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ISSUE SEVEN SPRING 2015

LIVE THE GOOD LIFE TODAY



in this issue:

& cooking in a zap:
cheap and tasty recipes

& poppin' tags:
tips for thrift shopping

& sabbatical:
not a vacation

editorial staff

EDITOR-IN-CHIEF
Taylor Numbers

ASSISTANT EDITOR
Jennifer Hall

STAFF WRITERS
Kris Crews
Faith Efetevbia
Noelle Ivec
Lacie Kern
Allyson Miller
Mary Murphy
Alexis Roberts
Nicole Starling

CREATIVE DIRECTOR
Jaxon Lindsey

ART DEPARTMENT
Susanna Harris
Mary Murphy

BUSINESS MANAGER
Mary Murphy

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cover photo // **susanna harris**



WISE WORDS:

from the editor

"If you're in a situation where there are a lot of negative things happening it is more productive to do something positive."

Just recently I found time to reflect on what this year has brought me and I realized that life has hit me hard.. in the face.. with a brick. The loss of my grandmother seemed to be the beginning of a downward spiral. Just before I hit a wall though the words of Peter Pan seemed to wander into my mind: "think happy thoughts."

College is a whirlwind that entangles the best times of our lives with the pressures of getting a degree and although everyone's experience is unique I think it's safe to say it's no cakewalk. In this issue of the T&C magazine we've highlighted people doing the impossible: those who dare add more challenges to their plates. From Division III athletes working hard with little recognition to student parents here at Otterbein we have found that there is a silver lining in every situation.

As some of our reporters have found out, your outlook on life is all about perspective. Learn about how to live the "good life" and alter your viewpoint in a more positive direction. The words you read above are those of Janice Windborne who's sabbatical work is highlighted later in this issue. I believe these words can be an inspiration to us all. No matter what life throws at us, no matter how hard the punch, it is important to remember to remain positive.

Happy reading!

Taylor Numbers
editor-in-chief

Taylor Numbers



photo // **susanna harris**

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Thrifting is the new way to shop. See what the Otterbein thrift shop has in store for you.

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Take a glimpse into what professors' sabbaticals are truly like.



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Learn how one student deals with the differences between Germany and the U.S.



photo // **mary murphy**

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Can you guess what percentage of Otterbein students are athletes? Find out the answer and more in this graphic.

Q&A: Alumni with cool careers

story by // nicole starling

The writing industry isn't easy to break into but Mindy McGinnis, author and librarian, has done it multiple times, with more books and a movie on the way. McGinnis' first two books *Not A Drop to Drink* and *In a Handful of Dust*, are dystopian novels that are set in a world that no longer has an abundance of clean water. Not only was *Not A Drop to Drink* successful as a novel, but it is also currently in the beginning stages of being adapted into film.

Author and Assistant YA Librarian

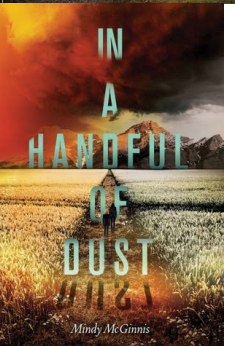
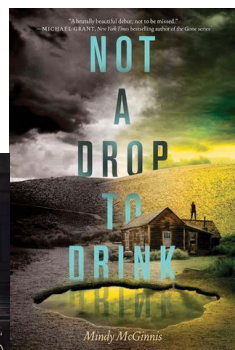
McGinnis graduated magna cum laude from Otterbein in 2001 with a double major in english literature and religion. In addition to writing, McGinnis has been working as a high school YA librarian for the past 13 years.

What is it like balancing being an author, librarian, and blogger? In other words - what is it like being Mindy McGinnis?

McGinnis: Balancing is not easy. Most days I spend my lunch break at work answering emails associated with the author aspect of my life, but I don't mind. I've learned that nothing makes me more unhappy than being bored, and I simply don't have time to be bored. Can't argue with that.

Describe what a typical day for you might look like.

McGinnis: That's the beautiful thing about my life, I don't have a typical day. I work full time in a high school library on top of being an author, so my days vary depending



on what students and staff need from me. My evenings are my writing time, and those definitely vary depending on how much energy I've got left.

What is your favorite thing about your job?

McGinnis: Giving books to kids. I've had kids come in here as 7th graders insisting that "reading is stupid" and that they "hate books." If you take the time to learn their interests and give them books that fit their personalities, they'll be in Book Club as seniors if you play your cards right.

Could you talk about your role in the production of the film adaptation of *Not A Drop to Drink* and working with Stephanie Meyer?

McGinnis: We're very much in the early phases with the movie yet, but there is a screenplay in process and everyone at Fickle Fish Films has been great to work with. From the outset they told me that I'm as involved as I want to be, which is a pretty fantastic stance.

How difficult was it to find a job after graduation?

McGinnis: Not very. I was working in retail throughout college, and stayed in that job for about nine months after graduation. The library position opened up at the high school where my sister taught English and I applied. I've been here thirteen years now! I don't know many people that actually like their jobs, but I definitely do.

What advice do you have for recent graduates?

McGinnis: Know what you want. I see so many people unhappy with where they are, but they don't know where they want to be. It's hard to take steps towards a goal if you don't know what you're aiming for.

NAME: Mindy McGinnis

MAJOR: English Literature / Religion

GRADUATED: 2001

CLUBS AND SOCIETIES:
Alpha Lambda Delta,
Phi Alpha Theta



photo // provided

Was there a class you took at Otterbein that stood out most to you?

McGinnis: Any of my religion or philosophy classes. I realized quickly in those classes that I didn't have a good grasp on how to actually think. I learned though.

What is one of your favorite memories from your time at Otterbein?

McGinnis: Spending time with all of my ridiculous friends. You make friends-for-life at college.

What is your ultimate career goal?

McGinnis: I want to be one of those authors who has an "Also By" page with double columns. Publishing one book is a breakthrough, publishing a lifetime of them is a career.

If you could go back in time and give your freshman college-self advice what would it be?

McGinnis: Don't get married your senior year. Live on campus. You've got the rest of your life to do boring adult stuff.

&



go to otterbein.tv to learn more

A LOVE OF THE GAME

an insight into the world of division III athletes

story by // alexis roberts

Sam Severance had no idea he'd be playing baseball at Otterbein this spring when he lined up to bat for the last time in his high school career. Dreams of Division I schools, scholarships and fame filled his head. For some rising athletes achieving Division I status was the only option. Not peaking until senior year, undeclared freshman Severance realized that regardless of level, he wanted to keep playing ball. It was passion for the game of baseball that lead Severance to play for Division III athletics.

At Otterbein, 26 percent of the student body participates in one of the 18 Division III athletic programs. Home to more than 180,000 student athletes, Division III athletic programs build strong athletes and even stronger students. With emphasis placed on achievement on and off the field, Division III athletic programs attract versatile athletes that display a

strong passion for their sport. Though Division III students are ineligible to receive scholarships and extra benefits, their experience playing a collegiate sport proves to be rich.

"I was worried coming in that DIII athletes would not share the love for running that I have, but I was wrong."
- alex winter // sophomore allied health major

Otterbein athletics demonstrate a great effort to create a playing experience that aligns with NCAA Division III regulations. As a whole, Division III focuses on building well-rounded students. Division III athletics are used to benefit student athletes individually and not as a means of income or to impact spectators. Otterbein is a

member of the Ohio Athletic Conference (OAC) which consists of surrounding Division III schools Baldwin Wallace, Heidelberg, Marietta, Muskingum, John Carroll, Mount Union, Ohio Northern, Wilmington and the cross-town rival Capital University.

Otterbein's Athletic Director, Dawn Stewart, plays a crucial role in strengthening the Division III community Otterbein has established. As a former Otterbein athlete, she recognizes not only the importance of athletics, but the true impact they can have on students' collegiate experience.

"We are very cohesive and supportive of each other," Stewart said.

This support can be seen daily. It's a coach pushing his players to finish a game strong or setting aside extra time for players to complete homework before they travel, Otterbein and its Division III staff are committed to the development and achievement of their students.

When it comes to recruiting students as future Otterbein Cardinals, the program and its foundation speaks for itself. Division III recruiting is essential



2014 softball team wearing Strike Out Cancer t-shirts. // roger howard

to enrollment at small schools and provides a way to increase or maintain retention rates. Stewart mentions that even though Otterbein cannot offer scholarships to future athletes, they can offer the experience of being a versatile student, and that is something money cannot buy.

Kennedy Daly, sophomore history major and current softball player, found the mission of Division III athletics to be far more intriguing than the scholarships she was offered from Division I schools. Daly traveled from Michigan to play softball here at Otterbein and is proud to say she made the right choice. As a collegiate athlete, a student and a member of the National Guard, Daly is thankful that she has the opportunity to build and strengthen her identity on and off the field. These are opportunities she may not have had if she chose to play at the Division I or II level.

For sophomore allied health major Alex Winter, coming to run cross country and track at a Division III school left her concerned.

"I was worried coming in that DIII athletes would not share the love for running that I have, but I was wrong," Winter said. "They

"DIII is a mental sport. If you are okay with putting in a lot of work, then you'll get a lot out of it."
-kennedy daly // sophomore history major

are all super passionate." With her fears of joining a team that lacked in passion diminished, Winter has nothing but positive things to say about her experience. Winter argues that even though there is less pressure put on Division III athletes, there is still as much hard work, competition and dedication as a Division I program.

There are few notable differences between Division I and Division III programs, with the exception of scholarship offers. Daly notices that the difference is in the reward.

"DIII is a mental sport," she said. "If you are okay with putting in a lot of work, you'll get a lot out of it."

Division III is solely influenced by its participants. The reason it has become such a positive and successful association is a result of the highly motivated, passionate individuals who participate. It is not to say Division I or II lack that same dedication though.

"There's a passion to compete, no matter what the level. You want to be successful," Stewart said.

For Otterbein and other Division III students, this desire to be successful extends past the court and into the classroom. For some, the classroom demands and future passions stray them away from the sport they once loved in college. Fortunately, Division III programs understand students' commitment to education. Though they may be saddened by the loss of a player, there are no repercussions towards the student if they resign from the team.

Spencer Kurtzahn, a junior nursing major and former lacrosse player, loved the game, but found her heart drifting towards nursing. She felt the

Football players watch as their fellow teammates take on Heidelberg University last season. // roger howard



Kennedy Daly practicing with teammates for the upcoming softball season. // susanna harris



Otterbein football players meet during game last season. // **roger howard**

expectations for athletes were higher than what she was gaining from the athletic program. “They expected a DI or DII effort with DIII status,” Kurtzahn said.

Though some appreciate the fact that Division III athletics mirror higher divisions, Kurtzahn knew she would not be able to handle the task of juggling athletic responsibilities on top of her education and respectfully made the decision to end her career in lacrosse.

While the outcome of Division III athletics is inspiring and gives the appeal of effortlessness, this is far from true. Athletics at this level are just as time consuming, physically exhausting and mentally challenging as any other division. Will Willson, a junior economics and finance major and current tennis player, emphasized that though playing is fun and rewarding, there are moments it can become overwhelming and tiring. Willson has played tennis for more than 15 years and wanted to continue and grow his love for the game in a less vigorous program, like the one at Otterbein.



“After all four years, I can say that the work, sweat, injuries, and inconsistency of playing time was completely worth it. I wouldn’t trade anything about my experience and am a better man because of it.”
- **zac hamilton** // senior middle childhood education major

growth and learning time management. Most athletes agreed that even though playing a sport can be a rigorous task, they have become better and stronger people because of it.

Zac Hamilton, a senior middle childhood education major, nears the end of his time as a Division III athlete but his experiences will stay with him forever. Looking back, Hamilton considers football to have played a key role in his athletic, social and academic success here at Otterbein. He defines his experience with one

word: dedication. Whether it was dedication to his teammates and the game or to his education and future endeavors, Hamilton will forever remember that in order to be successful it is essential to work hard and give everything you can.

Playing a Division III sport can change meaning throughout the years. For freshman it is a chance to build relationships while building a deeper connection with their school and educational experience. As a sophomore or junior, Division III athletics

begin to enhance passion for a sport. Though challenging, it becomes rewarding and evident that the program has been influential in building more well-rounded students. By senior year athletics hold a deeper meaning and are proof of the investment students have made for the last four years.

“After all four years I can say that the work, sweat, injuries and inconsistency of playing time was completely worth it,” Hamilton said. “I wouldn’t trade anything about my experience and

am a better man because of it.” Division III athletics are far more than what meets the eyes. Though some may consider it to be uneventful and not worth it, our Division III athletes are there to prove them wrong. From success on the field to achievement in the classroom and everything in between, Division III athletic programs hope to implement the three D’s: inspiring their athletes to *discover* themselves, *develop* into well-rounded adults, and *dedicate* themselves to achieving their full potential.

It’s no surprise athletes on campus become well-known, strong leaders and effective members of the collegiate community as a whole. Their passion for athletics shines through, and ultimately becomes a necessity for playing at the DIII level. Otterbein’s athletic program will continue to adapt to students who come in, making their experience the best it can be. The Division itself is far from perfect and leaves room for improvement, but like all good organizations, it’s flexible.

“We are constantly evaluating and trying to make it better,” Stewart said. **&**



Otterbein softball team during the 2014 season. // **roger howard**

Members of the 2014 lacrosse team gather for a group photo. // **roger howard**



Time to Clean Up!

story by // noelle ivec

Living in close quarters can spread germs more quickly than living in an apartment or home. As college students, sometimes we are not apt to clean up as often as we should. Thousands, even millions of bacteria lurk around college campuses every day. They hide in common places like door handles, desktops and bathrooms but there may be even more living in your dorm room right now.

Since this is, for most of you, your first time living away from home you may believe that cleaning takes hours and the products cost too much. Cleaning may be a boring task but the reality is cleaning can be quick, easy, and cheap! Here are some of the most common problems among living quarters on campus and some quick advice from your peers to help you work through them.

1. Does your dorm room smell bad?

One of the easiest ways to transform a dorm room is to deal with the smell. It's really simple to go out and buy a bottle of Febreze and spritz away the smell. But, being the poor college student you are, if you're strapped for time and money just use dryer sheets. Tape a dryer sheet over the air-vent in your room to help it smell



"I use a mixture of baking soda and hot water to scrub off stuck-on food if I use a plate and forget to wash it."

- tyla rowen // junior studio art major

better. This is a cheap and effective way to get rid of those foul odors.

2. Do you have food and grime stuck on your plates?

Whether you live in a traditional dorm or an apartment everyone dislikes the duty of washing dishes. Sometimes, college students will let their dishes go so long that the food seems impossible to scrub off. If you find this to be a problem in your life, don't worry; sprinkle some baking soda or baking powder and rinse with hot water to help scrub off the stuck on food.

"I use a mixture of baking soda and hot water to help scrub off stuck on food if I use a plate and forget to wash it," said Tyla Rowen, a junior studio art major at Otterbein. "It helps to scrub away the stuff that gets stuck and that regular soaking the dish won't get off."

3. Does your fridge smell bad?

Remember that baking soda we just talked about? Well, it has two uses in one! Baking soda helps reduce odors in the fridge. Just pop an open box in the back and say goodbye to odors.

4. Do you live in a suite-style dorm or apartment and dread cleaning the shower?

If you live in campus housing that provides you with your own shower, you likely know the struggle of dealing with soap scum and having to clean the showers yourself.

"It's super easy if you buy a daily shower spray," says Rebecca Parsons, a senior Music Education major at Otterbein. "I have been using one for two years and it has made cleaning the shower so much easier. The daily shower spray helps so that every few days I can spray the shower and know that the soap scum and dirt won't build up in the shower and I'll never have to

deep clean it since it consistently stays clean."

Parsons prefers to use Meijer's store brand shower cleaner and notes that any generic store brand shower spray works wonders. With a daily shower spray you don't have to scrub, only rinse down the shower when you're done.

5. How often do you clean your microwave?

One of the easiest places to forget to clean in a dorm room is the microwave. But, did you know that your microwave may be one of the dirtiest places in your room? Using disinfecting wipes can help you clean your microwave easily and regularly to avoid spreading germs and bacteria while removing any food that may be left behind.

6. Do you have unidentifiable carpet



photos // mary murphy



photos // mary murphy

stains?

The last thing you want to deal with at the end of the year is a fine for mysterious carpet stains. A quick mix of one part blue dawn dish soap and two parts hydrogen peroxide is sure to get the job done. Just add them to a spray bottle, mist the stain and let it sit for a few minutes. When time's up, dab the stain away!

7. Is your garbage disposal backing up?

Throw your citrus peels into your disposal and run it with the water on. Orange, lemon or even lime peels will eliminate the odors while they sharpen the blades inside.

8. Are you running low on Swiffer solution?

Mix up two cups of water, one tablespoon of dish soap and a quarter cup of vinegar; then pour them into the Swiffer bottle. Shake the solution and voilà! You have a cheap and easy homemade cleaning supply.

9. Do you ever sit a drink on your table and forget a coaster?

Never fear, make the water ring disappear with your hair dryer! Simply put the hair dryer on high, hold it close to the stain and watch it magically start to fade away. Try it! Your desk or table will look new in no time.

&

baking soda
\$1.50

dryer
sheets
\$1.99

shower
cleaner
\$2.75

disinfecting
wipes
\$2.39

hydrogen
peroxide
\$1.19

graphic // jennifer hall

Scheduled Chaos

story by // allyson miller

Four years and you're out. Well... hopefully. With so many confusing requirements and strategic planning, students struggle to graduate on time. It is often questioned whether Otterbein's scheduling system is good or bad. The answer to this question heavily depends on a student's personal experience. The university tries to make scheduling as flawless as possible. Still, many students end up short on credit hours, locked out of classes and missing requirements. Some argue that students have an obligation to ensure they are taking the right classes at the right time.



"And there's the classic problem of trying to find time to do it."
-kate lehman // assistant dean for student success

Others say the school should ensure everything is perfectly laid out for the students so they never have scheduling conflicts. While Otterbein scheduling is not perfect, there is a way students can avoid many of the typical problems. Susan Millsap, professor and advisor in the communication department at Otterbein, says problems vary depending on the type of student. "Freshmen and sophomores are much more

interested in 'Can I line this up to get out in four years to be done?' she said. "What do I know about the different classes and professors? Why do I have to take another Integrative Studies class?" while juniors and seniors are much more interested in life after college. They have more questions on internships and job and career-related classes." Certain majors have a more troublesome time with scheduling. Music, theater, nursing and education majors require a unique combination of classes or off-campus fieldwork that complicate their degrees. Adding a minor or double-majoring may also create problems for students. In addition, meeting institutional prerequisites is a struggle for students of all majors. Students must plan ahead to make sure they are taking



photo // jennifer hall

classes in the correct order or their whole four-year plan will be thrown off balance. A common theme found among advisors is that students set themselves up for failure by not following the four-year plan an advisor has taken the time to create with them. Students will drop or fail a class and then wonder why they cannot graduate on time. Other times, students simply do not make a plan and go year-by-year crossing their fingers that all requirements will be met.



Elizabeth Haack, a sophomore who transferred to Otterbein, had a complication in her schedule that will lead to another year of classes. Otterbein did not accept a grade that her previous institution considered passing. This complication meant that she had to retake the course and wait another semester before she could apply to the zoo and conservation program. Instead of taking a course in the spring, like planned, she has to wait until fall. Realizing this, Haack regretted not going to see an advisor sooner. "I was one to not want to see an advisor, but when I did, it was nice to get the professional opinion," Haack said. "They know what they are talking about." Haack is like countless other students who

thought seeing an advisor was not worth the trouble. With all the potential problems students can face while scheduling, prevention should be a priority. If this happens, students needn't look any further than their advisor. They can be a great help, but students still choose not to take the time to consult one.

"I was one to not want to see an advisor, but when I did, it was nice to get the professional opinion. They know what they are talking about."
-elizabeth haack // sophomore

"It's a false, sometimes true, sense of security that [students] know what they are doing," Kate Lehman, assistant dean for student success, said. "They don't see the value in it. And there's the classic problem of trying to find time to do it. Between student and faculty schedules being really busy, sometimes finding that time to connect can be a little difficult," Lehman said. If students do make the time to see an advisor, they will discover that advisors have an abundance of valuable information. Not only do advisors have a good idea about courses that are only offered during select semesters, but they are also knowledgeable about course substitutions and courses that fulfill multiple requirements. This is the type of information that will save students from taking more classes than they need.

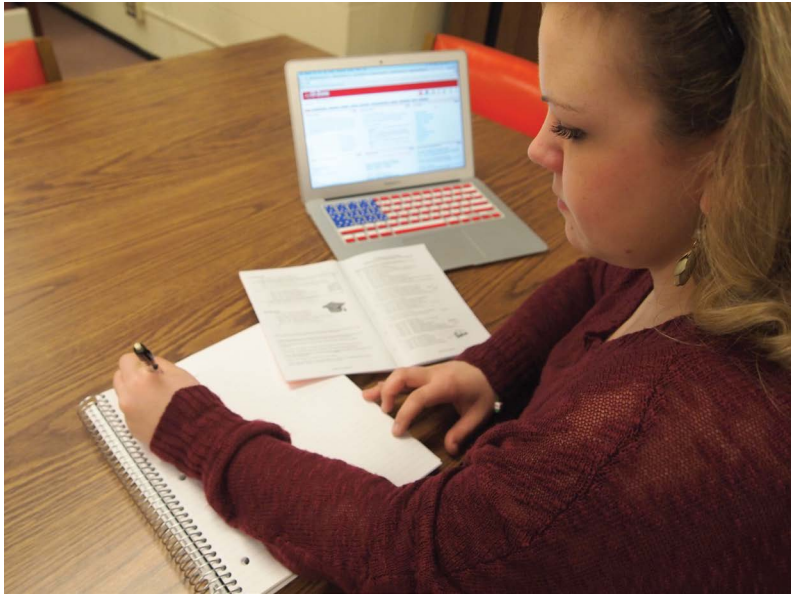
But advisors are not just good for scheduling purposes; a student's advisor may double as a mentor. Advisors can help students decide which major is right for them and what employment options there are for each degree. That's why the university recommends that each student's advisor be in his or her academic department. Advisors have valuable career information, so try to meet with them regularly to form a solid relationship instead of just meeting with them once a semester. The better they know a student personally, the better they can help to meet his or her needs. There are also ways students themselves can prevent scheduling conflicts. Visiting the Registrar's Office can help students who want to take summer classes through a different school. By filling out a form and talking to a knowledgeable staff member, students can ensure each course they take will transfer correctly through Otterbein. Through the Registrar's Office's online site, students can find equivalency guides for classes through Ohio State University, Columbus State Community College and Capital University. The credit reevaluation process can also help if a class did not transfer. This will allow the class to be reexamined to see if it will indeed fulfill the necessary requirements. &



Susan Millsap advises a student. // jennifer hall



Kate Lehman, assistant dean for student success // provided



Elizabeth Haack takes the time to look for potential problems before meeting with her advisor. // susanna harris

To make the scheduling process go smoothly, students can follow these tips:

- 1. See an advisor:**
Yes, see them for help planning a schedule, but also to build a good relationship. The better they know students, the better they can help them.
- 2. Go to the Center for Student Success:**
Millsap states, "The help that they can give students who are confused or unhappy or have challenges is incredible. Students should learn where the center is and go by and take advantage of what they have to offer."
- 3. Register early:**
Know when scheduling opens up and be ready to register for classes. This prevents being put on a waitlist or being locked out of registration.
- 4. Get on the waitlist:**
There is no way for the Registrar to know students need in a class if they do not put their names on the waitlist.
- 5. Use the Degree Audit:**
Lehman recommends, "Run a degree audit. See what you've taken and what you still need for the major. Also, run the degree audit after you have registered to make sure that all the classes you picked up landed where you thought they were going to land. This will signal to you that there is a problem."
- 6. Do your homework:**
Do not show up to an advising meeting without a clue of what classes are needed. Do a little research and find out what classes are required for the major or potential problems.
- 7. Follow up with your advisor:**
After meeting, keep in touch. This will continue to build the relationship and keep the advisor up to date.



photo // susanna harris

Happiness: found or created?

A guide to being happy

story by // jennifer hall

It's that time of year. Ohio weather is notoriously gloomy and making a hermit of yourself can seem more reasonable than going out and having a good time. Many people start feeling down with symptoms of cabin fever and the winter blues. But life doesn't have to be that way.



"It's an ability to appreciate every moment where you are for what it is without trying to make it more or less."

- geoffrey barstow, ph. d. // religion professor

According to recent breakthroughs in psychology, there is evidence that happiness may have a formula; a list of ingredients that lead to a positive life, but scholars of religion and philosophy don't believe the topic is quite that simple.

Positive psychology is a growing field that considers the science behind living a happy life. The term "positive psychology" was first popularized in the 1990's by Dr. Martin Seligman who was president of the American Psychological Association at the time.

Unlike conventional psychology which looks for solutions to problems that already exist, positive psychology focuses on rising from a neutral condition and living a better life before there is a problem. Positive psychologists emphasize and study what goes right in life. The key is to learn resilience.

A few years ago, the psychology department at Otterbein University took notice of this growing new field and decided to create a course for it. Otterbein psychology professor Dr. Noam Shpancer volunteered to teach this class, which has been taught in various formats from a First Year Seminar (FYS) to a regular psychology course.

So far the class has been very popular among the student body.

"I enjoyed [the class] greatly," said Christopher Jurgens, junior psychology major. "The idea is the progression from curative measures to preventative measures, which is the same sort of progression that normal medicine took."

In his class Shpancer notes that there are

five key components to living a happy life: denoted as PERMA, these ingredients include pleasure, engagement, relationships, meaning and achievement. Breaking down the components of PERMA may help individuals form a base for understanding how they can achieve happiness in their lives.

senses in some way, according to the principles of PERMA, and should not be confused with the mere absence of pain. In fact, pleasure and pain can actually coexist, which aligns with the understanding of happiness from Dr. Barstow as well. The things that people consider pleasurable range considerably and can be considered minor or intense.

While people perceive pleasure to be a positive thing it is not happiness in and of itself.

Happiness could be thought of as an overall state of mind; one that is more long lasting

than the fleeting notions of joy, bliss or pleasure.

Dr. Barstow relates this to the ideal mindset that Buddhists strive for: the ability to enjoy something in the moment.

"It's an ability to appreciate every moment where you are for what it is without trying to make it more or less," he said.

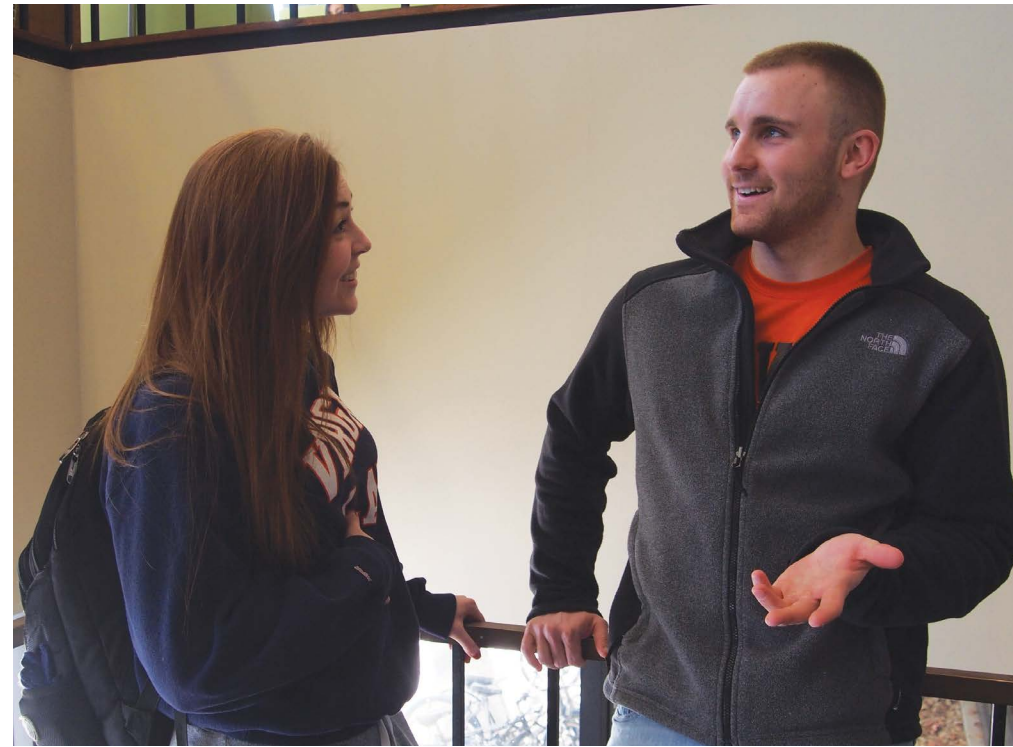
One way of explaining this Buddhist ideal is by thinking about an ice cream cone. If you have one you should enjoy every bit of it but once

However, these ingredients are not necessarily an exact formula for living a happy life, according to Otterbein professor Dr. Geoffrey Barstow, who teaches classes about Buddhism and religion.

"Those are constituents that should [a person] have those things, then one could hope to be happy, but none of them actually define happiness itself," Barstow said. He also noted that defining happiness is an incredibly difficult task.

Pleasure usually involves stimulating the

Dr. Shpancer teaches the Science of Happiness class and is a clinical psychologist. // jennifer hall



Koryn Naylor, left, Josh Boros, right. // susanna harris

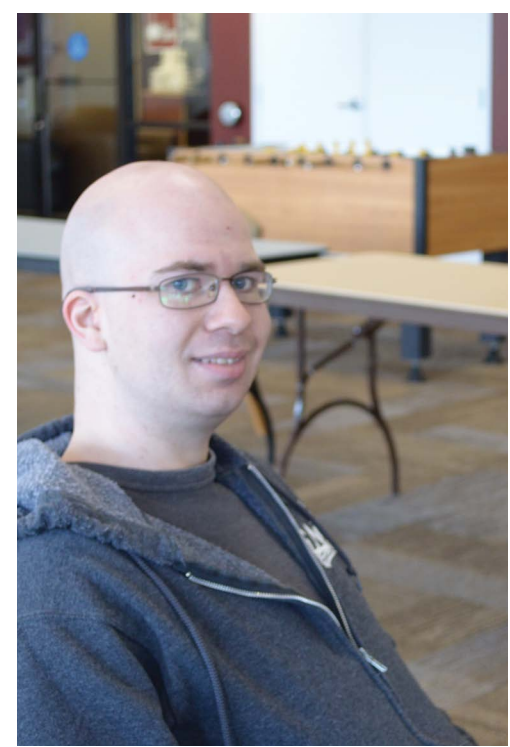
it's gone you shouldn't worry about the next time you might get more ice cream. This can be a difficult concept to grasp in the midst of college life and having many things to worry about, but college is about more than worry and stress.

Based on the five components of PERMA, Shpancer reiterated that Otterbein and college life lends itself well to attaining these five ingredients.

"The college environment has a lot of potential to be very high in the happiness quotient, but a lot of it depends on the student and whether the student decides to use the resources," he said.

In college, students are surrounded with the opportunity to engage in fun and pleasing activities. There are opportunities for students to make new friends and relationships, achieve their goals and to consider the meaning and purpose in the next steps of their lives.

Still, students may look to other means to finding happiness. People often mistake meditation as a means to quickly achieving happiness, according to Dr. Barstow. What meditation actually means however is more aligned with mindfulness. Through meditation, a person becomes more aware of their thought process at any given time. Over a period of time, this may help a person achieve happiness, but it can also accelerate negative feelings and even become dangerous if not practiced properly.



psychology major christopher jurgens // jennifer hall

J-Term. The aim of the class was to compare how different cultures treat happiness and what has been considered living a "good life" over the course of history.

According to Dr. Shpancer, what students observed was interesting. The things in America that we think lead to happiness were sometimes not present in Italy.

One example was that in Italy if you order a cappuccino you basically get the same thing no matter where you order it. In America we go to Starbucks and order a cappuccino and have to specify several variables: size, soy milk, whipped cream, flavor etc.

"It turns out that if we have too many choices, we actually tend to become unhappy," Shpancer said. "Limiting choices is one thing we noticed in Italy and so there's much less stress in how to pick right."

Meal times are also very different in Italy than in America. In Italy, the emphasis for a good meal is placed on enjoying your food with family and friends. People set aside a good portion of time to do so and equate the quality of food with companionship rather than speed. The fast food culture of grabbing a sandwich on the go and eating it on your lap in the car was almost non-existent there.

Perhaps the Italians understand the importance of relationships for a happy life. Dr. Shpancer mentions that research shows the biggest factor for leading a happy life is relationships. People who have the support of friends and family or a strong romantic relationship tend to be the happiest. This doesn't mean you have to be popular and have dozens of best friends, it just means that you should have relationships in your



"It turns out that if we have too many choices, we actually tend to become unhappy."

- noam shpancer, ph. d. // psychology professor

In the Tibetan Buddhist tradition the standard qualification for being able to teach meditation is having done three years of intensive retreat, according to Dr. Barstow. There are many people in the medical field who take very short classes on how to teach mindfulness and meditation which can be a concern.

"I think it can actually be dangerous to do a lot of meditation outside of a traditional context," Barstow said. "I think the traditional context, the 'religious context,' provides a lot of checks and balances for people that the medical context does not."

College life may lend itself well to finding happiness, however, mainstream American culture often does the opposite.

Last year, Dr. Shpancer took students learning about happiness from a philosophical and psychological standpoint on a trip to Italy over



“The way I phrase it is that people often spend more time and energy picking the wedding dress than picking the groom.”
- noam shpancer, ph. d. // psychology professor

life that are genuine.

One major misconception about the “good life” in American culture is that having money will bring happiness. People often equate having expensive objects with happiness, but the reality is that they often misjudge how long their happiness will last after purchasing these things.

This may align with what he personally thinks brings happiness; being content with the things you have, according to Dr. Barstow. If you do have money, research shows that it is much better to spend it on experiences than to spend it on objects, according to Dr. Shpancer.

“So instead of buying a fancy car or a fancy coat, get yourself a trip to Italy or pay for Salsa classes,” Shpancer said.

Though some cultures may appear to have a stronger grasp on living the “good life” than others, happiness is a very difficult term to define and measure. According to Dr. Barstow, it can be frustrating to hear that people consider Buddhists for example to be happier people because their religion deals with the idea of eliminating suffering from daily life.

“There’s going to be cultural differences but fundamentally people are still people,” Barstow said.

Perhaps that’s where the real answer to happiness lies, within ourselves as people. We can take this science and use it to invest our resources to gain happiness, or we can take the advice of philosophers and learn to be content with our

circumstances. At the end of the day, happiness is about understanding ourselves.

Students may find it helpful to engage in mindful walking, where instead of looking down at our phones, we look up and take in all the sights and sounds around us. We should take time to consider how we fit into the bigger scheme of things and not sweat the small things so much.

“The way I phrase it is that people often spend more time and energy picking the wedding dress than picking the groom,” Shpancer said. “It’s important to take time during your college career and think seriously about how to make a good, happy life for yourself and now there is science that can help you.” &

Dr. Barstow teaches classes in the religion department at Otterbein University. // jennifer hall



Five Situations to Change your Outlook

story by // jennifer hall

Sometimes resilience and living a good life are more about your outlook on life than the events that make it up. Here are five situations that you may find yourself in as an Otterbein student and how you can adjust your thinking to a more positive outlook. &



Business major Mary Murphy // susanna harris



Norah Young , left, Koryn Naylor, right.
// susanna harris

1. You are stressed from exams and school work

Don't let the workload of college bring your attitude down! Instead of stuffing yourself with brownies, cookies and greasy fast food, take a few minutes and call someone you care about. Don't text them, actually call them. Take a minute and remind them they are important in your life. You will feel better talking to someone who is supportive of your endeavors and you will feel good knowing you made them happy to hear from you.

2. You actually have some free time

Instead of binge-watching Netflix for hours on end, make an effort to add some meaning to your life through volunteer work. Maybe you make a visit to the local food pantry W.A.R.M. or find an organization you care about to volunteer with. When you contribute to something bigger than yourself a positive attitude will follow.

3. You have a long walk to class

Put down your cell phone and look around when you walk; make it a mindful walk. Maybe you will see a funny squirrel that makes you laugh or notice someone's outfit that you really like. Listen to the sounds around you. These are small things that go unnoticed when we keep our noses to our phones. You never know what you might be missing!

4. You are heading to the den for carry out

There's nothing wrong with wanting to grab some food to-go and bring it back to your dorm but the experience could be heightened by eating with a friend. Your friend will contribute far more to your day than watching The Learning Channel alone in your room. Americans tend to zip through mealtime as quickly as possible, but human interaction and savoring our food are large contributors to overall happiness.

5. You do the same thing every weekend

It doesn't have to be extravagant, but it is important to set aside your books and have fun sometimes. Even if you already do fun things, it might be time to try something new. You could go sing karaoke with your friends or take a trip downtown. If you do the same activities every weekend, are you really getting the full college experience? You are young; set aside time to treat yourself to something new and exciting to bond with your friends and make positive memories.

Poppin' tags!

story by // kris crews & mary murphy

Nobody wants to drain their wallet trying to keep up with the latest trends and nothing saves money more than rummaging through your local thrift shops. As Macklemore would say, go pop some tags at the thrift shop and watch your precious cash turn into a stylish and affordable outfit.

People who are new to thrifting can often become frustrated with the process. The secret to successful thrifting is to be realistic and open-minded. You can get simple or unique pieces and turn it into a fashionable outfit with the right accessories. Here are some helpful tips to keep in mind while thrifting to make the most of your shopping trip. &

1

Know what brands you want to find

There are so many different brands available in thrift stores it would take hours to go through every single one. If you go in knowing what brands you like and fit you best it will save you the hassle of rummaging through every rack in the store.

2

Learn the thrift store tags

Some thrift stores, particularly large ones, will color code their tags for different prices or daily promotions. Make sure you know what those colors mean as you shop. You'll be able to get more bang for your buck when you find out your yellow colored tag means it's half off on Tuesdays!

3

Check to see if there are discounts

Some thrift stores keep coupons behind the counter and will use them if you just ask. And hello... student discounts! A lot of thrift stores will give you a discount by simply showing them your student ID. (See, being in college is paying off already!)

4

Try things on

Even professional thrift store shoppers can't perfectly eyeball all sizes, so try things on to see if they're a good fit. Knowing all your clothes fit as you're checking out gives you the peace of mind that you're not wasting your money on anything and it'll save you a trip back to the store to return anything.

5

Wash before you wear

This one is a given. Even if the clothes you bought still have their original store tags on them, please wash before wearing.

6

GIVE BACK!

Look at your closet to see what clothes you don't need and donate your unwanted items to a local thrift store. Many thrift stores support those who are less fortunate. You can also write it off on your taxes - just make sure you ask for your receipt!



photo // susanna harris



We put Macklemore's advice to good use and sent sophomore public relations major, Ashley Legin, and senior art major Edward Calloway to the Otterbein Thrift Shop located at 177 W. Park Street. Take a look at what they found!



Detailed accessories such as these beaded Aztec earrings and faded brass paisley bracelet pop against any single-colored top. They are sure to give your outfit a little bit of needed embellishment.

Legin found this trendy oversized sweater in the men's section. Men's sweaters can be transformed by any woman into a chic complementary piece with leggings or skinny jeans. This one's neutral color will make accessorizing a breeze.



Women aren't the only ones who can accessorize. Bow ties are becoming increasingly popular all around the world and can be paired well with a button down collar for a casual look or even a suit if you're feeling fancy. Most men can even rock a necklace or two. But be careful. Try to avoid bulky necklaces, instead, opt for a lightweight single-colored one that the ladies will be sure to notice.

Men's quarter button long sleeve t-shirts are both cozy and stylish. Calloway found this H&M gem hiding among the thrift store racks which he easily accessorized with his wood colored necklace.

Top: Ashley Legin shows off her thrift store sweater.
Bottom: Edward Calloway poses in his stylish thrift shop finds. // susanna harris

Parenting 101

college edition

story by // lacie kern

You hear a baby crying. You're a foot deep in papers and books but you have to get up. There is a child who depends on you.

College is a whirlwind of attending classes, drowning in homework, not sleeping and hoping you have enough to eat.

But...stop.

The reality for 25 percent of all college students across the United States are parents, according to the Institute of Women's Policy Research. These students also go home to a child that they need to take care of. Some people have kids and then decide to go to college, while others go to college and have kids as they are still attending. No matter what the circumstances, raising a child is no easy feat.

Senior athletic training major, Daniel Pfeffer, says, "Sometimes miracles happen and you just have to roll with it."

In the fall of 2013, Pfeffer found out he was going to be a dad. Pfeffer's girlfriend, Megan Schmier, also attended Otterbein, but has since transferred to a university in Maryland to be closer to her parents. When Schmier realized she was pregnant, she gave Pfeffer an ultimatum. He could have chosen not to be a part of Jack's life, but instead he chose to be a dad.

Pfeffer made what most would call the mature decision. In just a matter of months, he added the responsibility of fatherhood to his college career.

Baby Jack is seven months old now. Pfeffer's love for baby Jack is evident to anyone who mentions Jack's name.

"I've never felt so much love for another human being, besides him," said Pfeffer.

It's hard for Pfeffer because, while Jack is still his child, he has to miss many milestones while he finishes his degree.

Brady Willis, a junior sports management major, is in a similar situation to Pfeffer. While Willis does get to be with his child, he also struggles with juggling his busy schedule. He has a full course load, a part-time job and plays on the baseball team. Not to mention, he also has a seven-month-old boy named Mason.

To start off his day, Willis has a thirty minute commute to Otterbein. He begins his mornings

with work and sometimes baseball. He then goes back home for a short period of time to work on homework.

Eventually, Willis returns to Otterbein to attend his classes. Luckily for Willis and his fiancé, both of their parents help take care of Mason during the day.

Willis' drive to be successful helps him balance his stressful life.

When Willis first found out he was going to be a dad, he said a lot of different things went running through his mind. But he still believes that becoming a parent doesn't mean you have to give up on college.

Willis' biggest piece of advice for others who are parenting in college is, "Just do what you still want to do."

While Willis recognizes his life is busier as a parent, he doesn't believe people should give up on what they love to do.

"It doesn't mean your life is over if you have a kid," Willis said.

Although Pfeffer and Willis are dealing with more than your average college student, they are not nearly as experienced as Marsha Stone. She is an adult student at Otterbein who is majoring in Spanish and Latin American Studies.

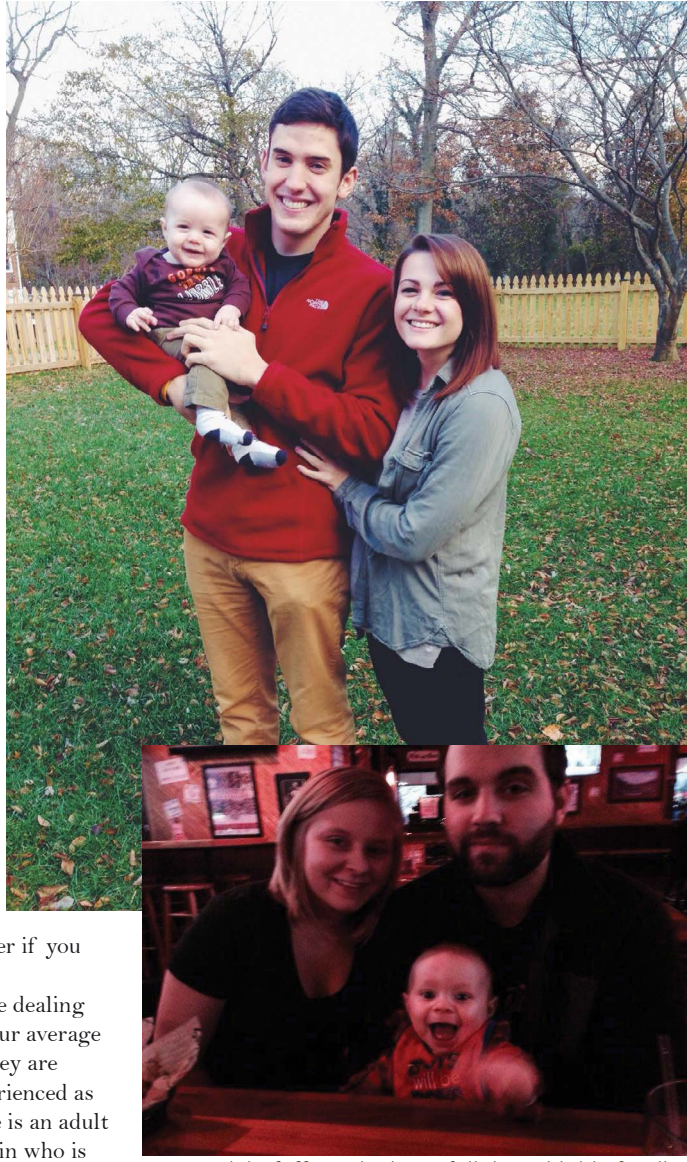
Stone has four kids ranging from the ages three to seventeen. Last May, she attained her associate degree that she had been working on for twelve years.

When Stone made the decision to transfer Otterbein, she learned the classes she wanted to take were only offered during the day. She had to make a decision between her schooling and her job. Fortunately for her, Stone's husband owns his own business that brings in enough income to allow her not to work.

Although it was difficult, Stone was even able to go on a two week study abroad trip to Mexico. Her husband has stuck with her and been supportive of everything she has done.

Stone said, "I kind of, like, did everything backwards."

Instead of graduating from high school,



Top: Daniel Pfeffer enjoying a fall day with his family. Above: Brady Willis having a peaceful dinner with his family. // provided

attending college and then starting a family, she graduated from high school, got married and had four children, started attending school and then studied abroad.

When she graduates from Otterbein, Stone would like to go back to her previous job. She would be doing the same thing she did before, but making more money because of the degree she would then be holding.

While you cannot predict the future, Stone, Willis and Pfeffer know that you have to find a way to conquer it.

Stone, Willis and Pfeffer all made it clear that having a child while also attending school is no walk in the park. But, they also made it evident that it was worth it. Although each of their situations were unique, it was clear that each person was better off because of parenthood.

On the Desk

story by // allyson miller

President Kathy Krendl leads a busy life, and her desk reflects it. Her desktop is covered with items that range from personal gifts and reminders of her accomplishments to her purpose here at Otterbein. If you have ever wanted to get a glimpse into the life of President Krendl, take a look at what she makes room for on her desk.

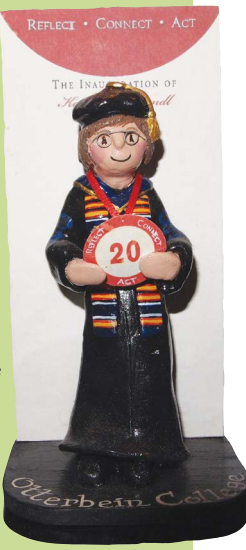


Souvenir

This item serves as a reminder of the time President Krendl visited the Taj Mahal in 2000 while she was with Ohio University.

Sentimental Statue

Noting it as the most significant piece on her desk, President Krendl admires this statue that was created by alumni, Debbie Currin, as a gift. It depicts President Krendl on the day of her inauguration. She is holding a number "20," representing that she is the twentieth president. "Reflect, connect, and act," which was the theme of her inauguration, is written at the top. The Kinta cloth she is wearing was given to her by African American students at Ohio University and, like her hood, is blue and gold, which are the colors of the institution where she received her Ph.D.



graphic // jaxon lindsey
photos // susanna harris

Thank You Notes

President Krendl enjoys keeping many thank you notes, notes with special significance and notes from alumni. The notes tend to follow a Superwoman and Wonder Woman theme.



Cluster of Figurines

Several figures stand on the desk: A bulldog from the woman who consistently walks her bulldog around Otterbein's campus, a cardinal dressed as a church cardinal from her sister-in-law, an Australian boomerang from her daughter's trip to Australia (which she notes that she has never attempted to use), and a handmade item from a student that attends the Chinese students' camp President Krendl visits during the summer.



President Kathy Krendl's desk // susanna harris

SABBATICAL: NOT A VACATION

story by // taylor numbers

When meeting with your advisor you might notice a painted canvas of a beautiful tribal elephant hanging on their wall and assume she collects art. Or maybe, in the office next door, you see a piece of paper with children's handwriting on it pinned above the desk and assume it's from that professor's own children. What if I told you that

support from their department's chair.

After these forms are completed they are submitted to the sabbatical leaves subcommittee who then submits its recommendations to the personnel committee and the provost. The provost submits his recommendations to the president; the president then submits her recommendations to the board of trustees; and the board of trustees then make the final decision.

If the proposal is denied by the subcommittee, it will not proceed through the process.

The professor will then have one opportunity to address the suggestions made by the committee.

Professors who chose to take sabbatical, and are approved, still receive their regular salary. They may apply for additional funds needed to

painting was done by a student who traveled along with the professor to Uganda; and that letter was written by a member of the local boys and girls club?

Professors across Otterbein are accomplishing amazing goals both locally and internationally during their sabbaticals, work which allows them to make a difference while representing our University.

Though it may seem as if some professors are taking a relaxing trip because of the exotic locations they chose to carry out their sabbatical, that is not the case.

"A sabbatical is not a vacation," Melissa Lusher, a current member of Otterbein's Sabbatical Leaves Subcommittee said. "It is an opportunity to focus on things we can't focus on during an academic year."

A sabbatical is a period of time, usually one semester, where faculty can be released from teaching and all activities on campus to pursue a scholarly activity, work on a related university program or continue education.

Eligible professors are typically offered sabbaticals every seven years. According to Lusher, there is an extensive process every professor must go through to get their ideas for sabbatical approved by the University.

Once a professor is eligible for sabbatical they have to complete an application which includes an in depth explanation of what they are planning to do, a budget form (if necessary) and a letter of

complete their project, such as airfare or hotel accommodations, but they are not guaranteed the extra money proposed in their budget.

Upon completion of sabbatical, professors are asked to give a public demonstration of their work to ensure their goals were met. They are required to submit a significant number of forms which explain in great detail everything they accomplished and how they plan to use their work to improve their teaching in the classroom.

This process is required in order to assure the



university that the allocated funds were used appropriately.

Some professor's spend years preparing for their next sabbatical, and they spend more time working over their sabbatical than one would assume.

Although the process to get a sabbatical seems long and difficult, after hearing all the amazing things Otterbein professors have experienced through sabbatical, you'll begin to wonder why some professors opt not to take them.

Diane Ross:

Diane Ross has filled her home with images of Uganda. Giant frames holding pictures of African children transport you to the makeshift schools where she takes her students to build libraries and teach classes. Hand-painted images of papyrus plants cover her office wall; they could easily be mistaken for those alongside the back roads of Uganda. After taking everything in, it is evident that Ross' sabbatical journeys have



photos. // provided

significantly changed her life.

Diane Ross is an associate professor in Otterbein's department of education; she earned her doctorate in philosophy in curriculum and instruction and middle childhood at Kent State University.

She has been to Uganda on sabbatical twice, but she has returned every summer for the past six years. For the past five summers she has been taking students with her. She and her students stay for a period



of four weeks.

Ross' research builds upon the idea that people need to stay for an extended period of time in order to immerse oneself into the culture; it cannot just be a shock and awe. She wants her students to stay long enough that they no longer consciously notice they are in another country.

She tracks how students build this awareness by collecting their journals and writings about what their experiences were like after they return. Ross plans on writing a research article from their works on



how one builds cultural consciousness in their work.

Ross' research focus is peace and social justice in education. She is looking for ways people understand cultural differences and believes that putting people in international experiences, especially in a developing country, is important to that work.

Through the connections she's made since her first trip to Uganda, Ross has generated many partners who present projects and suggest a budget, which her board then reviews to decide whether or not the projects are worthy. Over the years, she has developed a non-profit that is connected to her work in Uganda and helps fund her projects.

Once approved, Ross selects a group of students and assigns them part of the projects. They work in three different Ugandan schools.

"One of the things I learned is that if you're in a situation where there are a lot of negative things happening, it is more productive to do something positive."
-janice windborne // communication professor

“I went to this anti-violence event and there were dozens of people with pictures of the people they had lost and it was heartbreaking. So I thought, okay, why don’t I see what I can do.”

-janice windborne // communication professor

Over the years, students have helped build libraries, worked on literacy and helped with first aid and health awareness. This year they are going to do a project on reusable sanitary napkins for girls in Northern Uganda.

But this is all just an extension of Ross’s sabbatical. Her actual sabbatical allows her to intertwine the ideas of teaching, service and scholarship. In her most recent sabbatical that began February of 2015, Ross went back to Uganda and to teach in universities and public schools while she works alongside teachers. She will be focusing on writing about how one builds cultural awareness and doing service with a Ugandan orphanage.

Ross will also be teaching workshops about better ways for Ugandan professors to teach. With technology and ways they can use it more successfully, she will also be working with a small university to try to start a teacher education program and build the curriculum.

Ross views sabbatical as an opportunity to get focused.

“Sabbatical is about time and everybody should get one,” she said. “Everybody should get time to pursue what they’re interested in.”

Janice Windborne:

Janice Windborne earned her Ph.D. at

Ohio University and is now an associate professor in Otterbein’s department of communication.

In 2012, she partnered with the Boys & Girls Club in the Milo-Grogan area of Columbus. Boys & Girls clubs offer educational and recreational programs for children ages six to eighteen to ensure children have a positive outlet in their lives. For Windborne’s project, children ages six to seventeen worked together to create a video project about violence in their neighborhood.

Windborne chose to focus on a local sabbatical



photos // provided

because she feels that, if you have the ability and skills to help people, you should help the people where you live.

This particular project was inspired by an anti-violence event in the neighborhood of the Boys & Girls club she partnered with. The neighborhood in Columbus has a lot of gang activity and, consequently, a lot of pain because of it.

“I went to this anti-violence event and there were dozens of people with pictures of the people they had lost and it was heartbreaking,” Windbourne said. “So I thought, okay, why don’t I see what I can do?”

Windborne proposed a video project in which children would interview people who were left

“A sabbatical is not a vacation, it is an opportunity to focus on things we can’t focus on during an academic year.”

- melissa lusher // sabbatical leaves subcommittee member

Students participate in Janice Windbourne’s sabbatical project. // provided



photos // provided

behind after a violent incident. If there’s a drive-by or someone is sentenced to prison, the people left behind to deal with it are often traumatized. The focus was to interview those people about what it’s like to be in that position.

The children that participated were all members of the Boys & Girls Club and were excited when Windborne pitched them the idea. Sabbatical funding provided small cameras for them to use. The students did some interviews, shot most of the video, wrote music, did some announcing and helped edit the writing for this project.

Windborne said it wasn’t difficult to find adults to be interviewed on the topic. When they heard of something happening or something that had happened, they just called family members of the ones involved.

“It’s a tight neighborhood,” Windbourne said. “Everybody knows everybody and everyone knows about the violent incidents. So if somebody lost a son or a brother, that person was the one who everybody played with or everybody knew.”

Windborne began to notice over the course of her sabbatical that the children were really excited about doing the video, playing with the toys and seeing themselves on camera; but even with their initial excitement, Windbourne found children were often reluctant to discuss the topic.

Windborne admits she learned something along the way too:

“One of the things I learned is that if you’re in a situation where there are a lot of negative things happening, it is more productive to do something positive,” she said.

Windborne’s sabbatical aimed to teach these young urban teenagers some journalism skills while they reported on their own neighborhood, and hopes she had a little positive influence on them as well.

Shannon Lakanen:

Thai people bustle through the streets, avoiding the road gaps and the colorful tuk-tuks as they travel the rough roads in Thailand. The markets on either side hold strange food, but you are not fluent enough to ask what it is or how it tastes so pointing becomes a regular decision making tool. And though it is evident that you are an American, you wonder if these people think of you as a tourist or a traveler. This distinction weaves into your every thought.

For Shannon Lakanen, sabbatical was about rejuvenating and re-centering herself while concentrating on scholarship. Lakanen, an associate professor and the chair of Otterbein’s department of English. She earned her doctorate in creative writing at Ohio University.

Lakanen’s sabbatical focused on an essay writing that emphasized travel. Her proposal to the committee said that she would write three essays about traveling and what it was like to be a traveler as opposed to a tourist in a country, as there had been an abundance of research done on the distinction between the two. In her original proposal she also incorporated a thread about thinking of silence and how we encounter the world in a different way when we are incapable of interacting with it.

After many hours of research and the open possibility that her sabbatical could lead her anywhere, Lakanen decided that the most ideal place for her writings would be Thailand. There were several reasons behind this location, but the most prominent were the weather and the economy.

Lakanen’s sabbatical was scheduled for spring of 2014, but her actual traveling was done in the summer of 2013. She had noticed in her previous international travels that it always seemed to be about six months after she returned before she realized what exactly she got out of her experiences. She documented her journeys by keeping multiple journals and taking lots of

photographs while she was in Thailand and then focused on her essays in the spring.

Although she only received funding for her sabbatical in Thailand, Lakanen also applied to teach at a women’s university in Seoul, South Korea and was accepted to teach a short term course in a term similar to Otterbein’s previous J-term.

Lakanen spent almost the whole summer traveling. Her trip began in South Korea where she taught for about a month. Later, she flew into Japan and then headed on her two week journey to Thailand.

Lakenen states that she had an abundance of questions about spiritual life and cultural differences in Thailand. The country also allowed her to take on the perspective of someone in a silenced role since she didn’t know the language.

Fortunately for Lakanen, Thailand’s economy allowed her to roam, for the most part, at liberty because the exchange rates were so good. While in Thailand she visited places like the Elephant Nature Park, which is a refuge that rescues abused elephants and rehabilitates them through positive reinforcement based training.

Lakanen states that the way the trainers went about rehabilitating the elephants was, in part, a form of silent communication.

After her sabbatical experience in Thailand Lakanen met up with a friend who had been teaching in China for several years and was living there at the time. They then traveled from Shanghai to Beijing before she finally decided to return home.

Just a week after she arrived in the U.S., Lakanen started classes back at Otterbein. She taught all through fall and in spring, and she wrote all three essays and then some. One of her essays has already been accepted for publication, and she is still waiting to hear about the fate of two others.



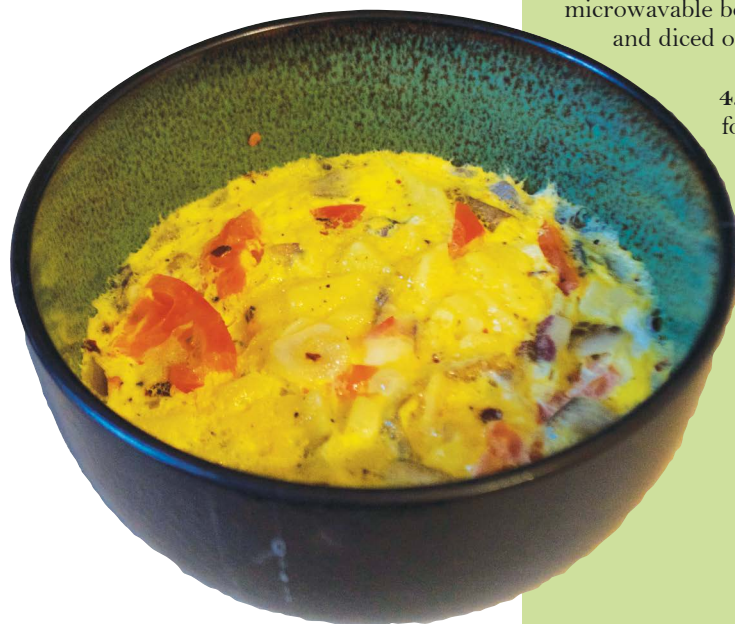


Cooking in a *Zap*

story by // faith efetevbia

From group organizations to projects and a full class schedule, college students have more to worry about than just food. We focus our time and energy on honoring our commitments and fail to realize that our bodies need some tender loving care. According to diet.com, most college students gain 15 pounds in their first couple semesters due to a change in lifestyle, stress and poor eating habits. Living in a campus dorm with no access to a stove or oven can also make cooking a challenge. There's no need to panic though. There are simple recipes, only requiring a microwave, that are both delicious and healthy.

Ingredients such as bananas, oatmeal, peanut butter, pasta, eggs and potatoes are just some of the affordable ingredients that can be used for microwave cooking. Here are three flexible recipes that you can add to or alter to spice things up! &



Potato & Tomato Omelet

1 tbsp. of chopped onions
1 small tomato
2 large eggs
1/2 of a medium sized potato
Salt
Pepper

1. Microwave the potato in a small bowl with a little water at the bottom for five to six minutes.

2. Dice the tomato and onion into small cubes.

3. Once the potato is cool, dice it into cubes as well. Whip the egg in a microwavable bowl and add salt, pepper, and diced onions and potato.

4. Cook in the microwave for two minutes (or until the mixture is solid and a bit golden around the edges).



Baked Banana Apple Oatmeal

2 tsp. honey
1/4 tsp cinnamon
1/3 banana, mashed
1/2 cup quick cooking oats
1/2 cup milk
1/2 apple, chopped
1 egg

1. Combine oats, egg and milk in a mug or small microwavable bowl. Stir the mixture well with a fork.

2. Add the banana, cinnamon, apple and honey to the mixture. Stir again until fully mixed. Cook in the microwave on high for two to three minutes.

3. Fluff oatmeal with a fork. Stir in a little milk or yogurt if desired.



Macaroni & Cheese

1/4 cup 1% milk
1/3 cup pasta
1/2 cup water
1/2 cup shredded cheddar cheese

1. Combine the pasta and water in a large mug or microwavable bowl.

2. Microwave on high for two minutes, then stir. Keep an eye on the mixture to make sure the water doesn't overflow.

3. Repeat step two for about two to four minutes, stirring occasionally. The water should be absorbed completely and the pasta will be tender.

4. Remove the bowl from the microwave and stir in the milk and cheese. Microwave the mixture for an additional minute to melt the cheese. Stir well and enjoy!



photos // mary murphy

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WHERE *in the world* ARE YOU FROM?

story by // kris crews

For most students, making the transition into college can be stressful and overwhelming, but imagine leaving your home and traveling 4,890 miles to attend a university in another country! A brave and ambitious senior, Tina Wedmann, senior cultural studies major did just that.

Wedmann, 23, is originally from a small town called Delitzsch in Saxony, a state of Germany. Wedmann had been to America previously, but it was for her job as an au pair for a family in Maryland. After working for a year and a half as an au pair Wedmann wanted to explore the country and see what the rest of America had to offer. But this time she would be searching for a place to expand her education and Otterbein happened to be that special place for her.

"I came to Otterbein to see a different part of America," Wedmann said. "I had never been to Ohio and I thought it would be nice to see the differences and similarities between Germany and Ohio."

Wedmann is attending Otterbein for only one semester to finish her cultural studies major. Cultural studies combines media, communications and art, which is perfect for Wedmann.

"If you are a cultural studies major in Germany you can pretty much do anything after you graduate," she said.

Although you can do anything with this major Wedmann isn't waiting for a path to pave itself. She is ambitious and knows exactly what she wants to do with her degree.

Wedmann's dream job would be to work in the entertainment: "I would love to work in the music industry," she said. "I want to be on the side of the music industry that deals with managing and coordinating things for when artists or bands go on tour."

Wedmann plans on going back to Germany after she is done with school, but if the opportunity for an internship at Warner Bros. or at Madison Square Garden company arises she would consider staying here.

Even though she has only been here for a few weeks Wedmann is already seeing the differences and similarities between Germany and America.

"There is definitely more car traffic in America,

but there are a lot more bicycles and pedestrians in Germany," she said. "Everything in Germany is relatively close enough to where you can walk, so I would say things are more accessible. But the foods are similar except for we don't have a Panera Bread or Chipotle. I love those both."

Aside from learning about new restaurants and developing new cravings Wedmann is beginning to understand that life isn't so easy so far away from home. Adjusting to an unfamiliar culture is difficult but despite the challenges of living in another country, Wedmann is still enthusiastic to learn about new things and meet new people.

"The hardest thing that I've learned is getting out of my comfort zone and being in a new environment, but one of the most important things I'm learning is that there is always something new to learn about," she said. "I am also learning that you can't judge others or put them in a box just by the way that they look or act. There is always something new and unexpected to learn throughout life and I am taking this opportunity to enjoy learning."

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photos // susanna harris

"I came to Otterbein to see a different part of America."
- tina wedmann
// senior cultural studies major

by the

NUMBERS



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