

LUMPKIN COLLEGE OF BUSINESS & APPLIED SCIENCES



DEAN'S REPORT
2017

Mission

to create an academic environment based on intellectual inquiry that facilitates for stakeholders the development of personal, professional, and technical characteristics that have economic and social value.

Lumpkin College of Business & Applied Sciences

eiu.edu/lumpkin

School of Business: eiu.edu/business

School of Family & Consumer Sciences:
eiu.edu/famsci

School of Technology: eiu.edu/tech

College Centers

Center for Clean Energy Research and Education: castle.eiu.edu/energy

Child Care Resource and Referral:
eiu.edu/ccrr

Literacy in Financial Education (LIFE) Center: castle.eiu.edu/life/

Sustainable Entrepreneurship through Education and Development (SEED) Center: eiu.edu/seed

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DEAN'S MESSAGE

"Coming together is a
BEGINNING.
Keeping together is
PROGRESS.
Working together is
SUCCESS."

- Henry Ford

Just this past summer, Mr. Richard Lumpkin and his immediate, as well as his extended family visited us here on campus to hear and view the great things we are accomplishing in the Lumpkin College of Business and Applied Sciences! Our 2017 Dean's Report is now our chance to share with you, our EIU family, some stories of faculty, staff, and student achievement.

As you read through this year's report you will discover the innovations in teaching and research by our talented faculty, the creativity and entrepreneurial spirit of our students in solving problems—whether in the classroom or in the community, the dedication of our academic advisors, and the generosity of our donors working together for the young leaders of tomorrow.

As we continue to inspire you with our stories of success, we hope you will share your stories of success with us. Send your news to <http://www.eiu.edu/lumpkin/story.php>, and we will share it in the next Dean's Report.

Be sure to stay in touch----after all, we are family! We are EIU!

MAHYAR IZADI
DEAN

LUMPKIN COLLEGE OF BUSINESS AND APPLIED SCIENCES

QUESTIONING THE ANSWERS



The academic advisors of the Lumpkin College of Business and Applied Sciences took time from their busy schedules of answering student questions to answering questions about their role in the lives of students, and what it means to them.

How long have you been advising?

I have been employed in various roles related to advising (e.g., academic counselor, retention coordinator, academic advisor) since entering the profession in 2003.

What do you like most about your position?

Academic advising is a teaching and learning activity that focuses on outcomes for student learning. Each day presents a new opportunity for developing a student holistically; advisors are fortunate enough to share that responsibility throughout each student's academic career.

What do you find to be the most challenging aspect of advising?

Postsecondary student retention and completion rates remain a critical issue in the United States, and completion agendas focusing on graduation rates as a common criterion or metric to define student success have increased pressure on institutions to provide a greater level of service to students while at the same time improving overall retention and graduation rates. For advisors, there remains a need to develop technological skills and become interpreters of complex information for large numbers of students with existing or, in some cases, reduced or limited resources.



"I find the most rewarding aspect of my career not only witnessing the growth of students, but providing the additional support, training, and resources necessary to scaffold technology use for students, staff and faculty."
- Shawn Schultz, Advisor, School of Technology

What challenges provide the greatest rewards for the students?

At the most basic level, an institutions' academic advising student learning outcomes (e.g., student is proactive, student can generate a degree audit, student can schedule an academic advising appointment, student is aware of curricular and graduation requirements, student knows where to find educational and career planning information, student values and appreciates academic advising) answer the question, "What do we want students to learn as a result of participating in academic advising?". Having a command or mastery of these alters the knowledge, skills, attitudes, and habits of mind that students take with them when they graduate and enter the workforce to become productive members of society.

What is your greatest success story?

It is impossible for me to pick or choose just one!!!

What reward(s) do you receive from your position?

My position at Eastern Illinois University has afforded me the ability to shift away from traditional advising practices and look for alternative approaches to advising; namely through the advent of technology and technology tools. I find the most rewarding aspect of my career not only witnessing the growth of students, but providing the additional support, training, and resources necessary to scaffold technology use for students, staff, and faculty. I have also been fortunate enough to serve in many leadership roles both on and off campus, such as technology representative for EIU's Campus Advising Network (CAN), along with serving a three-year term as President of the Illinois Academic Advising Association (ILACADA)—contributing greatly to my personal and professional growth.

What skill(s) are you utilizing most to aid in the student's success?

As a practitioner-researcher, I feel it is important to understand and have a familiarity with—or openness to learning more about—the historical foundations of academic advising, academic advising theories and approaches/student development theory, organizational models and structures for academic advising, as well as the purpose, development, current practices and impact of higher education technology and student outcomes. Having a working knowledge of the above helps raise the level of advising discourse and acumen of advisors, myself included, to ultimately determine how various types of learning influence student success and completion.



"It is very satisfying to see a student blossom and grow when they discover where their passions truly lie."
- Lisa Canivez, Advisor, School of Business

How long have you been advising?

I am starting my 12th year as an Academic Advisor for the School of Business in the Student Center for Academic and Professional Development. I began this position in August 2006 after graduating from EIU with my Master’s degree in College Student Affairs.

What do you like most about your position?

I am thankful for my position in the School of Business Student Center, and enjoy working with our business majors on a daily basis. Every year there is a new group of students that I have the pleasure to meet and support. They keep me feeling young at heart! It is a rewarding feeling when I receive the final graduation list and see the number of students who earn their degree, and realize that I may have played a part in their success. I also have a wonderful relationship with my coworkers, Kathy Schmitz and Renee Stroud-Witt. Having a great team to work with is invaluable!

What do you find to be the most challenging aspect of advising?

A current challenge of advising has been the budget impasse in the State. This has caused uncertainty and frustration for everyone involved, especially when combined with departmental curriculum changes and personal/family issues with students. I spend a good deal of time helping my students manage their schedules and balance their lives in order to create a comprehensive educational plan. My goal is that they graduate with the foundation and tools they need to be successful.

What challenges provide the greatest rewards for the students?

I think a challenge to some business students is dissatisfaction with their choice of major. I recall a transfer student with a declared accounting major, who was struggling, unmotivated, and wanted to move home. After talking with the student about careers and a dream job, we decided that a different business major could be beneficial. The student got involved with that student organization, joined the student ambassador group, and was enjoying the new classes. Having that conversation with a student can often be the catalyst for change. It is very satisfying to see a student blossom and grow when they discover where their passions truly lie.

What is your greatest success story?

A success story that stands out to me is one of a first-generation single parent, with no means of transportation. This student was very determined to succeed, but extenuating circumstances made it impossible for a timely graduation. The student went home to work and to have assistance with childcare. Two years later, the student contacted me with the goal to graduate, and returned to EIU for a summer intersession class and an online class. The student did graduate, and now has a degree that will grant more opportunities for the future of that family. It was very humbling for me to witness how this student persisted to overcome steep odds, and is now an alumnus of EIU.

What rewards do you receive from your position?

The rewards I receive come in the form of gratitude from my students. Over the years, students have thanked me in person, or have sent thoughtful notes and emails. I consider myself an advocate for my students, and appreciate their gestures very much. It is nice to feel that I may have helped a student develop and succeed during their time at EIU.

What skills are you utilizing most to aid in the student's success?

My graduate program identified the developmental stages that typical college students’ progress through. I also learned how students from different cultures may have unique demands while attending college. I talk to students all day, and hopefully this knowledge has enhanced my listening skills, so I can better relate to each individual. I try to consider the student across from me as if he or she were my own child. How would I want my daughter to be treated in an advising setting? This helps me focus on being patient, respectful, and understanding. I now utilize an online advising sheet and an online Schedule Planner, so my technological skills have improved with these tools. Organization is a very important skill. My job usually involves interruptions and pressure, so adaptability and flexibility are skills that I use daily. No two students follow the same path through college, and each day brings a new learning experience for me!

"I enjoy watching students make it to the "finish line"...when they complete their degrees and find a job."
- Rose Meyers-Bradley, Advisor, School of Family and Consumer Sciences



How long have you been advising?

I have been advising in the School of Family and Consumer Sciences (SFCS) at EIU for 21 ½ years. I started in January 1996 after Mrs. Paula Snyder retired. My undergraduate and first master's degree are in Home Economics (what FCS used to be called) from EIU. It was like a dream come true to become the academic advisor in the SFCS and to work with many of the professors I had as instructors.

What do you like most about your position?

I enjoy watching students make it to the “finish line”.... when they complete their degrees and find a job. That is always the end goal and it’s rewarding to know that I may have played a small role in their academic achievement. I also love working on a university campus because I feel each semester is refreshing with new energy and new advisees who are eager to earn a degree.

What do you find to be the most challenging aspect of advising?

Many of today’s students have responsibilities and obstacles in addition to their course load each semester. They have financial barriers which could include being a single parent or a non-traditional student with a family and the need to commute and/or they can only take classes on certain days or in the evenings. Many work more than one job and may be taking care of sick parents or grandparents. As the advocate for the student in an advisor capacity, the sometimes constraints of the University can be very challenging.

What challenges provide the greatest rewards for the students?

We have students who are interested in research and publishing. When they are teamed up with a faculty mentor who can challenge them it can be very rewarding for the student and the faculty mentor. Students have presented their work at professional meetings and/or at University sponsored research events.

What is your greatest success story?

This is a tough question because I feel that every student who finishes a degree is a wonderful success story. I've had so many great students and many were first generation students, single parents, and/or non-traditional adult students. I've proudly advised 3,130 FCS students who successfully finished undergraduate degrees in the years I have been in my position.

I would say that another success story was finishing a second Master's degree in College Student Affairs (CSA) in my late 50's and having that experience helped me fall back in love with my advising role at EIU/FCS. The CSA program was truly amazing and resonated to me how important the student affairs side of academia is and how vital a good academic advisor is to college students.

What rewards do you receive from your position?

I enjoy watching the “light bulb” turn on for students when they finally realize the significance of a class they are in or an assignment they have been given. I love to see that happen. In FCS, our professors challenge students to critically think, write and speak on topics related to their academic area and often an advisee will tell me about their light bulb moments and it gives me goosebumps.

What skills are you utilizing most to aid in the student's success?

Since I have been advising, I have always given my advisees a four-year academic plan. These started out as “pencil” plans until about 8 years ago. I had a grad student who was assigned to work with me in the advising office and she showed me how to make Excel templates out of the curriculum guides that we have for the six FCS academic program areas. So now I use an Excel template and develop individualized plans for each advisee that is assigned to me. These are stored in a Cloud file and have become useful tools for helping the FCS Chair determine how many students will need a specific class during a future semester. We use the Excel plans to figure out how many sections of specific classes we might need so they are not only useful for the student to see how they can finish their degree, but the School uses the plans to program plan for the future. Students really appreciate having a plan that they can follow to complete their degrees.

LCBAS FEATURES



BEEKS!

This past spring semester, the **Sustainable Entrepreneurship through Education and Development Center** and the **Entrepreneurship Club** invited two amazing local entrepreneurs to share their story to a student packed auditorium in Lumpkin Hall!

Donna Coonce and Julia Miller are co-owners of **Five Feline Farm**, a small sustainable farm in Charleston. They sell hand-crafted products at local famer's markets and festivals. Donna is part of the School of Family and Consumer Sciences faculty at EIU. Julia is a social worker and an online blogger for Mother Earth News.

They have been keeping honeybees for four years and are members of the Illinois Beekeeper's Association and Crossroad Beekeepers.

(Beeks is the nickname for beekeepers!) Check out their website at www.fivefelinefarm.com



High-Class Hospitality

The Café in Klehm Hall provides an integrative learning experience to hospitality and dietetic students in the School of Family and Consumer Sciences. A student managed casual dining experience, the Café, offers a variety of soups, salads, sandwiches and pastas, with menus changing weekly, to the university community.

As part of the Commercial Quantity Food Production class taught by Dr. Wilkinson, students plan and cost menus, develop food production schedules, perform kitchen and dining room operations, and evaluate their performance. The class simulates the food service industry and provides students an opportunity to prepare and serve food and beverages to real customers in an educational setting.

In fall 2016, thanks to a generous donation, The Café received new dining room furniture which transformed the space to a more casual and inviting atmosphere. The donation was made by Mike Shelton, in memory of his wife, Linda Warmouth Shelton, an alumna of the hospitality program.



Serving the Children

EIU's **Child Care Resource and Referral Child Care Assistance Program (CCAP)** staff was busy in FY17. They provided support to over 500 families and processed more than a million dollars' worth of payments to providers for the families they serve.

The referral staff assisted 210 families in their search for child care throughout the area. Our Quality/Provider Specialist maintained a database of 157 child care providers while attending numerous trainings for the ExceleRate Illinois Quality Improvement initiative. The CCR&R staff provided training to 111 early childhood educators in 16 central Illinois counties.

Collaboration efforts with Life Links and Child Care Connections, Mental Health Consultant, provided additional support to the providers and families in our community. In addition, our CCAP and Core staff have completed several outreach activities including presentations in several EIU classrooms, presentations in area high schools, area children's events, and other local agencies. CCR&R staff and resources were available at community outreach locations such as the local food pantry, health departments, as well as community events.

CCR&R provided support to over 500 families and processed more than a million dollars worth of payments to providers for the families they serve within the six county area.



Making History: An Entrepreneur's Sweet Story!

In the fall of 2016, **Mark Turner**, president of the South Bend Chocolate Company, was the captivating keynote speaker for Entrepreneurship Week! He shared, with a student packed auditorium, his successes and challenges of starting and owning a business and he even shared some chocolate!

Mark, a native Hoosier from South Bend, Indiana received both his Bachelor's and Master's degrees from Eastern Illinois University. He was able to use his success gained in the classroom and the tools learned as a student-athlete to succeed in the business world, where he has won numerous awards for business success and entrepreneurship. Interestingly, Mark chose to be a chocolate maker after working with his father at his candy company!

Mark oversees a company that owns 22 stores along with several franchises, the Chocolate Cafe, and a factory and chocolate museum where more than 6,000 pounds of chocolate are produced on a daily basis.

EIU's Child Care Resource and Referral staff



Energy in Motion

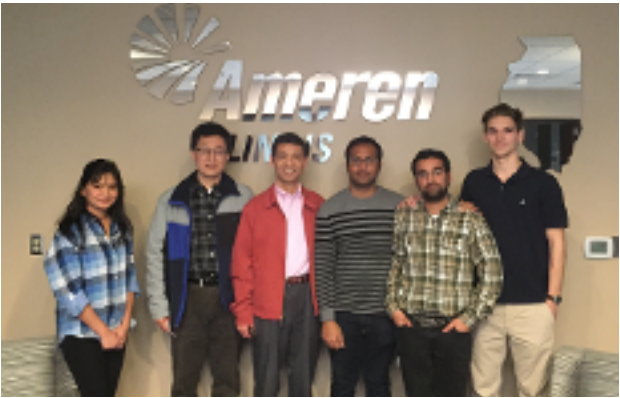
The EIU **Center for Clean Energy Research and Education (CENCERE)** has been very busy over the past year with several new initiatives and partnerships. First, CENCERE is proud to announce their partnership in the East Central Illinois Consortium of Economic and Energy Security (ECICEES). This is a collaborative effort formed with CENCERE, Coles Moultrie Electric Cooperative, Coles Together, Lake Land College and the UIUC Prairie Research Institute.



In June 2017, U.S. Congressman John Shimkus visited CENCERE where he was presented with the concept of the Center for American Rural Energy (CARE), which will be the national center of excellence designated by the National Rural Electric Cooperative Association. CARE will be a non-profit organization formed under the auspice of the ECICEES.

Students and faculty involved with the smart grid research team visited Ameren Illinois Smart Meter Lab in Collinsville, IL in March, 2017. The team is collaborating with Ameren to research ways to improve customers' access to the benefits offered by a smart grid.

Students and faculty also visited Prairie State Generation Campus in Marissa, IL in spring 2017. Students were given a tour of this electric generation facility that uses coal immediately from the mine, to generate electricity.



Financial Asset

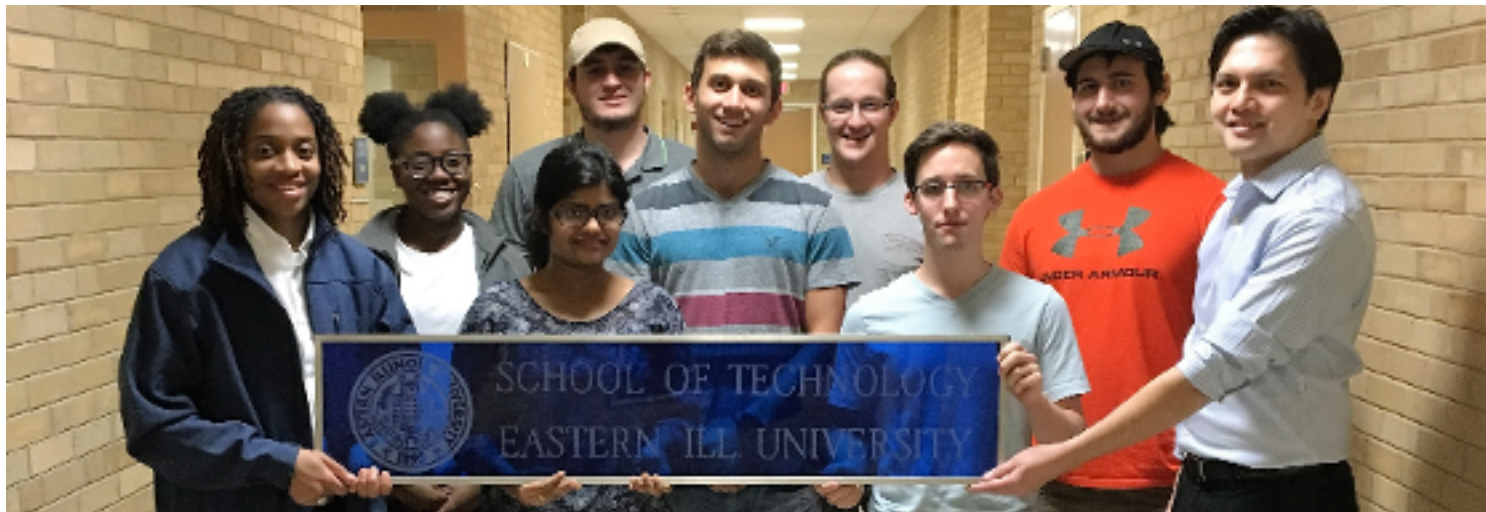
Established in 2014 by a grant funded by the National Council on Graduate Studies and TIAA Cref, The **Literacy in Financial Education (LIFE) Center** has seen significant growth related to outreach opportunities and creating a positive environment for students to develop money management skills and improve their personal financial situations. A spring financial literacy conference has been offered the past two years providing students with information related to overall money management, investments, housing, and a real life financial simulation.

The Center saw a significant increase in one-on-one peer education due to outreach events held in residence halls, the Martin Luther King University Union, and various high traffic outdoor locations across campus. Several presentations were provided to the Graduate Student Advisory Board,

academic courses, and student organizations. Eleven LIFE Center Newsletters were distributed to students and the LIFE Center Advisory Board covering topics such as identity theft, Black Friday shopping, credit cards, and holiday shopping.



"The LIFE Center is such a great resource on EIU's campus! As a graduate student, managing my finances became a challenge. With the help of Christine, I was able to create a realistic budget and devise a plan to manage my credit card debt. I now feel more educated on money management thanks to continuous support from the LIFE Center. I highly recommend connecting with this resource on campus. You won't regret it!"
- Kelli A Halfman



Reimagining Technology

The **School of Technology (SOT)** has been actively creating new programs in an effort to distinguish EIU as an institution offering a full breadth of technology related degrees. In fall 2017, three new programs began which included **online Master of Science degrees in Cybersecurity** and **Talent Development**, and a **B.S. in Computer & Information Technology**. In addition, new undergraduate online minors in Organizational Leadership and Talent Development are being offered. The moves are already attracting a new batch of both domestic and international students. This represents the first step in SOT's strategic expansion.

In September, 2017, step two was accomplished with three new baccalaureate degree programs approved. These include new B.S. programs in Construction Management, Digital Media and Engineering Technology.

These new programs, available starting in fall 2018, will more clearly market our technology offerings and provide more focus and content depth in specific career fields.

The **Construction Management** program is designed with the intent to pursue accreditation by the Accreditation Council for Construction Education (ACCE). The program will prepare students to meet the challenges to become competent superintendents and project managers in the residential, commercial, and industrial fields. It is designed to engage students in numerous fields of study including Building Information Modeling, Estimating, Business and Financial Management, Site Surveying, Site Planning, Sustainability and Sustainable Construction, Mechanical and Electrical Design, Risk Management, Contracts, Building Methods and Dispute Resolution, Construction Planning and Sequencing, and Bid/Construction Document Preparation.

The design of the **Digital Media** program provides students with a wide variety of technical skillsets in web development, video production, multimedia, gaming, animation, and simulation from faculty in the School of Technology. To

complement the technical skill sets, students will receive core coursework including professional and supervisory coursework in Business, Organizational Development, Advertising, Technical Communication, as well as project planning and trends in Digital Media. As a whole, graduates of the proposed program will be prepared to take on leadership and management roles in the creation of digital media content for advertising, education, entertainment, and other commercial purposes.

Engineering Technology emphasizes the study of industrial, production, and mechanical engineering technology principles, to prepare graduates for engineering technology positions in industrial and laboratory settings. Coursework will include studies in Materials, Machining and Fabrication Processes, Automation and Data Capture, Electronic Controls, Computer Aided Design and Manufacturing, 3-D Printing, Machine Design, Project Management, Engineering Technology Cost Analysis, Statistical Quality and Reliability, Manufacturing Management, Supervision, and Lean Manufacturing. Engineering Technology also incorporates a required industrial internship and a final capstone class, where students integrate all prior learning into a practical industrial project.

STUDENT SPOTLIGHTS



Something Ventured, Something Gained

The **School of Business** held its second annual **New Venture Plan Competition** in spring 2017. All of the students in the entrepreneurship minor are required to develop and present a venture plan in the capstone Entrepreneurial Management and Venture Plan Development (ENT 4500) class. The top plans are selected to participate in the Venture Plan Competition where a top prize of \$500 is awarded.

The competition was judged by Mr. Bill Skeens, CEO of Prairie City Bakery, who is also the sponsor of the award, Mrs. Megan McElwee, a Commercial Loan Officer at First Mid-Illinois Bank and Trust, and Mr. Steve Runyon, Owner of Home Again Consignment Shop and Past President of the Charleston Chamber of Commerce. The first place winner was **Doyle Nave III**, for *Dopple Translation!* **Darbey Jenkins** was awarded second place for *Resurrection Lily*, and **Lawrence Davis** took third place for *Stuft Wings Togo*.

Shadow Force

Jamel Lawson, ROTC Cadet and first-year graduate student in the School of Technology, was selected for a summer internship with the Army Research Laboratory in Adelphi, MD. Jamel's internship focused on linguistic research. He conducted data analysis from a game called "Shadow Force" that simulated an actual Army system.

This internship helped me grow my skills in research, data analytics, and object-oriented analysis and design."

- Jamel Lawson

The purpose of his research was to find ways to help military commanders view information received from combat reports and enable them to make the most informed decisions in stressful and time-constrained situations, which is often the case in the heat of battle. According to Jamel, "This internship helped me grow my skills in research, data analytics, and object-oriented analysis and design." Jamel met dozens of Army researchers and attended presentations to learn more about the mission of the Army Research Laboratory during his time there, and he hopes to apply to a full-time position in the future.

Weighing Hunger Habits

Brianna Denton, a **graduate dietetic student in the School of Family and Consumer Sciences**, with the assistance of faculty advisor, Dr. Jeanette Andrade, conducted a study using the Cooking Matters® curriculum to determine the impact this curriculum had on college students' nutrition knowledge and consumption behaviors.

Results showed improvements in confidence level regarding cooking skills and purchasing healthy foods on a budget.

Share our Strength created the Cooking Matters® curriculum based on Bandura's Social Cognitive Theory. The program incorporates hands-on learning activities to empower low-income adults to shop, cook, and consume nutritious foods on a budget. The curriculum is for 6 weeks, in which students would attend a 2-hour lesson each week. For the first hour, the lesson focused on a facilitated discussion about nutrition and in the second hour, a cooking session took place. For one lesson, students went on a grocery store tour at Aldi's. A total of five students completed all six lessons. At each lesson, students completed a pre- and post-test about the previous and upcoming lessons. Also, they completed a consumption behavior survey at the first and last lessons which included food group consumption, perceptions and confidence levels towards cooking, shopping on a budget and healthy eating.

Results showed students improved their nutrition knowledge. Consumption behaviors improved in fruit, vegetable, low-fat milk, and breakfast consumption from less than once per week to consuming more throughout the week. Fast food consumption decreased from more than once a week to less than once per week. Participants' perceptions about cooking improved from negative to positive responses. From the frequency and confidence survey, results showed improvements in confidence level regarding cooking skills and purchasing healthy foods on a budget. Further work should evaluate the long-term effects of this program on college students' consumption behaviors.



Robotics Challenge

The **EIU Robotics Team** joined two national robotics competitions in fall 2016 and spring 2017. The teams consisted of undergraduate and graduate students from the **School of Technology** and were led by Dr. Wutthigrai Boonsuk.

In fall 2016, ten members of the robotics team, developed an RC Robot to compete at the Association of Technology, Management, and Applied Engineering (ATMAE) Robotics Competition in Orlando, Florida. The team spent several months prior to the competition designing and creating a prototype, then building and testing the robot. Although the team did not earn an award at the competition, it was an excellent initiation. The team found it beneficial to renew EIU's participation and presence, since the school has not engaged in this competition for many years. Fall 2016 ATMAE Robotics Competition team members included: **Breanna Young, John Morrell, Matthew Mullins, Noah Przygoda, Puja Paila, Rakesh Alasyam, Sandra Coleman, Steve Wright, Taylor Fatheree, and Zachary Matthews.**

In spring 2017, a robotics team with six members participated in the National Robotics Challenge in Marion, Ohio. In this event, the team developed a maze-solving robot with fully automated navigation and collision avoidance systems. The team received praise from judges and audiences on the robot's design and innovative sensors. Spring 2017 National Robotics Challenge team members were: **Aditya Patel, John Morrell, Noah Przygoda, Sandra Coleman, Taylor Fatheree, and Seyedmasoud (Max) Naseri.**

Students from both teams provided very positive feedback from their experiences, not only gaining additional expertise in robotics, but also developing important skills such as time management, problem solving, and teamwork. These activities have engaged students in research and creative activities outside of the classroom and brought recognition to EIU at local and national levels.



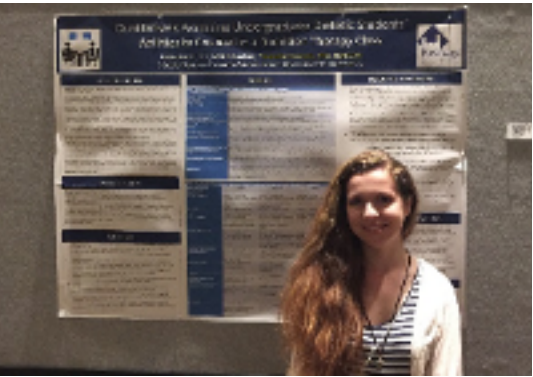
Shaping the Future

Shamus Shields, a **junior Business Management major** who participates in EIU's **Army ROTC program**, was selected for a month-long summer internship at the Joint Manufacturing and Technology Center (JMTC) at Rock Island Arsenal, IL. The mission of the Joint Manufacturing and Technology Center is, "...to manufacture and deliver readiness for the U.S. Army and Department of Defense systems globally."

The internship "helped shape the way I think about my future in the Army and what I would like to do once out of the Army"
- Shamus Shields

Shamus participated in the apprenticeship program, which allowed him to shadow different managers and supervisors in the organization who worked in areas that related to his business major, to include the Project Management Division and the Supply Chain Management Division. During the last two weeks of his internship, he was able to get practical hands-on experience with some of the machines and learned how the different echelons of employees work together to create parts. "It was an amazing opportunity to see how the manufacturing process works," said Shields.

He attended presentations to learn more about JMTC, to include how the organization markets its own parts, pricing of parts, and LEAN in the workforce. LEAN is a program aimed at eliminating waste and improving the overall effectiveness of an organization. Shamus also had the opportunity to tour the John Deere factory and learn more about private sector operations. Overall, Shields said the internship "helped shape the way I think about my future in the Army and what I would like to do once out of the Army."



Role Playing in Nutritional Therapy

Katie Horrell, a **graduate dietetic student in the School of Family and Consumer Sciences**, with the assistance of faculty advisor, Dr. Jeanette Andrade, conducted a study in FCS 4751: Nutrition Therapy. Katie and Dr. Andrade presented this study at the Society for Nutrition Education and Behavior annual conference in July 2017.

The purpose of the study was to qualitatively assess undergraduate dietetic students' counseling abilities in this class. A total of eight senior-level undergraduate dietetic students were enrolled. During the week the counseling session was to take place, the students were evenly divided into two groups to allow the graduate student to observe each student's counseling abilities. Twenty-four hours prior to each counseling session, the faculty member sent students the patient's medical chart. Students were provided a maximum time of 20 minutes to counsel the "patient". After each counseling session, Katie assessed each student based on a nine-point counseling criteria that she created.

Qualitative analysis revealed that over the five sessions students improved or remained positively consistent with seven of the nine-point qualitative counseling criterion. Students, over the course of the five sessions, improved on: rapport building, prioritizing information, and reducing the amount of nutrition jargon. Cultural competency was rated negative in all sessions for students. Another area of difficulty for students was expression of empathy in certain "patients". Thus, further attention should be devoted to educating students on cross-cultural communication and communicating in an empathetic manner.

The research supports that students who are exposed to live, interactive counseling sessions will improve their counseling abilities. Effectively, this type of active student engagement activity will help students as future Registered Dietitian Nutritionists.

Airborne School

One of the many opportunities Cadets in EIU's ROTC program are able to experience is Cadet Professional Development Training. **Cadet Damon Ochs, a sophomore Kinesiology and Sports Studies major**, was selected to attend the US Army Airborne School at Fort Benning, GA, over the summer. Airborne School trains and certifies military personnel, including Cadets, to jump with a parachute from aircraft. Those selected must meet specific physical requirements in order to attend and must pass the Army Physical Fitness Test upon arrival.

Airborne training starts with "Ground Week," where students learn how to rig their parachute harness, how to properly exit an aircraft, how to safely descend, and how to execute a parachute landing fall (PLF) to avoid injury upon landing. Students then move on to "Tower Week." Tower Week involves practice jumps from 34-foot towers, learning to rig a rucksack and a weapon case to the parachute harness in preparation for combat jumps, and learning to exit an aircraft with a large amount of people jumping at the same time. Finally, it's "Jump Week," which consists of a total of five completed jumps from either an AC-130 or a C-17 military airplane.

Cadet Ochs recalled his first jump: "I was flying so high and my feet hadn't even left the ground yet. My squad was boarding the AC-130 to jump for our first time, and I was beyond ready to put all this training to the test. The door opened, a green light came on, and immediately everyone rushed to the door to experience a feeling that I still can't manage to explain in words – the feeling of being airborne."

Other than experiencing the thrill of jumping out of an aircraft, Airborne School offers a vast network of experience, as students include officers and noncommissioned officers from all services, as well as ROTC and West Point Cadets.

"As an aspiring officer, I tried to tap into this database of military knowledge and take as much from it as I could. Through asking questions and the conversations I had with people, I believe that I can say that I know more about the opportunities the military has to offer as well as having a clearer image of what kind of officer I want to be and what I want to accomplish for my country," said Ochs. "Attending Airborne school turned out to be a life changing opportunity for me. I accomplished a dream of mine and proved to myself that I can do anything I set my mind to."

"The door opened, a green light came on, and immediately everyone rushed to the door to experience a feeling that I still can't manage to explain in words – the feeling of being airborne."

- Damon Ochs



Warrior Healing

Maryneth Biyok, an EIU Army ROTC Cadet and sophomore Clinical Laboratory Science major, was selected for an Army Medical Department internship at Walter Reed National Military Medical Center in Bethesda, MD, over the summer. During her internship, Maryneth served as a Company Executive Officer for the Warrior Transition Unit (WTU). The WTU provides support to wounded, ill, and injured Soldiers who require at least six months of rehabilitative care and have complex medical needs. Maryneth's role involved assisting the Company Commander, as well as attending numerous meetings with care teams responsible for treating the wounded warriors. She was able to shadow several officers and noncommissioned officers in the organization to learn their roles and gain useful advice to make her more successful in her military career.

"I was very lucky to be one of the Cadets that got assigned here in WTU, because I learned a lot and it showed another side of the Army. Seeing Soldiers that have an amputated leg or arm or Soldiers that have mental illness has made me appreciate them more than ever, because of how much they sacrifice to protect our nation," said Biyok of her internship experience. "All in all, I learned a lot in this internship and I heartily believe that all the experiences and training that I gained here will significantly help me in the future as an Army Officer. This internship motivated me more to work harder to become a Second Lieutenant and be part of the Medical Corps. I'm very thankful for this amazing opportunity and very glad to participate in ROTC."



"This internship motivated me more to work harder to become a Second Lieutenant and be part of the Medical Corps. I'm very thankful for this amazing opportunity and very glad to participate in ROTC."

- Maryneth Biyok

Team EIU

Each May commencement ceremony includes an undergraduate student speaker from each of the colleges at EIU. Eligible students compete for their chance to be the undergraduate speaker for their graduating class. This series was established to promote Eastern's commitment to strengthening the academic and personal experience for the students, as well as to showcase exemplary writing and speaking.

The spring 2017 Undergraduate Commencement Speaker for the Lumpkin College of Business and Applied Sciences was **Ms. Kelly Iden**. Kelly is a **School of Business graduate with an Accounting concentration**. Her faculty mentor was Dr. Bill Minnis from the School of Business. Please enjoy reading Kelly's speech, *Team EIU* online at: http://www.eiu.edu/lumpkin/Iden_speech_FINAL.pdf



Kelly Iden and Dr. Bill Minnis

FACULTY FEATURES



Provost Blair Lord (left) and Dr. Wutthigrai Boonsuk (right)

Provost's Undergraduate Research Mentor Award

Dr. Wutthigrai Boonsuk received the 2017 Provost's Undergraduate Research Mentor Award for the Lumpkin College of Business and Applied Sciences. Dr. Boonsuk, an Assistant Professor in the **School of Technology**, has actively mentored students conducting a number of applied research activities. His Lean Manufacturing class received outside funding from Leading Lady, to apply lean principles to enhance warehouse and distribution operations in their Neoga, Illinois facility. Students utilized their classroom learning to make real-world improvements to a company's activities. A second area of emphasis for Dr. Boonsuk has been in the robotics area. He has guided a number of students to compete in two national robotics competitions during the past year. Dr. Boonsuk also mentored a senior independent study project to develop affordable prosthetic hands with unique capabilities through the incorporation of RFID technologies.



Dr. Mark Rajai, Chairman and President of IAJC (left), Dr. Toqeer Israr (center), Dr. Paul Wilder, Special Awards Committee Chair (right)

Best Paper Award

Dr. Toqeer Israr, Assistant Professor and Coordinator of the B.S. in Computer & Information Technology program in the **School of Technology**, received the Best Paper award at the 2016 IAJC/ISAM Joint International Conference, held in Orlando, Florida. The IAJC/ISAM International Conference is very selective (28% acceptance rate in 2016), and has a high impact factor, which ranks it in the top 50 conferences globally. Dr. Israr's paper was titled, "Performance Analysis of Distributed Systems Involving Loops."

AAFCS Board of Directors

Lisa Brooks, PhD, RD, an Associate Professor of Hospitality Management in the **School of Family and Consumer Sciences**, was elected to the American Association of Family and Consumer Sciences Board of Directors for a three year term (2017-2020).

Dr. Brooks has had many regional, state, and national roles in AAFCS including serving as an AAFCS Leadership Council member, serving as an AAFCS Senator, serving on the 2017 AAFCS Leadership Academy Development Team, participating in the 2015 AAFCS Leadership Academy, presenting research sessions at multiple AAFCS conferences, serving as an AAFCS conference reviewer, serving as the president of the Illinois Affiliate (ILAFCS) from 2015-2017, serving as the ILAFCS state conference chair, and serving as the faculty advisor for the EIU Student Association of Family and Consumer Sciences. She continues to present research on FCS Day and the impact of the AAFCS "Dining In" for Healthy Families signature initiative. Dr. Brooks looks forward to contributing to AAFCS as a board member.

Fulbright U.S. Scholar

During the 2017-2018 academic year, **Dr. Frances Murphy**, Family Services faculty in the **School of Family and Consumer Sciences**, will complete a Fulbright U.S. Scholar teaching grant in the Republic of Moldova <http://www.moldova.md> at the Free International University of Moldova (ULIM) <http://www.ulim.md/>. Dr. Murphy will be teaching in the graduate social work program housed in the Faculty of Psychology, Education, and Social Sciences. For Dr. Murphy, this is a follow-up visit to her sabbatical year spent in Chisinau, Moldova in 1997-1998.

The Fulbright Program is sponsored and managed by the U.S. State Department Bureau of Educational and Cultural Affairs. The Fulbright U.S. Student Program <https://us.fulbrightonline.org/> is typically for one academic year and is open to recent graduates; master's and doctoral candidates; and some categories of young professionals. The Fulbright U.S. Scholar Program <http://www.cies.org/> offers over 500 teaching/research opportunities each year in 125 countries.

U.S. Senator J. William Fulbright founded the program in 1946 which developed into a merit-based scholarship/grant resource of international education exchange for students, scholars, teachers, professionals, scientists, and artists. For 2017-2018, EIU has two professors engaged with the Fulbright programming in Eastern Europe. Along with Dr. Murphy in the Republic of Moldova, Dr. David Gracon in the Communication Studies department will be teaching in Ukraine.



RESEARCH BRIEFS

Research projects from several of our faculty engaged in a variety of scholarly activities.



Bruce Barnard

Instructor, School of Technology

Project Title: Persons with Mental Illness in County Jails

Nationally, the number of persons with mental illness incarcerated in county jails has reached crisis proportions (www.stepuptogether.com). Meaningful reductions in the prevalence of people with mental illnesses in jails can be realized through cross-system collaboration, by examining how strategies, programs, and services can influence four key measures: (1) the number of persons with mental illness who are booked into jail; (2) the length of incarceration of those with mental illness compared to the general jail population; (3) the connection to community services and treatment; and (4) the recidivism rate.

A sequential intercept mapping (SIM) process was conducted with multiple stakeholders in Champaign County to identify gaps, evidence-based practices, and opportunities for cross system collaboration. Results and recommendations are published on the Champaign County Sheriff's website. ([http://www1.co.champaign.il.us/sheriff/PDF/Sequential Intercept Mapping Final Report.pdf](http://www1.co.champaign.il.us/sheriff/PDF/Sequential_Intercept_Mapping_Final_Report.pdf)).

Dr. David Boggs & Xueting Sun

Associate Professor of Management, School of Business

Project Title: Emerging Technologies in Emerging Markets: The Case of the Drones Industry

Emerging technologies and innovation play a profound role in the both developed and emerging markets globally, with rapid growth in interest and influence. This paper reviews and brings together research on emerging technologies and emerging markets. It then compares and contrasts the development of “drone/UAV/UAS” companies (i.e. China-based DJI and France-based Parrot) from a developed versus emerging market, and identifies unique competitive pressures and dynamics faced by these emerging-technology multinational firms from developed versus emerging economies.



Dr. David Boggs & Joe Story

Associate Professor of Management, School of Business

Project Title: The Impact of the Designed Work Environment on Recruitment and Retention of Knowledge Workers

Recent news stories (Business Insider, 2015) have highlighted impressive and newly planned work environments and corporate headquarters being designed by companies such as Apple, Google, Uber, Microsoft, and Porsche. These expensive developments are possibly influenced by research suggesting that physical contexts influence social outcomes (Maass, et al, 2000; Kuo & Sullivan, 2001), and that knowledge workers “own” the means of production, meaning that in many situations organizations need knowledge workers more than the knowledge workers need the organization, making them more of an asset than a commodity (Drucker, 1999). This paper reviews current and past research on the designed work environment from management and other disciplines, and proposes a model that explains the expected effects of the designed work environment on the recruitment and retention of knowledge workers. The theoretical model argues that there is a causal relationship between intentional design features within the work environment and talent recruitment and retention.



Dr. Marko Grunhagen

Professor of Marketing, School of Business

Project Title: Multi-Brand, Multi-System and Multi-Role Franchising

Multi-unit franchising has been investigated quite frequently in past research, but largely within single systems. Industry reality, however, shows that franchisees often engage beyond a single brand or system. This research proposes a systematic framework of multi-brand, multi-system and multi-role franchising. The emerging concept offers scenarios of different trade-offs between brand-specific risk diversification and exploitation of synergies, paired with increasing loss of control by the original franchisor. The framework illustrates that a significant portion of what constitutes the reality of the contemporary franchise industry has not been explored by academic research to date.



Dr. Abdou Illia

Professor of Management Information Systems, School of Business

Project Title: The Moderating Effect of Motivation to Comply and Perceived Critical Mass in Smartphones' Adoption

The testing of the Technology Acceptance Model over the years has shown that its explanatory power is about 50%; which led researchers to revisit the model in an attempt to gain a better understanding of technology adoption. Some of the studies found social influence to be a key factor, but others have yielded mixed results. This study questioned the assumption made in some previous studies that most people would comply with social influence. Using data collected from 210 smartphone users, we investigated the moderating effect of motivation to comply on the relationship between social influence, on the one hand, and perceived usefulness and perceived ease-of-use on the other hand. Also, based on the theory of critical mass, we investigated the moderating effect of the perceived critical mass on the relationship between perceived usefulness and perceived ease of use on the one hand, and actual usage on the other hand. The results showed a significant moderating effect of both motivation to comply and perceived critical mass. Theoretical and practical implications are discussed.

Dr. Linda Simpson

Professor, School of Family and Consumer Sciences

Project Title: Smart Grid Independence Program

The desire to age in place is the desire of the vast majority of seniors but unfortunately to many seniors this is not an option. AARP, the American Association of Retired Persons, reports that this is one of the greatest of unmet needs of this cohort. The Consumer Independence Survey was developed to examine the behaviors, needs, and decision-making processes of older adult consumer and consumers with disabilities in relation to Smart Grid Energy.



Dr. Dr. Linda Simpson

Professor, School of Family and Consumer Sciences

Project Title: Study on Collegiate Financial Wellness

As a part of a national study conducted by Ohio State University, EIU was selected to participate in the study to investigate the spending habits, attitudes, and financial practices of students. The results of the study will be beneficial to help improve the services of the Literacy in Financial Education (LIFE) Center.

DONORS & SPECIAL RECOGNITION



Pictured, from left: Dr. Austin Cheney, Chair of the School of Technology, Mr. Ross McCullough, Dr. David Glassman, President, and Dr. Mahyar Izadi, Dean of the Lumpkin College of Business and Applied Sciences.



Honorary Degree Recipient, 2017

Mr. Ross McCullough (Industrial Technology, '87) received an honorary Doctorate of Humane Letters from EIU in spring, 2017. McCullough has a 30+ year career with United Parcel Service (UPS), and currently serves as President of the Asia Pacific Region. His vast experience includes operations, industrial engineering, marketing and marketing strategy, merger integration, and corporate strategy, among other areas.

McCullough believes his experience at EIU laid a solid foundation that contributed to his career success. He is a wonderful supporter of EIU and the School of Technology, with service including the EIU Foundation Board and School of Technology Advisory Board, among others. McCullough has received several awards of distinction, including Outstanding Industrial Technologist by the National Association of Industrial Technology (2004), EIU School of Technology Distinguished Alumni Award (2014), and the EIU Distinguished Alumni Award (2015).

Outstanding Young Alumnus, 2016

Maurice Cheeks has blazed his own path to success, which began by earning a bachelor's degree in Career and Organizational Studies from EIU in 2007. After being recruited to Madison, Wisconsin, to work for Apple, Cheeks continued his education through executive courses at the University of Wisconsin-Madison's School of Business. Today he serves as the Vice President of Business Development for MIOsoft, the industry-leading big data quality and analytics company. He is also a locally-elected official, currently serving in his second term as a member of the Madison City Council. Since moving to Madison, Cheeks has lent his expertise and leadership to several non-profit organizations, which has led to his name added to *In Business Magazine's* list of the 25 Most Influential People in Greater Madison and Madison 365's list of the 28 Most Influential African-Americans in Wisconsin.



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an IMPACT

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