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Dear Friend of the College of Arts and Sciences,

When achieved at the highest levels, learning exhibits three key characteristics: it is retained long after it is received, transforms the learner, and illuminates connections and opens new paths of intellectual exploration by linking disparate domains of knowledge. Likewise, three requirements must be met to achieve higher-order learning. First, learning requires significant exertions by the learner, other participants in the community of learners, and those charged with guiding and informing the learning process. That is to say, lasting, impactful, and integrative learning is an arduous process for all involved. Second, learning requires significant lengths of time. Time must be committed not only to the initial act of instruction but also to the periods of reflection and collaboration necessary to achieve the levels of synthesis and integration characteristic of higher-order learning. Third, learning environments require resources that initiate and sustain higher-order learning: physical facilities, access to and application of technology, and—most importantly—human resources.

In the College of Arts and Sciences (COAS), our goal is to produce learning that goes beyond the superficial, and we understand that the process will be difficult, time-consuming, and require the commitment of resources. Learning is, by any measure, an inherently inefficient process. Yet I can say, with considerable pride, that judging by the accomplishments of you, our alumni, COAS provides impactful and high quality learning experiences to our students with a level of academic efficiency that maximizes IPFW’s limited resources.

The 21st-century U.S. higher education system cannot afford an individualized learning style characterized by contemplative perambulations around the grounds of the Lyceum with the Peripatetics. Our modern students do not have the time or patience necessary for learning through deliberate dialectical debates like the Scholastics. The great challenge of modern education is teaching large numbers of students using pedagogical approaches that support—rather than undermine—those processes of deep learning we know are effective. Faced with the need to balance the inherent inefficiency of learning with the economic reality of ever increasing costs of instruction, COAS will undertake a two-year comprehensive self-study of its organization, efficiency, requirements, and outcomes.

COAS faculty and administration have joined colleagues from across IPFW to discuss the future of higher education. In turn, IPFW has taken a national leadership role in the Red Balloon Project, sponsored by the American Association of State Colleges and Universities (bit.ly/qtmD4B). During the 2011–12 academic year and beyond, the college will explore ways to improve the quality of student learning, strive to increase the number of students completing our programs, and maximize the efficiency of our instructional practices.

I look forward to working with all COAS stakeholders, including our alumni, to launch a process of self-evaluation that I anticipate will be both informative and transformational. I wish you all the best for a successful and productive year.

Carl N. Drummond
Dean of the College of Arts and Sciences
ANTHROPOLOGY

Summer Programs: In summer 2010 and 2011, the anthropology program offered two archaeological field schools—one in Belize and one in Indiana—as well as a Miami Indian language day camp hosted by the Three Rivers Language Center (see article about the day camp on page 21). Also, Professor Rick Sutter led a bioanthropological field research class in Peru with two IPFW majors. Shawna Follis, who also participated in IU’s Study Abroad program in Peru, and Tanvi Chhatiawala conducted their own supervised research projects through this class.

Four undergraduate majors (Shawna Follis, Tanvi Chhatiawala, Alan Tse, and Laura Roe) received $1,000 from the Office of Research, Engagement, and Sponsored Programs (RESP) Summer Research Support Grants for research conducted during summer 2011.

Awards: In April 2011, the Archaeological Survey (AS) received the Indiana Department of Natural Resources, Division of Historic Preservation and Archaeology’s 2011 Archaeology Award. This is in recognition of their research efforts at the Strawtown archeological site in Hamilton County, Indiana, and other late prehistoric research. If you would like to learn more about the AS, Strawtown, and other projects, see the article on page 20 of the 2010 issue of Collegium, bit.ly/o3KTVo

Faculty: Department of Anthropology faculty published three edited volumes, seven book chapters, 11 journal articles, four book reviews, three peer-reviewed abstracts, and 30 professional reports. They also gave 21 conference presentations. Anthropology faculty secured $80,000 in both internal and external research grants, and the AS secured $1.3 million in grants and contracts ($84,500 in new grants, $860,000 in continuing grants, $350,000 in contracts). The AS also employs 10 current and former IPFW students.

CHEMISTRY

Vitamin B-6 Research: Chemistry department alumna and assistant professor, Karen Ericson, has been working as the vitamin B-6 director at IPFW. Her service research on vitamin B-6 involves testing samples from NASA, Shriners Hospital, and other organizations, and making vitamin B-6-related compounds. She has presented her research in publications and at conferences.

Student Awards: The Arthur W. Friedel Scholarship, Freshman Chemistry Award, and ICUC (1st Year) Chemistry Award were awarded to Mieke Peels, who also earned Dean’s List honors in fall 2010. She intends to earn a Ph.D. in chemistry, eventually becoming a chemistry professor.

Faculty/Alumni and Leepoxy Scholarships were awarded to Steven “Tony” Zimmerman, a chemistry and economics double major. He is captain of the men’s cross-country team and earned Summit League Academic All-League honors the past two years. He was involved in rebuilding homes in Biloxi, Miss., for Hurricane Katrina relief, and he plans to
New Community-Focused Series: University Community Conversation (UC²) is a community engagement program sponsored by COAS. The inaugural year’s events on the theme “The Promise and Problems of Democracy” began in January with a raucous town hall meeting featuring Indiana Speaker of the House Brian Bosma (R-Indianapolis). Each year, UC² will feature a wide variety of related events centered on a specific theme.

As the UC² program grows, events featuring university and community speakers and presenters will incorporate multimedia resources and social media to initiate, expand, and sustain community conversations. Most programs will be taped and posted to the UC² website. “A goal of UC² is to keep the conversations going beyond the events,” said Carl Drummond, dean of COAS. “We want the community to sustain dialogue through our social media and websites.”

Events in spring 2011 included a lecture by Paul Helmke, former Fort Wayne mayor and president of the Brady Center to Prevent Gun Violence, entitled “Tragedy in Tucson—Impact on Gun Legislation and the Accessibility of Elected Officials”; a panel discussion about John Locke’s treatise On Liberty; and Two Voices: An Abortion Debate, which featured two lawyers representing opposite sides of this issue in a moderated debate facilitated by IPFW Associate Professor Andy Downs. Fall 2011 sessions included a series of presentations to honor the 10th anniversary of the 9/11 attacks and another on the 1965 Voting Rights Act.

For more information, see the UC² webpage at ipfw.edu/uc2. For regular updates about new programming, follow UC² on Facebook (facebook.com/uc2ipfw) or Twitter (twitter.com/uc2ipfw).

Weekly Podcast Series: Genocide, antiviral research, and geometry are just a few of the topics that have hit the Web in a podcast series sponsored by COAS. Vistas and Viewpoints launched in March 2011 and is available free through IPFW’s iTunes U page. Information about subscribing to the podcasts is at bit.ly/ebujCu.

In each podcast, Dean Drummond speaks with COAS faculty about his or her research in the humanities, sciences, mathematics, or social sciences. The purpose of the series is to provide listeners with easily accessible information about scholarship and research from COAS faculty. “Amazing things are being discovered here and I want everyone to know how vital and vibrant research is at IPFW,” said Drummond. “Today’s highly mobile and highly connected society allows us to provide relatively brief but content-rich intellectual experiences delivered in such a way as to be accessible to anyone with a curiosity for new knowledge. Podcasting allows us to provide content that is available on demand, is consumable through a broad range of delivery systems, and is subject to archiving so interested listeners can return to episodes they might have missed.”

Science Olympiad: Eight teams from seven northeast Indiana high schools took part in the 2011 Science Olympiad held at IPFW in February. Northridge High School (Middlebury) and Fort Wayne’s Canterbury School (Newton team) took first and second place in the competition and advanced to the Indiana state competition at Purdue Calumet in Hammond, Ind. Manchester High School placed third and qualified for a Wild Card tournament at Ivy Tech–Lafayette.

The Northridge team took first place at Calumet and 21st place in Division C at the National Science Olympiad in Madison, Wis.

Teams from Columbia City High School, East Noble High School, Goshen High School, Manchester High School, Northridge High School, New Tech Academy (Wayne High School), and Canterbury High School (two teams) competed in the 25 events. More than 200 Olympic-style medals were awarded to participants in 25 events.
either attend medical school or graduate school.

Paul Szostak received a Faculty/Alumni Scholarship. He also has earned multiple Dean’s and Semester Honors, is a member of the IPFW Chemistry Club, and is participating in undergraduate research in fall 2011. He plans to obtain a B.S. in chemistry with the biochemistry option.

The Outstanding Student Affiliate award went to Alex Ahmadi, who is the IPFW Chemistry Club president and has participated in undergraduate research and works for the Center for Academic Support and Retirement Lucille J. Hess, Ph.D., CCC-SLP, emerita associate professor and chair of the Department of Communication Sciences and Disorders retired in July 2011 after an IPFW career that began in 1968. She left IPFW after two years but returned in 1979. She received a Ph.D. from Indiana University in 1984, and she was appointed assistant professor and director of the Speech and Hearing Clinic in 1985, associate professor in 1992, and department chair in 2001.

She has published several computer-based training programs as well as many journal articles, several co-authored with her students. Hess estimates that she has been involved in the training of nearly 185 students, many of whom have completed master’s degrees at other universities and have become licensed speech-language pathologists or audiologists. Many of these graduates are working in schools, hospitals, and clinics in the northeast Indiana/northwest Ohio area.

Hess is extraordinarily generous with the time she spends fostering the personal and professional development of her charges, inside and outside the classroom and clinic. Her determination to provide her students with the training and the motivation they need to excel was formally acknowledged when she received the Friends of the University Outstanding Teacher Award in 2006.

Hess has always shared her talent, training, enthusiasm, and natural instinct for hard work with the community, and the list of her contributions is astonishing. The short list includes founding the Fort Wayne Stroke Club in 1973 and serving as an advisor for 18 years; serving as an officer of Cedars Hope and, since 2005, its vice president; serving continuously in the First Steps of Allen County program since 1990, on its executive board for 14 years, with seven years of service as vice chair and one as president; working as a consultant to Head Start and a leader of Habitat for Humanity’s family support team; providing training in language development for the staff of Healthy Families of Allen County since 1990; and continuously volunteering her time and effort in support of many church-based charitable activities.

Her post-retirement plans are developing, but Hess plans to travel, continue her literacy work, engage in some research with adolescents and/or toddlers, and explore new topics and develop skills that she has not had the time to do.
Achievement (CASA) as a tutor and supplemental instructor. He did a summer internship at the Hospital Corporation of America in Nashville, Tenn., organized a student trip to Fermi Lab in Chicago, and intends to go to dental school.

The Outstanding Chemistry Major is Matthew Lash, who shares the Outstanding Chemistry Graduate Award with Matt Tescula. He has been on the Dean’s and Semester Honors Lists each semester and is active in the Chemistry Club, College Republicans, and Student Senate. Lash was accepted into the IU School of Medicine in Terra Haute, Ind.

The David P. Onwood Scholarship in Physical Chemistry was awarded to Zachary Szczechanski. Matt Tescula was awarded the William F. Erbelding Award in Analytical Chemistry and shares the Outstanding Chemistry Major with Matthew Lash. Faculty/Alumni Scholarships were presented to Danielle Shawler, Nathaniel Colglazier, Derek Romer, Jacob Smith, Shori Gerardot, Patrick Colglazier, Derek Romer, Jacob Smith, Shori Gerardot, Patrick Blubaugh, and Christopher Felton. Finally, COAS’s Wise Scholarship was awarded to Nathaniel Bryan.

COMMUNICATION SCIENCES AND DISORDERS

Changes: In spring 2011, after 22 years at IPFW and 10 with CSD, department secretary Deb Ramer retired. Ramer’s replacement is Joanne Blosser who comes to CSD from the IU Medical Center at IPFW. Jonathan Dalby is acting CSD chair while the department searches for a new chairperson and a new assistant professor. Joy (Stepinski) Musser returned to the department in fall 2011. Musser specializes in voice disorders and other neurogenic motor disorders. Linda Sickman joined the faculty in August 2011. Sickman’s areas of specialty include language development and disorders, phonological disorders, and literacy. Several years ago, Sickman taught the introductory course for CSD before returning to the University of Cincinnati to earn a Ph.D.

Student Research: Six students elected to do an independent study (CSD 590) during the 2010–11 academic year, most under the direction of Professor Hess.

Carlee Andress developed a parent’s information class for the Beginnings Care for Life Center in Coldwater, Mich. Meg Rondot, researched how to start a support group and started one for parents who have a hard-of-hearing child called Cocoon (COmmunication COmmunicatiON). The first meeting was held in January, and she presented her research as a poster display at the Indiana Speech-Language Hearing Convention in April 2011. Danielle Haggard studied the vocabulary of Head Start four year olds; Rachel Jones observed therapy for a child with autism to study the effectiveness of applied behavioral analysis therapy for this child. To earn a gerontology certificate, Alisha Latham did an internship in audiology with the Carter Hearing Clinics.

Senior honors student Tanya Gamble completed an experimental investigation of the intelligibility of English speech produced by native speakers of Mandarin Chinese who learned English as adults. She presented isolated words spoken by two native American-English speakers and two Mandarin-accented speakers to 10 native American-English listeners under both quiet and noisy situations. Tanya then transcribed all six thousand responses phonetically and analyzed the results. She presented a research summary at the Spring Honors Symposium.

2011 CSD Scholarships and Awards: Graduating senior Tanya Gamble was named the Outstanding Communication Sciences and Disorders Major for 2011. The award acknowledges a high standard of scholarship and demonstrated effectiveness in leadership or service roles. Tanya regularly volunteered around the department and served as secretary of the Speech and Hearing Club this year. A cash award was given to Gamble as an award from the Psi Iota Xi Theta Sigma Chapter in Syracuse, Ind.

Senior Jennifer Grote was awarded the generous scholarship from the Anne M. Balentine Foundation. The scholarship funded by the Conrad Balentine family of Bluffton, Ind., honors their daughter and sister, Anne, who was deaf, blind, and physically challenged. Grote was selected for meritorious scholarship and her interest in serving persons with multiple disabilities.

Camille Zimmerman and Danae Westgerdes shared the generous Downtown (Fort Wayne) Sertoma William
Doctor Scholarship for their demonstrated high scholarship. The award was named for a founding member of the Sertoma Club. Zimmerman plans to use her skills in Spanish to provide bilingual intervention to persons of all ages; Westgerdes’s goals are to help prevent communication disorders in infants and toddlers who receive cochlear implants.

Senior Melissa Helm received the Psi Iota Xi Delta Gamma (Fort Wayne)–Donald Doster Memorial Scholarship. This award provides tuition reduction for a CSD major who has demonstrated academic excellence. Helm currently helps a boy with autism and she expresses great joy as she sees him accomplish socialization. Helm is an energizer for other students, who acknowledged this by electing her president of the Speech and Hearing Club.

Senior Kayleigh Robinson was awarded the Psi Iota Xi–Eta Rho Chapter (New Haven, Ind.) Scholarship. In addition to strong academic ability, she appreciates the effect of an SLP by witnessing the language growth of her younger brother who received early intervention services.

Junior Alicia Bigelow received the Psi Iota Xi–Theta Theta Chapter (Fort Wayne) annual CSD Textbook Award for her scholarship and for her interest in teaching young children who have hearing loss how to communicate. Alicia serves as the president of the IPFW Students for Life.

Amanda Hirshey was awarded the Dr. Robert W. and Susan L. Dettmer Scholarship. This scholarship is based on good academic standing for a student in COAS. The donors were connected to the medical and educational aspects of the community and wanted to support students who have goals to work in these sectors.

Rita Jakubowicz was awarded a one-time textbook gift for the 2011–12 school year.

From the Communication and Disorders Clinic: Ten students completed clinic this semester with five of them earning gerontology certificates. Four of the students participated in the Photography as Language program (see article on page 16). Clients served in the therapy program this year included a geriatric client, a university student, three school-aged students, and one preschooler. CSD students chose an appropriate evidence-based technique for their client’s disorder. As a result of therapy, all of the clients made good progress toward their goals. In addition, the CSD students met all of their self-selected goals for the clinical semester. Congratulations to Emily Bell, Stephanie Fryback, Tanya Gamble, Megan Rondot, Averi Smith, and Diana Snell for the fine work they did as student clinicians.

ENGLISH & LINGUISTICS

Student Internships: Although students learn much in IPFW classrooms, sometimes hands-on experiences are needed as well. So, the Department of English and Linguistics has increased its efforts to provide students with internships through which they can apply what they have learned about writing, research, and the English language in professional situations. These internships offer students the opportunity to gain a richer

2011 International Photo Contest first-place photo in the Most Picturesque or Unusual category: “Blue Glaciers and the Gentoo" taken in South Shetland Islands, Antarctica, by Susan Elizabeth King
learning experience similar to what they would encounter during the first months of a new job.

Internships are an invaluable way of making job contacts, gaining real-world experience, and bolstering a résumé. In internships, students work as apprentices in positions that require significant amounts of written communication, research, editing, and/or web or multimedia composing. They earn between one and three course credits (ENGL W398). As part of the apprenticeship, each student compiles a useable portfolio of writing samples, creates an updated résumé, and writes a report about the intern experience.

Alumni Readers: Are you interested in creating an internship or hiring an intern? Contact Suzanne Rumsey (rumseys@ipfw.edu) for information and assistance.

New Faculty Profile: Shannon Bischoff joined the COAS faculty in fall 2010. Bischoff received a Ph.D. in linguistics from the University of Arizona with a major in formal and anthropological studies and a minor in computational linguistics. He also has a B.A. in English literature from the University of Puerto Rico in Anchorage. Bischoff taught for three years at the University of Puerto Rico at Mayaguez before coming to IPFW.

Bischoff specializes in syntax and morphology from formal, anthropological, and computational perspectives, focusing on less studied languages in order to better understand the argument structures. He notes that his background in anthropology enables him to make sense of the data he collects and uses. He primarily studies endangered languages of the Americas, focusing on revitalization and maintenance. In order to do this properly, Bischoff has developed online resources including archives and searchable dictionaries. On that note, his computational work involves testing formal theories, and creating tools for other linguists and resources for community members on the Web.

Bischoff did not come to IPFW alone. He has a wife and two children. His favorite comedian is the late George Carlin, who Bischoff holds high as a great linguist himself. Bischoff also enjoys poetry; some of his favorites include “La Terre est bleue comme une orange” by Paul Éluard, “Prologue” by Yevgeny Yevtushenko, “Tú me querías blanca” by Alfonsina Storni, and “Lying in a Hammock at William Duffy’s Farm in Pine Island, Minnesota” by James Wright.

Now that Bischoff has finished a Ph.D., he plans on receiving promotion after promotion, as well as tenure. But his main focus is to keep having a great time with his teaching here at the university, and to continue working with the many clever and interesting people he has met at IPFW.

Questions for Kate White: Name? Kristin Kate White (but I go by Kate). Hometown? Oklahoma City Academic history? B.A. in English literature from Loyola University in New Orleans, M.A. from University of Oklahoma in composition and rhetoric, and Ph.D. from Ohio State University in composition and rhetoric. Favorite class in college? 19th Century American Literature and also Experimental Fiction. Moment you knew you wanted to teach? My grandmother taught high school English, my grandfather taught shop in high school, my dad works in higher education, and my younger brother has a Ph.D. in engineering. I’d say it’s in my blood. Road to position @ IPFW? Long. Getting a Ph.D. is a serious pursuit and requires many years of education and a lot of endurance. And writing a dissertation is hard. This is my first junior faculty position, and I am so thrilled to be working at IPFW. The students are great and the faculty has been really welcoming. I feel extremely lucky and grateful to be here. Classes taught @ IPFW? Business and Administrative Writing, Elementary Composition, and the Rhetoric of Pop Culture, so far. Career highlight(s)? So far, this job is the highlight. Career aspiration(s)? I would like to develop a business writing service-learning course; I would love to publish parts of my dissertation on women’s book clubs; and I think tenure is the next big thing in front of me. Best read? I read all of the time. Trash and good stuff. The book I’ve recently read is The Everyday Mind: 366 Reflections on the Buddhist Path. Can’t miss TV show? Dexter Favorite film? The best movie I’ve seen recently is The Social Network. iPod playlist? Ludacris, Paramore, the National, Arcade Fire, Kanye West, Band of Horses, Bruno Mars…I love music and seeing live shows. Drink of choice? Um, I wish I could say water but unfortunately I drink entirely too much Coke Zero. Go-to meal? Tacos of any kind. They are easy to make and I love Mexican food. Day off? I know Sunday is a day of rest, but I usually take off Saturdays and do whatever I want. Vacation spot? Tortola, New York, or Italy…all of them are other-worldly in some way. Secret hobby/interest? Reading tabloids. And I read the entire Twilight series (more than once). And have seen all of the movies so far (some more than once). Most embarrassing moment? See the answers above.

GEOSCIENCE

Message from Chair Solomon Isiorho: Geology is always in the news and people are becoming more aware of some of the geologic processes that take place on and within the earth. Some of these processes have resulted in natural events/disasters such as the earthquakes in Haiti and Peru, and more recently, the earthquake and tsunami in Japan. Floods have occurred at diverse places as well as landslides. These events alert the public of the importance of earth processes.
The local media consults the faculty (usually Professor Emeritus Dipak Chowdhury) on earthquakes. Assistant Professor Aranzazu Pinan-Llamas and Professor Isiorho gave a presentation titled “Cracks, Joints, Faults, Earthquakes, and Japan” for the Sigma Xi research society.

Professor Anne Argast, to be more engaged with the community, is working with multiple constituents (businesses, faculty, students) to replace our aging and broken Scanning Electron Microscope (SEM) and Energy Dispersive X-ray Spectroscopy (EDS). Visiting Assistant Professor Raymond Gildner, with a grant from Division of Continuing Studies (DCS), is at the forefront of applied technology that includes the use of iPads in the classroom. In addition, he presented “Google Earth across the Disciplines” through the Center for the Enhancement of Learning and Teaching (CELT).

The staff (Diana Weber and Clarence Tennis) are involved in ensuring that geology is better known through participation in major fairs; Science, Technology, Engineering, and Math (STEM) events; and in computer technological work.

Publications and Research: Geosciences faculty have published or edited 20 publications and three books in 2010. Professor James Farlow published eight papers along with editing three books—a personal and departmental record.

Eight students were involved in research projects that led to four presentations at the combined North Central/South Central Geological Society of America (GSA) meeting in Branson, Mo. Also, four students gave six presentations at the combined North Eastern/North Central GSA meeting in Pittsburgh. A total of 14 students were involved in professional scientific published abstracts. Two of the 14 students gave two different presentations at the Midwest Groundwater conference in Columbus, Ohio. Assistant Professor Benjamin Dattilo worked with eight of the students.

Other Accomplishments: The 2010–11 school year brought a new dimension to the department. Two graduate teaching assistants (Peach Sundquist and Hope Sheets) taught a section of the freshman lab course. Miklos Cserei taught a Geographic Information System (GIS) course, and Jeffrey Logsdon taught the weather and climate course.

Six of our recent graduates—Pamela Dugan, Betsy (Quinn) Yankowiak, Tammy Reece, Heather Samons, Melissa (Poor) Ehrhart, and Nathaniel Ehrhart—are working in the industries as environmental consultants, on Little River Wetland projects, or in the aggregate mineral sectors. Four other graduates are pursuing graduate degrees; Tina Hill, Michael Harrison, Rachel Nyzyk, and David Butcher are at the University of Wisconsin–Madison (2), Ball State, and Missouri State, respectively.

Geosciences faculty members Dattilo, Pinan-Llamas, Gildner, and Isiorho created sections and participated in the Indiana Science Olympiad held on the IPFW campus in February 2011.

HISTORY

New Frontiers: Associate Professor Ann Livschiz received one of Indiana University’s prestigious New Frontiers grants in 2011. New Frontiers provides grants of up to $50,000 to support innovative work in the arts and humanities for IU faculty from all campuses. Livschiz
was awarded over $34,000 for her project, *Holocaust in Belorussia: Exploring a “Site of Forgetting.”*

The grant allows Livschiz to pursue her research, including research trips to Minsk in summer 2011 and spring 2012 and the Holocaust Museum in Washington, D.C. She will also use her sabbatical in spring 2012 to pursue the project.

**Undergraduate Conference:**
The third annual IPFW History Department Undergraduate Conference was held on campus in April 2011. This year’s conference featured four panels: Church and Heresy in the Middle Ages; 20th Century Genocidal Practices; Heroes, Villains, and Symbols; and Creation of Culture in America. Eleven undergraduate students presented papers and IPFW history department faculty served as moderators.

“The conference provides an opportunity for our best students to share their research with an audience of their classmates, faculty from the history and other departments, their parents, and interested members of the Fort Wayne community,” said Ann Livschiz, assistant professor of history. “It’s an opportunity for students, some of whom are planning to go to graduate school, to get experience with conference dynamics. And for all students, it is an important opportunity to develop public speaking/oral communication skills and the confidence that comes with these skills.”

**INTERNATIONAL LANGUAGE AND CULTURE STUDIES**

**New Faces:** The Department of International Language and Culture Studies was very fortunate to hire three new continuing lecturers in fall 2010. Farah Combs previously taught Arabic at West Point Academy and Ohio State University. Laura Rodriguez-Duran came to IPFW from Spain by way of West Virginia to teach Spanish. Yuriko Ujike teaches Japanese and came to IPFW from Columbia University.

**Student Programs:** ILCS students held or participated in many events in 2010–11. The Arabic program held an *Arabic Immersion Day* at which Middle Eastern food and music was enjoyed by students. The *Japanese program* held many cultural events, including a calligraphy workshop, an origami workshop, a Japanese cooking session, and movie nights featuring films about Japanese culture and history. The Spanish program had a *Spanish Immersion Day* at which language, food, and culture were enjoyed by many students. The *Chinese program* held two activities: the 2011 Chinese Spring Festival party with Fort Wayne Chinese Family Friend Association and attending the 10th China Bridge Competition–US Midwest Regional Chinese speech contest.

**ILCS Language Lab:** The lab has been a busy place since it re-opened in August 2010. It is often full, with all 12 computers in use and students sitting on the couches and chairs helping one another with homework, reading books and magazines, playing board games, and speaking various languages. Others watch one of the 90 foreign TV channels available in the lab. Students can check out DVDs, CDs, as well as books, magazines, and reference material, or use them in the lab. Among the activities offered in the lab during the 2010–11 academic year were presentations (on culture, grammar, and graduate school), immersion sessions (in Arabic and Spanish), a workshop (origami), an open house for all Fort Wayne students of French, and weekly international movies. Most language clubs now meet in the lab and language tutors from IPFW’s Center for Academic Support and Advancement come weekly.

**Student Accomplishments:**
At the 2011 COAS Honors Banquet, the Excellence in Foreign Language Award winners were announced.

Adam Papp and Kyle Garrison were awarded the Excellence in Foreign Language Award for German; Andrea Ritter and Kristina Karpun were awarded the Excellence in Foreign Language Award for French; Domingo Garcia and Francisco Tapia-Silva were awarded the Excellence in Foreign Language Award for Spanish. Kiley Miller was awarded the Special Achievement in Foreign Language Award for her studies in French. The German Heritage Scholarship was awarded to Adam Papp and Stephanie Boissy.

Several ILCS students spent time abroad this year. Cari Landrigan, Bosco Lo, and Lyndsy Patterson spent the 2010–11 academic year studying French through the Indiana University program in Aix-en-Provence, France, and Erika York at the Institut d’Etudes Politiques in Strasbourg, France. Valerie Deustch spent her study abroad time in Santiago, Chile.

2011 International Photo Contest second-place photo in the Most Picturesque or Unusual category: “Splash of Color” taken in Antigua, Guatemala, by Julia Marie Poorman
MATHEMATICAL SCIENCES

Graduating Class: Twelve students received B.S. degrees, four students received M.S. degrees, and one student received the M.A.T. degree in 2010–11. Hannah Chad and Keeton Zartman were awarded the Maynard J. Mansfield Award, given by the department to the graduating senior who best demonstrates excellence in academics and extracurricular activities.

Faculty Spotlights: David Redett was promoted to associate professor with tenure and Peter Dragnev to professor in 2011. Yihao Deng received a Pippert Science Research Scholar award in 2010, an award established in 2000 to support research efforts in mathematics and the sciences. Deng has established a productive research agenda over the past few years, with promise to continue to be an active researcher in statistical methods.

Math Alumni Dinner: The ninth annual Math Alumni Dinner was held in April 2011 in the newly opened Keith Busse Alumni Center. The dinner was the first event held in the new center. Although not all the furniture was in place, everyone enjoyed the event in the new building. About 35 alumni and faculty were in attendance for a fine meal and an entertaining talk by IPFW faculty member and alumnus John LaMaster.

Changes: Joyce Vetter retired in May 2011 after 22 years in the department. Vetter was part of a cadre of instructors hired in 1991 to specialize in developmental and pre-calculus mathematics. This group was rewarded for their efforts in 1993 by receiving the then School of Arts and Sciences’ Enhancement of Learning Award. Vetter was a valuable member of the Pre-Calculus Committee and many other campus committees. We wish her much happiness in her retirement.

PHILOSOPHY

Center of Excellence: The Human Rights Institute now has a viewing room with internet TV news channels streaming from around the world (Liberal Arts building, room 05), a blog for open discussion forums (ipfw-applied-ethics.posterous.com/), and a Facebook page (on.fb.me/onuQTP).

Welcome New Faculty: Jared Lindahl was hired in 2010 as a visiting assistant professor of religious studies to teach an array of courses on Asian religious traditions, especially Buddhism. Lindahl recently completed a Ph.D. at the University of California, Santa Barbara, with a dissertation on the significance of light in the contemplative paths of Tibetan Buddhism and Greek Christianity.

Abraham Schwab came to IPFW in fall 2010 as the “go-to guy” for applied ethics. He pursues interdisciplinary work on the ethical, legal, and social issues of the human microbiome, with a personal research project exploring the intersection of the epistemic and the ethical (how do we know what we should do?). He works with community members at Lutheran Hospital (Health Care Ethics Committee, Institutional Review Board) and other health care providers and businesses throughout northeastern Indiana.

Faculty Publications: Quinton Dixie co-authored (with Peter Eisenstadt) Visions of a Better World: Howard Thurman’s Pilgrimage to India and the Origins of African American Nonviolence. Ioan Muntean...
presented a paper, “The Fiber Bundle at the Gates of Metaphysics: Challenging Tim Maudlin’s Proposal,” that will be published in the *European Journal for Philosophy of Science*. Clark Butler will edit a Human Rights Institute volume on children’s rights through Purdue University Press that will include his essay “Child Rights: A Philosophical and Historical Analysis,” and his *The Dialectical Method: A Treatise Hegel Never Wrote* is forthcoming. Erik S. Ohlander recently became executive editor of the *Journal of Sufi Studies*, a new academic journal, and co-edited *Sufism and Society: Arrangements of the Mystical in the Muslim World, 1200–1800* with John Curry of the University of Nevada, Las Vegas. Joyce Lazier wrote a chapter on Kantian ethics for *Ethics: A University Reader* and two submissions for 100 Most Influential Arguments in Western Philosophy. William Bruening recently wrote two e-notes for *The New England Journal of Medicine*. Bernd Buldt is working on an edition of Paul Bernays’ *Selected Works in Logic and the Philosophy of Mathematics* and recently submitted 10 articles for consideration to the editors of the new *Kant Encyclopedia*.

**PHYSICS**

**Student Research:** Three physics students presented on their research projects at the American Association of Physics Teachers National Conference in January 2011. All three projects focused on helping students understand some basic physics concepts. Eric Tomek’s project was “Web Cam Spectroscopy Laser Induced Fluorescence of Play Doh,” in which he used three different lasers (red, green, and violet) to optically excite Play Doh, and a simple spectrometer was built using a DVD and a cheap webcam in order to perform a spectral analysis of the fluorescence.

Nathan Cheviron’s project was “A Mechanical Analog of Nuclear Magnetic Resonance,” for which he assembled a system involving an air bearing and perpendicular magnetic fields to create a system that does the same thing as happens on an atomic scale in Nuclear Magnetic Resonance (also used in MRIs).

Brian Bauman’s project was “Helping Students Understand the Work-Kinetic Energy Theorem,” in which he used a specially designed fan-propelled cart that was turned on and off over various distances to help students examine how the cart’s energy is increased over that finite distance.

The IPFW students were mistaken for graduate and post-doctoral students and at least two editors requested that their research be submitted as articles.

**Camps and Workshops:** The department runs two camps every year: Math and Science Camp and a Physics Camp. In 2010, about 24 children between the ages of 11 and 13 attended the Math and Science Camp. The Physics Camp has young people aged 14 to 16. The Math and Science Camp has been held on campus for many years. Current chair Mark Masters has been the camp’s director since 2004. The weeklong day camp involves many hands on activities—building water rockets, hot air balloons, robots, electric motors, cars, bridges, and more.

In 2010, the Department of Physics received a LaserFest grant from the American Physics Society in order to put on a laser camp and a laser workshop, so the annual physics camps in 2010 and 2011 became Laser Camps. Campers came from as far away as Texas to attend the event. The weeklong camp has the campers doing experiments using lasers from laser range finders to laser mazes to holography.

The laser workshop the department ran in 2010 also lasted a week. It drew 10 attendees from Indiana and Illinois. The teachers learned many of the same things as the summer campers. In 2011, the department also offered a more basic teacher workshop for teaching using interactive engagement.

**POLITICAL SCIENCE**

**Student Accomplishments:** Political science major Luke Kenworthy was appointed as a legislative assistant for U.S. Representative Marlin Stutzman (R-3rd district, Indiana). Political science graduate Tim Alderdice (B.A., ’92) presented the paper “Shedding Stigma: Kenyans School an American in the Art of Collaboration” at an event sponsored by the Department of Political Science and International Studies Program in April 2011.

**Potential Political Consultants:** In fall 2010, Associate Professor Michael Wolf took five majors—Michael McKinney, Ethan
**Congratulations:**

Andy Downs, assistant professor of political science and director of the Mike Downs Center for Indiana Politics, was awarded COAS’s first Regional Engagement Award by the COAS Community Advisory Board (CAB), which established the new award to recognize members of COAS who are committed to outstanding and high-impact engagement with the northeast Indiana community. Ann Livschiz, associate professor of history, who nominated Downs, explains, “Downs embodies the principles of regional engagement, and we can think of no other COAS faculty member more deserving of being the recipient of the first Regional Engagement Award. He is an exemplar of someone in COAS who is able to combine service, teaching, and scholarship into a coherent plan of action, with tremendous impact on his students, his colleagues, the university, and the Fort Wayne community.”

As director of the Downs Center, Downs helps the people of Indiana understand the role of government, politics, and civic involvement in their lives and encourages participation in public and political processes. This includes conducting political polls to produce data for the Fort Wayne community, and local, regional, and national media. Also, Downs uses his expertise to provide outreach to local schools to help them refine their curriculum. He is the administrator of the Certificate for Civic Education and Public Advocacy at IPFW and offers a Foundations of Community Advocacy course to provide the necessary skills to students and community members interested in this field.

“Two of IPFW’s goals are to contribute to the development of northeast Indiana and to foster learning and create knowledge. I take these goals very seriously and try to integrate them into my teaching, service, and research. I also work to incorporate the research and service I do with what happens in my classes. Doing this does three things. It serves as an example to the students of how the research the scholars at IPFW are doing can be applied in our community. It prepares the students to apply what they have learned in the classroom in other situations. Finally, it helps these current and future leaders see how IPFW can contribute to the development of northeast Indiana. I see it as a way to build a productive connection between IPFW and our community. I’m honored to be chosen for this award and look forward to many more years of doing the work that this award recognizes.”

Manning, Katherine Anderson, Leyla Mansour-Cole, and Joe Magistri—to participate in the American Association of Political Consultants Academic Outreach Conference hosted by the Bliss Institute at the University of Akron (see photo on previous page). The conference was for students interested in careers in political campaigns and consulting. Each of the students who went had already worked on political campaigns.

The American Association of Political Consultants is the preeminent professional organization for campaign consultants, managers, pollsters, and other campaign-related fields. Sessions included overviews by campaign managers from Ohio gubernatorial campaigns, established and new methods for winning campaigns, successful mix of old/new media in campaigns, campaign ethics despite necessity of negative campaigns, and the effects of the 2010 election on 2012. Presenters at panels were among the most well-respected campaign experts, pollsters, managers, communication operatives, and consultants working today. It was particularly timely given the results of the midterm elections only a couple weeks before.

The IPFW students were able to meet professionals at two different receptions, as well as focus in-depth on a particular area of campaign management at a mentoring luncheon. IPFW students were impressive in their participation, questions, and professionalism. The conference participants benefitted from funding from COAS as well as the Department of Political Science.

**EU Research Award:** IPFW political science students won two of the three top awards in the first annual EU College Research Paper Competition. The IU European Union Center sponsored the event, through which undergraduates from Indiana and Ohio were invited to submit papers on the EU’s role as an international actor or on the relationship between the EU and US. The IPFW students who received the award were Caitlin May Cooper for her paper “European Neighborhood Policy and Eastern Partnership: More or Less than a Blueprint for Reform?” and Michael Shanabarger for his paper “Kosovo and the European Union.”

**PSYCHOLOGY**

**2010–11 Psychology Awards:** Kimberley Jewell received the Outstanding Senior in Psychology award, which encompasses outstanding academic performance as well as involvement in department/campus/community service and in research or clinical applications. She was honored for her roles as a teaching assistant, research assistant, and Psi Chi president, as well as being a standout in the classroom.

Kenneth Lahrman received the William James Award (given to a graduating senior who has shown special initiative, participation, and/
Scholarship awards (given to psychology majors who demonstrate both academic excellence and involvement outside the classroom in research or application for use in the senior year). Forsyth was chosen for this scholarship because of her outstanding academic performance and her involvement as a research assistant. Renner has demonstrated excellence in the classroom and dedication to her teaching and research assistantship positions.

**New Faculty Profile: Assistant Professor Ryan Yoder**

Yoder took the long route to majoring in psychology. Following a brief stint as a business management major, Yoder was “undecided” during his sophomore year at the University of South Florida (USF). While enrolled in Physiological Psychology and Physiology of Learning during his senior year, he became fascinated with the physiological mechanisms that contribute directly to our cognitive functions. He then chose not to spend the extra year to obtain a second major in anthropology, but focused on his interest in physiological psychology.

As his undergraduate studies drew to a close, Yoder faced the same question that many students face—what am I going to do after I graduate? He did not see a connection between his interest in physiological psychology and the job market. After studying the available options, Yoder began to consider graduate school. He then worked as a lab technician for a year before deciding that he definitely wanted to pursue graduate studies and become a professor.

While in graduate school at Bowling Green State University, he received an award for his research from the Society for Neuroscience. This was the point at which he realized that he could be successful in a career in science.

After five years in a post-doctoral position at Dartmouth College, Yoder moved with his wife and two young daughters to Fort Wayne to join the IPFW psychology department. Yoder’s current research uses the performance of mice on spatial navigation tasks to study how mice learn about the environment. In these studies, he teaches mice to find food that is hidden in several locations within a maze, and then uses their ability to find these locations at a later time as an index of their learning abilities. Yoder hopes that his spatial learning model will help increase understanding of the brain mechanisms that underlie general memory functions.

What are Yoder’s comments after a year as an assistant professor at IPFW? “I really like IPFW’s continued growth. Despite the current economic woes, IPFW continues to expand and to provide many resources to students and faculty that facilitate our ability to concentrate on our studies.”

**News from Our Faculty:**

Bruce Abbott will be starting partial retirement in 2011. He will teach in the fall semester each year.

Michael Bendele was inducted into FACET (Faculty Colloquium
on Excellence in Teaching), a community of faculty dedicated to recognizing and promoting excellence in teaching at IU campuses across the state.

Michael Bendele and Lesa Rae Vartanian received the Bruening Advising Award from IPFW’s COAS for their work in advising psychology students on academic probation.

Elaine Blakemore received the Downs-Hollander Service Award from COAS. Also, her recently published book, *Gender Development*, was used as a source for the *New York Times* bestseller, *Cinderella Ate My Daughter*, which explores how the “princess” culture affects the development of girls.

Jeanne DiClementi has been appointed the first IPFW director of research compliance and chair of the Social Sciences Institutional Review Board at Purdue West Lafayette. DiClementi also recently established the Resource Center at IPFW to provide support services to students who identify as LGBTQ (see article on page 26).

Daniel Miller has been tenured and promoted to associate professor of psychology.

Lesa Rae Vartanian received the Teacher of the Year award from the IPFW Chapter of Sigma Xi, a professional society for scientists across disciplines. Vartanian presented a talk at IPFW’s Sigma Xi annual banquet on her involvement of psychology undergraduate teaching assistants in research about teaching.

**Texting & Sexting:** (see photo, below) About ten years ago, while living in England, some friends convinced Assistant Professor Michelle Drouin that she absolutely needed a “mobile” (cell) phone. How else would they get in touch with her? Although she felt that her “landline” (home phone) would be sufficient for communication, she reluctantly agreed to enter the mobile world. Drouin’s entry to this world was uneventful; she learned the technology with relative ease, and she was usually able to decipher any textisms (abbreviations used in text messages). However, nearly a decade later, she is sometimes stumped by the language she sees in text messages. What, for example, does kk mean, and how often are people using it? And she is also perplexed about why some people use these abbreviations and others don’t.

These questions have served as a basis for Drouin’s recent research into texting and Facebook communication. One of her interesting findings is that students’ reported text messaging frequency and the use of textisms are significantly related with literacy. She began by examining what people are actually texting and how that relates to their literacy skills. Additionally, Drouin has found that students are using many textisms in their text messages: In a sample of about 2,000 messages, nearly one in every five words is a textism. Her next step in this investigation is to measure the textism frequency in Facebook messages and also to examine the personality and literacy characteristics that distinguish those who use textisms frequently from those who use them infrequently.

Drouin’s research also delves into the phenomenon of sexting, on which she has been quoted in national and international media, including ABC News, *Times of India*, and *Globe & Mail* (Canada). Her study of sexting among college-aged adults in committed relationships revealed that about half had sent a provocative photo and about two-thirds a “sext” message to their partners. “It’s a part of our dating culture to be doing this,” she said.

Drouin does not think adult sexting is indicative of dangerous behavioral tendencies, but she explains that it does have some connections with less healthy relationship styles. “Those who are anxiously attached and those who are avoidantly attached were more likely to use sexting,” Drouin said. “But when you broke it down,
women who were anxiously attached were more likely to use sexting and were more likely to be sending messages. The men who were avoidantly attached—those who dismiss the importance of interactions and relationships—were more likely to be receiving those sexual text messages.” However, those in more secure relationships do not sext as much as those whose relationships are less committed.

**SOCIOLGY**

**Faculty/Student Scholarship:** Associate Professor Christopher Bradley and Kara Ritchhart (sociology undergraduate now in a graduate program at the University of Milwaukee) presented the paper “Who is More Likely to Punish? A Comparison of Religious Fundamentalists, Atheists and Mainline Christians” at the annual joint meeting of the Religious Research Association and the Society for the Scientific Study of Religion, Baltimore, Md., in October 2010. Bradley, Tanja Nihiser (IPFW liberal studies graduate alumna), and Katherine Gerlaugh (IPFW graduate student in sociological practice now in the Ph.D. program at the University of Louisville) presented their findings from the 2010 Airport Employee Survey to the Fort Wayne–Allen County Airport Authority in December 2010. Katherine Gerlaugh presented “Student Engagement, Student-Teacher Relationships, and Parental Involvement in a Minority, Urban High School,” a paper based on her master’s thesis, at the annual meeting of the North Central Sociological Association in Cleveland in spring 2011.

**Promoting Anti-Racist Attitudes through Coursework:** As part of the Second Annual Diversity Training sessions, students in the Race and Ethnic Relations course ran two diversity-focused training sessions that were open to the general public in March 2011. One session featured round-table discussions facilitated by three students as part of the IPFW Diversity Showcase. The second session featured two presentations by students to educate participants on anti-racism.

“In the Race and Ethnic Relations course, I promote anti-racist education,” said Mieko Yamada, assistant professor of sociology. “The best learning takes place when students link their knowledge from class to their everyday lives. I hope this opportunity will enhance students’ understanding of sociological knowledge while practicing it.” Yamada also hopes all participants recognize the existence of racial and ethnic inequality and become engaged in discussions to solve the problems.

**Fourth Annual IPFW Sociology Awareness Week:** The Sociology Student Association (SSA) used their fourth annual Sociology Awareness Week to educate the campus community and the public about poverty within the United States and around the world. The student group held three events to raise awareness of all aspects of poverty—including topics such as money management, homelessness, and everything in between—with viewpoints from several disciplines beyond sociology. On Student Money Management Day, IPFW students were treated to free food and money management advice. At another event, Kevin Danaher, Ph.D., of Global Exchange, gave a presentation on poverty within the United States and around the world. And, finally, the SSA set up educational displays on poverty on the Science Mall.

**WOMEN’S STUDIES**

**March Is Women’s History Month:** To celebrate Women’s History Month 2011, the Women’s Studies Program (WOST) threw quite a bash—one that focused on the theme of women’s bodies. Partnering with the Center for Women and Returning Adults and nearly 20 other co-sponsors, WOST brought six speakers to campus. The month’s activities also included two other major events featuring IPFW faculty and students as speakers, including professors Rachel Hile, Janet Badia, Melanie Bookout, Mary Ann Cain, and George Kalamaras, and former WOST student Amy Arehart.

WOST partnered with the larger Fort Wayne community to co-host three additional events: International Women’s Day, which featured a speech by Dr. Linda Malkas, Vera Bradley Professor of Oncology at the IU School of Medicine; the Symposium on Reproductive Justice held at the Plymouth Congregational Church of Fort Wayne; and the Afghan Women Writers Project, which was organized by the Indiana Center for Middle East Peace.

Nearly 1,000 people attended the combined events, a rich reward for all of the considerable effort and time put into the month by the WOST Co-Curricular Activities Committee. The committee is comprised of WOST students, faculty, and staff, as well as the director of the Center for Women and Returning Adults.

The committee is already at work planning Women’s History Month 2012, which will focus on the theme of women and power. One of the month’s major speakers has already been arranged: Alice Eagly, professor of social psychology at Northwestern University, will be the COAS Distinguished Lecturer on the topic of “Women and Leadership” as part of Women’s History Month in March 2012.
We think of diversity and discrimination as race, religion, gender, sexual orientation, mobility differences and such, but I believe that people who have communication disabilities are the most discriminated against. Tell me, how many people who use AAC (assistive/adaptive communication) devices have you seen gainfully employed? I can think of one: Steven Hawking.

Making people more aware of the abilities possessed by individuals who use AAC devices to communicate is important to alumna and Continuing Lecturer Sharon Egly (B.S. ’90) of IPFW’s Department of Communication Sciences and Disorders (CSD). Egly has spent much of her career helping individuals with communication disabilities and educating students seeking to enter related professions. She also spearheads a unique outreach provided through IPFW and is part of a department whose small size belies the caliber and scope of their outreach efforts.

In an interview with former CSD chair and Professor Emerita Lucille Hess, the scope of the department’s efforts quickly becomes clear. CSD students need to incorporate hands-on work with their classwork to ensure they know how to help their clients. Luckily for IPFW’s students, the CSD faculty do not lack ideas and the energy to provide them with experiential learning opportunities.

Some CSD outreach programs are well established like **It’s a Deaf Deaf World**. This evening event brings hearing members of the community to campus to experience how deaf people navigate the hearing world. Participants go to stations at which they need to perform a common activity, such as ordering food or getting medical care, but they cannot talk and writing should be used only as a last resort. Sign language students and members of the deaf community help participants through a “sign language school,” and the “talking police” give out points for how well participants accomplish the tasks but deduct points for talking. The evening concludes with some reflection on these experiences from the hearing and the deaf participants.

Other programs have more personal origins. In early 2011, one of Hess’s students sparked a conversation that became a new event for children with disabilities such as autism/Aspergers who react negatively to loud noises, crowded spaces, and such. The student shared with the class how and why her son benefitted from a family movie night at a local theater at which lights were turned up and sound down. This led to a discussion about common childhood events such children cannot cope with, like the manic lines at malls for pictures with the Easter bunny. So the class decided to have a **Sensitive Easter Bunny** event at which children with disabilities could meet and have their picture taken with the Easter bunny in a calm environment staffed by CSD students. And this event has inspired other CSD majors who plan to hold a Sensitive Santa event in December 2011.

Another new event in 2011, **Photography as Language**, stemmed from a program Hess learned about at a national conference in Florida. She then adapted the idea to meet the needs of IPFW CSD majors who wanted to earn the gerontology certificate that is popular with their majors. In this practicum, CSD students worked with older adults, many of whom were stroke survivors, on photographic projects. Hess also enlisted the (much appreciated) help of Jim Gabbert from IPFW’s College of Visual and Performing Arts for the technical photography elements of this program.

Jenna Gerig, a current CDS major, explains that the benefits of such programs are multifold: “The hands on experience definitely puts you right there into the thick of things. There’s no better way to learn how to do therapy than actually doing therapy. This experience allows you to learn and practice under supervision and guidance. No book, lecture, or notes can ever fully explain how it feels to actually interact with a client. It not only allows for people to come in and receive services but it also helps the community become involved in the life of the college and to assist in the education of the students. Through this program, students
can reach out to people in the community in need of further assistance while also building their experience.”

Two stroke survivors came to the first meeting, and more got involved later. For the program, the students set goals for themselves, set goals for clients, collected data, and reflected on progress and results, thus the students were able to work in a clinical practicum toward their gerontology certificates. The men who were involved loved it, and in May 2011, a showing of their work was held on campus with their families in attendance. The photographs will be permanently displayed in the hall outside of the CSD office for everyone to enjoy.

In October 2009, the first **Poss-abilities Camp** was held on campus with Egly handling much of the planning and coordinating. No single event inspired Egly to start this camp; in an email interview, she shared multiple stories of young people she met who benefitted from activities at other camps for people with communication-related disabilities she attended over the years. These experiences gave Egly the passion and ideas that became the Poss-abilities Camp, a drama event for young people who are usually excluded from trodding the boards—those who use AAC devices to communicate.

For CSD alumna Marissa Rang (B.S. ’10), who is currently pursuing a graduate degree at Western Michigan University, “This camp experience was one of the best experiences I had as a student at IPFW during my four years at the university. I sincerely hope that I will have opportunities in the future to volunteer for this terrific camp program.” And Hess and Egly both related stories former campers and their family members shared about how the experience helped them well beyond the weekend in October. Plus, each year, the number of campers grows, and they come from points on the map farther away from Fort Wayne, expanding the positive reach of the program.

At the weekend camp, CSD students and faculty work with young people (all AAC device users) and their families to put on a play. In this production, the young people are the actors who learn their lines, map out the acts, and pull together the production, and their families are in the background making costumes, constructing the set, and so forth. Throughout the long weekend, campers also participate in a variety of crafts and games, all centered around communication. Then, on Sunday, the local community is invited to attend the play and the campers receive “Donny” awards (a Tony-esque award from the IPFW Mastodons).

So far, thanks to generous donors and in spite of budgets around $1,000, the camp has been free for the campers (including a commemorative t-shirt), and each year the camp grows. In 2010, the campers put on the play **You Are Special**, which is based on the Max Lucado book of the same name. The campers came from Indiana, Ohio, Michigan, and Wisconsin, and the volunteers included CSD majors (most are also enrolled in a class about AAC), CSD alumni, a local high school student, and members of the local community. The Sunday evening

*Continued on page 27*
Before coming to IPFW, Associate Professor Christopher Bradley (sociology) worked in a social research lab at Northern Arizona University—and he loved it. So much so that he decided that if he ever could, he would start one of his own. At IPFW, Bradley found the talent and opportunity he needed, and he is now the director of an IPFW Center of Excellence, the Center for Social Research (CSR).

Although IPFW has Centers of Excellence that conduct political and economic research (the Mike Downs Center for Indiana Politics and Community Research Institute, respectively), Bradley saw a need for a center that could provide affordable, data-driven social, opinion, and behavioral research. However, he also knew that funding shortfalls and budget cutbacks had forced social research labs like the one he worked at in Arizona to close at multiple universities, so he was well aware that any center he set up would not succeed without a viable fiscal plan that did not depend on departmental or other budgets for its survival.

Bradley pitched his idea for the CSR to Vice Chancellor of Academic Affairs William McKinney in spring 2009 and was given the greenlight in September 2009. After Dean Cheryl Truesdell provided temporary offices in Helmke Library, the CSR started its first paying project for Anthony Wayne Services in January 2010. Its first major project was a downtown survey acquired in April 2010, and they have been growing ever since.

By October 2010, the CSR had moved into permanent offices in Neff Hall, hired Tanja Nihiser (MLS ’10) as assistant director, brought in more than $120,000 in contracts, and (finally) held an official open house ceremony. The addition of Nihiser added her experience working for and managing the Strategy Store, a defunct Ohio State University center with a research remit similar to the CSR’s, to Bradley’s. She worked there as a student and, after graduating, as a full-time employee before starting her graduate work at IPFW, where she took classes and independent studies with Bradley.

The principle mission of IPFW’s Center for Social Research, according to its website, is to conduct social, demographic, and applied research at the local, state, and regional level. The CSR uses the latest technology and expertise of its staff and IPFW faculty to carry out surveys and other research projects on a wide range of interdisciplinary topics. The CSR conducts research on a fee-for-service basis for government agencies, private business and industry, not-for-profit entities, and other organizations in Fort Wayne and its surrounding communities.

Both Bradley and Nihiser enjoy the adrenaline rush they get from their work. During our interview they were absolutely snowed under with surveys and other projects, but both seemed to thrive on working hard to meet seemingly impossible deadlines and the apprehension they feel while waiting for the surveys to return. As Bradley puts it, “If we didn’t have fun, we wouldn’t do it.”

For Nihiser, connections with this work she loves have become more personal. A project for the health service offices in Van Wert, Ohio, allowed her to work in a county her family has lived in since the 1850s, doing research that would benefit people she’s grown up with. Nihiser admits, “I like that I have been given the opportunity to help people—and it’s so much more fulfilling than saving the world.”

CSR projects are diverse in terms of both clients and focus. They have conducted surveys on downtown development for the Fort Wayne–Allen County Economic Development Alliance, member satisfaction for the National Association of Forensic Counselors, health-related topics for Van Wert and Putnam counties in Ohio, employee satisfaction for the Fort Wayne–Allen County Airport Authority, and career goals of highschoolers for the Whitley County Community Foundation. Other research projects are ongoing, such as the Talent Initiative Research Project for the Northeast Indiana Regional Partnership (NEIRP), and they also work with and call upon IPFW faculty for a variety of research projects. They enjoy being able to help community organizations as well as IPFW students, faculty, and other university personnel in planning, conducting, and analyzing their research projects.

In spring 2011, the CSR team was working on four projects simultaneously: one for Leadership Fort Wayne, a community
health assessment for the Van Wert County Health Department, a substantial survey for the Fort Wayne Parks and Recreation Department, and a pre-primary poll for IPFW's Mike Downs Center.

Courtney Tritch, Communications Manager for the NEIRP, is working with the CSR on a multipart research project on the success of marketing for economic development campaigns, such as talentmadehere.com. “We used the center to conduct a survey of residents in northeast Indiana in order to gauge their awareness of various programs we have been funding.” A second survey will be sent out in late 2011 to see if “our messaging has been effective and what changes we may need to make in order to better reach our target demographics.”

She appreciates having a local resource like the CSR because working in economic development, “it is critical to have an organization that can help us track our progress. Solid metrics are not only important for creating and tweaking organizational strategy, but they are also vital for securing funding.”

Having access to the CSR has been vital to the Whitley County Community Foundation according to its director, September McConnell. “The center provided us with a professional means of gathering information. They were very helpful in guiding us through appropriate questions and ultimately provided us with results that we can work from. I don’t know where we, as a non-profit organization, would have turned for this type of affordable yet thoroughly professional service.”

The CSR surveyed graduating high school seniors in Whitley County to gather data about their post-secondary education and career plans, what prompted their decisions, and the level of educational attainment of their parents. “The data gathered reinforced our beliefs about intergenerational attitudes toward post-secondary education. By having this information we can better plan programming to try and create cultural change in our community.”

As part of the IPFW campus community, the CSR can assist faculty with their research as well as call upon faculty experts when CSR projects need their expertise. The Mike Downs Center has used the CSR’s polling capabilities to survey local voters. Assistant Professor Suzanne Rumsey (English) has received assistance with her research on literacy in senior populations. The CSR helped Assistant Professor Abe Schwab (philosophy) create and circulate a web-based survey for students and community member on health care legislation.

Bradley enjoys helping his peers with their research, but he
also is glad he can help IPFW students launch their careers (again, he says “it’s fun”). The CSR employs students, thereby providing them with experience and skills applicable in multiple professions. In interviews, student workers acknowledged that learning how to conduct surveys and analyze collected data is interesting, and they can see how it will help them professionally. Moreover, the emphasis Bradley and Nihiser put on ensuring that their coursework comes before their CSR work is as appreciated as the paycheck and snacks they provide.

For Nihiser and Bradley, it is important to show their staff that doing social research is, wait for it….fun! And their sense of fun is expressed through the wacky pictures dotting the office’s walls and the banter within. The working environment and attitude of the directors is key in this regard. As Bradley explains, “The work is important, but if we don’t enjoy it, there’s no point in doing it.”

At work, they try to plug student workers in where they’re interested while expanding the scope of their responsibilities as they progress. On some projects student workers conduct the primary research by making phone calls or helping with the data collation and analysis. Students who show a penchant for supervising can run a phone bank, lead a focus group, or manage other portions of projects; those with research and writing skills help pull together annotated bibliographies, perform background research, or write and edit technical reports.

Nicole Corey, who is pursuing an M.S. in Marriage and Family Therapy, has enjoyed working at the CSR. “I feel that I have learned so much just listening. Sometimes my comments are right and sometimes I am wrong, but the free flow of information is wonderful.” Glenn Schnelker (B.A., sociology, ’11) adds, “Just being around Dr. Bradley helps; he’s very well rounded in his understanding of the world. And learning the methodology of survey research will help me” by providing marketable skills that appeal to employers.

The students who work at the CSR understand that they are doing more than bringing home a paycheck or expanding their résumés. As Corey explains, “This job offers me a chance to help others have their voices heard. When a person fills out the survey and turns it in, it is similar to a vote. That is their chance to agree or disagree.”

The most important thing nursing major Kayla Mock has learned while working at the CSR “is that the work the center does is important. People complain about the way things are or how life is not fair, but in order for anything to change for the better, people have to voice their opinion and suggestions in a constructive way. I feel that at the center our goal is to give people that.”

As much as Bradley wants the students who work in the center to realize that social research in the real world is far messier than it is in a textbook, he wants to create an environment in which everyone can participate and, if they want, pursue research. He wants Nihiser and others who work at the CSR to expand upon ideas and refine skills they learned (often from him) in their classes. For Nihiser, that means she has both a job she loves and a venue in which to pursue research she wants to conduct on the tattooing and piercing industry.

As for the director, Schelker sums it up nicely: “Dr. Bradley single-handedly opened this center and has run it with an idea in the back of his mind that he is stimulating the economy (and putting money in college kids’ pockets while providing a service to the public). He has his employees in mind at all times. He is absolutely no doubt the best boss anyone could ask for—and he doesn’t realize it.”

So what will the future hold for this new IPFW Center of Excellence? In its first year, the CSR generated almost $250,000 worth of projects and more are in the pipeline. Unlike other social research labs that depend upon institutional budgets to survive, the CSR is paying its own way. Over the next two years, Bradley and Nihiser plan to reach out to IPFW faculty to let them know what is available to them through the CSR and generate a larger profile in the community through current and upcoming projects.

However, Bradley has learned from his experience with social research that it is important to expect the unexpected. No matter what the plans on any project or for the CSR itself, he and Nihiser will be ready to “take that plan and pivot on a dime.” And that agility will surely translate into a great deal of beneficial research for local, regional, and (in all likelihood) national entities coming from IPFW’s CSR.
Talking about Preservation
By Cathleen M. Carosella

“Keeping languages alive benefits us all in the same way that helping endangered species benefits us. We are able to preserve, learn from, and appreciate the diversity of the world.”

Chad Thompson, assistant professor of linguistics, has spent his academic career studying the connections between language and culture in multiple endangered languages, including languages spoken by Athabaskan Native Americans in Alaska and Swiss Amish in northeast Indiana. Early in his career, he documented indigenous languages at the Alaska Native Language Center. Considering this, it is not surprising that Thompson is now the director of an IPFW Center for Excellence devoted to preserving languages, the Three Rivers Language Center (TRLC).

The TRLC “was established to aid in the renewal and study of endangered languages, working with Great Lakes area Native American tribes in particular.” Its three primary aims are preservation, documentation, and education relevant to its work with endangered languages.

The TRLC is working to establish a local language archive that researchers, students, Native American communities, and others can use. As the Center’s mission statement acknowledges: “We believe that the language community itself and members of that language community should be in control of any revival efforts. The Three Rivers Language Center is available to such communities to provide whatever services that community feels it needs to achieve its end.”

(from TRLC mission statement)

Volunteer Daryl Baldwin, director of the Myaamia Project at Miami University (Ohio), teaches campers Miami language kinship terms.

“We believe that the language community itself and members of that language community should be in control of any revival efforts. The Three Rivers Language Center is available to such communities to provide whatever services that community feels it needs to achieve its end.”

(from TRLC mission statement)

While many people are familiar with the variety of summer camps offered through IPFW, one of the most interesting is one of the newest. When the TRLC was established, the local Miami community asked the center to set up a summer event that educated young people about the Miami language and culture through fun. The answer Thompson and his team found was a language day camp for young people.

The camp has grown each year (25 campers in 2010; 30 in 2011), and according to Thompson, feedback is positive—in fact, participants want more. “The participants from the 2010 camp were very positive about the experience. They wanted the camp to continue, which is what we are doing. They also wanted more such projects, including something for adults. We are working on that.”

A camper at the Miami Language Day Camp learns the basics of archery.
Everyone who works at the camp volunteers his or her time, from the organizers to the counselors. They represent a mixture of IPFW faculty and staff, IPFW students, faculty from Miami University (Ohio), and community members. Thompson acknowledges that the camp probably could not run without the counselors’ and other volunteers’ help.

The instructors include experts from Miami University in Ohio, local Miami artisans, and IPFW faculty. Miami tribe member, 2011 camp coordinator, and IPFW alumna Dani Tippmann (A.G.S., ’00; B.G.S., ’02) refers to them as “culture bearers and elders.” IPFW students act as the traditional camp counselors, taking the campers to various parts of campus, interacting with them one-on-one, and helping them with crafts, skills, language, and other experiences. The members of the Miami and other local tribes who participate show, teach, and allow the campers to experience the wide variety of crafts, skills, dances, language, and so forth that are part of the weeklong camp.

In July 2011, the second annual day camp was held on IPFW’s campus. Thompson credits much of the success of the camp to Tippmann, who is also director of the Whitley County Historical Society, and the members of the local Miami community who volunteer their time. The camp also has received support from many offices: the Miami Indian Alliance for Miami Indians, the Whitley County Historical Society, the Myaamia Project based at Miami University, the Miami Tribe of Oklahoma, Arts United, the Endangered Language Fund, and multiple offices and departments at IPFW. The 2011 camp was also partially funded by Historic Preservation Education Grant and Indiana Humanities with support from the National Endowment for the Humanities.

At the weeklong program, volunteer counselors help the 7–17 year old campers learn about Miami language and culture. The campers’ day is a mixture of outdoor activities and crafts and indoor language learning and more crafts. They learn terms and phrases such as numbers, kinship names and terms, telling time, and more. They also learn the basics of lacrosse playing, bow and arrow shooting, and atlatl throwing, as well as how to make dreamcatchers and do bead weaving, all while learning the Miami language.

“I feel it is important to keep the culture and language of our community healthy and living so that the community continues to grow and thrive.”

Dani Tippmann, camp organizer & volunteer

“To see children learn from Miami culture bearers and elders in the Miami community is to see how language and culture is passed from one generation to another in a natural and healthy way. It is so exciting to see knowledge passed from one generation to another,” says Tippmann. “I feel it is important to keep the culture and language of our community healthy and living so that the community continues to grow and thrive.”

Having participated for the last five years in a similar program hosted by the Miami tribe of Oklahoma, Tippmann used her...
expertise to plan the 2011 day camp. The focus of this year’s camp was “home.” Besides events on campus, the campers were treated to off-campus trips to the Chief Richardville house and other sites, including the Forks of the Wabash and Seven Pillars. They also learned from guest instructors, including Daryl Baldwin, director of the Myaamia Project at Miami University, George Ironstrack from Miami University, George Strack from Chicago, and Tim McCoy, a geologist who works for the Smithsonian Institution.

The young people benefit from learning in an active environment—instruction often happens while they are doing a task. They are able to learn about the historical and cultural significance of, for example, a drum circle while watching local Miami tribe members play for them, or of dreamcatchers while making their own. In 2010, after learning a traditional “searching” dance, one of the campers found a lost lacrosse ball in the bushes while she was practicing.

At present, Thompson’s research is not directly connected to his work as part of the Miami Language Day Camp, but he is developing ideas for research based upon the experience. He, however, does feel that this teaching is enhanced by the camps, especially because “it is relevant to the study of language and provides materials for stories which supplement and illustrate my course content.”

Both Tippmann and Thompson mentioned how watching the young people learn is an amazing experience. Thompson enjoys seeing the results “especially when children are involved because it allows me to be involved with language in ways that are not totally abstract and academic.” Tippmann adds, “I feel it is important to keep the culture and language of our community healthy and living so that the community continues to grow and thrive.”

As Tippmann explains, children who learn from elders and culture bearers learn in an organic way, making sense of their surroundings by taking advantage of the knowledge that was passed to their elders from generations past. She sees the language, culture, and passing on of knowledge as a continuum, one that the TRLC’s Miami Language Day Camp is providing for young people in northeast Indiana.

Thompson hopes to expand the scope of the Miami language day camp for young people and develop language- and culture-focused events for adults. Through the TRLC, he hopes to increase the ability of the events offered on IPFW’s campus to help preserve the many native languages from the Great Lakes region.

The TRLC and day camp not only enhance IPFW’s status in the eyes of the Miami community, the visitors who participated in the events were very impressed with the IPFW campus. The camp also has made people aware of the TRLC and its mission. However, most importantly, the Miami language day camp is helping to preserve the language and culture of a local tribe in the minds of a group of young people and, as this author discovered when the 2011 campers passed by her office door, bringing a fair amount of laughter and excitement onto campus.
Wielding Expertise and Experience

By Kendra A. Morris

COAS alumni regularly use the expertise and experience they gained from IPFW professors in their professional careers and community volunteer efforts. These alumni may not be famous or have answered any deep philosophical questions (yet), but their stories do encourage and inspire those who listen. Thus, I submit for your consideration, COAS alumni Scott Glaze (B.A. ’99, history), Jansen Langle (B.A. ’10, German, and international studies certificate), Damian J. Junk (M.S. ’01, biology), and Ryan Heniser (B.A. ’02, mathematics and computer science).

Our first featured alumnus, Scott Glaze, resides in Fort Wayne and has positively impacted both the city’s downtown environment and business community. Cognizant or not, those who live in the Fort Wayne area probably know about Glaze through one of his two businesses: Fort Wayne Metals and (with his wife and COAS Community Advisory Board member Melissa Glaze) JK O’Donnell’s Irish Ale House.

Since 1985, Glaze has been CEO of Fort Wayne Metals, a company founded by his father, Ardell, in the mid-1940s. Glaze has been an employee there since he was 13 or 14, when the company had about thirty employees and just one building. Today, Fort Wayne Metals has about 650 employees between their Fort Wayne headquarters, production facilities, and Castlebar, Ireland plant, and Glaze has been a leading force in the company’s success.

JK O’Donnell’s is Glaze’s other successful business and reflects his passion to help revitalize Fort Wayne’s downtown district. It all started when he purchased the “ugliest building” he could find downtown, hoping to either renovate the building into several apartments or lease it out to a shop owner. To his surprise, no one would even consider investing in the area at that time. Undeterred, Glaze and his wife were inspired after a trip to the Fort Wayne Metals plant in Castlebar to convert their “ugly” building in Indiana into a beautiful, traditional Irish pub.

“I loved the entire family atmosphere of the Irish pub, and I wanted to recreate that as closely as possible here,” Glaze said. He ordered the tables and chairs from Northern Ireland and the large front windows from Germany, and the woodwork, stained glass, and the giant bar were crafted by Fort Wayne companies. The attention to detail that Glaze and his wife (mostly his wife, Glaze would insist) put into recreating an authentic Irish pub is felt by anyone who goes to JKOs. With similar care and attention, the west end of the building was recently converted into the Continuum Gallery, which provides exhibition space that features area artists, including many IPFW fine art students.

But the gallery isn’t Glaze’s only connection to IPFW. His academic studies started at Purdue University in the 1970s, where he majored in metallurgy. After two years, he transferred to IPFW for a business degree, which he was not able to complete (Glaze took over the family business because his father passed away). When he was able to return to IPFW in the late 1990s, successful businessman Glaze chose to pursue a bachelor’s degree in history.

“It always kinda bothered me that I never finished up the degree,” he said, and he chose to study history primarily because he enjoyed the subject matter. “The best part about [my time in the Department of History] was that it was a respite from the real world.” Glaze’s business was increasing rapidly in size, so he enjoyed going from the stress of his “real world” into “an atmosphere that was more cerebral—I have always enjoyed writing, and I got the chance to do some, and I took some time off from the company to really talk to the professors—it was just so much fun to be a student.”

That is, if, like Glaze, your idea of fun includes essay-style exams, many nights of homework and extensive readings, and a 60 (yes, 60) page research paper, all while being the CEO of a growing company. “I remember the first test when I came back [to IPFW],” Glaze recalled, “I was so nervous!” (He aced it, of course.) Overall, Glaze “immensely enjoyed” the research his studies required. He credits his IPFW professors for creating a fun yet academically challenging environment in which he thrived, especially Bernd Fischer, professor of history; Louis Cantor, professor emeritus of history; and David Cox, professor emeritus of chemistry, who taught a history of science course that Glaze took.

The professional and challenging atmosphere Glaze experienced at IPFW proved to him that graduates of its baccalaureate programs would be prepared to help finish his dream of revitalizing downtown Fort Wayne. Other specialty shops, living accommodations, and a grocery store are additions he would love to see downtown, and he is optimistic for the district’s future. However, in part due to his responsibilities at Fort Wayne Metals, he hopes that the younger generation, especially
college graduates who choose to reside in Fort Wayne, will help continue these developments.

Recent graduate Jansen Langle is not currently living in Fort Wayne, but it is hard not to expect great things from this accomplished young man, wherever he lands. Last year Langle was selected as an ambassador in the extremely competitive Deutscher Akademischer Austausch Dienst (DAAD) fellowship, which gave him opportunity to study at the University of Frieburg (Germany). Only in his mid-twenties, Langle has already traveled to 23 countries and visited six continents. Some highlights have been numerous trips to Germany, traveling to South Korea as part of IPFW’s Bahrom International Program (BIP), and visiting Australia to participate in research on renewable energy sources. Many of these travels were either for college credit or through educational travel organizations.

His first overseas trip was after high school graduation, when he was selected as a People to People student ambassador to England, Scotland, and Wales. “Ever since then, I’ve been hooked,” Langle said. Most recently, the research he participated in during his trip to Australia piqued a new career interest in green marketing, business, and research. If (and when) Langle goes on to specialize along these lines, his services will surely be desired wherever he decides to work.

Most of Langle’s international travels have been made possible through scholarships or other academic programs, which are always very competitive—but somehow Langle has received many. He attributes much of his success to Lee Roberts, assistant professor of German studies; Suin Roberts, assistant professor of modern languages and linguistics; and Ann Livschiz, associate professor of history, who nominated him for scholarships and gave him advice on which to pursue, as well as providing excellent instruction in undergraduate courses. Overall, he encourages students to take advantage of the opportunities that are available to them financially and academically while attending a university. “If you really want something, there’s a scholarship out there for you to get it. Sometimes you’ll get turned down, but keep applying,” he recommends.

Langle moved to Arizona to work as an admissions counselor at CEA Global Education, a company that organizes study abroad trips for students. He relished the opportunity to discuss studying abroad with others on a daily basis, thereby making good use of his experiences from IPFW and abroad. We anticipate the positive impact he will have in students’ lives at this job, and though Langle is still exploring postgraduate options, it’s clear from his proven dedication and previous accomplishments that he’ll succeed.

Another COAS alumnus who was still exploring postgraduate options while at IPFW is Damian J. Junk. Working toward a master’s degree at the time, Junk was weighing all his options, and with the support, inspiration, and influence of his family and COAS professors, Junk went on to receive a doctorate in cancer biology and now gives back to his former professors and current IPFW students by sharing laboratory discoveries. In 2008 and 2011, he was invited back to campus to give presentations about his continuing research on finding a cure for breast cancer.

“I hoped to be a part of cancer research in some form for as long as I can remember,” Junk said, but “the reason I want to find a cure has changed over time. At the beginning it was the immense challenge of it. As I understood the disease better, I realized how many people it affects, how difficult it can be to treat, how harsh many therapies are on the patient, and I realized that it was an opportunity to really make a significant difference in the lives of many people.” Finding a cure for cancer became “personal” after Junk found out that his wife and daughters are at an increased risk for breast cancer. “So now, every day, I go to work to make a difference in breast cancer research to try to protect my family.”

Earning a master’s in biology from IPFW helped prepare Junk for the revolutionary laboratory work he specializes in today. “I was really uncertain what I was going to do next. I had always enjoyed science and wanted to work with human disease, particularly cancer, but I didn’t know how I was going to proceed.” Junk knew medical school was one option, but then he took Professor George Mourad’s human genetics course. “His enthusiasm, understanding of science, confidence, and passion for laboratory research was infectious,” and Junk decided laboratory research was worth a try.

“At a time when I needed direction, he was such an influence that he changed my life.” Junk says that Mourad’s mentoring and teaching, as well as the other biology professors at

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Diversifying Resources Centers around LGBTQ Students

By Cathleen M. Carosella

IPFW students have a plethora of offices and organizations that offer help—academic, tutoring, medical, personal, and so forth—but for many years, IPFW’s lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students and those on campus with questions about LGBTQ issues did not have an official point of contact. Often Associate Professor Jeannie DiClementi (psychology) was the person called when an LGBTQ student needed assistance or someone had questions about LGBTQ issues. DiClementi would do what she could to support LGBTQ students, find answers to questions, and provide access to information, support networks, and medical resources. However, the construct was informal and, more often than not, help was located off campus.

DiClementi has long been known at IPFW and in the Fort Wayne community for her advocacy in support of LGBTQ rights. For many years, IPFW faculty and staff have benefitted from SafeZone workshops she helped develop. SafeZone participants learn how “to be positive, supportive, and affirming to students, staff, and faculty who wish to talk about being LGBTQ” (from the SafeZone website).

So when DiClementi received word that Vice Chancellor of Student Affairs George McClellan would fund a center for LGBTQ students, she acted quickly. At that time she was teaching a class on LGBTQ issues, so she was able to incorporate the development of an office to support IPFW’s LGBTQ students and related issues into that course’s curriculum, and she invited various community members to class to help the students. Together they generated the ideas that became the Resource Center, IPFW’s first office devoted to providing “an educational, supportive, accepting, and inclusive environment for LGBTQ students through support services and educational efforts designed to reduce heterosexism, genderism, and homophobia.”

DiClementi wanted to set up a campus-based support center for LGBTQ students and their allies because “there is almost nothing for LGBTQs in the Fort Wayne community. With many important services found only in Indianapolis or Chicago, the added cost and time barriers to LGBTQs compounded student’s feelings of isolation.” And increasingly, faculty have contacted DiClementi for assistance in meeting the needs of LGBTQ students and addressing hostility toward these students from their classmates. Therefore, the Resource Center is designed to both help LGBTQ students and provide resources to the IPFW community.

Chris Schlarb (B.G.S., ’08; minors in sociology and women’s studies), the Center’s former director, shares DiClementi’s passion for LGBTQ support services and advocacy. Schlarb returned to IPFW after completing an M.A. in student affairs administration at Michigan State University. Prior to helping with the new Center, Schlarb used DiClementi’s faculty and staff SafeZone program as a model for SafeZone for Students—workshops in which students “learn about the LGBTQ community and how to be an ally.” Schlarb left IPFW in July 2011 for a full-time position at Arizona State University but accomplished much for IPFW’s LGBTQ community in 2010–11.

With the backing of and office space provided by Vice Chancellor McClellan, the preparatory work done by DiClementi, her students, and community members, and Schlarb as the coordinator, IPFW’s Resource Center opened its doors in fall 2010. The amount of work and programming Schlarb, the Center’s affiliated faculty, and many volunteers have provided the IPFW community is impressive.

From awareness campaigns and informational workshops to drag shows and movie nights, the Resource Center has made its presence as a student support program for the entire IPFW community known. For IPFW staff, the Center has provided resources on topics such as how to be inclusive for transgender students (pronoun use, preferred names, and such) and LGBTQ needs regarding career services (gay vs. non-gay résumés, for example).

As a part-time coordinator, Schlarb sponsored and ran a remarkable number of events and campaigns to raise the profile of the Resource Center and broadcast its existence as a support and education resource for all IPFW community members. One of the Center’s first events was a celebration of National Coming Out Day. Schlarb also organized IPFW’s first Transgender Day of Remembrance—a poignant installation for which the bridge over Crescent Avenue between the main campus and the Waterfield Student Housing complex was lined with photographs and details about 417 instances of violence against transgendered individuals (which represents only the known cases through 2008). Workshops covering homophobia as well as sexual health were two of many offered during the academic year that were designed to address issues affecting the general campus community, not just LGBTQ individuals.

On IPFW’s first Transgender Day of Remembrance in fall 2010, students walking to and from the Waterfield Student Housing complex saw a poignant display highlighting the 417 known occurrences of violence against transgendered individuals that have occurred since 2008.
In spring 2011, Schlarb initiated a Queer Quote poster campaign to generate conversations on the topic and to have people think about their opinions on LGBTQ issues by posting quotations about these issues around campus and on the Center’s Facebook page. If not the largest, definitely the most energized event of the inaugural year was a drag show, presented in conjunction with Fort Wayne Pride. At this event, drag queens and kings entertained the audience with musical numbers, raising money for both organizations.

Through the administration’s support and under Schlarb’s direction, the Center’s goal to positively affect the campus climate and make campus a better place for LGBTQ students is being supported. Still, as Schlarb explains, homophobia remains evident on campus. When the Resource Center booth is set up at campus events, many come up to play the “Guess Who’s Gay” game (the point of which is that you cannot tell by just looking at someone), but others give the table a wide berth and volunteers do hear negative comments occasionally.

However, the booths and campus events are what draw in volunteers as well, including people who need the support and education the Center provides. Through events on campus or at the Waterfield Student Housing complex, Schlahr and Center volunteers are able to help LGBTQ and other students by introducing the Center and explaining what it does. In one presentation entitled “That’s So Gay,” students from IPFW’s student housing complex learned about the history of common homophobic statements and LGBTQ issues. In “Some People Are Gay, Get Over It!” a student focus group learned about the work of the Center, discussed LGBTQ current events such as recent suicides due to homophobia, and provided input about future Center programs.

During the first year, Schlarb learned a great deal about how to make the Center an effective advocate for people and issues. One element is the use of social media, specifically Facebook, to get the word out about campus programs and events. In Schlarb’s opinion, “social media is more effective than fliers” at reaching students. Often students who want to use the Center’s resources, have questions about LGBTQ issues, or need to speak to someone about an issue reach the Center through a sponsored event. Plus Schlarb emphasizes that the outreach the Center can do with the straight community is as important as the work with the LGBTQ community—the remit to educate has no barriers.

When asked what their vision for the Center five years from now is, both DiClementi and Schlarb have many ideas. First and foremost, they want the Center to be a resource that is recognized throughout the campus and respected by the administration (although a bit more office space would also be nice). They hope that along with campus outreach, community outreach could be facilitated through the Center. And they hope to someday be able to offer scholarships through the Center.

Overall, the Resource Center has had a fantastic first year. In September, a new coordinator was hired – IPFW student Mari Love. Love, a Fort Wayne native, plans to graduate from IPFW in May 2013 with a psychology major and sociology minor. Love is excited to have the opportunity to “educate and have some fun,” and like her predecessor, she has an open door policy for anyone who has questions or needs help. So it looks like we have found the person who can build upon the energy Schlarb and DiClementi have provided so that IPFW’s LGBTQ community and its advocates will continue to benefit from having someplace to go for support, information, and a bit of fun.

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performance was attended by families of the campers, IPFW students, and the general public. All evidence indicates that the camp is indeed flourishing and positively affecting all participants. The 2011 camp was held on October 8–9, at which the play Stephanie’s Ponytail, based on the book by Robert Munsch, was performed.

Everyone involved benefits from this camp. For the CSD department, it allows faculty to engage more with their students and the community through a program that all enjoy. For CSD student volunteers, as Rang explains, “Participating in the camp gave me a hands-on experience in working with individuals who use AAC devices. This made the AAC class that I was taking seem more practical, as I saw the reality of how these devices can help individuals communicate.”

One often overlooked benefit is how campus outreach programs such as the Poss-abilities Camp give community members the opportunity to participate in low-cost/free programs designed to enrich the lives of individuals with challenges—opportunities they could not afford or would not been able to access if not offered through IPFW (bringing in ideas from other regions, states, etc.)—and this is only one of multiple programs CSD holds that offers such low-cost alternatives to people in northeast Indiana who suffer from communication disorders. For a fuller view of CSD’s outreach work, see the Department Spotlights section in this issue pg. 5-6) and previous issues (bit.ly/o5HS8u).

The focus of the camp is social communication. Some of the campers have never seen anyone use an AAC device before coming to camp, but they quickly learn how to use them through a variety of social games and interacting. continued on page 34
COAS Community Advisory Board

In this issue, we profile four members of the COAS Community Advisory Board, a group of local leaders who meet regularly to advise Dean Drummond. Other members will be profiled in future issues of Collegium.

Kathy Carrier

President and CEO, Briljent and Keepsake Threads

Carrier earned a bachelor’s degree in business from IPFW.

Carrier joined the COAS Community Advisory Board (CAB) to help link Fort Wayne’s business community to the faculty and students at IPFW. According to Carrier, “that connection is essential to the success of our businesses and IPFW.” CAB members “offer real world experience to the education of our future business owners and leaders.”

Carrier is motivated by her faith and enjoys “serving the university [she] graduated from.” She volunteers because she has been “blessed with a successful company. To whom much is given, much is required, so I serve as a volunteer and donor to serve the Lord.”

Besides serving on the CAB, Carrier also serves on the Indiana Small Business Development Corp. Advisory Board and the Indiana Chamber Board and Executive Committee, to name just two.

Howard and Betsy Chapman

Mr. Chapman: Attorney and counsel, Barrett & McNagny

Mrs. Chapman: Extensive volunteer work with community organizations as well as many musical accomplishments

Mr. Chapman received an undergraduate degree in economics at Northwestern University in Evanston, Ill., and a Juris Doctor (J.D.) from Northwestern University School of Law in Chicago. Mrs. Chapman attended Northwestern University for two years and later received an undergraduate degree in English from IPFW.

As Mr. Chapman explains, “IPFW is perhaps the most important engine for economic development that exists today in this area. Therefore, it is vital to the community that there be frequent interaction between the university and knowledgeable and active members of that community.” The CAB is a means of accomplishing that interaction.

The Chapmans hope that their participation on the CAB and other IPFW initiatives helps link the university in general, and COAS in particular, to those people in northeast Indiana who will be instrumental in future economic and cultural growth. They view volunteer work as an essential part of the “giving back” obligation that professionals have to their community. In addition, the interaction among those professionals in conducting that participation enriches their own careers. “We all begin our education believing that we already know how to think. But education is what teaches us how to think.”
Mr. Chapman is also a member of the Allen County Courthouse Preservation Trust and president of the Waterfield Foundation. Mrs. Chapman serves on the Allen County Public Library Foundation and is a member of the IPFW Foundation and the IPFW Omnibus Lecture committee. The Chapmans have served as members or officers of many community organization boards in the past. Mr. Chapman has been the president of Easter Seals ARC of Northeast Indiana, Quest Club, Fort Wayne Sister Cities International, and Allen County Bar Association. Both have held many offices at First Presbyterian Church in Fort Wayne.

Nathaniel O. Hubley
Attorney, Theisen Bowers & Associates.

Hubley received a B.A. (Honors) in philosophy from IPFW in 2006, and a J.D. (Honors) from Valparaiso University School of Law in 2009. He works for a local law practice that handles employment and labor law, personal injury, medical malpractice, and business litigation.

He feels that the CAB acts as a bridge between the academic world of IPFW and the Fort Wayne community that makes the two communities one. He hopes “to give back to IPFW and the Fort Wayne community because none of [his] accomplishments would be possible without either.”

And how does volunteering help professionals? “As an attorney, I believe law is a calling. There are many people in our community who are unable to get the legal representation they require. As an attorney, I believe I have an obligation to assist those in need. Often volunteer work is one of the most rewarding aspects of being an attorney.”

Hubley volunteers with many legal programs: as an attorney for the Volunteer Lawyer Program of Northeast Indiana through which he performs pro bono work; with the Allen County Bar Association’s Legal Lines, answering area residents’ legal questions; as a Judge Pro Tempore for the Allen County Superior Court’s mental health proceedings. He also serves on several committees at the Allen County Bar Association including the Grievance Committee, the Fee Dispute Committee, and the Public Relations Committee.

When asked about the unexpected benefits of higher education, he says, “Besides preparing to be a successful attorney, I met my wonderful wife while attending law school. We are both practicing attorneys in Fort Wayne and have young son named Nicholas.”

Daryl R. Yost
Director, Northeast Indiana Innovation Park

Yost received a B.S. from Manchester College (’58, sociology and English), and a master’s (’61, education/counseling) and an Ed.D. (’69, educational leadership) from Ball State University.

According to Yost, “I have found the Community Advisory Board to be a vehicle whereby I can be more fully informed regarding IPFW’s COAS. This has enabled the council membership to be better informed as recognized leaders in northeast Indiana.” He hopes that, beyond being better informed, through the CAB he can become an active participant in reviewing work being done in COAS and provide input for future growth.

In his opinion, “volunteerism is an opportunity to: give back to the community that you benefitted from over years of working and living in the community; learn to know more about the entity you are serving through volunteerism; learn to know others in the community with similar passions; the opportunity to keep your mind active; and as an academician—it offers you the privilege of keeping in contact with the community of learners you have enjoyed as a career.”

He participates in many volunteer opportunities in the local community, including the United Way of Fort Wayne and Allen County, Fort Wayne Zoological Society, Indiana Association of Public School Superintendents—legislative committee, United Way of Grant County, Marion General Hospital—Marion, Ind., and Stop Child Abuse and Neglect (SCAN). He also has served on commissions and boards such as Governor Mitch Daniels’s Commission on Judicial Appointments and Qualifications, the State of Indiana Ethics Commission, and Lutheran Health Network’s Corporate Board of Directors.

When Yost graduated from college in 1958 with a B.S. in sociology and English, he never had a vision beyond that of teaching in public schools. However, he explains, “As I matured and gained a greater passion for learning and participation, it became apparent that my undergraduate degree could benefit me enormously in serving far beyond that of classroom teaching.” At that age of 75, Yost feels that he is “at the pinnacle of opportunities.” 

▼
COMMUNICATION SCIENCES AND DISORDERS

Cara Abraham (B.S., '98) lives in Indianapolis and is employed by Bierman ABA. She works part time with autistic children using applied behavior analysis approach to encourage learning and communication. Cara is married to Mark and has three sons.

Sarah (Frecker) Archer (B.S., '98) lives in Fort Wayne and is employed by Boy Scouts of America. She was promoted to senior district executive, honored as a "Top 50" Boy Scouts of America Executive for 2009 and selected as an Executive Journey Fellow for 2011. Sarah and her husband Scott welcomed their third child, Madysen Sophia, in June 2010.

Danielle Bishop (B.S., '09) lives in Peru, Ind., and is employed by the U.S. Postal Service in Mexico, Ind. She is volunteer coordinator for Harvesting Capabilities, a home healthcare facility in Peru.

Heather (Englert) Cochran (B.S., '10) lives in Fort Wayne and is employed at the Children's Autism Center as an ABA therapist. She married Charlie Cochran in July 2010 and moved into their new home in April 2011.

Nancy Willig DeNise (B.S., '76-PUWL) lives in Ohio and recently started two part-time jobs: two days a week at a parochial school and one day a week in a nursing/rehab facility. She retired after 30 years as a school SLP. Her oldest son graduated from University of Toledo and her youngest son attends Sinclair Community College in Dayton. Nancy's parents passed away in fall 2010; dad in September and mom in November.

Melissa Drapac (B.S., '08) lives in Schererville and works for Kid Power Therapy providing First Steps and clinic-based therapy. She graduated with a master's degree from Governors State University in December 2010. She is living with her parents and three dogs.

Sharon Egly (B.S., '90) became a grandmother for the fifth time. Jacob Allan Egly was born to her son, Keith, and his wife, Amy, on December 17, 2010. Sharon had a few trips and some gardening planned for summer 2011. She also hopes to develop a DVD of atypical oral/facial examinations that can be used for instruction and testing at the undergraduate level.

Teri (Ousley) Fields (B.S., '00) lives in Columbia City and is employed at Parkview Hospital where she is the lead speech therapist.

Melissa Fuller (B.S., '09) is employed at East Noble School Corporation where she works at all levels of the school, from elementary to high school. She is currently pursuing a master’s degree from NOVA Southeastern.

Elizabeth Learnard (B.S., '10) attends Miami University of Ohio for an M.A. in speech language pathology. She completed externship experiences at Parkview in the summer and will pursue more at Cincinnati Children’s Hospital in the fall. Elizabeth reports that she is interested in pediatrics in the medical setting and AAC.

Chanda Lichtsinn (B.S., '96) lives in Fort Wayne and is employed at Turnstone and IPFW. She is the lead pediatric therapist at Turnstone, where she has worked for 13 years. She enjoyed another successful Summer Speech Camp at
Shawna McIntyre (B.S., ’09) is employed by Elkhart County Special Education Cooperative (ECSEC) as a speech assistant. She is applying to online master’s programs to complete her schooling. Shawna and her husband will celebrate their 10th anniversary this summer. Her daughter started preschool and her son is a second grader.

Terri McLaughlin (B.S., ’01) lives in Houston and is employed with Klein Independent School District. She works with K–12 in developmental classrooms and is a member of the Assistive Technology team, which evaluates the communication needs of students in their school district.

Erin (Edson) Moffett (B.S., ’03) lives in Fort Wayne and is owner of her own photography business, Moffettography Creative Images. Her husband, Jadda Moffett, graduated from IPFW in May 2010 with a bachelor’s degree in geology. They have two cats: Chester and Peanut.

Erin (Bower) Morrill (B.S., ’05) lives in Coldwater, Mich., and is employed at Branch ISD. Through START (Statewide Autism and Resources Training), she has begun a peer-to-peer support group in three buildings, targeting students with social difficulties. She and her husband have three children.

Whitney (Christner) Rahn (B.S., ’09) lives in Middlebury, Ind., and is employed at a co-op in Elkhart County. She completed her externships for a distance learning program through Western Kentucky University and began her CFY in the fall. She was married in the summer of 2009 to Jason Rahn, a patrol officer for the Elkhart County Sheriff’s department. Their first baby, Brigham David, was born in May.

Tiffany Roberts (B.S., ’08) lives in Columbia City and is employed at Turnstone as a CFY. She completed a master’s degree at Tennessee State University and has applied for her CCCs from ASHA.

Anne (Bear) Robey (B.S., ’97) is employed by Amedisys Home Health Care. She was married May 2 in St. Martin.

Helen Roth (B.S., ’10) lives in Gas City and is employed at Homefront Learning Center as a speech therapy assistant. She enjoys working with children of all ages in clinical and school settings. Her plans include graduate school.

Rosanna Schenkel (B.S., ’06) lives in Yuma, Ariz., and is employed at the Yuma Rehabilitation Hospital. She enjoys working with pediatrics and adults. Rosanna was certified in vital stim therapy, interactive metronome, and LSVT. She married Curtis Boardman in June.

Kurt Schmelz (B.S., ’07) lives in Madison, Wis., and is employed at Clearview Brain Injury Rehab Center and Beaver Dam Community Hospital. He received his CCCs in March 2010 and became certified in LSVT last fall. He was elected as the vice president of communications to the executive board of the Wisconsin Speech and Hearing Association in 2009. Kurt has completed triathlons and Ironman competitions and raised funds for the Wisconsin chapter of the American Parkinson’s Disease Association (APDA). He is currently pursuing his private pilot certificate.

Jennifer Schuldt (B.S., ’08) lives in Indianapolis, and is employed with Advanced Children’s Therapy as a First Steps provider. She completed a master’s in communication disorders from Marshall University in August 2010.

Karrie (Fredrickson) Steenport (B.S., ’08) lives in Fort Wayne and is employed by Prairie Heights Community Schools in LaGrange. She graduated with a master’s degree in July 2010 from Ball State University. Karrie was married September 18, 2010, and adopted a schnauzer, Sophie, from a local shelter.

Denise Stoltzfus (B.S., ’97–PUWL) lives in St. Petersburg, Fla., and is enjoying treating patients with Parkinson’s disease using the Lee Silverman Voice Treatment.

Kristin (Miller) Thiele (B.S., ‘97) has renewed her Director of Special Education license. Her daughter, Gwyn, turned four and son, Sawyer, two this summer.

Anita Tom (B.S., ’95) lives in Fort Wayne, and has worked for Lutheran Hospital for 13 years. She continues to focus in pediatrics, dysphagia, and the NICU. She joined the IPFW CSD department to teach an introductory class this fall. Anita’s children are now 18, 12, eight, and two. Her oldest son Erik was awarded the Chancellor’s Scholarship at IPFW.

Jane Hudson Toor (B.S., n.d.) lives in Kokomo and is the lead SLP at St. Joseph Hospital in Kokomo. She is the facilitator of Howard County Stroke Support Group and loves working with neurological disorders. She also works as a PRN at an extended care facility. Toor’s daughters are both married, and she has a six-year-old grandson, Dominic. She and her husband celebrated their 30th wedding anniversary in August 2010 with a golfing vacation in North Carolina.

Rebecca Witte (B.S., ’10) lives in Fort Wayne and is employed with ENT as a recall
specialist and hearing aide technician. She also coaches diving at Carroll High School.

Stacey Zelt (B.S., ’93) is employed with Northwest Allen County Schools and as a PRN at Luther’s Rehabilitation Hospital. She and Eric have been married 19 years and enjoy raising their 11 and 13 year old children.

ENGLISH

Christian Turner (B.A., ’03) has self-published an ambitious project. *Written in Modern Greek, The Cycle of History* features not only the author’s English translation, but also an accompanying CD of original music. Among his experiences at IPFW, Turner cites the Remnant Trust exhibition at Helmke Library as his most memorable. He also says that the time he spent in pursuit of his degree taught him the importance of perseverance, so his advice to current students is simple: “Stand your ground.”

Yuejiao Zhang (M.A., ’05) is now an assistant professor of English at the University of Texas at Arlington. At IPFW, she focused primarily on rhetoric and composition with a minor in linguistics. After completing a degree at IPFW, Zhang went on to earn a Ph.D. from the University of Central Florida (UCF) where she majored in texts and technology, with a concentration in technical communications. While at UCF, Yuejiao also worked as an instructional writer at Walt Disney World in Florida. Zhang now teaches courses in technical writing, and her research interests include information fluency as well as workplace studies in technical communication.

INTERNATIONAL LANGUAGE AND CULTURAL STUDIES

Emily Butler (B.A., ’09) finished an M.A. in Spanish at the University of Wisconsin.

Andrea Ritter (B.A., ’11) has been accepted into the Jewish studies graduate program at the University of Michigan.

Jack Sieber (B.A., ’09) was accepted into Brown University’s Ph.D. program in French. He received a four-year contract that includes a year-long fellowship.

Julie Parson (B.A., ’02) completed her doctoral dissertation in French at Ohio University in August 2011. Her dissertation is titled, “The Tradition of Femininity: Rethinking Sexuality and Gender in 1950s French Cinema.” Julie is the first ILCS graduate from IPFW to receive a Ph.D. in French.

Chris Ice (B.A., ’07; B.F.A., ’07; music) completed an M.A. in French literature at the University of Illinois Champaign–Urbana in May 2010. He taught two introductory French courses for IPFW in spring 2011. He entered the University of Minnesota’s Ph.D. program in French in fall 2011, with a teaching assistantship.

PSYCHOLOGY

Chase Allen (B.A., ’09) was admitted to the master’s program in counseling and educational psychology at Indiana University. He is excited about starting graduate work this fall and credits his faculty advisor’s guidance and instruction as being instrumental in his new educational endeavor.

Ryan Boyd (B.A., ’10) is a Ph.D. student in the health/social psychology program at North Dakota State University. In his first year, he did collaborative research pertaining to cognition, self-regulation, language constructs, interpersonal approach/avoidance paradigms, embodied cognition, and political affiliation/motivation. Ryan has had a first-author manuscript accepted by the *Journal of Experimental Social Psychology*.

Shanna Cole (B.A., ’10) has been accepted into the clinical psychology doctoral program at Fuller Theological Seminary.

Kristine (Jehle) DiScala (B.A., ’03) passed the Examination for Professional Practice of Psychology and is a licensed psychologist with a health service provider in psychology endorsement. In fall 2010, she returned to IPFW as a presenter for the psychology department’s Colloquium Series and spoke on “What Really Happens in Therapy: Behind the Door of an Interpersonal Process Therapist.”

Joshua Fiechter (B.A., ’09) is working on publishing his honors thesis, which examines
the effect of humorous test items on reading comprehension performance. He is also working with Priti Shah at the University of Michigan on her graph comprehension research.

**Jenna Harmon** (B.A., '09) is pursuing M.S. and education specialist degrees at the University of Dayton to become a nationally certified school psychologist. She has an external graduate assistantship with ReadySetSoar, the greater Dayton region’s early childhood educational initiative.

**Melissa (Johnson) Helmsing** (B.A., ’09) has returned to IPFW and is now employed as the training and new parents program administrator in human resources. She has been working in the field of human resources for five years. Melissa and her husband John (B.S., ’95) have two children.

**Alicia A. (Tomlinson) Johnson** (B.A., ’10) was promoted to rehabilitation coordinator at the Bowen Center in Columbia City. She is now responsible for all the assessments, treatment planning, and coordination of care for clients receiving rehabilitation services in Whitley County. She enjoys her job and is happy to be working in the field in which she acquired her education.

**Susan Johnston** (B.A., ’10) began her graduate studies in the marriage and family counselor education program at IPFW in fall 2010. During this time, she has been a graduate teaching aide for the large section of PSY 12000. She enjoys helping the students and working on a departmental research project to improve student success in the course.

**Kenneth Lahrman** (B.A., ’11) will remain at IPFW for at least another year while he completes his prerequisites for medical school. He hopes to specialize in psychiatry, and eventually serve as a psychiatrist in the Army Medical Corps. In May 2011, Lahrman was commissioned a Second Lieutenant and is serving in the Army National Guard.

**Levi Laskowski** (B.A., ’09) is a first year master’s student in the counseling department at Ball State University. He will be interning at the Ball State Counseling Center in the fall. He is also co-president of Continuum, an LGBT graduate student organization, which is working to establish a mentorship program to provide advice and counsel to undergraduates who identify as LGBT.

**Elise Minick** (B.A., ’10) is enrolled in the school psychology program at Kent State University and will earn a Master of Education in August. She will then matriculate into the education specialist degree, which involves one year of coursework and one year of internship.

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**Alumna Profile:**

**Stephanie (McIntosh) Wilkie**, a Fort Wayne native, received a B.A. in psychology from IPFW in 1992, an M.A. in psychology from Ball State University, and a Ph.D. in educational psychology from Indiana University. Her first job took her to the Research Triangle region of North Carolina, where she worked as a research analyst doing large scale survey work for the U.S. Department of Education, with hands-on experience in web-survey design and data cleaning.

Though Wilkie enjoyed the challenge, she discovered that the corporate life was not for her—plus she was still searching for a place to call home. After some contemplation about what she wanted in her life, Wilkie decided to return to a university setting to teach, pursue her research interests, and fulfill a lifelong dream—to live abroad. These two decisions turned out to be a significant factor in finding her “home, sweet home.”

In 2004, she flew across the pond to interview for a teaching position at the University of Sunderland in northeast England. Wilkie accepted the position and has now been a senior lecturer in psychology for seven years. One of her favorite classes to teach is Research Methods and Statistics, in which she uses a textbook written by IPFW psychology professors Ken Bordens and Bruce Abbott. Wilke says, “My aim is to teach the students how to be good consumers of information even if they don’t intend on pursuing a research degree later.”

One of her research interests is the concept of home. “Home is a commonplace term, both in everyday language and in the environmental psychology research literature linking people and places,” Wilkie states. However, it is not yet known what psychological factors contribute to the identification of a particular place as “home.” Wilkie is currently exploring how home is defined and how it relates to the concepts of place identity and place attachment.

Wilkie had never been to northern England prior to her job interview, yet she knew instantly she had found her home. “I literally just knew it was the place I was going to live, even before I was offered the job,” she said. “For some reason, I instantly felt like it was a place that I had already been for many years.” So, one area that Wilkie definitely does not have to research anymore is a place to call home!
shared with Egly that she didn’t know who new light, but also helps them. One parent to see their child, friend, or relative in a camp not only allows them to step back their parents, siblings, and caregivers, the new ways they can communicate. For when it comes to communication learn young people who face many hurdles Hess says that she always enjoys watching responses and avoid allowing campers to been taught in class how to wait for complete a craft; the CSD students have colors or materials they want to use to snack or lunch options to explaining what to communicate; from having to choose these people.”

This camp also gets the campers and their families onto a university campus, which Egly says is vitally important: “I tell my students that the campers are children/young people who have the same ambitions, dreams, and needs as typical children/young people. They just have a little more equipment. By getting campers on campus, for any reason, it helps to nurture the idea that ‘this is a place where I can be.’ We might need to think outside the box to find a way for them to access or accommodate their education, but if we as educators cannot do this, we are failing these people.”

The final day of the weekend finds the children performing for an audience of 200–300 friends, family, and members of the public. This gives the campers valuable public presentation experience and shows the audience what people who use AAC devices can accomplish, something many people do not understand until witnessing it. And, according to Egly, the camp does improve lives: “I saw one camper’s mother at a conference recently and she said I should prepare to be surprised with the frequency and vocabulary that her son is now using on his device. She said that camp made a difference in his wanting to communicate and with whom he communicates.”

As Rang and Hess stress, CSD provides its students with both academic rigor and practical experience—something both women cite as important to their ability to succeed professionally. This benefits Fort Wayne and the surrounding communities because, according to Hess, most CSD graduates work in local communities, and among those who leave to pursue graduate degrees, about 60 percent return to northeast Indiana or northwest Ohio to work (and many also teach). In the end, the faculty, staff, and students in IPFW’s CSD department have found multiple ways to benefit and promote IPFW and their department, supply the region with a well-trained workforce, provide multiple forms of outreach for marginalized members of our community, and wrap their assistance and educational programs in fun for everyone involved. ▼
IPFW, gave him an “excellent foundation on which to build a research science career.” Junk decided to combine laboratory research with his desire to study cancer, and he was accepted into the cancer biology doctoral program at University of Arizona in Tucson. He earned a Ph.D. in 2008, and he is currently a postdoctoral scholar in the pathology department of the medical school at Case Western University in Cleveland, Ohio.

As a postdoctoral scholar, Junk’s research includes creating a “model of cancer that we can manipulate in the lab.” He explains that “basically, we start with completely normal breast cancer cells that we grow in the lab. We can change these cells by giving them mutations, which will cause the cells to transition to cancer. . . . We can use this model to understand what mutations work with each other to make cancer; and if we can understand how cancer develops from normal cells, then we can generate therapies that attack these mutations in order to generate a cure." Finding a cure is surely a shared human desire, so it is a privilege to claim Junk as a COAS graduate.

Like Junk, Ryan Heniser felt an early calling to his current profession and completes what he sets out to do by making the most of every opportunity and experience. He has known since age fourteen that he wanted to go into computer graphics, and while studying at IPFW, he got the “opportunity to explore the various careers in computer graphics, both from the technical and artistic sides.”

These opportunities were made possible for Heniser through his COAS professors—he specifically mentioned Beomjin Kim as one who inspired, instructed, and encouraged him, especially in regard to staying current with advances in his field through scholarly research. Even though Kim impacted Heniser’s studies significantly, he considered all his professors “well-informed, approachable, and focused on teaching their students,” and working under COAS faculty members like Kim made Heniser’s IPFW experience memorable and beneficial to his current career as a software engineer.

After graduating with a bachelor’s degree, Heniser went to the Savannah College of Art and Design (SCAD) to perfect his skills. He left the college before finishing a master’s thesis, “Rendering Human Skin for Feature Film: Achieving a Heightened Sense of Realism by Approximating Skin Dynamics,” to pursue work within his field. He did eventually finish, receiving a Masters of Fine Arts in 2009 from SCAD while he was working full time. Like Glaze, Heniser knew that although work experience is invaluable, finishing a degree is just as important to one’s expertise.

Heniser has held positions as a technical director at Sony Imageworks and software engineer at Lucasfilm’s Industrial Light and Magic. At present, he works as a research and development software engineer at Double Negative in London where he creates visual effects for movies. If Double Negative sounds familiar, it is because the company recently won an Oscar for the visual effects they created for Inception. Currently, Heniser is working on many yet to be released films, but when asked what he specifically does, he says his “focus is on developing lighting, shading, and rendering tools for shows in the future. . . . Unfortunately, much of what I work on falls under my non-disclosure agreement. So, I’m not at liberty to go into much detail”—which makes his job that much more interesting. Guess we just need to keep our eyes on imdb.com and film credits to learn those details.

Though much of his job is secretive in nature, he doesn’t shy away from offering advice to current students and recent graduates: “Explore job opportunities as soon as possible. There are thousands of opportunities out there, but the paths are not as straight forward as a lawyer or doctor. You’re going to have to tailor yourself for them by taking specific classes and learning on your own. Ask professors/teachers, go online, visit businesses, and track down your dream job. It’s out there! Be proactive!”

Whether Heniser, Glaze, Junk, and Langle are being proactive in their respective communities, fields of research, or with their colleagues, they each continue to make IPFW and COAS proud. Glaze’s motto has always been to “find something you love to do, and channel it into something great.” All our featured alumni seem to subscribe to this sentiment, as evidenced through their various accomplishments and future aspirations. As Glaze remains CEO of Fort Wayne Metals and an advocate for revitalizing downtown Fort Wayne, he’ll continue inspiring young graduates to follow his lead. Langle has applied for a scholarship to get a master’s degree in international business with a focus on green energy and green marketing in Sydney, Australia—he will find out if he was selected in November 2011. Junk’s future plans include a few more years at Case Western Reserve University, but he hopes to remain in the Midwest and continue researching breast cancer cures and treatments. Heniser would like to someday “ascend to a position where I can influence the direction of research more,” research artist usability within his field, and improve his public speaking skills. As Glaze, Langle, Junk, and Heniser work daily to be at the top of their respective professional fields, we wish them luck in all they undertake. ▼
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Alumni and parents encourage their employers to post job opportunities for alumni and students with IPFW Career Services.

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Alumni can learn about careers, finances, and more by participating in lunchtime conference calls with alumni, IPFW seniors, and presenters from across campus.

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To learn more stop by our office, call 260-481-0689, or visit ipfw.edu/career

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Dawn at IPFW looking toward the Willis Family Bridge which spans Crescent Avenue. This pedestrian bridge connects the Main Campus with Student Housing on the Waterfield Campus (shown in the background).