Briggantine

Winter 2016 Volume 47, Issue 2

CASS TECH ENDOWMENT • ALUMNI NEWS • 50 YEARS OF LBC



MICHIGAN STATE UNIVERSITY

Lyman Briggs College

TABLE OF CONTENTS

MESSAGE FROM THE DEAN

Words from Dr. Elizabeth H. Simmons

EMPOWER EXTRAORDINARY

Giving Students a REAL Classroom Experience

The Cass Tech Endowment Provides Students with New Opportunities

LBC NEWS

S3 Funds Eight New Interdisciplinary Research Projects

Students Study Extinction and Conservation at the Cincinnati Zoo

LBC Conference Ends in Green Tour Highlighting Environmental Justice Issues in Detroit

Briggs Student Nominated for Two Prominent Graduate Scholarships

Students Explore Tuberculosis at the GRAAL Conference in Mexico

Alumni News

50 YEARS OF LBC

LBC's 50th anniversary is quickly approaching - see back cover for details on how to get involved

> Cover photo of LBC's first class of students in 1967. Photo courtesy of Don Borseth and Pat Merry.







LYMAN BRIGGS COLLEGE

Lyman Briggs College is an undergraduate, residential college founded in 1967 by dedicated individuals hoping to bridge the widening gap between sciences and humanities. The first of its kind, the college has become known as the institution students go to for an excellent foundation in science and mathematics with additional focus on history, philosophy and sociology of science.

P. 6

P. 12

P. 4

P. 3

MESSAGE FROM THE DEAN

It has been a year since MSU kicked off Empower Extraordinary, the capital campaign for Michigan State University. I am delighted to report that for both Lyman Briggs College and the larger university, it has been a successful start. The generosity of LBC donors this year was especially notable because the college received its largest single gift ever at \$1.2 million, which will eventually fund the college's first ever endowed faculty position in chemistry, honoring Dean Dutton. Most importantly, ongoing private support will also ensure that Briggs continues to bridge the gap between science and humanities through faculty-student collaboration, cutting edge technology, and innovative teaching, and that the transformative Briggs Experience is made accessible to every student, regardless of family resources.

In other great news: LBC faculty continue to be recognized for creative and scholarly excellence in the classroom, as biologist Doug Luckie won the Alumni Club of Mid-Michigan Quality of Undergraduate Teaching Award, chemist Ryan Sweeder was named Professor of the Year by the MI Council of University Presidents, historian Naoko Wake received MSU's Excellence in Diversity Award, and historian Mark Waddell was named a Lilly Teaching Fellow. LBC faculty also are making strides in research linking inclusion and ethics, as biologist Kendra Cheruvelil, historian Georgina Montgomery, and philosopher Kevin Elliott won an NSF grant to support research on ethical behaviors of diverse teams.

What makes Lyman Briggs so special is that faculty of this caliber dedicate their professional lives to bringing undergraduates from many different backgrounds into the academic fold, teaching them to think like experts and engage in original scholarship while still in college. LBC's current priority is to ensure that our students have the best equipped facilities in which to work with these educators. We are now designing a pair of flexible REAL classrooms to promote group work and table-top experimentation during class sessions in every subject. If all goes according to plan (and with your generous support) students in next year's courses will be able to conceive and complete team projects related to real-world phenomena in these special Holmes Hall classrooms.

It is always a pleasure to share with you the impressive efforts taking place throughout Lyman Briggs – if you would like more details on any of our current projects, just drop me a line! Thank you for your support, which is truly critical to achieving our goals. Together, we can bring a fully immersive experience to any student who has the will to succeed, and

ensure that an education at LBC is a source of creative inspiration that strengthens students' global perspectives on the ties between science and society.

Sincerely yours,

Elizabeth Il Simmond



Elizabeth Simmons came to Lyman Briggs College in 2003 and became dean in 2007. Among other accomplishments, she is credited with leading efforts to increase the student body by 25 percent and renovate the teaching laboratories.

Dr. Simmons is a world-renowned particle theorist, whose research focuses on the origins of mass. She has received numerous prestigious awards in her career, and continues to conduct research in the physics department.

Similar to her dedication to research, Dr. Simmons enjoys teaching physics courses at all levels, and presently teaches a junior level course in mathematical physics. A central part of her mission as an educator is encouraging more students (especially those from under-represented groups) to consider studies in the physical sciences.

She holds degrees from Harvard and Cambridge, and is wellrespected by colleagues and her staff.

Empower Extraordinary

Little more than a year into the Empower Extraordinary capital campaign, MSU's fundraising efforts have met a whopping 69% of its \$1.5 billion goal, with record setting amounts raised in fiscal years 2013-14 and 2014-15. One major goal of the campaign is to increase MSU's endowed faculty professorship positions by 100, to bring MSU's total to 200. At the beginning of the campaign, MSU's number of endowed faculty positions was among the smallest in the Big Ten. To date, new endowments for 36 positions have been established.

Lyman Briggs College has kept up with the swift pace of the overall campaign, having achieved 68% of its \$5 million goal; the largest gift in its history at \$1.2 million, as well as its first ever endowed faculty position, supported by generous anonymous benefactors. Empower Extraordinary is focused on four main areas: An Engine of Opportunity; A Force for Creativity, Discovery, and Learning; A Global Problem Solver; and A Vibrant Community. At Lyman Briggs College, these areas include priorities of: endowed student scholarships, research fellowship support, teaching innovation support and two high-tech classrooms.

With the support of alumni and friends through Empower Extraordinary, LBC can continue to keep MSU at the forefront of an exceptional educational experience. For more information on the Empower Extraordinary campaign and LBC's funding priorities, please visit empower.msu.edu or contact our Office of Development at **lbcadvan@msu.edu**.

Giving Students a REAL Classroom Experience

One of the top priorities for Lyman Briggs College's campaign is the creation of two Rooms for Engaged and Active Learning. Also know as REAL spaces, these technologically innovative classrooms are designed to establish collaborative and handson learning areas for students.

According to **tech.msu.edu**, each REAL space includes features "specifically designed to enable

lively interaction, enhanced learning, and increased faculty and student engagement." These features include:

- An instructor station
- four flat panel displays around the room
- dual flat panel displays at each table
- whiteboards around the room for each table

The REAL spaces will also include technology and furniture that are mobile, allowing instructors to reconfigure the room to best suit the needs of each class topic. The ability to customize the room will make these spaces more conducive to one of LBC's founding principles, teaching across disciplines.

Instructors using the REAL classrooms will receive training from the REAL Academy for Faculty on the project's background, as well as an introduction to active learning and how best to integrate this teaching method into their curriculum.

REAL spaces are based on North Carolina State University's Student-Centered Active Learning Environment for Undergraduate Programs (SCALE-UP)

"This will not only make our curriculum more lively and robust, but will also make it easier for faculty to create linkages across the different disciplines we study in Briggs." project, which has been modified and adopted by other worldclass universities across the nation.

MSU's first two REAL classroom spaces were completed in McDonel Hall in 2012. Since then, four more spaces have been added across MSU's campus, from the College of Music to the Chemistry building.

"We are very excited to be designing new REAL classrooms for Lyman Briggs, right here in Holmes Hall," said LBC Dean Elizabeth Simmons. "These classrooms will provide flexible teaching options in the sciences or in HPS courses, while still giving us access to teaching demonstrations created in our lab prep rooms.

"Faculty will be able to create courses that incorporate student teamwork, online authoring and peer critiques, tabletop experiments, statistical modeling, and studentled presentations, all within one classroom space. This will not only make our curriculum more lively and robust, but will also make it easier for faculty to create linkages across the different disciplines we study in Briggs."

As the Empower Extraordinary capital campaign is still in the early stages, planning for the new REAL classrooms is currently only preliminary. However, LBC faculty and staff are hoping to bring these technological and instructional advances to Briggs students as soon as possible.

Cass Tech Endowment

This semester, Lyman Briggs College is proud to add the Cass Tech Endowment to the list of scholarships available to students. Funded by LBC alumni Pat Merry and Don Borseth, the scholarship will be awarded to a student graduating from Cass Technical High School and coming to Michigan State University to study at LBC.

Giving back to Lyman Briggs College is very important to the couple, who were among the first few graduating classes of LBC students, met during their time at the college and still communicate and visit around the world with people they connected with in Briggs. "We were at the beginning of the experiment, if you will," said Pat. "And I could say from my perspective that it was a grand success."

Don believes that his Briggs experience made all of the difference. "It was like a small liberal arts college within Michigan State. So we had the advantage of being anonymous on a big campus while having almost personalized help."

After studying physics and computer science for her undergraduate degree, Pat's broad range of experiences in Briggs helped her to move into business, getting a Masters of Business Administration from Eastern Michigan. Pat worked as a management consultant, problem solving with high level executives on big challenges. She believes that her Briggs education is what helped her bridge the gap between science and business, saying "I think you come out of Briggs as a whole person, not just a scientist."

When Pat's job turned towards recruitment, she found that Briggs students made perfect candidates. "I needed people who could communicate effectively," she said, particularly with those without a technical background. She found that the Briggs experience prepared students to communicate complex ideas not just to their peers and professors, but also to their community.

With a Doctorate in Physical Chemistry, Don started out as a research chemist. He eventually became the research director for an international product line, giving the couple the opportunity to live abroad in the United Kingdom for five years. Don believes the wellrounded education he received gave him an advantage in his career as well, by teaching him skills in areas where technical people do not always excel.

"When you go into the sciences, you're not going there because you're great in English," he joked. "But compared to a lot of the scientists and people I worked and competed with, I had much stronger communication skills than they did. And that is because a lot of people are very narrowly focused within their technical fields. Briggs gave that broadening."

Don and Pat set up their first endowment, the Pamela Ann Merry Endowed Scholarship, in 1997. The scholarship is named for Pat's sister Pamela, who passed away in 1987 and was a graduate of the very first class of Briggs students. While searching for a way to honor her sister, Pat was connected back to Briggs, and decided to support the college that had given them both so many opportunities.



From left to right: Pat Merry, Pamela Merry, Joanne Merry and their mother in front of Holmes Hall on Pamela's move-in day in September 1967

When Briggs first began awarding the Pamela Ann Merry Endowed Scholarship, Lyman Briggs College was actually not a college, but a school within the College of Natural Science. When meeting with their recipients at dinners hosted by the College of Natural Science, Don and Pat noticed that over half of the scholarships in the college were being won by Briggs students.

"So when it did become a college again," Don said, "it became very important that we had a scholarship and we promote more scholarships, because all of a sudden, they lost eligibility to a lot of scholarships." Their goal became to maximize the scholarship opportunities available to Lyman Briggs College students, not only by encouraging other alumni to give, but also by creating another endowment of their own.

(continued on next page)

Cass Tech Endowment Continued

The Cass Tech Endowment will follow one incoming freshman through all four years of their education in Briggs. "We have been very blessed and had a lot of opportunities, a lot of which are rooted in things we did here at Michigan State," said Pat. "So we just think it's very, very important for other people to have the same opportunities that we were able to get."

Both Pat and Don attended Cass Tech, and described it as a vital experience that set them on their academic paths. The couple agreed that the environment at Cass Tech was similar to the college experience, setting them up for success when they attended Michigan State.

"It was huge," said Pat. "You had a lot of curriculums, you were self responsible for getting to your classes and doing your work, and you met a lot of different kinds of people. And we thought that combination of things was very important."

The school is smaller today than it was when Don and Pat attended, a result of the shrinking population in Detroit itself. However, Cass Tech still holds the same ideals that benefitted Don and Pat, with staff dedicated to providing a broad range of academic, social and cultural experiences to prepare students to become successful academics and leaders.



Don and Pat on campus for Fall 2015's Empower Extraordinary Event

Unlike today, where students work may work multiple jobs all year and still need student loans, Don remembers being able to pay his room, board, and tuition every year by working a UAW job in the summer.

"Now girls did not work in the UAW," Pat added. "I had to work during school, but I could do it. It was actually possible."



Don and Pat join other Briggs alumni at the 2011 LBC reunion celebration

In light of current students' funding situation, Don and Pat decided to prioritize quality over quantity, aiming for a bigger impact on one student rather than smaller scholarships to multiple students.

"Our hope is that eventually the scholarship will grow to something that can handle a new student every year, and do even more substantial giving," said Don. The couple purposely left their names out of the endowment, hoping that the generic title would encourage others to add their support and increase the scholarship's impact. "I wouldn't even mind if someone else would give more, and take a title," Don joked.

Both Don and Pat agree that the best part of sponsoring a scholarship is meeting the students and hearing about the phenomenal things that they are doing. "They're bright, they're articulate, everything you'd expect out of Briggsies," said Pat. Even better, she added, is when a student that they have helped promises that they plan to pay it forward when their time comes. "Oh my god," she exclaimed, "that's what it's all about!"

Though the endowment will be funded over the next three years, Pat and Don wanted to start as soon as possible, giving an annual gift equivalent to the scholarship's payout so that a student could start receiving support immediately. The first recipient of the Cass Tech Endowed Scholarship, BriAnna Huckaby, began studying at Briggs this fall. Don and Pat are looking forward to meeting her this spring, and fostering a relationship with her that will last throughout her time at Lyman Briggs College and into her career.

LBC News

S3 Funds Eight New Interdisciplinary Research Projects



with wild places.

This semester, Science and Society at State or S3, which funds new interdisciplinary research projects, announced that it has funded 8 new research teams working on topics ranging from moths in the K-12 classroom to using dance to teach the public about nuclear physics.

"S3 reflects the bridging of the two cultures that lies at the heart of Lyman Briggs College," said S3 Director Georgina Montgomery. "It is a campus initiative that seeks to connect scholars from the humanities and social sciences with those in STEM and health fields."

The eight projects funded by S3 for 2015-2016 are:

Youth at Risk: Understanding Controversies Related to Children, Environment, and Scientific Research

Bridging benchtop science, engineering, humanities, and social science perspectives, this study highlights the roles of children and gender in scientific research. The aim is to not only increase the visibility of women and children in research, but also look for solutions to contemporary environmental and public health problems.

Music, Culture, and Carnivores: Delving into the Past to Determine what Pre-Colonial Music can tell us of the Interactions of People and Carnivores in Africa This interdisciplinary collaboration represents the first effort of its kind to examine how sentiments from traditional music can inform progressive strategies for improving human-carnivore interaction. Interpretation of music is one of the primary techniques to decipher peoples' relationships with society, with wildlife, and

Psychiatric Interventions: Values and Public Attitudes

This project explores the main concerns and challenges faced by pharmacological and neurosurgical psychiatric interventions in order to characterize the portrayal of these interventions in scientific and philosophical literature and in the media. One result of the project will be a one-day workshop titled "Pharmacological and Neurosurgical Psychiatric Interventions: through the looking glass."

Development of an Intelligent Audio Journal Smartphone Application for Depression Detection

Drawing from the fields of Engineering, Human Development and Media Studies, this project aims to develop a new tool for depression detection. The goal is to develop an intelligent audio journal smartphone app. The app will use a linguistic analysis framework to detect signs of depression, providing a valuable assessment and intervention tool for those suffering from psychological trauma.

An Interactive Web-Based Platform for Promoting Public Engagement in the Scientific Process

Scientists are constantly challenged to seek novel and authentic ways of promoting understanding and engagement in the scientific process. The approach taken in this project is based on a successful ArtPrize exhibit which blended art and science in an interactive experience. This collaboration will explore the use of data visualizations in promoting science engagement and understanding.

The Dance of the Rare Isotope Beams

While life-changing knowledge of nuclear physics is being produced at the National Superconducting Cyclotron Laboratory and its Facility for Rare Isotope Beams, communicating that information to the public remains a great challenge. Accordingly, this collaboration will translate this science into concepts that the public can easily understand by teaching nuclear physics through the medium of dance.

Harvesting Water: A Socio-Ecological Study of a Participatory Green Infrastructure in the U.S. Southwest

Water harvesting is an off-the-grid form of infrastructure that allows users to capture, divert, and sometimes store water for beneficial use in urban areas. Working in collaboration with a neighborhood association in Tucson, Arizona, this long-term socio-ecological project will study the social and ecohydrological effects of water harvesting in an urban sub-watershed. This offers a novel and unusual opportunity to understand how social and hydrological dynamics are interconnected and influence each other over time.

Learning Science by Doing Science: Project-based Learning through Urban Entomology

This project will develop a project based learning curriculum that focuses on urban entomology for K-12 science classrooms. Students will create their own moth traps and use them to collect data on moth species dynamics in their local neighborhoods. This will provide learning opportunities for K-12 students and provide structured and principled opportunities for researchers and science students to co-construct investigations of important ecological phenomena in local communities.

For more information on S3 or any of the funded projects, visit the S3 website at S3.msu.edu.

Lyman Briggs College

Students Study Extinction and Conservation at the Cincinnati Zoo

Dr. Cheryl Murphy's LB 144 course explores the history of evolution and the main contributions to evolutionary theory. For students interested in zoology and biology, this material has the potential to influence their future career choices.

In the past, this course has been limited to lecture halls and textbooks, but this semester students left the classroom behind to explore organismal biology. From mastodon skulls to cryogenically frozen DNA, the field trip focused on extinction, evolution, and the science behind saving endangered species.

Dr. Murphy proposed this field trip as an honors option for her course, saying "if we tie an experiential learning experience to this material, we will greatly improve the student's learning experience and enthusiasm for the subject."

The Birthplace of Extinction

The trip began at Big Bone Lick State Park in Kentucky, the place where the first mastodon bones were discovered. It was the discovery of these "big bones" that first led to the idea of extinction.

Students were guided on a trail hike covering the sites of numerous historical fossil discoveries, and an enclosure housing a herd of live bison. Afterwards, the group was allowed to explore Big Bone Lick's museum, filled with a variety of bones and artifacts, including a mastodon skull, which were discovered at the park throughout its history.



At the end of their tour, students examine fossils, bones and artifacts such as arrow heads and a mastodon skull in the museum at Big Bone Lick State Park.



Sophomore Alexander Martin gets up close and personal with the animals as he explores the zoo and films his podcast project

"This is the very birthplace of extinction," Hannah Gloede, a junior on the trip, noted. "Before the massive mastodon bones were discovered here, the idea of extinction did not even exist. Society had no idea that other species existed and died out before humans even arrived."

Saving Species with Science

The next stop was the Cincinnati Zoo, where the research team has taken great strides to preserve and protect endangered species.

Here, students formed groups to film podcasts about the various animals at the zoo. Each group was assigned a type of animal, and created an informational podcast that highlighted their traits, evolutions, and differences and similarities in comparison to another animal groups. These podcasts were later shared in the classroom, allowing students to teach each other about their animal group.

Students were thrilled at this unique opportunity to engage with class material first-hand. Sophomore Ludovic Clavette-Lachapelle said "My favorite part of the trip was going to the Cincinnati zoo and seeing the efforts they are putting into trying to save plants and animals that are near extinction. I also really liked getting to tour around the zoo and creating the podcast that explains the differences between certain species."

Students were also able to tour CREW, the zoo's world-renowned conservation and research facility. CREW researchers' signature projects focus on the conservation of endangered species such as polar bears and Sumatran rhinos. The Cincinnati Zoo's research team was able to successfully breed captive Sumatran rhinos for the first time in 112 years, and has had great success in preserving the species since.

"This was an incredible experience," said Gloade. "I was given the opportunity to see the last Sumatran Rhino in the Western hemisphere before it is to be sent to a private breeding ground across the world. I also had the chance to learn about the amazing CREW program; this innovative program works with experts around the world to help prevent the extinction of multiple plant and animal species. They successfully use cryogenic technology to store the endangered species' DNA; in fact, a rhino that has been dead ten years recently had a baby due to his cryogenically frozen sperm!"

Lastly, students got the opportunity to see a Briggs alumna in action. Sarah Navarro took some time to meet with students and answer any questions they had. Sarah discussed her path from Lyman Briggs graduate to Lead Education Program Developer at the zoo.

Sarah also spoke about her work at the zoo, including the challenges involved in communicating about animal behavior and conservation to children of all ages. She explained the process for developing an education program, and discussed some present and future programs she is working on. Sara also brought along a few animals to demonstrate some of the ways she helps visitors interact. Students were able to observe and interact with a tortoise and armadillo that are regularly used in educational programs at the zoo.



Tatertot the tortoise wanders the room and allows students to interact with her

Embrace the Journey By Sarah Navarro

Being a part of the Lyman Briggs community absolutely helped me succeed in college and beyond. I came from a fairly small high school and being a part of Lyman Briggs allowed me to feel like I was a part of a built-in community of similarly driven students and individuals right from the get-go. We became study partners, support groups, and trusted allies, building bonds and confidence in our voices and value as we supported each other through our rigorous academics and newly found independence. I am still friends with many of those with whom I made those connections freshman year. I also benefitted from having professors who were literally downstairs if I needed help or advice. Their accessibility allowed me to create better relationships with them, helping me to feel like more than a number and cultivating advocates and allies for when I needed letters of recommendation!

As I look at the next generation of Briggsies, I am encouraged by their enthusiasm and candor, by their willingness to take chances, such as sitting on the floor while a screaming, hairy armadillo runs amongst and over them, and their desire to make a positive impact on the world. It is a really special thing to be able to look retrospectively at my Lyman Briggs experience and share a little advice from the other side. I hope that my parting comments about saying "yes"

to opportunity more and to not be the thing that gets in the way of their own forward momentum ("What would you do if you weren't afraid?") helped give some of them the push they need to do just that. I know that, if I had not taken chances, my path may not have led me to my current career, one that was not on my radar initially, but one in which I have found great happiness and fulfillment.

In the end, wish them all moments of boldness because, your path may be winding, but a winding path builds experience and character. I also wish them all perseverance because, though there may be bumps along the way, these build resourcefulness and inner strength. I hope they embrace the journey.

Sarah Navarro graduated from Lyman Briggs College in 1999 with a degree in Animal Behavior & Neurobiology. She then went on to obtain her master's in Animal Behavior from MSU. In her position at the Cincinnati Zoo, Sarah manages the education department's program development efforts to ensure that they are creating and delivering high quality, meaningful programs to children, families, and school groups that remain true to the Zoo's mission of "Inspiring Passion for Nature and Saving Wildlife for Future Generations."



Lyman Briggs College

LBC Conference Ends in Green Tour Highlighting Environmental Justice Issues in Detroit

On August 18-20th, Michigan State hosted a variety of scholars, policy-professionals, activists, and community members interested in science, technology, sustainability and social justice at the Knowledge from the Margins Conference. Led by LBC professor Logan Williams, the conference focused on knowledge produced by or about people and institutions who are marginalized in society such as those who are low-



income, indigenous, non-Western, LGBTQ, disabled, etc.

The Knowledge from the Margins Conference concluded with a tour designed to highlight issues related to environmental justice in the Detroit area. The topic of environmental justice has become an important concept in recent years, as local communities and government policy makers have become increasingly aware that environmental benefits and burdens are often distributed inequitably. In particular, low-income communities and communities of color tend to be exposed to a disproportionate amount of environmental pollution from industrial and waste facilities.

The tour began with a visit to a major incinerator which receives waste from a large area of Michigan and exposes the local community to worrisome levels of air pollution, both from the facility itself and the trucks that transport waste to and from the facility. Another important stop on the tour was the site of the new international bridge that is scheduled to be built between the United States and Canada. The residential community that will be affected by traffic associated with the bridge is already surrounded by railroad tracks and receives significant air pollution from a nearby sewage sludge facility. Another stop was the Marathon Oil refinery, which raises concerns about pollution

and potential accidents for nearby residents.

One of the most interesting aspects of the tour was the opportunity to find out how local communities in Detroit have been responding to environmental justice concerns. One of their primary goals has been to create "buffer zones" between industrial facilities and residential areas. Another project, especially in the neighborhood with the new international bridge, is to obtain more financial benefits for the affected communities. The community is also exploring the possibilities for using vacant land for urban agriculture. One of the bright spots of the tour was a stop at a community garden that is growing vegetables for disadvantaged members of the community. This project illustrated how the environmental justice movement can not only take action against harmful facilities but can also help promote positive activities that bring greater benefits to challenged communities.

Briggs Student Nominated for Two Prominent Graduate Scholarships



Aaron Oom, an LBC senior majoring in biochemistry and molecular biology, is a nominee for both the Rhodes Scholarship and the Marshall Scholarship. These prestigious awards provide support to students planning to attend graduate school in either the United Kingdom or Ireland.

Oom was a recipient of the Alumni Distinguished Scholarship, an undergraduate scholarship given based on an extensive test given to 1,100 of the top incoming freshmen each year. Oom also received an honorable mention for the 2015 Goldwater Scholarship.

Students Explore Tuberculosis at the GRAAL Conference in Mexico



LBC students Kasey Pryg, John Shinners and Nate Murray were able to attend the VI Encuentro de la Red de Grupos de Investigación en Salud para América y África Latinas (GRAAL) Conference in Chiapas, Mexico. In addition to presenting their research on "Improving Tuberculosis Diagnosis Using Smear

Microscopy," the students were able to explore new research techniques, increase their knowledge of the diagnosis and treatment of tuberculosis and network with potential research partners from other countries.

Alumni News

WILLIAM G. STOBBY ('75

CHEMISTRY) retired on 10/30/15 after 40 years with the Dow Chemical Company. He was a Principal Research Scientist in Dow Building Solutions involved with maintaining the environmental acceptability of Styrofoam brand insulation product including being a key inventor of the sustainable global polymeric fire retardant solution to replace hexabromocyclododecane being regulated out of use in expanded and extruded polystyrene insulation foams.

JOHN PENDERGRASS ('76 LBC ENVIRONMENTAL SCIENCES) has

been named the Vice President for Programs and Publications at The Environmental Law Institute.

JOHN T. WAUGH, M.S. ('76 MEDICAL

TECHNOLOGY) is System Vice President, Pathology and Laboratory Medicine, for the Henry Ford Health System in Detroit, MI.

CLIFFORD A. KAYE, M.D. ('92 PHYSIOLOGY) is Assistant Professor, Division of Hospital

Medicine and Medical Director of

Utilization Management and Clinical Documentation Integrity at the University of Kentucky/ UK HealthCare.

AMY K. LUCZAK, PAC ('94

BIOLOGY) is a physician assistant for cardiovascular surgery associates Members of the DeBakey Heart and Vascular Center, Houston, TX. She received her M.P.H. degree from Touro University, Vallejo, CA.

MARGARET H. GILBERT, D.V.M.

('98 BIOLOGY) received a Master of Arts in anthropology from Tulane University in 2004 and a Doctor of Veterinary Medicine degree from Michigan State University in 2007. She is a clinical veterinarian at the Tulane National Primate Research Center.

PHILIP M. HILLARY ('01 ZOOLOGY)

is Manager of Zoological Operations for the Bird/Reptile Department at Busch Gardens in Tampa, FL.

SARAH E KLASSEN (ROOZE), LAC ('04 PHYSICAL SCIENCE) is a Forensic Scientist for the city/county crime lab in Indianapolis IN.

GLENN P. MURRAY, JR., D.O. ('06

PHYSIOLOGY) is a Resident Physician at the University of Tennessee Health Science Center.

DR. EMILY B. DUNKELBERGER ('07

CHEMISTRY) works for the National Institutes of Health.

CHRISTIAN ORLIC ('09 HPS AND

ZOOLOGY) is a teacher at the American School of Barcelona in Barcelona, Spain.

KEVIN T. EGGEBEEN ('09 BIOLOGY)

is a Quality Assurance Supervisor with Litehouse Foods Inc. in Lowell, MI.

CATHERINE L. NEZICH ('10 BIOCHEMISTRY AND MOLECULAR

BIOLOGY) works for the National Institute of Neurological Disorders and Stroke in Bethesda, MD.

VINCENT M. CRACOLICI, M.D. ('11

ZOOLOGY) received a Doctor of Medicine Degree from Michigan State University. Dr. Cracolici is a resident physician in Pathology at The University of Chicago Medical Center.

In Memoriam

JOHN H. MOSSHOLDER ('71 LBC Biology)

SCOTT M. KUHNERT, M.D. ('91 LBS Physiology)

SCOTT A. HAWLEY, M.D. ('75 LBC Zoology)

AMANDA J. SUTTON ('94 LBS Microbiology)

STAY CONNECTED

Did you move to a new city or get a new job? Let us know! We want to know what is going on in your career and would like to share your news with other LBC alumni. Send your updates to **lbcadvan@msu.edu** and we will include them in our next newsletter and on our website.

LYMAN BRIGGS COLLEGE c/o Office of Development East Holmes Hall, Room 35 919 E. Shaw Lane East Lansing, MI 48825-1107



HELP US CELEBRATE 50 YEARS OF LBC!



To get involved, email **lbcadvan@msu.edu**

The 50th anniversary of the founding of Lyman Briggs College is in 2017!

To help us celebrate, we'd love to hear from our alumni. We are always excited to hear your news, updates and feedback!

If you would like to be involved in the organization and planning of our 50th anniversary celebration in 2017, please contact the LBC Office of Development via email at **lbcadvan@msu.edu.**