Students, Faculty and Alumni
Up the Ante With Technology

Doctoral geography students use GIS to map sin for a conference in Sin City...and get everyone talking
Hello Everyone,

My name is Brian Spooner, and I am the new interim dean of the College of Arts and Sciences. While new to the position of dean, I have been part of this College for almost 40 years, having originally joined the faculty of the Division of Biology in 1971, following a Ph.D. from Temple University and postdoctoral fellowships at the University of Washington and Stanford University.

“ panicked (students) learn best when technology is used as a tool and portal to approaches that cannot be created in the classroom.”

As a faculty member, I have been broadly involved in teaching, research, and service, with over 38 years of teaching experience. I oversaw a research program that brought more than $11 million to Kansas State University and produced more than 100 publications. Over the years, I’ve also engaged in many service activities for the university, the state of Kansas, and the nation.

My academic rank has moved through promotions from assistant, associate, and full professor to the current title of University Distinguished Professor. My administrative experience includes having served as director of the Division of Biology for the past 15 years, prior to moving to the Dean’s Office in July 2009.

My goals for this year are to increase student success and faculty achievement throughout the College, in the face of the ongoing financial crisis, and to position the College for an improved funding future. These goals are essential to our continuing contributions to the education and quality of life of all Kansans, the nation, and the world.

Among the array of needs in the modern university are those of technology, which have become critical to a teaching and learning environment, in and out of the classroom. Technology is a fundamental component of the language of students. They learn best when technology is used as a tool and portal to approaches that cannot be created in the classroom.

Even though technology is critical for student learning, there is a downside for a modern university like K-State. Technology costs are constant and a burden with which we struggle. But the investment is well worth it. In this issue, you’ll read about the remarkable things being achieved in our College through the use of technology.

Thank you for supporting the College of Arts and Sciences, and please stop by to say hello when you are on campus.

Best wishes,

Brian Spooner, dean

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Michael Wesch, assistant professor of cultural anthropology, is making quite a name for himself. A nationally lauded authority on the intersection of technology, culture, and education, Wesch’s videos have grabbed the attention of the biggest players in the field.

Wired magazine called him “the explainer,” praising his ability to “sum up the power and potential of Web 2.0 in a 271-second video.” National Geographic called him an Emerging Explorer, recognizing his contribution to world knowledge while still early in his career. And YouTube called him…well, they just called him, asking for his input on exactly how their site is being used.

No matter what you call him, you’ll want to remember his name. Read on for an introduction.

1. **His YouTube video about Web 2.0 has over 12 million hits.**
   In early 2007, Wesch earned notoriety virtually overnight with his YouTube video “Web 2.0…The Machine is Us/ing Us.” It showed how people worldwide use tools like blogs, YouTube and Wikipedia to collaborate and share information online.

   The new world of Web 2.0, it claimed, meant we would have to rethink everything from copyright to privacy to ourselves.

   “It took on a life of its own,” Wesch said. “It only took three days to create, but by that time, I had been thinking about it for nine months.”

   The video (in all versions) had over 12 million views at last count, and has been translated into more than 15 languages.

2. **His classes move past notebooks and chalkboards.**
   Each of Wesch’s classes has its own web page where students create and edit content, contribute to blogs, use special bookmarking, and access relevant headlines from the Internet. He also works YouTube and Facebook into the mix.

   “The technology he uses in the classroom is exactly the technology that every K-State student uses every day,” said Katie Hines, senior in anthropology. “He understands how students are connecting while using technology, so he uses the same things to connect with them in the classroom.”
Web 2.0 Basics

What is Web 2.0?

“Web 1.0 was all about linking info,” Wesch said. “Web 2.0 is the recognition that the Web is not just about linking information, but it’s about linking people.”

Popular Web 2.0 Tools

**YouTube**

WHERE: [youtube.com](http://youtube.com)
WHAT: Free website where users can watch and comment on posted videos, and upload and share their own
STAT: Hundreds of millions of videos watched daily

**Twitter**

WHERE: [twitter.com](http://twitter.com)
WHAT: Free site where people can post and respond to “tweets” of up to 140 characters — like an abbreviated blog
STAT: Millions of users daily

**Facebook**

WHERE: [facebook.com](http://facebook.com)
WHAT: Free social networking site where users can create a personal profile, post photos, write messages to other users, and join networking groups
STAT: Over 300 million active users

**Wikipedia**

WHERE: [wikipedia.org](http://wikipedia.org)
WHAT: Free, multilingual, online encyclopedia, maintained by over 75,000 active contributors (most of whom remain anonymous)
STAT: 65 million visitors each month, and 3 million articles in English alone

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3 His students don’t just watch his videos — they create their own.

Instead of flying solo on his groundbreaking research, Wesch formed the Digital Ethnography group to get K-State students in on the fun. Together, they use technology to document and present ideas about different cultures — especially digital ones such as YouTube.

“He lets students tell their stories and involves them in his research,” said Hines, whose own video, “Anonymity Project: The PostSecret Effect,” garnered over 150,000 YouTube views. “It lets them really apply what they’re learning.”

4 YouTube and National Geographic consider him an expert.

In August 2009, Wesch made a pilgrimage of sorts — to YouTube headquarters in San Bruno, Calif. “I actually gave a presentation about YouTube to YouTube, to their employees. They had me give a talk about the cultural things happening on their site,” he said.

And YouTube isn’t alone. That same week, Wesch and four students from the Digital Ethnography group visited National Geographic in Washington, D.C. In a time when print media is flailing, even industry giants are looking for answers.

“They wanted us to help them understand this new generation and what they’re willing to pay for,” Wesch said.

“We created a partnership basically. We help them rethink their future, and they’re giving us $40,000 to create a nice tech room for our digital ethnography projects.”

5 He believes education needs to catch up to technology.

In their video “A Vision of Students Today,” Wesch and 200 of his students explored the disconnect between how most classes are structured (textbooks, paper assignments, and one-way lectures), and how students function in their daily lives (constantly interacting through cell phones, Facebook, and email).

“Information is changing so fast that a lot of the stuff you teach is obsolete by the time students graduate,” he said.

According to Wesch, education needs a new approach to truly prepare students for success in today’s world.

“We need to get students to think in new ways rather than just memorize a bunch of stuff. We need to move them from being knowledgeable to being knowledgeable — having the ability to find information, analyze it, and collaborate around it.”

And if you ask Wesch, today’s Web 2.0 tools go a long way toward helping students get there.

“If you were digging a hole in the backyard, you could go dig it with your hands, sure. But why would you when the tools are just sitting right there?” Wesch said. “We need to help students understand how to use those tools, and I don’t even think we should stop there. We’re in the dawn of an era when students will start to create new tools.”
New university president connects with K-Staters on campus — and online

Since arriving on campus in May 2009, new K-State president Kirk Schulz has shaken a lot of hands — no surprise there. But in a time when people connect digitally as much as face-to-face, he’s also establishing a big presence online. Which is just fine by him.

A chemical engineer and former vice president at Mississippi State University, this tech-savvy president is ready and willing to hear from K-Staters everywhere. And Schulz — or Kirk, as he asks everyone to call him — knows that social media (such as Twitter and Facebook) can help him reach alumni, faculty and students he might never meet otherwise.

Why is it so important to you to be accessible online?
“As the new president after President Wefald served for 23 years, there’s just a lot of interest from alumni and people associated with K-State on what direction I might want to take the university. The electronic media really make it easy to communicate with a large number of people in that way.”

How will you use these media to speak to alumni, staff and students?
“For example, we have Telefund coming up, and we’ll be using my Twitter, Facebook, and email notes to faculty and staff to communicate about those sorts of things. Our younger alumni, in particular, are very comfortable with many of the social networking tools. And that’s how we’re going to keep in touch with a lot of them.”

Any other benefits to this more informal communication?
“I think it’s a lot of fun. When I go to eat somewhere in Aggieville and I put out a tweet, I’ll get 15 to 20 responses about what people think about that place, and what’s good on the menu. It just encourages people to feel I’m approachable and a regular guy.”

How do you balance new media with more traditional communication?
“Some people will never look online, but they’ll look at a magazine. So I think you have to keep communicating in different ways, because we’ve got to reach everybody.”

How do you think the College of Arts and Sciences fits into the university?
“Particularly at a land-grant university that has a large number of professional colleges, Arts and Sciences is the core. That’s where our students take a lot of their classes, from math to philosophy to foreign languages.

“My father is retired as a math professor at Old Dominion University after 40-some years, and my mother taught geography at Old Dominion, so they’ll certainly ensure that I take care of our faculty, staff and students in Arts and Sciences.”

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Porter's tremendous success didn't happen overnight. It grew from a healthy mix of intelligence, inventiveness, and hard work — starting with his education.

"It (my education) helped me a great deal. I really had to work hard at Kansas State," said Porter, who came to K-State as a World War II Navy veteran. "K-State helped build my strong foundation for hard work and perseverance."

After forging a thriving career in technology and business, and earning a master's in management from M.I.T., Porter — an avid trader — had an idea. What if he could cut stock brokers out of the mix, empowering individuals to make trades on their own? With that goal in mind, in 1982 he founded Trade Plus, which would later become E*Trade.

"The very first trade ever made on a personal computer, on what we now call the Internet, was made through my system," he said of the 1983 milestone. "After 10 years of struggling, I managed to make Trade Plus into E*Trade, which became a roaring success."

Porter repeated the formula with his next venture, the International Securities Exchange (ISE). Launched in 2000, ISE was the first all-electronic options exchange in the country — and is now the largest equity options exchange in the world.

An inventor at heart, Porter has always had a gift for technology. He holds 14 patents and has developed more than 20 products, including infrared, TV, camera and railroad technologies. Among his innovations were the infrared horizon sensor at General Electric — used to stabilize satellites before GPS systems — as well as the first color low-light-level broadcast television camera.

Having sold both E*Trade and ISE, these days Porter focuses on his Kilauea, Hawaii, plantation, near his Princeville home with wife Joan. Though he’s “just a farmer now,” Porter is not one to do things on a small scale.

“I’m growing hydroponic tomatoes, cucumbers, lettuce. I also have started the largest plantation of mahogany trees in the country,” Porter said. “I love living in Hawaii.”

**GIVING BACK**

**BENEFACTORS:** Bill and Joan Porter

**GIFT:** $1 million to create the William and Joan Porter Chair in Physics, currently held by Dean Zollman, University Distinguished Professor and department head

**ESTABLISHED:** 2007

**THOUGHTS:** “I am humbled to be able to give back in any way I can to an institution that gave so much to me,” Porter said at the time of the gift.

**OTHER CONTRIBUTIONS:** Yearly donations to the College and the Department of Physics

**TO MAKE A GIFT:** Sheila Walker, director of development, sheilaw@found.ksu.edu, 800-432-1578
Students use GIS, humor and hard work to put K-State Geography on the map

Oh, to be a fly on the wall during late-night research sessions on campus. Busy academic minds and little to no sleep can, at times, generate some pretty crazy ideas. Such was the case in late 2008, according to doctoral geography students Tom Vought and Ryan Bergstrom.

The idea in question? Using geographic information systems (GIS) technology to map the distribution of the seven deadly sins.

What started as just-for-kicks brainstorming quickly exploded into a bona fide research project — albeit an irreverent one. In fact, this playful, thought-provoking gem has been publicized by everyone from Wired magazine to the Catholic News Service to hundreds of blogs.

A Wickedly Fun Idea

It all began when Vought and Bergstrom were mulling project ideas for the March 2009 Association of American Geographers (AAG) annual meeting — along with now-former students Mike Dulin and Mitch Stimers.

When the group realized the meeting would be held in Las Vegas, inspiration struck, and it struck hard.

“The odd fact of the matter is we had each thought of doing this independently at some point,” Vought said. “But we couldn’t pass up the opportunity to present maps of sin in Sin City.”

Sizing Up Sin

With the seemingly fated, if unconventional, idea in place, the quartet got to work on logistics, mapping each sin across both Nevada and the entire country.

“The variables we used for each sin were determined in large part by what we could find,” Vought said. “We looked at the traditional definition of each of the seven sins and tried to peg a legitimate statistical source.”

The bulk of the data came from the U.S. Census Bureau, with select information taken from the Centers for Disease Control. The name of the game was finding statistics they could reasonably link to the sins.

Envy, for instance, was derived from theft statistics. Greed was figured by average incomes compared to the number of people living below the poverty line. Gluttony came from the number of fast food restaurants per capita. And so on. Pride, considered the root of all sin, was drawn from the other six sins combined.

“As college students with limited funding, we can’t go and buy huge data sets from the government,” Bergstrom said. “There would have been better variables, yes, but for the time and the funds we had available to us, I thought we did a pretty good job.”

Taking on Vegas

As for geographers at the Vegas meeting, they thought the group did more than a “pretty good job.”

“They were really excited...it was nonstop,” Bergstrom said. “The AAG found out about it and they were making announcements about it in the expo center.”

“People would come up to us saying, ‘We heard that we had to come see the sins maps,’” Vought said.

The secret to onlookers’ enthusiasm?

“It’s kind of tongue-in-cheek and fun, and it’s a break for people who do this hard, serious work all the time,” Bergstrom said.
GIS, or geographic information systems, is a technology that allows geographers to link data to locations on a map. “GIS science is linking a digital map with tabular data that describes the area mapped,” Vought said. “You have a map and you can query parts of that map to learn things like population, housing statistics, and census statistics.”

**A Conversation Starter**

The story in the Sun deemed the project “rigorous mapping of ridiculous data,” hitting on the intentionally silly aspect of it all. But whether taken seriously or less so, it certainly got people talking.

Blog posts on the topic are littered with comments — some praising the innovative idea, others questioning the data’s validity, and still others suggesting alternative statistics.

“By a wide margin, most people realize that it was meant to be lighthearted,” Vought said. “The main source of comment online has been people suggesting what data we should have used instead. And actually, that has been very helpful, because we’ve always said that this is just in the initial stages.”

Bergstrom echoed Vought’s sentiments.

“In some capacity or another, we plan to keep going with it. I think now it’s got a life of its own — upcoming journal articles and that type of thing. It’s obviously not what we do our main research on, but it is something that’s fun and that’s part of the appeal.”

**A Great Thing for Geography**

For all its silliness, the sins project has been a serious success. And for Vought and Bergstrom, the wild ride boils down to one thing: shining the spotlight on their field, their university and their department.

“It’s rare to see a GIS science project that gets a lot of public attention, which is unfortunate because there’s so much good work out there,” Vought said. “It highlights geography and the things that geography can do,” Bergstrom said. “It’s been good publicity for the Department of Geography and KSU… and geography in general. I think it’s been positive for all of us.”

**Going Viral**

For Vought and Bergstrom, the reaction in Sin City was more than enough. They were even interviewed by a reporter for the Las Vegas Sun. But they never expected what came next.

Within 48 hours, the story in the Sun spread like wildfire, getting picked up by an international blog service and quickly going viral in the blogosphere.

“When I was traveling back home, I got a text message saying it had hit the Internet, and it was already on hundreds of blogs,” Vought said.

Before long, the quartet had been contacted by National Public Radio (NPR), small-town newspapers and radio stations, and professors of religion. Wired magazine even covered the phenomenon in its September 2009 issue.

**WHAT IS GIS?**

GIS, or geographic information systems, is a technology that allows geographers to link data to locations on a map.

“GIS science is linking a digital map with tabular data that describes the area mapped,” Vought said. “You have a map and you can query parts of that map to learn things like population, housing statistics, and census statistics.”

**BET ON GEOGRAPHY**

TO SUPPORT OUTSTANDING GEOGRAPHY STUDENTS:
Damon Fairchild, development officer, damon@found.ksu.edu, 800-432-1578
What if high school students didn’t have to imagine the long-ago worlds their textbooks describe? What if they could see them, in vibrant 3-D?

With the help of online virtual world Second Life, Iris Moreno Totten is giving lucky high schoolers that chance. Students at Junction City High School and Tolbert and Brookside charter high schools in Kansas City are exploring full-scale recreations of life in different geologic time periods—all in the name of homework.

“This is something you can’t do in the real world,” said Totten, associate professor of geology. “When you go in some of the worlds, you are in the ocean, you have all of these different critters swimming around you. You are immersed in that period of time, and you just can’t create that in the regular classroom.”

Totten worked with Molly Davies, associate professor of geology at the University of Missouri-Kansas City, on this program, known as the GeoWorlds project. The two collaborated to research and plan two virtual worlds: TerraWorld (currently in classrooms) and WaterWorld (slated for spring 2010 completion). A programmer then recreated the habitats and organisms within Second Life.

The paperless program sends students on quests throughout the worlds of eons ago using their avatars (characters they create to represent themselves). They click on organisms to learn more about them. They turn assignments into their teacher’s electronic drop box. And teachers monitor students’ explorations.

Designed around state science standards, the program fits seamlessly into biology and earth science courses.

“What we’re really looking to see is how much students learned and how they felt about learning the material using this type of immersive environment.”

Emily Fenwick, master’s student in geology, will be conducting classroom research this spring, studying how participating students and teachers respond to this learning tool.

“I chose this as my thesis project because I could relate it to my experiences as a student and not being ‘excited’ about the sciences,” Fenwick said. “It wasn’t until I experienced something fun yet challenging that I began my journey towards working in the sciences.”

Totten is confident this program can inspire that same excitement in students.

“What we’ve seen with students is that it’s highly motivating,” Totten said. “There’s so much eye candy in the world — engagement is 100 percent.”

Iris Moreno Totten in the real world (left), and her avatar in the virtual one (right).
In case you haven’t noticed, the way we gather and share information is one of the dazzlingly swift transformations wrought by the Internet. Perhaps not since Gutenberg’s printing press has a newfangled piece of technology changed things so fundamentally. K-State’s A.Q. Miller School of Journalism and Mass Communications has responded by bringing in a journalist fully versed in digital media to help aspiring student journalists make their way — and make a living — in the new reality.

Steve Wolgast, former news design editor for the New York Times, arrived on campus this summer to serve as adviser to the K-State Collegian and as instructor of journalism and digital media. Wolgast, a Topeka native who earned a bachelor’s in political science from K-State in 1990, worked for the Collegian while a student, then went on to earn his master’s in journalism from Columbia University in 1992. He joined the Times in 2000.

Wolgast was a charter member of the JMC Advisory Council, served as a lecturer at the University of Akron, did a stint as an interim Collegian adviser, and has worked with college students in a variety of ways over the course of his career.

Besides being a good place for Wolgast and his wife Robin to raise their three children, Kansas and K-State give Wolgast the chance to prepare students to actually make a living as professional journalists in the digital age. There are jobs out there; they’re just very different from journalism jobs in the 20th century.

“The media world is changing. Everything is being rethought. The people who read printed papers are doing that less. It’s also true that more people than ever before are reading newspapers; they’re just doing it online. Newspapers are closing, others are laying off staff. Students have to figure out how to look for jobs and what kind of jobs they want.”

Wolgast is clear about journalism’s value in a free society, even as the Internet explodes with dubious voices spouting questionable “information.”

“Journalism is about providing balance. There are generally as many sides to an issue as there are people who care about the issue. Journalists are trained to gather information and record it in a way that puts it in context so it makes sense to our readers — or viewers, or listeners,” he said.

“We also make sure the right people are interviewed and quoted. This doesn’t mean finding one person who complains about something and having them speak for the entire issue. It means calling a second person and making sure the first person is right. And it’s beyond that — maybe the second person gives you another idea, or different context.”
From hollowed-out bone pipes to electronic drum machines, musicians have always molded technology for their own purposes. Faculty in the K-State Department of Music, working collaboratively, give students an edge by using free, widely available technology in extraordinarily effective ways.

Music education students create electronic portfolios to document their understanding of professional teaching standards. Student teachers get immediate faculty support to become stronger educators. And all music students have the chance to learn from the world’s very best artists.

**A Smarter Portfolio**

K-State’s aspiring Mr. Hollands have created teaching portfolios — consisting of coursework assignments, student teaching journals, sample lesson plans, and more — for quite some time. Today, preservice music teachers can show the world (including principals on the hunt for talented new teachers) their qualifications by sharing their electronic portfolios, or computer-based collections of their work.

Music education majors earn their degrees from the College of Arts and Sciences, and earn their licensure from the College of Education, which already had a strong portfolio system in place. Frederick Burrack, associate professor of music education and director of the Office of Assessment, came to Manhattan a few years ago from Ball State University in Indiana. He brought a strong understanding of how both students and faculty would benefit from converting to an electronic portfolio system. Students learn to use technology professionally, not just socially; they don’t have to collect and maintain paper assignments over four years; faculty appreciate the ease of grading electronically; and both sides value the chance for more immediate interaction.

A crucial component was to synchronize the state music teaching standards, the coursework, and the e-portfolio.

“Of all the things a teacher needs to know, we can tell you which teacher and which course covers it, and how it’s assessed,” Burrack said. “All of a student’s work is maintained on his or her e-portfolio, from the freshman year. As students complete assignments, they just start posting them. By the senior year, after student teaching, the portfolio is already done, having been developed all through their coursework.”
Music students, faculty turn technology into better learning, teaching and performing

When the K-State Marching Band, the Pride of Wildcat Land, made its debut this football season, it was with a new look… and a great deal of gratitude.

Thanks to the support of K-State alumni and friends, the 332-member band unveiled new uniforms in September 2009. A donation drive raised over $200,000 to outfit the ensemble.

“It has been an amazing seven months of fundraising in the absolute worst economy we’ve had in my lifetime,” said Frank Tracz, director of bands. “That’s phenomenal in itself, but it also tells you about the band and what the band means to an awful lot of people.”

Teaching Feedback – Anytime, Anywhere

Student teaching is the capstone experience for up-and-coming teachers, and K-State faculty regularly travel to districts all over the state to supervise their students in person. However, time and distance can really hamper a supervising faculty member’s ability to help solve a pressing classroom problem, particularly if the student isn’t due for an on-site visit for a while. Answer: simple, readily available videoconferencing technology on Apple computers that allows a faculty member to watch a student teach in real time, and then talk about it immediately afterward.

“Students can call us or email us and say, ‘I’m having trouble with this class, can you watch me tomorrow?’” Butrack said. “The laptops are Macs with the camera built in. The student sets the Mac up in front of himself or herself, or in the back of the classroom. We watch the student teach online, then when the lesson is over, the classroom teacher takes over the class, the student takes the laptop into another room, and we have a face-to-face discussion, right away. It works out great.”

Global Guest Teachers

The Department of Music uses technology to (virtually) host three times as many guest clinicians and master teachers at K-State as they could afford to on campus. (Of course, guest teachers continue to come to Manhattan from all over the world — the virtual visits are valuable extras.)

These iChat videoconference visits are completely interactive, allowing students to talk with and learn from experts in real time.

Kurt Gartner, professor of percussion, said, “Invention is the mother of necessity! We’ve got this great new gadget, we found a lot of new uses for it, and now we wonder how we ever did without it.”

Gartner and his colleagues are fully aware of the promise, and the pitfalls, of this new gadget.

“Videoconferencing doesn’t replace face-to-face time with an artist or teacher, but it supplements things greatly. Sometimes, travel is more expensive than the clinician’s fee. Now, artists can literally work a clinic with our students into their daily schedule, through remote instruction.”

Virtual guest teachers have included studio musicians from Hollywood, faculty from universities all over the country, and one instrument maker who came to campus for three days, after laying the foundation for face-to-face instruction through videoconferencing.

“We’ve also used this technology to elevate K-State’s visibility in the field by doing external performances from here,” Gartner said. “The very first one was when our Latin Jazz Ensemble played at an event in Sweden. There was a live musician on-site in Stockholm, then we ‘beamed in’ with our band behind him. While he performed, our band was also performing with him, on-screen and through the sound system.”

DRESSED TO THE NINES

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The K-State Marching Band debuted its new uniforms at the Massachusetts game, Sept. 5.
Our job is to raise funds to support the College, its students and its faculty.
Private philanthropic giving has become increasingly important in recent years, so we can update fellow alumni and friends on your life since graduation!

Please return the card inserted in this issue so we can update fellow alumni and friends on your life since graduation!
Thanks to generous private support, the College awarded scholarships to nearly 900 students in the 2008–2009 academic year. Still, there is a deep need for scholarship support.

While Kiplinger's and The Princeton Review consider academic year. Still, there is a deep need for scholarship

### Invest in students through greatly needed scholarships.

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**$100–$249**

Christie Askew
Mike and Dixie Ault
Derek and Crystal
Katheryn Aukerman
Harry and Berniece Adams
Bene and Dennis Adams
Nate Adams
Ronald and Sandra Adams
Roger and Libby Adams
David and Janet Armstrong
Paul and Donna Armstrong
Paul and Shara Arndold
Cleon and Judith Aul 
Fisher Armstrong
Terri and Ginny Arthur
Ted and Bonnie Ashford
Sue and Al Arm
Pam and Sally Artery
Cindy Augustine
Mark and Marilyn Austin
Douglas and Jane Ayre
Thomas Baerwald
Marilyn and Hilary Baggen
Richard and Cyra Bailer
Marsia Bailey
Wesley and Diane Bailey
Thomas and Judi Bale
Lillianus Bauck-Bock
Carrie and Ronald Baker
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You decide what you want to support. Gift categories include:

**Student scholarships** — Attracting and retaining talented students

**Faculty** — Competitively recruiting sought-after faculty members

**Facilities** — Adding needed space, making renovations and updating technology

**Emerging needs** — Excellence funds for scholarships for deserving students, and time for faculty to pursue grants and professional development
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