouflage using mixed media. Alden Craddock, PhD, associate professor of education and director of the Center for Civic Engagement and Democracy, shares the same students in a different course, Social Studies Methods. Students create a digital story in Integrating the Arts, then incorporate it into actual classrooms as part of a curriculum they develop in Social Studies Methods.

"Learning by doing is about teaching students to be innovative," Coxon says. "I can show Maryville students the basics of something, and how to learn more, but when a student figures something out, say, how to edit a segment in Garage Band software, they suddenly become the classroom expert. That's what I want them doing with their future elementary students."

Coxon has long held to an ethical imperative to serve all children, especially disadvantaged children. He continues to

pursue such emphasis through the Maryville Young Scholars Program, which addresses the gap in services provided to gifted minority students, as well as the Maryville Summer Science and Robotics program.

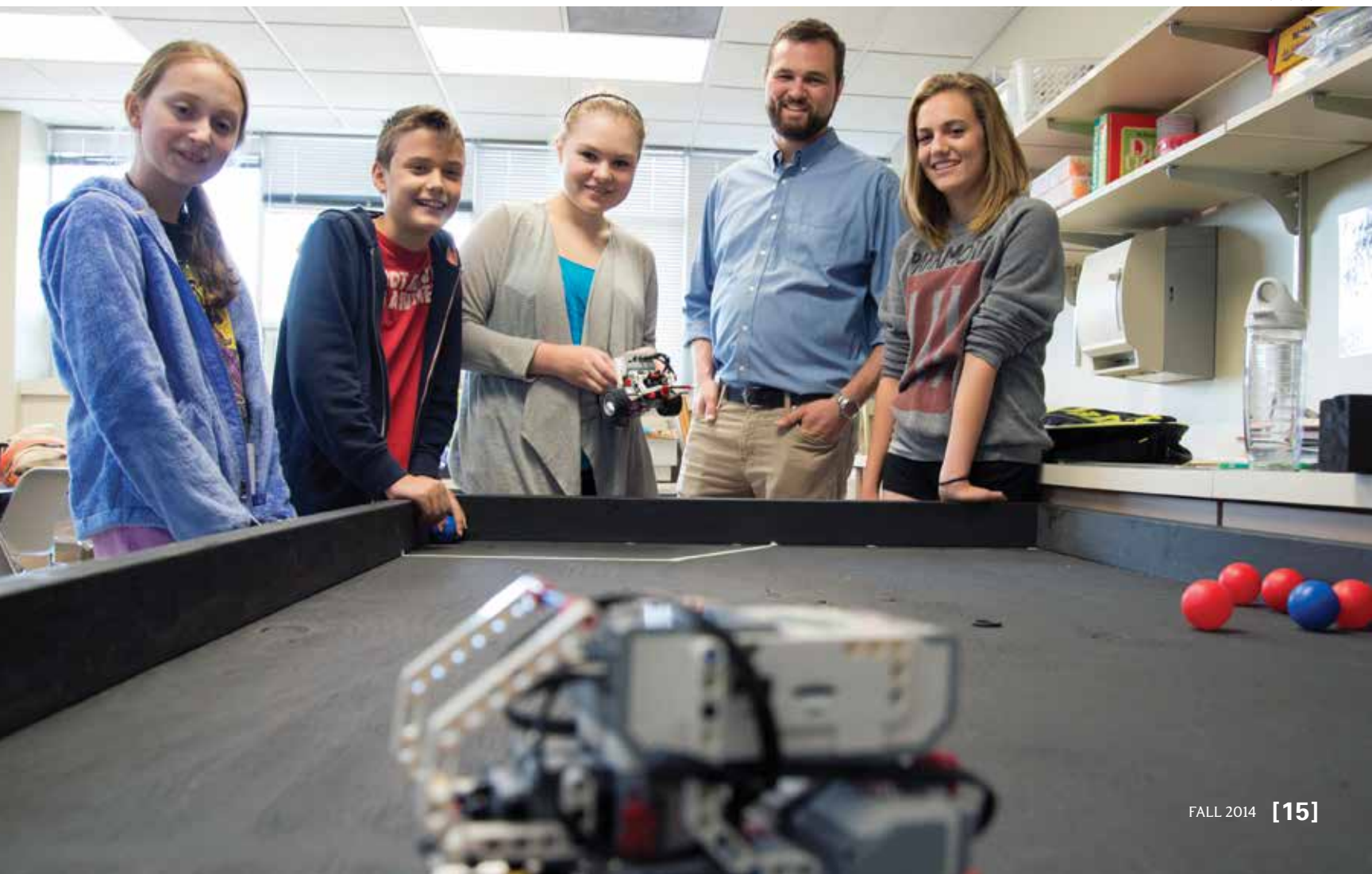
"Through Young Scholars, we're training teachers to be excellent teachers of all kids, including those of high ability from disadvantaged backgrounds," he says.

The Summer Science and Robotics program also has tremendous community impact. It serves nearly 450 children, including 50 on full scholarship, in 50 challenging, exciting classes. Coxon hires more than a dozen recent Maryville graduates to serve as teaching assistants. In addition, the program is an official practicum site for graduate students seeking gifted education certification.

Michael Dragoni, '09, '13, earned his undergraduate degree in education, his master's in educational leadership, and his certification in gifted education through Maryville University.

An art education teacher, Dragoni recently shifted his focus to gifted education after hearing Coxon speak on Young Scholars. "Passion for a subject can be inspirational and influence lives," Dragoni says. "This is what Dr. Coxon does for his students."

Dan Donovan



## News Flash: PR is High Energy Work

{ DUSTIN YORK, EdD }

At an early point in his career, Dustin York, assistant professor of communication, felt his students should learn something new “every second” — so he talked furiously. These days, he works hard to ensure students are the ones doing the talking — whether it’s into a microphone, a television camera, or to each other. Still, the high energy level in his classrooms is contagious.

“A message from Prof. York that I will never forget is, ‘Take all of the nervous energy that you have and turn it into excited energy.’ This changed my life, as I was able to get over my deep fear of public speaking,” says Andy Painter, communication major.

York first came to teaching as an adjunct instructor in Seattle, Wash., when his day job was at a high-powered PR agency. “I was working for cool clients like Nike and Pepsi. Then I taught a class in public relations and fell in love with it. It was on Tuesday nights and I looked forward to it throughout the week.” Eventually, he moved into full-time teaching, but not before he worked as a public relations consultant on a 2008 political campaign. York focused on non-verbal cues projected by the candidate. His research on non-verbal communication has been published in *Entrepreneur* magazine and *PR Daily*.

Students appreciate the expertise he brings to his class. “I feel like Prof. York gave up a lifestyle that he loved, public relations, to pursue one that he enjoys even more, teaching,” Painter says. “The classroom vibe comes directly from his enthusiasm. The class can tell that he really cares about what he is saying, so in turn the class cares, as well.”

“What I love about public relations is the ever-evolving, fast-paced environment in which you can actually see the results of your hard work, either through a well executed event or a segment you earn on Good Morning America,” York says. “The need to strategically think through a campaign like a game of chess without becoming repetitive is what not only drives my PR passion, but is also the reason this field continues to grow dramatically and rank as a top career in national polls.”

York teaches public relations and e-media courses at both the undergraduate and graduate level. He emphasizes technology, often introducing new apps to students as learning engagement tools, as well as important career knowledge.

“I’m going to sound super cheesy, but that look on a student’s face when they finally understand something and they realize they can use it right now — that’s what keeps me going,” he says. “I showed a student a simple software to use for a project she was assigned at work. She got a raise because she learned how to use it.”

York facilitated the launch of a student organization that works on public relations projects with one client each semester. Past clients have included the St. Louis County Library and Safe Connections. He also serves as faculty adviser to *Pauprint*, Maryville’s online student newspaper; *The Bark*, a student broadcast news station; and *Saints Talk*, a student sports podcast.

Jerry Naunheim





## Moving Toward Cultural Competence

{ OLAIDE SANGOSANI, DPT, PhD }

Olaide Sangosani, DPT, PhD, assistant professor of physical therapy, grew up in both England and Nigeria, and has also lived, studied, or worked in Louisiana, Arkansas, New York, New Jersey, Florida, Iowa, and Missouri. She speaks several languages and holds four degrees. Sangosani, who teaches courses ranging from ethics, genetics and practice management to exercise physiology and cultural diversity, strives to ensure her students develop cultural competence and gain a global perspective.

Physical therapy, she says, deals with healing, relieving pain, addressing wellness, and promoting health. "It's about movement. We diagnose and treat problems, but we also see patients who don't have a problem—we want to prevent problems," Sangosani says. "We want you to keep moving. If you lost movement, we want you to regain it; if you haven't lost it, we want you to maintain it."

The global aspect of physical therapy treatment is extremely important today, Sangosani says. "We are a nation of immigrants. Most of us want to treat the patient and move on. That's the traditional sense. But the profession is changing—the whole healthcare world is changing—and it's about time. Patients are human beings, they have complexities, they have families, and their lives are not just back pain or knee pain. I tell students: sometimes we look the same, but we are not the same because the environment, society, gender, culture, even the food we eat influences who we are."

The ethical questions and global perspectives discussed in Sangosani's classes are challenging, and often require personal reflection and response. Students aren't shy about speaking up, however, because they feel safe sharing their thoughts, says Jodi James, a fifth-year student in the Doctor of Physical Therapy program.

"I always looked forward to going to Dr. Sangosani's class because I knew that it wasn't going to be just another lecture," says James. "Dr. Sangosani really enjoys interacting with her students and making them feel comfortable. I felt like I could be myself and ask anything, no matter how 'dumb' I thought the question might be."

Sangosani makes a point not to share her own opinion in class. "I want students to share with each other because we need to start having civil discourse, and this is our practice point. That way, when students become healthcare professionals and patients say something uncomfortable, they will respond with empathy."

James studied abroad in Oxford, England, this summer. Cultural Competence in Healthcare, a course taught by



Jerry Naunheim

Sangosani, was part of her program. "Dr. Sangosani taught me how to treat a patient as a whole and to never underestimate the influence of a person's culture on their goals and openness to therapy," James says. "I also learned how to appreciate another person's culture and to put myself in their shoes."

"I hope my students will give more than they think they can," Sangosani says. "It's not about literacy anymore when you graduate, it's about doing good for those you can directly influence. Don't be a caboose; have several cars behind you that you're pulling along."

## Expanding Skills in Financial Services

{ MELISSA GRISWOLD, PhD }

**S**t. Louis is a rapidly growing hub for the nation's financial sector, with the *Wall Street Journal* citing regional figures showing industry employment up nearly 85 percent in the past seven years. As director of Maryville's new financial services program in the John E. Simon School of Business, Melissa Griswold, PhD, associate professor of finance, ensures her students benefit academically from that wealth of local expertise and are tapped into the network for internship and career opportunities.

"We've seen considerable student interest in the financial services major. Career opportunities have never been better, and both students and parents are excited about the specific training our students receive," Griswold says.

The program was created in response to industry needs and is constantly being adapted based on feedback from a Financial Services Advisory Board. "When something new comes out, we're on it," Griswold says.

As a result of such feedback, Maryville's financial services major differs from a traditional finance degree because of its interdisciplinary design; students are required to also study marketing and communications. "Our board members look for leadership, communication, and marketing skills from our graduates, so our students learn the financial tools and also learn how to present financial products to customers," she says.

Griswold emphasizes critical thinking skills in order to empower students well beyond graduation. "When they get a job, they'll become subject matter experts, in banking for instance, but beyond that, students have to accept the fact that it will be lifelong learning to keep up with new products and innovations in the finance industry," she says.

Christian Loges, whose career goals include working for a large financial firm in investment banking, trading, or asset management, has taken several courses with Griswold. Her passion for the subject and her ability to make concepts "stick" help students grasp the real-world applications of what they're learning, he says.

But Griswold doesn't rely solely on her own expertise as a former small business owner and financial consultant to make class materials relevant.

"She consistently has speakers from the industry come to class who give us a deeper look into the world of finance," Loges says. "I've had countless opportunities to meet professionals in the community and expand my network."

Bryan Lopez, a financial services major, says Griswold's classroom is a place "where we can have fun, but get down to business, where we can challenge Dr. Griswold with our thoughts and she will challenge us. We all feel comfortable."

Jerry Naunheim



Jerry Naunheim



I have created such a bond that I can stop by her office and discuss my future or just have a chat about life."

One goal of the program is to help place students in internships. Through the Financial Services Advisory Board, as well as alumni, and other industry connections, new avenues for students in internships and employment frequently open up. In fact, Griswold says, "We have more internships available than we have students at this point, which is really a great place to be."



## Research Takes Wing

{ CHRIS O'CONNOR, PhD }

If you ask Chris O'Connor, PhD, assistant professor of biology, fruit flies are not the pesky summer pests we know and despise; rather they're important research tools in the study of genetics.

"Fruit flies are a decent model to show us how genes can be passed on from parent to offspring and then to subsequent generations," O'Connor says, noting that students track misshaped wings, eye color, body color, and other traits. "The studies also give students a taste of what independent research is like because these are living organisms. We can't tell the flies when to reproduce and when not to, we're on their clock. Students often need to come in outside of their scheduled lab time in order to take care of their project."

As part of the genetics fly project, students develop their own hypotheses and test them. "Traditionally, students would be given a list of instructions on how to do an experiment, go through the process of doing those steps, get results, and that's it," O'Connor says. "With inquiry-based work, we ask them to think about what they're doing and come up with their own predictions."

Critical evaluation of information is a central tenet of O'Connor's classes. "I don't want students to just memorize the parts of a cell, I want them to understand what those parts are doing and, if you were to break one of those parts, what would happen to that cell," he says.

Given the complexities of scientific concepts, the material can be difficult to comprehend. However, O'Connor is not one to let students slide—he's constantly assessing student understanding and following up when needed.


Adam Brazzle, a junior biology major, plans to seek a doctorate in cell biology and microbiology. The most important thing he's learned from O'Connor, Brazzle says, is to stay calm. "I was one of the students that needed a lot of help with

studying and taking exams," he says. "Dr. O'Connor worked with me, sent me to the right people to get help with studying, gave me extra resources to check my understanding, and repeated over and over and over again, 'Do not hit that panic button!' He never doubted my abilities or me. And he never stopped reminding me of that."

Biomedical science major Abby Noor, junior, aspires to graduate work in pharmaceutical sciences or medicinal chemistry. She found O'Connor's genetics class challenging, but enjoyed it so much she dropped another course to opt into a second class taught by O'Connor—molecular genetics.

"That class consisted of a lot of practical and real life experiences with lab projects and reading scientific journals," says Noor. "I acquired good scientific writing and reading skills in his class that I know will benefit me in my future scientific studies."

O'Connor is focused on giving his students the tools and critical thinking skills they need to be successful and impactful scientists. "Hopefully, by the time they leave Maryville, they're asking questions no one has an answer for, but would be great to study," he says.

"In my experience, the most brilliant experts in the world cannot be good educators, unless they show their students how much they care about their education in their class," says Brazzle. "Dr. O'Connor demonstrates that every day." 

Jerry Naunheim







What do Bollywood dance, student government, and a web radio show have in common? At Maryville University, they're part of a long list of campus organizations that allow students the opportunity to explore leadership roles and hone critical life-work skills.



Story by Nancy Fowler

Portrait photos by Dan Donovan

ENGAGING STUDENTS: Notorious a capella group (top left) strikes a publicity pose; (middle left) Melissa Atwell, founder of Maryville's student chapter of Global Medical Brigades; (middle right) Elizabeth Hammond, president of African Students Organization.

LEADING THE CHARGE: Maryville Student Government (MSG) has addressed student concerns for the past 90 years. As president of MSG, Ben Rapp (left) carries that torch of leadership forward.

MARYVILLE STUDENTS HAVE ALWAYS ENJOYED PARTICIPATION IN CLUBS AND OTHER organizations, but campus activities have grown exponentially over the past decade. Last year, 70 organizations staged 2,000 different events and activities. This year, the goal is to reach 78 clubs.

Brian Gardner, '03, '07, director of student involvement, is quite familiar with how participation in campus life can impact one's future success. As a student, Gardner participated in several organizations, along with serving as a resident assistant, an orientation leader, a student ambassador, and as president of The Campus Activities Board (CAB). Such involvement led to him being hired as a program coordinator for Maryville's student activities in 2003, and he continues in leadership roles both on and off campus. In 2015, he will chair the board of directors for the National Association for Campus Activities.

In the years since he first came to Maryville, Gardner has witnessed tremendous growth in campus activity. "It's drastically different than it was 15 years ago. There's almost never a day when something's not going on," Gardner says.

In overseeing club activities like music concerts and trivia nights, students learn about contract negotiation, event planning, networking, time management, budgeting, and team-building, something Allyson Crust, '09, assistant director of student involvement, also knows first-hand.

Crust came to Maryville in 2005 as an occupational therapy student. But her involvement with CAB, which promotes organizations and events, changed her career path to organizational leadership and university administration. Now, as CAB's advisor, Crust sees student engagement enhancing other young lives just as it did hers.

"Students who choose to get involved outside of the classroom are most successful academically and in their careers after graduation," Crust says.

## African Students Organization

### *'It made me a leader'*

When Elizabeth Hammond arrived at Maryville from Ghana, she was surprised at the lack of knowledge about her beloved Africa.

"Some people think Africa is a country instead of a continent. People think we all live in poverty or that we all have HIV/AIDS," Hammond says.

Through her roommate, she discovered the African Students Organization (ASO), whose members include students from Kenya, Nigeria, and other African countries, and also U.S. citizens who want to learn more about the continent.

With the group, Hammond has been able to educate others about Africa, using posters, slideshows, and newspaper columns. This past spring, ASO's "Taste of Africa"

gathering drew nearly 200 people, from campus and beyond, to enjoy traditional dishes from different African countries.

"At one point, we had to ask some to step out so others could come in," Hammond remembers. "Because of that event, we were named Student Organization of the Year."

As she informs others, Hammond is also learning more about her homeland. At the same time, involvement in ASO has helped her find a new home at Maryville.

"I came from far away, away from my family, to a whole new continent," Hammond says. "ASO helped me transition really well."

The group has also changed Hammond's life in other ways. The sophomore communications major is now the president of ASO. "ASO made me step out of my shell," Hammond says. "It made me a leader."



## Global Medical Brigades

### *'It changed my life'*

Nursing and global outreach were two passions Maryville senior Melissa Atwell already held dear when she arrived at Maryville three years ago. But she didn't yet know she'd start a group that would meld those ardors and shift the focus of her life.

Atwell had already helped build a clean water system in Honduras with her high school Spanish class. Later, at Maryville, she heard about Global Medical Brigades, a mission organization offering medical care in Central America and around the world. Soon, she began working to create a branch on campus and planning a mission trip that would take her back to Honduras.

"I was lucky to find 22 people willing to go on the trip with me leading it, something I'd never done," Atwell says.

It only takes four students to start a campus organization, along with a staff or faculty advisor. Students must write a constitution, using a template provided by the student involvement office. But Atwell's group would also need \$1,500 each to make the trip.

Through fundraising and donations, they were all able to go to Honduras last May. There, the Maryville students took patients' vital signs, assisted in dental surgeries, and handed out personal care items like soap and toothbrushes. On the first day, when supplies ran out, Atwell witnessed a generosity of spirit that moved her to tears.

"All the little kids, instead of running off with what they had, dumped it all into a pile and divided it up evenly," she recalls.

Atwell is planning a career in travel nursing with Doctors Without Borders or some similar organization.

"It changed my life, seeing what a difference you can make," she says.

## Notorious a cappella group

### *'I'm part of something'*

Katie Malone of Decatur, Ill., spent most of her young life singing and dancing. But music therapy seemed a wiser career choice than musical theater, a decision that brought her to Maryville two years ago.

When Malone first arrived on campus, she was thrilled to discover Notorious, a group of a cappella singers whose name references the musical note.

"Having been in musical theater, I wanted to have that outlet. With Notorious, I still get a taste of it," Malone says.

**SERVE AND EDUCATE:** Through various programs, African Students Organization (top left) seeks to inform students about Africa. Melissa Atwell (left) provides medical services as part of Global Medical Brigades in Honduras this past summer.





GETTING VOCAL: Katie Malone (above), a member of the popular student vocal group Notorious, handles publicity for the organization. Ben Rapp (right), takes a 'selfie' photograph just before his speech during Maryville's 2014 Convening of the Class.



Now a junior, Malone, does public relations for the 12-person group. She's enthusiastic about the diversity of majors in the membership and the wide range of songs that have appeared on the playlist.

"We've performed everything from 'Papa Was a Rolling Stone' to 'Hide and Seek' by Imogen Heap, which is more alternative, really slow. We've done a few country songs, and we've done rap," Malone says.

Notorious practices two nights a week and sometimes every night when a concert is looming. It also performs at nursing homes and in schools, and with other a cappella groups from Saint Louis University and Washington University. Malone has made valuable connections at these shared concerts and through people who stop to say hello after seeing her perform.

"It's really a community that brings everyone together," Malone says. "It's made me feel even more at home at Maryville, like I'm part of something."

## MSG

### *"I'll be a better nurse"*

Student government is the go-to group when it comes to getting things done on campus. This year, the buck stops with new Maryville Student Government (MSG) president Ben Rapp.

Rapp, a junior majoring in nursing, comes to the post with a good track record. Last year, the Hillsboro, Ill., native was on MSG's student affairs committee — whose accomplishments

include advocating for more student parking spaces and helping to launch a car-share program through Enterprise Rent-A-Car.

"We have students from other countries and from states as far away as California who couldn't bring cars," Rapp said. "Now we have two cars available for students."

MSG efforts have also resulted in expanded food options at the new Louie's Café in Donius University Center.

But sometimes, food is just for fun. The annual Pudding Wrestling event — featuring 125 gallons of the sticky stuff — takes place the weekend before spring finals, to help students let off steam. Last year, 16 wrestlers signed up, including Rapp. Rapp won the lightweight men's round, as judged by the wrestling team. But his middleweight roommate won their post-match by a vote of the tie-breaking crowd.

Still, Rapp feels like a winner all the way around when it comes to his experience. As he helps plan a reunion of past presidents to honor the 90-year tradition of Maryville Student Government, he reflects on important life skills he's picked up through his involvement.

"Communication techniques, like listening and knowing when to ask questions and when to dig deeper," Rapp says. "All that will help me be a better nurse." 🇮🇹





# EXPLORING NEW WORLDS, EXCHANGING IDEAS

BY BECKY MOLLENKAMP

## *Program helps local educators prepare young students for global citizenship*

The Internet has placed the entire world at our fingertips. Every element of our lives, from the career we choose to how we vote, exists within the context of a global landscape. Preparing children for this highly connected environment is a new and important role for educators.

"It's increasingly apparent that to prepare students for the world they now live in, they need cross-cultural understanding," says Roxanna Mechem, EdS, assistant superintendent in the Maplewood-Richmond Heights School

District (MRHSD). "We need to prepare our kids for an increasingly diverse landscape, particularly because a lot of jobs are with multinational corporations."

This concern led MRHSD and several other area school districts to partner with Maryville University three years ago to create the Global Awareness and Civic Education Certificate. This 12-credit-hour program through the School of Education and the Center for

Civic Engagement and Democracy offers professional development, for teachers of all grade levels, in three areas—education for the 21st century, civic literacy, and global awareness.

In addition to classroom work, the program includes a two-week trip abroad. Cohorts have traveled to Morocco, Poland, and most recently, South Africa. Teachers are paired with educators of the same grade levels and subject areas in the host country, and spend a semester getting to know each other remotely. During the actual visit, class participants teach a lesson in their partners' classrooms.

"The really unique part of the program is the exploration with peers in another country," says Alden Craddock, PhD, director of the Center for Civic Engagement and Democracy. "It's not just me lecturing or us reading, it's about partnerships and an exchange of ideas."

After the international visit, class participants continue a dialogue with their host teachers. They also work on a research project related to what they've learned. Cohorts have studied how effectively citizenship





education is being integrated at area districts, and how much local high school students know about the subject. This year, the focus is on classroom practice and learning outcomes.

"We want the teachers to not only be empowered with new knowledge and connections, but also to implement it in their classrooms to help their students and deepen the impact of the program," Craddock says.

After participating in this year's classwork and visiting South Africa in June, biology teacher Chuck McWilliams is excited to forge a lasting relationship with his host teacher, a 20-year veteran science instructor. He envisions an ongoing exchange of photos and lesson plans, but he must first overcome challenges at her poorly funded school. To that end, McWilliams is exploring grant opportunities to help introduce



experience it by proxy," he says. "The students benefit from their teacher getting these broader experiences."

McWilliams's colleague, history teacher Christine Henske, is a graduate of the program's inaugural class, which visited Morocco. She has since

"Our challenge is to engage students about global issues to the same degree that we are about civic issues."

Craddock says he's often asked why this program was designed for teachers rather than students. His response is simple: Start where you can make the biggest difference in the shortest amount of time.

"I believe teachers have a multiplier effect," he says. "Teachers who participate in the program often return and lead professional development workshops for other teachers in their districts. They share their experiences with other teachers and each of those teachers can impact hundreds of children." ■

*"Just having that global perspective helps when you are illustrating examples in the classroom. My students get to experience it by proxy."*

**Chris McWilliams, Maplewood-Richmond Heights High School**

technology there. In the meantime, he's already sharing his experiences with his students at Maplewood-Richmond Heights High School.

"Just having that global perspective helps when you are illustrating examples in the classroom. My students get to

participated in the visits to Poland and South Africa. She continues her involvement because she says the experiences deliver immeasurable value.

"The biggest takeaway from this experience has been my professional growth as an educator," Henske says.



# WHATEVER MAKES YOU APP-Y!

SURVEY BY JULIE BERGFELD



**What? Flickr**

**Why?** I take a lot of photographs. I like to

look at them and those of the people I follow on the app. I get feedback on my images. Flickr makes photography a social event.

*Karen Fletcher*

*Assistant Professor, Information Systems*



**What? TripIt**

**Why?** It's an amazing app to hold all travel

arrangements in one place. When I purchase any travel arrangement, the app gets the information directly from my email and adds it to my app. It keeps me organized.

*Kirstin Kahaloa*

*Director of International Admissions*



**What? WolframAlpha**

**Why?** It's an easily searchable database of

facts and an equation solver. I look up numbers, trivia, or solve polynomials when I am too lazy or time constrained to do it myself. WolframAlpha is like Siri on steroids.

*Jason Telford, PhD*

*Associate Professor, Chemistry*

We asked Maryville University faculty and staff, "What is your go-to app for fun or work?" Their responses provide a wide range of interesting apps to explore! 📱



**What? OnSong**

**Why?** It is an extraordinary app that allows musicians to organize music for performance.

*Cynthia Briggs, PsyD, MT-BC*

*Director, Music Therapy Program*



**What? Twitter**

**Why?** I love Twitter.

The app allows me to get caught up on what's going on in the Twitter world, especially during sporting events or big news events. It's quick, easy, informative, and engaging.

*Brian Gardner*

*Director of Student Involvement*



**What? Evernote**

**Why?** It's a very efficient way to organize my day.

It syncs to my desktop, phone, and iPad. Great for notes, reminders, and to-do lists.

*Marcus Manning*

*Director of Athletics*



**What? Zite**

**Why?** Zite is a free app that offers a wealth

of topics. I like Zite because of the intellectual tone and factual information it gives the user. It is fun, easy, and highly informative.

*Gerriann Brandt*

*Assistant Professor, Criminal Justice and Criminology*



**What? OmniFocus**

**Why?** OmniFocus is great for business and juggling complex projects.

I use it for project management. It's organization on steroids.

*Donna Kay, PhD*

*Associate Professor, Accounting*



**What? Weather Channel**

**Why?** I look at it every morning when I get up.

It tells me what kind of day I can expect outside, and how to dress and prepare to drive. It makes me happy or unhappy!

*Mary Ellen Finch, PhD*

*Vice President for Academic Affairs*



**What? WhatsApp**

**Why?** It allows me to text with my international friends and colleagues around the world for free.

*Leilani Carver, PhD*

*Director, Communication Graduate Program*



**What? Shutterfly**

**Why?** I use it to organize photos and make photo

books. Shutterfly has a new app called 'This Life' that can sync to your phone to automatically upload those photos.

*Alice Jensen, RN, MSN*

*Professor of Nursing*



**What? Relax Melodies**

**Why?** It's great for traveling in noisy cities.

It produces white noise that blocks out city traffic. It also generates a variety of relaxing sounds.

*Karen Tabak, PhD*

*Professor, Accounting and Management*





Jerry Naunheim



Jerry Naunheim



Jerry Naunheim

Jerry Naunheim

## MRO 2014: Building Community

In September, the Maryville University community participated in its seventh annual Maryville Reaches Out initiative, a day when academic and work schedules are set aside as volunteers branch out in the greater St. Louis community to donate time, talent, and energy. More than 980 students, faculty, staff, and alumni donated 3,436 hours. About 85 agencies were served, including Missouri Botanical Garden, Cornerstone Center for Early Learning, Inc., McKnight Place Assisted Living, The Salvation Army ARC, and Kehrs Mill Elementary School.



Brian Brinkley





# WINNING *Spirit*

*Sr. Madonna Buder, '52, was inducted into the U.S.A. Triathlon Hall of Fame this past summer.*

*At age 84, the champion is not conceding the finish line—yet.*

BY JANET EDWARDS

**S**R. MADONNA BUDER, '52, A MEMBER OF THE NON-CANONICAL SISTERS OF CHRISTIAN COMMUNITY IN Spokane, Wash., knew she wanted to become a nun at age 14. At age 52, she realized another calling—as a triathlete. Her extraordinary success in the sport was recognized this summer with her induction into the U.S.A. Triathlon Hall of Fame.

"I knew I wanted to be a nun. What surprises me is that I also became a world traveler and a triathlete," she says.

Triathlons are multi-event competitions. Although Sr. Madonna came to the sport later than most, she holds 12 U.S. national and 17 world champion titles, and has competed in more than 366 triathlons, including 46 Ironman races, the longest-distance triathlons. Ironman features a 2.4-mile swim, a 112-mile bike distance, and a 26.2-mile run. She also holds the record as the oldest female competitor in the Ironman in

distance, and has opened up six Ironman age group brackets. As far as she knows, Sr. Madonna's nearest competitor is six years her junior. "I am my own competition, and it's hard every year," she laughs.

Looking back, her days as a student at Maryville may have signaled her later tenacity, feistiness, and athletic success. An accomplished equestrian, Sr. Madonna, then known as Dorothy Buder, earned impressive trophies and awards in the Maryville Horse Show, and she was a dedicated student. But she also sparred a few times with the nuns—some of whom were "sticklers" about rules, she says.

Since the 1980s, Sr. Madonna has served in prison ministry, but her grueling triathlon competitions provide additional opportunity for outreach. "This is a very specialized ministry because of what I represent faith-wise to so many around the



*"If you have the desire to do it, you'll do it. No one can put the desire in you, but you have to have the desire in order to do it. Think of the three D's—*

*Desire, Daring, and Doing—and it will all fall into place."*

world," she says. "People are yearning to get close to God. In fact, I've had people write me and say they're struggling with the very thing I used to: how can taking this time to train equivocate with what you should be doing with family, work, and prayer? What do you think about people praying for their race? I tell them it's good to pray anywhere, anytime."

In answer to the other questions, she says, "It depends on the intention with which you do anything at all that sanctifies the moment."

When Sr. Madonna — who is often referred to as "The Iron Nun" — competed last summer in the Challenge Roth triathlon in Roth, Germany, she was treated like a rock star. She was interviewed by countless reporters and signed autographs everywhere she went. She was invited to say the invocation before the race, which featured 3,500 solo participants and 600 teams. In all, 66 countries were represented.

"With 13.1 miles left to run they wanted to pick me up and take me to the finish line because they didn't want me to miss the fireworks and running through the finishing arch in the stadium for spectators. I had only half the run down, but I wanted to be cooperative," she says.

After the fireworks, they sent Sr. Madonna running alone into the stadium, where she received a standing ovation. She recalls people reaching over for high-fives, someone handing her a rose, and human arches compromised of triathlon pros and others greeting her.

"All this for a little 83-year-old. What is this all about?" she asks. "To this day I cannot understand it. Perhaps, I'm considered a mascot for the races. Because I've been with this for so long I guess everybody knows who I am, and the fact that I'm sticking it out for so long, it is like I'm a symbol of hope for them as they age."

Before retiring from the Ironman distance, Sr. Madonna had planned to compete in at least one more competition this past October — the Ironman World Championship race in Kailua-Kona, Hawaii. She hoped to open up the age bracket for 80-plus competitors. Last spring, she became injured with a fractured pelvis, but just 11 weeks later she competed in an Eagleman half-Ironman Triathlon, a finish that qualified her for Hawaii. She was not able to finish the championship race.

Competing is not just about physical endurance, it's also a question of spiritual and mental application, says Sr. Madonna. "Doing an Ironman takes not just an iron will, but a steel spirit." 🇮🇹

Sr. Madonna Buder, '52

## RACING TOWARD THE GOAL

*Junior Samantha Hartnett recently competed in her first triathlons, but her goal is to complete an Ironman*

BY ALEXANDRA GRESICK

When she raced in not one, but two, triathlons this past summer, Samantha Hartnett, a junior biology and pre-med student and Saints cross country and track athlete, took a major step toward a goal she first set as a freshman in high school: compete in an Ironman.

A triathlon is a multi-sport contest consisting of three different events, usually swimming, cycling, and long-distance running. Inspired by her high school track coach, Hartnett set her sights on competing someday in an Ironman, the longest-distance version of triathlon competition.

Hartnett's interest in the competitions grew from her experience overcoming a stress fracture injury in high school. Determined to stay fit while recovering, she began swimming laps at a local gym to build endurance and discovered a love for the sport. Her track coach, who had competed in an Ironman, inspired Hartnett to stay motivated—and to set her own sights on becoming an Ironman competitor.

Arriving at Maryville University as a student-athlete, Hartnett was still battling injuries of one kind or another. With limited access to a pool, she turned to stationary biking. "I found myself still needing to cross train, so I decided a road bike would be a good investment," she says.

This summer, Hartnett concluded that her cross training had prepared her well enough to compete in her first triathlons. In July, she finished 143rd overall out of 392 competitors in the Big Shark New Town Triathlon and 38th overall among 301 competitors in the Tour de Kirkwood.

"Competing really motivates you to want to do your best," says Hartnett. "It's a stress reliever. You really need a hobby that takes you away from the stresses of school sometimes."

But running isn't just a hobby for Hartnett. She trains regularly as a member of both the women's cross country and track and field teams, and she was named the Great Lakes Valley Conference (GLVC) Freshman of the Year in 2012.

"I decided I wanted to be an 'Ironman' and the first step towards that is to start with short triathlon races and work your way up," she says. "I hope to compete in a half Ironman soon, which would be the next great leap in this journey." 🇮🇹



# Q&A

A CONVERSATION WITH

Nina Caldwell, EdD

*Vice President for Student Life  
and Dean of Students*



Jerry Naunheim

*Nina Caldwell, EdD, vice president for Student Life and dean of students, is charged with providing a vibrant campus experience for all students. As such, she oversees athletics, student involvement, multicultural programs, personal counseling, health and wellness, campus ministry and community service, and residential life. Caldwell is also involved in judicial and commuter affairs, and serves as a liaison to the Office of Public Safety and Fresh Ideas food services.*

*She also collaborates with Academic Affairs and assists in development efforts. Off campus, Caldwell nurtures partnerships with organizations that provide*

*educational opportunities for young people, including Boys and Girls Club of Greater St. Louis, Mathews-Dickey Boys and Girls Club, Focus St. Louis Youth Leadership, Girls Inc., and College Bound.*

*An award-winning educator for the past 25 years, Caldwell holds a doctorate in education and a certificate in educational leadership, and earned her MBA at Maryville University.*

*Recently, she sat down with Janet Edwards, editor of Maryville Magazine, to reflect on her first 10 years at Maryville University and discuss what lies ahead for future students and alumni.*



**What is the essential role of your office?**

The role of the Office of Student Life is to ensure a student experience that is seamless and developmental in nature for all students. In particular, helping young people understand and discover themselves. We want them to connect that knowledge with their academic experience, so their learning is holistic and they become well-rounded individuals.

**Maryville is one of the top 20 fastest-growing universities in the country. How does Student Life contribute to the growth of our institution?**

This generation of young people wants to make sure college is relevant, so they want a personalized delivery of programs and services to be singly focused on them. They are consumers and we strive to ensure they feel their experience is personalized and they feel valued. That is the key, that's what has made us so successful in terms of graduation rate, retention rate, and recruitment rate. It shows when you have a healthy and vibrant campus.

The whole notion of letting students know they matter cannot be overstated. We take the time to get to know our students. At Maryville, we read and assess the data we gather with our students about what their interests are, making sure that we're attuned to trends and best practices in higher education, understand where the job market is headed, and address the needs of employers and industries. In that way, we create relevant experiences for students.

**What about your job most appeals to you?**

That fact that I wear a lot of hats is very appealing. I like to keep busy. Mostly, I love working directly with students who are at this particular phase in their lives and starting this new journey of independence and adulthood. They're finding their voices and becoming grounded professionally, finding their passion, and doing good works. It's invigorating.

**How do you balance life and work?**

This lifestyle—and it is a lifestyle—means there are days when it's challenging, but all in all I wouldn't trade it for anything. It's about the right fit, the right institution, and my time at Maryville has been a joy for me. I love what I do and I have a very supportive family. And I'm a spiritual person, so that helps keep me grounded.

I don't lose sight of why I do what I do—and that's to serve others. Because I do that, I thrive each and every day that I get to work with young people. I learn so much from them about the work we do here and why it's important for us to be intentional about how we do it.

**What has changed most dramatically on campus in the past decade?**

When I came, the charge was to create an active and vibrant campus life for undergraduates and the campus has truly been

transformed. But student needs change over time, so those things we did in my first 10 years are different than what we will focus on over the next 10 years.

**Technology:** I would say the greatest change overall is the role technology has played in the delivery of academics, programs, and services, and how we communicate with our families, our students, and our alumni. We are constantly looking at how we can embrace technology to stay current and relevant for a population of young people whose first language is technology.

*"We are constantly looking at how we can embrace technology to stay current and relevant for a population of young people whose first language is technology."*

**Reinventing Campus Space:** Most recently, the reinvention of campus space has been a priority. We've improved our indoor spaces, but also created more exciting outdoor spaces. I'm most proud of Donius University Center. LJ's is an amazing new student hangout and the new Louie's Café is a great new dining option.

**Diversity:** When I first came to Maryville, the populations of faculty, staff, and students were not very diverse. Not that we've arrived, but we're much more diverse now. Scholarship funding has been created, partnerships have been initiated and supported, and overall diversity among students, faculty, staff, and administrators has grown. Maryville is very committed to diversity and will continue to grow its diverse populations in order to reflect the changing world—that is a core value of the institution. That message has not gotten out as strongly as we would like.

**What's Next?**

We are forward moving and there's strength in our future. Look for more alumni activity. Some people say we recruit students, I say we recruit alumni. I don't want students just to attend here; I want them to embrace Maryville University and when they graduate to say they really love this institution. Then they become great alumni and great ambassadors. With every student and generation of students that we graduate, I'm hoping the Maryville story becomes stronger and stronger. That's what will help propel us to become the great institution to which we aspire.

We'll continue to take a holistic approach to student life, and make sure we stay mindful of serving as a place of pride for future students and their families, as well as current students and alumni. ■

# [SaintsNews]



Dan Donovan

**SOCCKER REUNION:** Ron Landolt, '80, Matt Crawford, '81, and Todd Wallace, current head men's soccer coach, have a little fun on the field prior to a planning meeting for the soccer program reunion held during Alumni Weekend 2014. Begun in 1972, the soccer program served as a catalyst for creation of the Athletics department at Maryville.



## For the Love of the Game

*Project reignites memories, reconnects teammates, renews alumni ties*

BY LAURA DERICKSON, '93

WHEN MATT CRAWFORD, '81, DISCOVERED THAT MARYVILLE DID NOT HAVE MUCH in the way of recorded history about the first 20 years of its men's soccer program—a program Crawford helped kick off—he decided to take matters into his own hands. Two years and more than 1,000 hours of research later, he has an overstuffed, red binder filled with historical photos and news to share about the Maryville's men's soccer program, circa 1972 to 1989.

"I wanted to ensure that people knew what the soccer players and coaches in those first years had to overcome and what they—we—had accomplished,"

Crawford says. "Making sure their contributions are known has become a 'thank you' to those guys who made it possible for me and others to play college soccer."

Maryville became coeducational in 1968, but when the first soccer team was created in 1972 there were only a handful of male students available to participate. And resources were slim. Dubbed the Brewers, their first team uniform was a generic Maryville T-shirt; the second year they had official jerseys, but the red "M" and red trim caused the jerseys to fade pink after the first washing. Players initially cleared an overgrown

farmer's field, then maintained it as a soccer field by pulling weeds, chalking lines, and chasing off moles—all for the love of the game, Crawford says.

"You read about how this program basically started from nothing—a group of guys who simply loved to play soccer became the catalyst for the entire Maryville Athletics Department—and realize this is something that can't be replicated in today's college athletic environment. I think that makes it even more special," says Todd Wallace, head men's soccer coach.

Crawford began his research in the archives of Maryville's library and at the



St. Louis County Library. From old campus newspapers, he found the names of all the players on the first two teams. "That was a really important find, because I doubt anyone would have remembered all the initial players," Crawford says. "Memories tend to become fuzzy on details after 30 or 40 years."

Social media and other online tools have also helped him locate former players. "The networking aspect of this has been interesting," says Crawford. "Talking to one person leads to finding a couple more people, and so on."

Crawford began by collecting rosters and scores, but the effort has evolved into much more than documenting a piece of Maryville history. As a result of his work, many alumni have reconnected with old friends and their alma mater. The project inspired a special reunion for the soccer players during Alumni Weekend 2014, held in September. It has also led to the possibility of a Founders Club, the purpose of which would be defined by newly inducted members. "The information I have been able to find and share has brought back memories for many people and started the stories rolling again," Crawford says.

Some of those stories include tales from out-of-state trips. Ron Landolt, '80, who was co-captain with Crawford says, "Road trips were where we bonded with our teammates and coaches. Dallas and Chicago were great,

because we won all our games and celebrated that success." Several former players agreed that their favorite memories involved team trips and stories that will remain with the team.

"Matt has taken on a project that is very important in the history of Maryville's sports program, and I applaud his passion and tenacity in gathering information and locating former players," says Lonnie Folks, '82, '98. "He's worked with the spirit and enthusiasm that's indicative of what many of us felt and experienced during our time at Maryville."

Experiences shared by the early Maryville soccer players have given them a foundation for a meaningful life, says Coach Wallace. "Today, these players are successful businessmen, doctors, presidents of companies, and influential members of their communities. Their successes are self-made, and this is a direct parallel to the work ethic they showed in building our soccer program."

"I hope today's players appreciate what came before them, build on it, and carry it forward," says Crawford. "Spirit drove those guys in the '70s, and I hope that spirit is still there today. We didn't have scholarships, fancy uniforms, or even a gym. We played because we loved the game. We played for the fun of it." 🇺🇸



1973: Sverre Olsen, '76, sports the infamous "M" t-shirt while fielding a dramatic headshot.

*If you have information, pictures, or stories about the early years of Maryville's athletics that you would like to contribute to this project, please contact Janet Edwards at 314.529.9347 or [jedwards@maryville.edu](mailto:jedwards@maryville.edu).*



1979: Matt Crawford, '81, outpaces his opponents as he advances the soccer ball in a game vs. Missouri Southern State University.



1973: Mike Barry, '77, and Frank Valenti, '76, show some speed against their rivals.

# Maryville Launches Saints Academy

TO HELP STUDENT-ATHLETES NAVIGATE IMPORTANT CAREER DECISIONS, MARYVILLE UNIVERSITY'S ATHLETICS DIRECTOR Marcus Manning created Saints Academy, powered by Northwestern Mutual. The program gives them important life skills for success after graduation.

"We want to prepare our student-athletes, from Day One as freshmen, to be game changers when they graduate and choose a career," Manning says.

*"We want to prepare our student-athletes, from Day One as freshmen, to be game changers when they graduate and choose a career."*

**Marcus Manning, Athletics Director**

Manning partnered with Northwestern Mutual to customize its Life After Athletics program to include underclassmen, in addition to juniors and seniors. Maryville's Student-Athlete Advisory Committee (SAAC) helped with planning.

"The majority of us are not going to play professional sports, and it's important we have the knowledge and skills to succeed after college," says Thomas Woelfel, '14, a former president of SAAC. "Student-athletes are focused on the field of play and don't always have the opportunity to go to after-school sessions to pick up the job skills that other students get."

Each grade level attends two Saints Academy workshops a year. The theme for freshmen is "Be a Leader on Campus." Sophomores and juniors focus on "What's Next," and seniors discuss "How to Become a Corporate Athlete." The 60-minute

sessions include interactive workshops and panel discussions with alumni, professors, career services staff members, and Northwestern Mutual representatives. "We try to make it hands on so it's not just us lecturing them," says Danielle Lukens, director of campus selection for Northwestern Mutual.

Saints Academy topics also include time management, resume development, social media as a professional tool, winning the perfect internship, creating an elevator pitch, interviewing skills, resume writing, and business etiquette.

Another important goal of the Saints Academy is to help student-athletes identify transferable skills. Although they've spent many years pursuing a passion, athletes don't always consider their involvement in sports as a resume booster. In fact, many employers say student-athletes are attractive candidates because they are coachable, positive, self-motivated, natural leaders, team players, and have strong time management skills. 🇺🇸



IN THE ACADEMY: Thomas Woelfel, '14, former Saints soccer student-athlete.



EXTRA INNINGS: The Saints baseball team played two exciting exhibition games this year. In April, in conjunction with Rawlings Sporting Goods, the Saints hosted the Chinese National team at Weber Field (right). In September, Maryville University took on Lewis & Clark Community College at Busch Stadium following a Cards vs. Colorado Rockies home game.







**ATHLETICS HONORS:** During ceremonies held this fall, Joel Roschnafsky, '03, was posthumously recognized with the Lonnie Folks Award, and three former Saints athletes were inducted into the Hall of Fame. (l to r) Roschnafsky's brother, Ryan; his father, Kurt; and his wife, Sasha; and Nick Profancik, '09; Allie Wilhelm Boedeker, '08; and Kevin Bartow, '03.

## THREE STANDOUTS ENTER SAINTS HALL OF FAME

During Alumni Weekend festivities this fall, the Maryville University Department of Athletics inducted three individuals into the Saints Athletics Hall of Fame for 2014. The class features student-athletes **Kevin Bartow, '03**, (men's basketball), **Alexandria (Wilhelm) Boedeker, '08**, (women's basketball) and **Nick Profancik, '09**, (men's golf).

**Kevin Bartow, '03**, was a first-team All-SLIAC selection in 2002-03 and earned second team honors in 2001-02. In addition, he was a CoSIDA Academic All-American in 2001-02. Bartow still ranks 12th in career scoring with 1,198 points and is the program's all-time leader in double-doubles with 21. He ranks fifth all-time in rebounds with 665 and is one of just two Saints to ever grab at least 20 rebounds in a game. Bartow is fourth on the blocked shots chart with 50.

In just three seasons at Maryville, **Alexandria (Wilhelm) Boedeker, '08**, is tied for ninth on the career scoring list with 935 points, and her .542 field goal percentage is second highest all-time. Boedeker is tied for the career blocked shots record with 97, and her 445 rebounds still rank ninth in program history. She set a school record for field goal percentage with a .586 mark

in 2006-07. Boedeker was a first-team All-SLIAC selection in 2007-08, earned second-team honors in 2008-09, made the SLIAC All-Tournament team three times and was a two-time Tournament MVP selection. During her three seasons at Maryville, the Saints did not lose a conference game and posted a 68-16 overall record. Boedeker currently serves as a Saints assistant coach for the women's basketball team.

**Nick Profancik, '09**, was a PING second-team All-American and a two-time GCAA All-America Scholar. In addition, he was a 2009 ESPN/CoSIDA second-team Academic All-American. Profancik was the SLIAC Player of the Year in 2009, a four-time first-team All-Conference selection and the SLIAC Newcomer of the Year. He helped lead the Saints to SLIAC titles and NCAA Tournament appearances in 2007 and 2009. Profancik still holds the career scoring average at 75.51 as well as the top three single-season scoring averages. He holds school records for low 36-hole (137), 54-hole (215) and 72-hole (296) scoring rounds. Profancik is a member of the Saints men's golf team coaching staff working as an assistant coach. 🏌️

## Roschnafsky Honored with Lonnie Folks Award

JOEL ROSCHNAFSKY, '03, WAS HONORED POSTHUMOUSLY AS the recipient of the 2014 Lonnie Folks Award. Roschnafsky, who passed away last spring, was an outstanding student-athlete and a beloved coach.



He served as an assistant **Roschnafsky** coach for the women's soccer team for 10 years, and finished his 11th season overall with the Saints soccer program in 2013. As a student-athlete, Roschnafsky was an accomplished three-year starter for the Saints men's soccer team and a member of the 1998 St. Louis Intercollegiate Athletic Conference championship team. He was a second-team All-SLIAC selection in 1998 and was All-SLIAC honorable mention in 1999.

At the time of his passing, director of Athletics Marcus Manning said of Roschnafsky: "We join the soccer community in remembering one of the great souls in the sport. As a Maryville graduate, Joel put his heart and soul into the Saints program as both a player and coach."

Roschnafsky graduated from Maryville with a bachelor's degree in health sciences in May 2003 and also earned a master's degree from the University in physical therapy in September 2003. He worked as a clinical director at PRORehab Physical Therapy in O'Fallon, Mo.

The Lonnie Folks Award, established in 2009, recognizes former student-athletes, coaches or administrators who exemplify the spirit of Maryville University Athletics. It was named for Lonnie Folks, former student-athlete, coach, sports information director and administrator of Maryville Athletics. 🏆

# LESSONS FROM UGANDA

*Elizabeth Kiblinger, cross country and track and field student-athlete, spent her summer teaching in a rural African nation—and learned about herself*

BY BECKY MOLLENKAMP

SERVICE TO OTHERS IS PART OF ELIZABETH KIBLINGER'S DNA. GROWING UP, SHE helped her parents deliver food to housebound senior citizens and assisted with Bible study at her church in Cape Girardeau, Mo. Last summer, at age 20, Kiblinger traveled 7,800 miles to volunteer in rural Uganda.

Kiblinger, who is in her fourth year of a five-year master's program in early childhood and elementary education, is also a standout Saints student-athlete in cross country and track and field. She was a Great Lakes Valley Conference (GLVC) All-Conference selection for cross country and a GLVC Academic All-American in 2013. In 2014, she was an NCAA DII National Championship participant.

This summer, Kiblinger spent two months teaching math to Ugandan children in a barebones, four-room preschool.

"I was raised in the tradition of service," Kiblinger says. "When this opportunity came up, it seemed fitting to go and expand my knowledge of teaching and serve the people there as best as I could."

Her two older siblings had already volunteered in Africa, and Kiblinger decided it was her turn. She signed up with Pathways Development Initiative (PDI), an organization that uses education as a tool to fight poverty. The

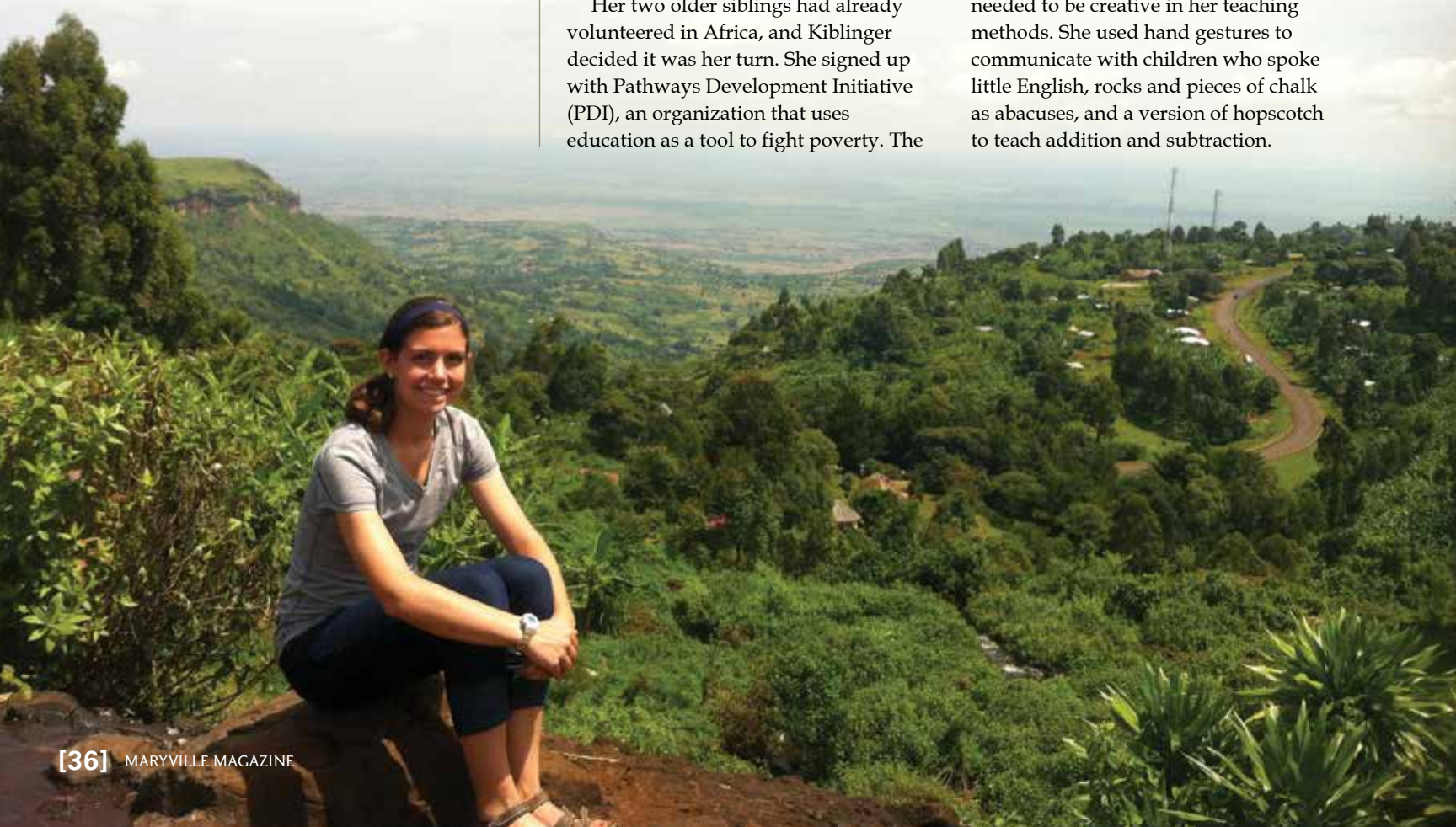


group operates a private pre-primary learning center for about 40 students ages 3 to 6 years old in Bududa, Uganda.

Located in Eastern Uganda, the Bududa District is a farming community marked by poverty. About 70 percent of children do not attend school beyond seventh grade, the average woman has her first child at age 14, and landslides and food shortages are ongoing problems.

"The school has mud walls and no electricity," Kiblinger says. "There's a big lack of materials. There are just a couple of tables and a blackboard. They have very few books to read."

The lack of resources, coupled with a language barrier, meant Kiblinger needed to be creative in her teaching methods. She used hand gestures to communicate with children who spoke little English, rocks and pieces of chalk as abacuses, and a version of hopscotch to teach addition and subtraction.





The situation differed sharply from her practicum experiences in local classrooms.

"In the fourth grade class I was in last year, every student had an iPad," she says.

Although Bududa and St. Louis are worlds apart, both literally and figuratively, Kiblinger discovered some similarities. "Students are the same everywhere," she says. "I found the same mix of personalities, with class clowns and teacher's pets, and the normal dynamic I would find in a classroom here."

This semester, Kiblinger is spending eight hours a week observing and teaching in a third grade classroom in the suburbs of St. Louis. In addition to her practicum hours and other schoolwork, the standout student-athlete will spend a good deal of time in Saints practices and meets.

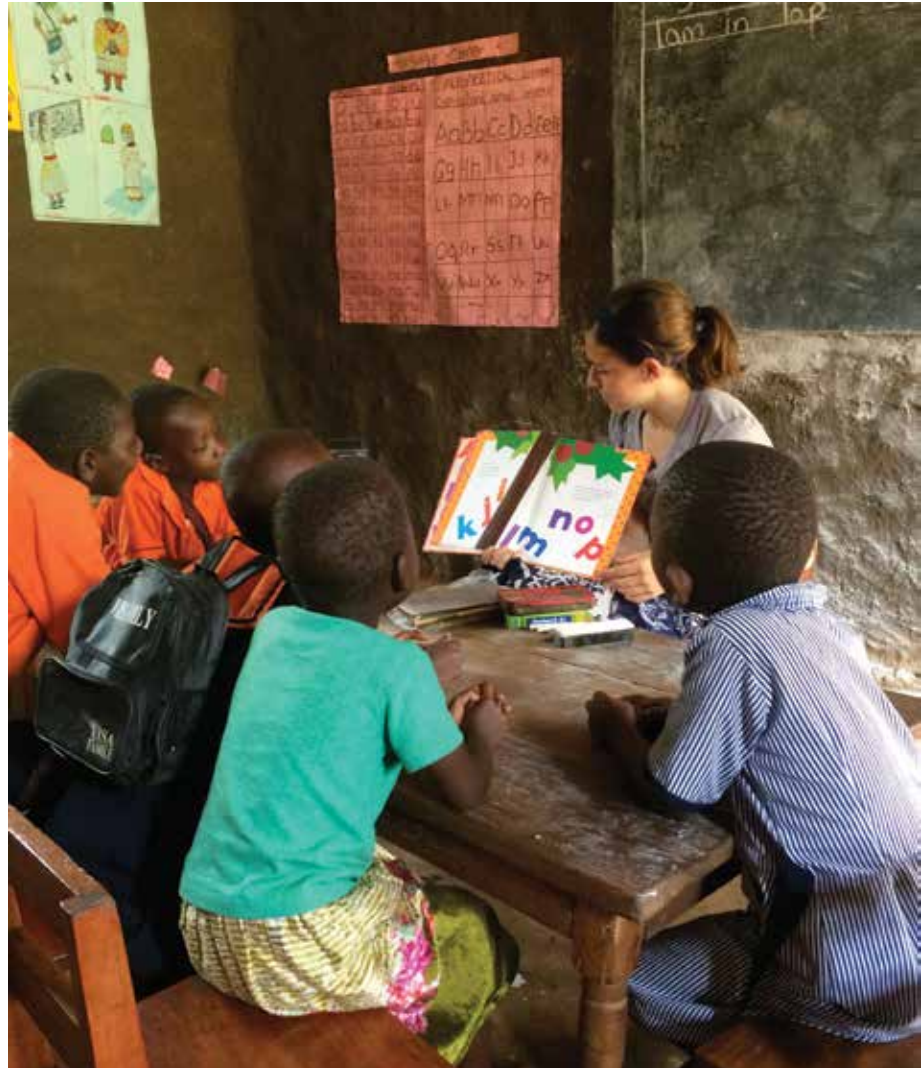
"It really helps me get my energy out," she says. "I feel like I focus better on the days that I have practice. It keeps me structured, and is a way for me to decompress when I'm really stressed."

It's no surprise that Kiblinger is already planning another volunteer trip abroad. In the meantime, she can revisit her trip to Uganda through a blog she published during her journey.

"Blogging helped me take the time to slow down and periodically reflect on my experiences in Uganda, something I may not have done otherwise," she says. "I simply wrote about my daily experiences, whether it was as thrilling as seeing elephants on a safari or about reading books to the kids at school. I now consider it a fairly thorough rundown of my Ugandan adventures that I can look back on at anytime."

Spending two months alone in Africa wasn't easy, but Kiblinger says the intense experience "helped me grow up a lot from my sheltered world." She also believes it will serve her well in her career as a teacher.

"I hope that it will make me more culturally aware when I have students who come to me from different countries or different areas of the United States," she says. 🇺🇸



CULTURAL LESSONS: Student-athlete Elizabeth Kiblinger spent this summer teaching in Uganda. The school grounds consisted of a mud-walled classroom, latrines, and a small kitchen—no electricity. (Above) Kiblinger reads to students; (below) she poses with fellow teachers.



# [AlumniNews&Notes]



## Alumni Weekend: Glad You Were Here!

BY ALL COUNTS, ALUMNI WEEKEND 2014 WAS ANOTHER SUCCESSFUL GATHERING OF THE MARYVILLE UNIVERSITY community. More than 1,200 alumni, families, students, and friends gathered for traditional and first-time events.

The annual President's Reception attracted more than 600 people and more than 500 attended the Tailgate, an exciting Sunday addition to the lineup featuring food, sporting events, and games. Gander Quad was aglow for the Alumni Bash featuring dueling pianos, and LouieFest once again brought young and old together on Commencement Lawn for family-friendly activities.

Coffeehouse participants lingered long into the evening, enjoying conversation, music, and friendship. Another new signature event, Maryville University Career Network Live, kicked off the rebranded alumni group on LinkedIn.

These are just some of the many highlights. We hope you'll come back next fall for Alumni Weekend 2015 (Save the date! Sept. 17-20) — and that in the meantime you'll look back fondly and say, "I AM Maryville." 🇺🇸



Brian Brinkley



Jerry Naunheim



Alumni Bash



Golden Circle

Brian Binkley

Jerry Naunheim



LouieFest

Coffee House



President's Reception

Jerry Naunheim

Jerry Naunheim



Cocktail Reception

Jerry Naunheim



REUNION: During Alumni Weekend 2014, Margaret Galbraith, '59 (second from left) gathered with Maryville friends Ica Del Real Aquino, '59 (far left), Mary Dean Kane, '59 (third from left), and Pat Libel Hoxstein, '59.

## My Maryville

### Enduring Friendship Margaret Galbraith, '59

ALTHOUGH MARGARET GALBRAITH, '59, RECENTLY CELEBRATED HER FIFTY-FIFTH class reunion, the memories of her years at Maryville are as vivid as if they occurred yesterday.

"I took a train from Chicago and arrived at Maryville on a hot September day. I was wearing a charcoal grey wool suit, pink blouse, white gloves, stockings—the whole thing. Can you imagine? A student greeted me and took me in the one elevator to the fourth floor. The room had five beds, five dressers, and five desks," says Galbraith.

She still remembers her new roommates, each from different cities. "The five of us stayed together and stayed in touch because we cared about each other. That's what kept us together," she says.

Galbraith and her roommates formed lifelong friendships connected by their mutual experience at Maryville and the traditions they shared.

"We went to 7:00 a.m. Mass every morning; it was part of our day. The chapel altar was magnificent, so beautiful. I remember the nuns sitting

on either side and singing to each other. It was lovely."

Some Maryville traditions endured beyond their graduation. "There was a hymn that we used to sing, *Coeur de Jesu*, and we all played it at our weddings. When you're a young person you don't realize how meaningful traditions are. It's always after the fact," Galbraith says.

Values the nuns instilled in their students continue to resonate with Galbraith, especially in regard to confidence. "Being confident to go into the world, do a job, and do it well is so important. They gave us that confidence," she says. The excellent Maryville education Galbraith received has also stayed with her: "You always rely on that education in some form or other. It always comes back to help you out."

Student life at Maryville wasn't solely focused on academics, however. "We used to hold tea dances and spaghetti dinners," Galbraith says. "We would send invitations to local fraternities, and I think the men only came for the free food. That's how you

got your date for the weekend, unless you made friends with a day-hop, girls who lived in St. Louis and commuted to classes, who had a brother."

"We knew we would go off to work one day, get married, and have families, so we enjoyed that time with lots of fun and jokes," Galbraith remembers. "For whatever reason, girls couldn't leave Maryville wearing Bermuda shorts. You know the kind with bright Hawaiian prints? So we would wear a trench coat to hide the shorts from the Sisters. We had so many funny little stories."

"For me, Maryville was about loyalty and endearing friendships," Galbraith says. "I get together with my former roommates every five years or so, and I look forward to seeing them again at reunions. It's fun to go when you can, and after 55 years, I don't know how many of these we have left. Maryville was my rock at that time. It was a stable place with many wonderful, outstanding women. I will always cherish my Maryville friendships." ■

— Laura Derickson, '93



# LinkedIn Group Rebrands



FOR THE PAST DECADE, PROFESSIONALS HAVE INCREASINGLY FLOCKED to LinkedIn, a social networking site widely considered the personal branding platform. The Maryville University Alumni Association LinkedIn group is harnessing this networking power with the aim to create connections in the Maryville community. Recently rebranded as the Maryville University Career Network, the alumni group on

LinkedIn involves participation by current students, alumni, faculty, staff, and friends of the University.

More than 10,000 people on LinkedIn identify Maryville University as their alma mater. This volume of alumni allows current students to easily search for common threads—specific industries and jobs, as well as geographic information.

“We want this to be an informal network for alumni to connect with fellow alumni and current students,” says Leigh Deusinger, director of career and professional development. “It’s a great way to help students develop self awareness, build their connections, practice their networking skills, and develop professionally. Our goal with this forum is to help further equip students with the professional know-how and expertise to pursue their chosen path and to get them thinking, “What can I do while I’m at Maryville and then beyond graduation to further my professional aspirations and goals?”

Faculty and staff are also encouraged to get involved with the group. Such participation helps students learn to use LinkedIn to its full potential in their career job search and networking process, Deusinger says.

“We hope Maryville University Career Network will become a robust forum for alumni to exchange career-related information, advice, ideas, and opportunities with each other and with students, while growing their professional networks,” says Liz Haynes, director of special programs. 🇺🇸

## M CLUB ENGAGES SAINTS ALUMNI

“Once a Saint, Always a Saint” takes on new meaning with the recent launch of the M Club. Designed to involve Maryville student-athletes in campus activities after graduation, all former Saints players are automatically members.

“The primary purpose of the M Club is to provide a landing spot for former Maryville student-athletes,” says Marcus Manning, director of athletics. As proposed by the Athletics Leadership Council, the M Club will support current student-athletes, connect former student-athletes to their sport specific programs, and host athletic alumni events.

“The M Club was created to bring all of Saints Nation together,” former women’s basketball player Kristin Fomon, ’14, says. “Whether you graduated 40 years ago or you graduate in May, you are athletic alumni. The M Club links student-athletes through the years and truly exemplifies the saying: Once a Saint, Always a Saint.”

“The bonds created while competing in sports were quickly separated by distance and jobs. The M Club will help allow our athletic alumni to stay involved in current Saints activities, network with other M Club members, and represent Maryville University at its highest level,” women’s golf alumna Mycah Hudson, ’13, says. “For me, this club proves that Maryville University truly cares about our athletes, even after graduation.”

“Having a strong student-athlete alumni base is important to any university, and we would like to establish that at Maryville,” baseball graduate Nick Little, ’13, says. 🇺🇸



**HONOREES:** During the Spirit of Maryville inaugural dinner held last spring, the annual Alumni Awards were presented to: (left to right) Jack Stein, accepting on behalf of his wife, the late Julianne Johnson Stein, '68; Crystal Weaver, '04, '10; Stacey Corbet Morse, '89; Lonnie Folks, '82, '98; Mary Pfanstiel Heger, '86; Jenny Bristow Dibble, '06; Michael Dragoni, '09, '13; and (front, center) Janet McMahon, '62.



**JOANNE KRICH COOPER, '01**

## Head of the Glass

Joanne Kricho Cooper, '01, uses bold strokes when emphasizing how often she relies on lessons learned in pursuit of her BA in fine arts – which is every single day. As co-owner of St. Louis-based Art Glass Creations LLC with her husband, Donald Cooper, her work is all about design, research, and being brave.

“Every day I use skills that I learned in Cherie Fister’s graphics classes,” says Kricho Cooper. “Flat glass design is all about color, texture, and shapes; the pattern work is all graphic art.” (Fister is now interim dean of the College of Arts and Sciences.)

The company works on a wide range of glass projects, from historic restorations to creating new architectural glass walls. In recent months, the couple was part of the team restoring the Old Cathedral in St. Louis. The artists were asked to restore a leaded glass window located above the main entrance to the church. The sunburst window dates back to 1834, when the church was originally built. They also created a new matching leaded window for the interior of the foyer, and put new glass in confessional doors.

Her art history classes also come in handy. “Knowing design trends of the time or popular art of the period helps me when designing for a historic project,” she says.

Don serves as engineer, builder, and craftsman, while Joanne researches designs, provides the aesthetic eye, and does the traditional kiln-fired glass painting. She also runs day-to-day operations and marketing. Steve Teczar, professor of art, taught her an important lesson about the business of art: “It’s difficult to let go of something you created, but you have to make a living and support yourself.”

Kricho Cooper often begins her designs with watercolors or colored pencils. Nearby are glass samples with different colors and textures and photos of where her work will be installed. When she gets stuck creatively, she recalls advice from former painting instructor Nancy Newman-Rice, professor emeritus.

“Nancy would say, ‘Just make a bold move,’” Kricho Cooper recalls. “And when I take the brush and make that move, it all starts coming together. I love making those bold moves.”

– Jennifer Levin

## '60s

**Gail Porter Mandell, '62**, of South Bend, Ind., published a memoir about her one year experience spent as a Papal Volunteer to Latin America. The book is titled *Angel Creek: Where the River Meets the Sea*.

**Patricia D. Magee, '66**, of University City, Mo., has written a book, *Fast Moving Cows and Other Tales*.

**Joyanne M. Leccese, '68**, of W. Henrietta, N.Y., is a life coach for Caregivers of TBI survivors at TBI Caregiver Coach.

## '70s

**Patricia Lorenz McCaskill, '70**, of Chesterfield, Mo., received the Vanguard Award for Distinguished Leadership, the cable TV industry’s top honor for excelling in serving colleagues and industry. She is senior VP for Suddenlink Communications.

**Michael J. Haubner, '77**, of Clovis, Calif., is a judge at the Federal Energy Regulatory Commission. He wrote an article for the Energy Bar Association’s Summer 2014 EBA titled, “Lucid Longhand For Lawyers: A Persuasive Art.”

## '80s

**Shelly Goring Beckemeier, '84**, of Eureka, Mo., is vice president and regional leader of Consulting for the HOK Company’s St. Louis area practice.

**Mark Pavlovich, '86**, of Double Oak, Texas, is the senior sales and business development director at ExperiPro.

**Christina Tebbe Frank, '88, '94**, of Highland, Ill., is director of Rehab Services at St. Joseph’s Hospital and was named “Highland Chamber of Commerce Bill Pierce Chamber Person of the Year” for 2014.



## '90s

**John M. Exley, '90, '13**, of St. Louis, Mo., is president of Global Financial Services at Above the Standard Procurement Group, Inc.

**Maureen Abeln Knox, '90**, of Fenton, Mo., is a recruiting specialist at Thrivent Financial.

**Kevin J. Palmer, '90**, of St. Peters, Mo., is the vice president of Enrollment and Marketing at Columbia College, Missouri.

**Michelle Woldman Bauer, '91**, of Sanford, Fla., is the director of operations at Curascript.

**Veronica M. Hilyard, '91**, of University City, Mo., and husband, Harley Smith, who volunteer as educational surrogates for Children with Disabilities in Missouri, received the 2014 Special Ambassador Award.

**Mark T. Prainito, '91**, of Saint Charles, Mo., is a senior vice president of Commercial Lending for First State Bank.

**Julia Pusateri Lasater, '92**, of St. Louis, Mo., is president of the St. Louis County Bar Association. Lasater, who has practiced law since 1995, is an assistant prosecuting attorney in the St. Louis County Prosecuting Attorney's office.

**Melissa Schoelch North, '94**, of O'Fallon, Mo., is a physical therapist at North Aquatic Therapy & Exercise.

**Julia K. Dunham, '95**, of Ballwin, Mo., is a registered nurse at FIRSTHEALTH.

**April Sparks Morris, '95**, of St. Louis, Mo., is sole proprietor of AM Creative and an adjunct professor at the

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\* Figures shown illustrate current payout rates in five-year increments. Payout rates are fixed for life. Each new gift annuity established one year or more later will have a higher payout rate. For ages 90 and above, current payout rate is 9.0%.

***To learn more without obligation, contact Mark Roock, CFRE, Development Director, Planned Giving at [mroock@maryville.edu](mailto:mroock@maryville.edu) or 314.529.9674.***

School of Communications of Webster University.

**Darren T. Woods, '96**, of St. Louis, Mo., is an aseptic fill technician at SAFC-Sigma Aldrich.

**Chad A. Hueffmeier, '99**, of New York, N.Y., is head of U.S. distribution at Pilot, LLC.

## '00s

**Bethany Henry Chesser, '00**, of Cottleville, Mo., and her husband, Travis, announce the birth of their son, Henry James, on March 21, 2014.

**Nikki LaBruyere Mamuric, '00**, of Princeton, N.J., is the recipient of the Brand Innovators "40 Under 40 East" Class of 2014 Award. As director of marketing at L'Oreal, she drives trend-inspired innovation and envisions future skin care products for L'Oreal Paris, the company's flagship brand.

**Frank J. Williams, '02**, of Mascoutah, Ill., is an adjunct professor at Maryville University. He is also a fixed income manager at Scottrade.

**Jessica Payne Nienaber, '04**, of Cheyenne, Wyo., and her husband, William, announce the birth of their daughter, Penelope Grace, on June 13, 2014. Penelope joins big sister, Madelyn.

### SHARE YOUR NEWS IN CLASS NOTES!

**Alumni Relations:**  
314.529.9338 or  
alumni@maryville.edu

**Kenneth J. Van Bree, '04**, of St. Charles, Mo., is a manager of RubinBrown LLP's Assurance and Entrepreneurial Services Group.

**Steve R. Geroff, '05**, of Hillsboro, Mo., is a hematology medical laboratory technician at Barnes Jewish Hospital and St. Alexius Hospital.

**Shani Wagstaff Johnson, '05**, of Antioch, Tenn., is president and CEO of SCJ Enterprises.

**Cuong Q. Dang, '06**, of Des Peres, Mo., co-founded Enliven in the summer of 2012. Enliven is a technology firm that creates digital products to make people's lives more enjoyable.

**Angela Major Donjon, '06**, of St. Louis, Mo., and her husband, Chris, announce the birth of their daughter, Samantha Adele, on August 29, 2013. Samantha joins big brother, Nolan.

**Mary A. Schrader, '06**, of Valley Park, Mo., is a program director at Healing Hearts Grief Support, Inc.

**Sandra Jones Cushing, '07**, of O'Fallon, Mo., is an aftercare coordinator at Mid-American Transplant Services.

**Ryan P. Duncan, '07, '08**, of O'Fallon, Ill., and his wife, Mallory, announce the birth of their daughter, Stella Elizabeth Ann, on April 12, 2014.

**Sara Marie Hotze, '07**, of Tolono, Ill., married Robert Lane on January 25, 2014.


**Lindsay Nelson Lawrence, '07**, of Cape Girardeau, Mo., earned the Certified Hand Therapist designation at Perry County Memorial Hospital after completing required examinations and clinical studies. Lindsay is an occupational therapist at Perry County Memorial Hospital.

**Margaret A. McKnight, '07, '09**, of St. Ann, Mo., is a senior engineer of business and operational analysis and senior

manager of strategic capital project services at Pfizer Network Performance Global Engineering (NPGE).

**Kelly Seidel Ravenscraft, '07, '08**, of Wentzville, Mo., and her husband, Drew, announce the birth of their daughter, Bryce Elizabeth, on March 17, 2014.

**Kelly D. Williams, '07**, of St. Peters, Mo., is an RNFA at Metro Area Surgical Assistants and at St. Luke's Hospital.



The poster features a large, stylized white 'M' on a red background. Below the 'M' is the text 'SPIRIT OF MARYVILLE' in white, followed by 'ANNUAL DINNER' in a smaller font. Below that is 'CELEBRATING LEADERSHIP AND COMMITMENT' in white. A horizontal line separates this from 'SAVE THE DATE' in large white letters. Another horizontal line follows, then 'SPIRIT OF MARYVILLE DINNER' and 'SATURDAY, MAY 16, 2015' in white. A final horizontal line is at the bottom, above the text 'The Spirit of Maryville dinner honors the many alumni and friends who generously support our programs and serve our various leadership boards and groups.' in white.



**Suzan R. Bland, '08**, of Arnold, Mo., married Anthony Kelly on October 5, 2013. She is a public relations specialist at Shriners Hospital for Children.

**Jennifer Palmer Mundrov, '08**, of Krasnodar, Russia, is a missionary at the Center for Mission Mobilization.

**Allyson Randolph Crust, '09**, of Ballwin, Mo., is the assistant director of student involvement at Maryville University.

**Anna Medich McMullen, '09**, of St. Louis, Mo., is an accounting manager at Borgmeyer Marketing Group.

**Justin S. Zimmerman, '09**, of Edwardsville, Ill., is an attorney at Lewis Brisbois Bisgard & Smith LLP.

## '10s

**Megan E. Barbeau, '08**, of Red Bud, Ill., married **Alan M. Probst, '09, '12**, on May 24, 2014. Maryville alumni present in the wedding included: (bridesmaids) **Lauren Keppel Grosser, '12**, **Margaret K. Kurtz, '11**, **Kimberly J. Douglas, '09, '11**, **Courtney Foust Shiverdecker, '09**, and **Kelsey A. Barbeau, '14**; (groomsmen) **Justin M. Langrehr, '10**, **Jacob P. Grosser, '11**; (ushers) **A.J. Fox, '09, '10** and **Greg M. Schwartz, '10**.

**Tyler S. Saxton, '10**, of Green Bay, Wis., is a history teacher at St. Anthony High School in Milwaukee. In addition, he serves as chair of the Social Studies Department,



## To Protect and Serve

**BRIAN GANT, '03**

In the movies, U.S. Secret Service agents wear black suits and earpieces, never break a smile, and are ready to jump into action to protect the President of the United States. That was the image Brian Gant, '03, had in mind when he joined the federal agency in 2009.

In the five years since, however, Gant has learned there is much more to the agency. In addition to protection, the U.S. Secret Service also handles investigations.

"We investigate anything financially related to the United States—counterfeit money, fraud," says Gant. "My focus is cybercrime, and with the high-profile intrusions we're having lately, it's a hotbed."

Criminal justice was not originally on Gant's career radar. When he graduated from Maryville with a bachelor's in computer information systems, he expected to become a computer programmer. He began his career at the help desk of Edward Jones, a position he earned following his Maryville internship

there. At the same time, he earned a master's degree in management.

Nudged by a friend who worked for the Federal Bureau of Investigation (FBI), Gant applied to that agency and accepted a position as an analyst. Using his computer skills, he deciphered information to support agents. After five years, however, he itched to get into the field and moved to the Secret Service.

"I'm more of an extrovert and thought I would excel out into the field," Gant says. "Going on the search warrant, looking at evidence, and doing the physical training all appealed to me."

In a few years, Gant will move to a protection detail with the U.S. Secret Service, an assignment that typically lasts about five years, and then finish out his career back in field investigations.

"I like being able to help people," Gant says. "It could just be getting a virus off a computer at a mom-and-pop shop or protecting a very important person. It all gives you a sense of pride."

—Becky Mollenkamp



**DAN MIRTH, '10**

## Desk Job

Dan Mirth, '10, didn't bother to apply for full-time jobs when he graduated from Maryville University with an undergraduate degree in fine arts. Instead, he nurtured an entrepreneurial spirit he had experienced since childhood.

"Neither of my parents went to college. They started their own businesses right away," Mirth, 29, says. "I never thought that was going to have any effect, that was just normal growing up. Once I went to college, I felt free to try whatever I wanted. After school, I wasn't afraid to try anything. I felt like I had the skill set and resources to just go for it."

When a college internship ended, Mirth's manager suggested he draw on

his skill set and become a graphic design and video production consultant. Mirth did so, and his freelance business took off. In fact, three years later it prompted an idea for a second company. Mirth couldn't find a work desk to suit his needs, so he made one and soon others were asking to buy it. Seeing an opportunity, he teamed up with architect Sarah Carpenter to start a product development company called Artifox.

Mirth and Carpenter entered a competition sponsored by Apartment Therapy, a design blog. They made it into the top 30 and were selected as a Top 3 viewers choice, as well. The attention led to sales, but the duo needed funding to accelerate growth. The answer came in the form of a 2014 Arch Grant, a prestigious \$50,000 equity-free grant awarded to just 20 startups each year.

Artifox's first product, called Desk 01, includes a docking system for smart devices, integrated whiteboards, pegs for headphones, and hidden grooves to conceal cables. A standing version of the desk is planned, and Mirth says future product lines will include office storage solutions and bike racks. He hopes to hire employees soon.

Obviously Mirth, who plans someday to produce a documentary about entrepreneurship, wholly embraces the idea of self-made success.

"You can make your own job if you want to," he says. "You don't have to go work for someone else. It will be difficult, but if you stick with it, you'll build your ideal job and be able to do what you love for the rest of your life."

— *Becky Mollenkamp*

instructional leader, and head coach of men's basketball.

**Matthew J. Simon, '10**, of Florissant, Mo., is the business development manager at SIMCO.

**Daniel S. Schmidt, '10**, of St. Charles, Mo., is the program coordinator of the Rawlings Sport Business Management Program at Maryville University.

**Mark A. Tiemann, '10**, of St. Louis, Mo., is a financial analyst at Ansira.

**Cynthia N. Vaporean, '10**, of Cottleville, Mo., married Matt Deane on March 8, 2014.

**Clinton J. Freeman, '11**, of Hillsboro, Mo., is assistant superintendent of the De Soto School District.

**Jesda Gulati, '11**, of Chesterfield, Mo., is a partner at Classic Car Finds LLC.

**Kristen M. Knoblauch, '11**, of Normal, Ill., is a physical therapist at ATI Physical Therapy.

**John F. Murar, '11**, of St. Louis, Mo., is a territory manager at U.S. Foods.

**Allison Euer Buehrle, '12**, of St. Peters, Mo., and her husband, Blake, announce the birth of their son, Kaden Gabriel.

**Erik J. Carretero, '12, '14**, of St. Louis, Mo., is the associate director of admissions at Chaminade College Preparatory School.

**Emily M. Mahon, '12**, of St. Louis, Mo., married **Robert A. Tschopp, '11**, on June 7, 2014. Maryville alumni **Benjamin Auton, '12**, and **Chelsea Buechter Auton, '12**, were present in the wedding.

**Justin A. Payne, '12**, of Bridgeton, Mo., is a liability claims examiner at Enterprise Holdings, Inc.

**Paul J. Vitale, '12**, of Wildwood, Mo., is a custom award catalog assistant at Maritz.

**Kevin J. Blessing, '13, '14**, of St. Louis, Mo., is an actuarial analyst at American National Family of Companies.

**Lindsey M. Conboy, '13**, of O'Fallon, Mo., is a research intern at DHR International.

**Abigail L. Duethman, '13**, of St. Louis, Mo., is an account executive of ticket development for the St. Louis Cardinals.

**Jeffrey W. Hancock, '13**, of Eureka, Mo., is an applications



analyst for Jack Henry & Associates.

**Dustin W. Harris, '13**, of West Plains, Mo., is an account executive at Prodigal LLC.

**Jessie M. Theby, '13**, of St. Louis, Mo., is a senior facilities coordinator at Cassidy Turley.

**Chad M. Bachmann, '14**, of Perryville, Mo., is a direct sales representative of the ticket sales office for the St. Louis Cardinals.

**Matthew T. Baker, '14**, of Chesterfield, Mo., is the recipient of the NCAA Postgraduate Scholarship Award.

**Tyler A. Bilbruck, '14**, of Bethalto, Ill., is an associate analyst at World Wide Technology.

**Anthony S. Boehmer, '14**, of O'Fallon, Mo., is an assistant director of admissions (Texas Region) at Maryville University.

**Kelli J. Clodfelter, '14**, of Warrenton, Mo., is an executive director for Warren County Sheltered Workshop.

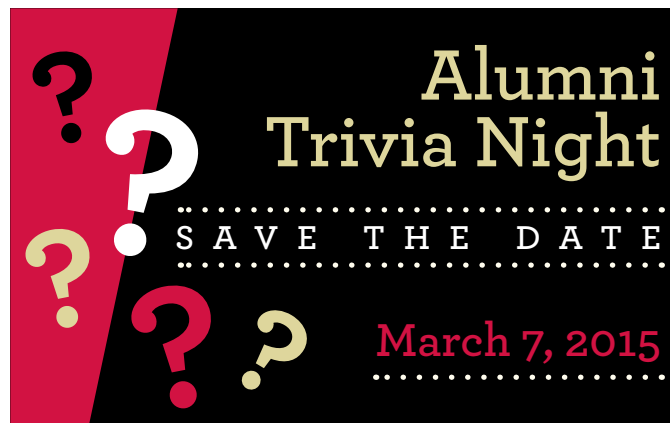
**Whitney C. Dutton, '14**, of Chesterfield, Mo., is a marketing representative with Technology Partners, Inc.

**Lauralee M. Gilkey, '14**, of St. Charles, Mo., is a human resources assistant at Maryville University.

**Brady K. Griffith, '14**, of St. Louis, Mo., is a student activities coordinator at East Central College.

**Suzanne E. Heron, '14**, of St. Louis, Mo., is an agent assistant at State Farm-Dimitri Owens Agency.

**Shiphie M. Philipose, '14**, of Eureka, Mo., is a RN BSN at Mercy Hospital Washington and a member of Samaritan's Purse and Operation Christmas Child.



**Joseph A. Raggette, Jr., '14**, of House Springs, Mo., is an assistant director and site coordinator of MBA recruitment at Maryville University.

**Kenny G. Ruzicka, '14**, of Eureka, Mo., is a quality assurance engineer at Lumeris.

**Jessica A. Turnbough, '14**, of High Ridge, Mo., is a junior staff accountant at American Equity Mortgage.

**Stacy C. Wallace, '14**, of Helotes, Texas, won first place in the Research category for her poster "The Effects of Implementing Electronic Health Records in Schools" presented at the National Association of School Nurses' 46th Annual Conference in San Antonio, Texas.

**Jeremy D. Weter, '14**, of High Ridge, Mo., is a scientist at Spectrum Perception LLC.

## In Memoriam

### 1930s

Helen Collins Allen, '39  
LaDonna Rose Mary Hermann, '39

### 1940s

Jane Costigan Purcell, '41  
Elinor O'Donnell Luth, '42  
Nancye Doles Berchelman, '44  
Aileen A. Harline, '44  
Geraldine Dazey Gipson, '45  
Hannah Barry Hagan, '48  
Phyllis Scherer Krechel, '48  
Carlotta Unnewehr Crane, '49

### 1950s

Gloria Keck McQueeney, '51  
Marilyn Richter Gaffney, '53

Audrey Poser Huck, '53  
Carole Folz Nangle, '53  
Mary Edith Smith Flynn, '55  
Hope Ann Sullivan Miskell, '56  
Yvonne Fournelle Mockler, '58

### 1960s

Beverly Bolster Gales, '60  
Mary Cameron Ernest, '63  
Franceen Schneider Hoyt, '63  
Margaret Orman Robbins, '67  
Mary G. Mullen, '68  
Rosemary Schmitt March, '69  
Barbara C. McCourtney, '69

### 1970s

Thomas C. Offner, '73  
Deborah Scissors Eschbach, '75, '76  
Lorraine McClure Miller, '76

### 1980s

Sandra Koester Moran, '82  
Sally Schachter Sosnoff, '87  
Jean Wooldridge Payne, '88, '89  
Gayle S. Spasnick, '89

### 1990s

William J. Bezdek, '90  
Renee Desloge Nelson, '90  
Mary Ann Niewoehner, '90

### 2000s

Lindsay Ogden Whyte, '02  
Barbara Stauff Zylstra, '02  
Joel H. Roschnafsky, '03  
Rebeca Palmer Davidson, '05

# [InRetrospect]

## Mining Maryville's History Online

BY BECKY MOLLENKAMP

A NEW AND IMPORTANT LINK TO MARYVILLE UNIVERSITY'S PAST NOW SITS at the fingertips of those interested in exploring such treasure. Thanks to an ongoing digital project, patrons of the University Archives can go online to view old class composites—some dating back to the late 1800s—and other historical photographs and documents.

"Sometimes people just don't know what kind of resources we have, so to be able to make these documents available so easily online allows us to reach a whole new audience," says Olivia Knoesel, archivist and assistant to the dean of the University Library.

The extensive project began with the search for a user-friendly software program that provides an attractive public

interface and reliable support system. BiblioBoard was selected, and then work-study student Adam Brazzle began the rigorous process of scanning and uploading images.

The first of his efforts, photos of every graduating class from 1873 to 1968, were posted online last spring. While some were small, framed photos, others were large posters that had to be scanned piecemeal, reassembled electronically, and digitally repaired.

"They were crumbling in some instances, and it was Adam's job to assemble the jigsaw puzzle on the scanning bed. We called it the Frankenstein Project," Knoesel says. "Adam was able to put the pieces together into recognizable form, and he couldn't have done that without digitization. It's nothing short of amazing."

The archivists are now scanning yearbooks dating back to 1940. Next up, they plan to digitize photographs of the old campus, literary magazines, and an alumni newspaper published between 1929 and 1979.

Creating a digital archive is a long and arduous process. It



1900 Before and After



took about three months to finish the class photos, and a single yearbook can take a few weeks or even a few months.

"It definitely is painstaking, but we want the finished project to be pleasing, complete, and accurate," Knoesel says.

*To view the growing digital collection, visit [maryville.edu/library](http://maryville.edu/library) and click on the "University Archives" button. The patron can view the archived anthologies directly from the library page. If the user clicks "Login" and creates an account, it's then possible to download the BiblioBoard mobile app and access the archives from a smartphone. 📱*



1904 Before and After





A BROADER VIEW: Maryville University's summer study abroad program to Vietnam and Cambodia featured rigorous travel, valuable opportunities in service learning, and multi-disciplinary academic work. Here, students pose at the top of Thien Mu Temple, in Vietnam. Photo by Scott Angus, assistant professor of art, who led the program.





650 Maryville University Drive  
St. Louis, Missouri 63141  
[ [maryville.edu](http://maryville.edu) ]

**LIVE**Maryville



**MARYVILLE UNIVERSITY BEGINS**



**BUILDING ROI ON DAY ONE**

Delivering strong economic value in academic programs, Maryville University is ranked in the top 15 percent nationally—and is No. 1 in St. Louis—for Return on Investment (ROI) for students and their families.

\*Ranking by Educate to Career, a non-profit firm that analyzes the value of a college degree in response to student demand for good return on investment.