few years ago, when Stephen H. Bowen was provost of Bucknell University, he gave a convocation speech on the theme “the ironic utility of a liberal arts education.” He recounted a short story by Isaac Asimov, “Profession,” which is an allegory about the modern trend toward a specialized—and away from a general—education.

The tale is set in the year 6510 when, at age eighteen, all students’ brains are analyzed to determine the profession for which they are best suited. In a matter of minutes, all information necessary for that, and only that, profession is transferred to them through a set of cranial electrodes.

At the story’s conclusion, the hero finds that he “is one of the few individuals in the galaxy that each year is spared ‘Education Day,’ so that they may learn in an individual way, with the possibility that through their original thinking and their cultured imaginations, they may just possibly add to human knowledge, understanding, and wisdom to the benefit of all humanity.”

In other words, concluded Bowen, the hero would be the recipient of a liberal arts education.

A year later, when Bowen took leave from Bucknell to spend a year as a senior fellow at the Association of American Colleges and Universities in Washington, D.C., he wrote an article for the organization’s journal Peer Review titled “Engaged Learning: Are We All on the Same Page?” In it, he makes a case for student engagement and transformative learning.

Bowen, who spent August settling in to the dean’s office, chose to come to Oxford College partly because he sees the position as full-scale immersion into these educational passions.

“Oxford focuses intently on liberal arts ideals,” he says. “And the ideal to which many liberal arts colleges aspire is realized at Oxford. There is also a real commitment to teaching on the part of the faculty, who are predisposed to make teaching the subject of their scholarship. They are self-critical and self-examining as teachers, and some have taken on broad questions of pedagogy.”
Gowler Explores Historical Jesus

Twenty-seven years ago, as a chemical engineering student at the University of Illinois, Pierce Professor of Religion David Gowler detoured from his life plan. Fascinated by the historical figure of Jesus of Nazareth, Gowler changed his major to religion and decided to become a college professor. Much of his work has touched on other aspects of religious study, but Gowler longed to visit the ruins of the ancient Middle East, where he could see firsthand the social and geographic environment that informed the life and teaching of Jesus.

This spring Gowler’s long-held wish came true. The recipient of the 2004–2005 Oxford Career Development Award, he spent ten days in Israel, traveling throughout the region to such historical sites as Jerusalem, Capernaum, Tiberias, Megiddo, Sepphoris, Bethesda, Masada, Qumran, and the reconstruction of a first-century village in Nazareth. Created by Cynthia and Eugene Rackley S50X SB9, the Career Development Award recognizes and financially assists Oxford faculty and staff in their development and enrichment.

“The archaeological insights that I gained on this trip reinforced for me just how much social and economic concerns were embedded into religion in first-century Palestine,” Gowler says. For example, he notes that the two great cities that Herod Antipas built in Galilee put great economic strain on those living outside of them. “The teachings of the historical Jesus reflect this economic, social, and religious environment,” Gowler explains. “Jesus was one of those poor in the countryside, from a small village a few miles from Sepphoris. On the one hand, the historical Jesus condemned the exploitative, dominant class of his day, and on the other he provided hope to his fellow suffering peasants that God was on their side.”

The Career Development Award compensated Gowler for the trip to Israel and allowed him to teach a reduced load of classes this semester, during which he plans to finish his book, What Are They Saying about the Historical Jesus, to be published by Paulist Press in 2006. “The reconstruction of the historical Jesus is a continual dialogue between past and present. We continue to learn more and more about the first century, but the horizon of history continues to recede,” Gowler says. “The historical Jesus is an ongoing reconstruction of historians, not something that can be discovered once and for all.” But Gowler plans to pursue his reinvigorated passion, saying, “I can’t wait to go back.”

Dean Bowen—continued from page 1

Bowen, the father of three—Gabe, a geologist who recently joined the faculty at Purdue University; Matthew, a second-year medical student at Loyola University Chicago, and April, a first-year student at Earlham College, also values Oxford’s emphasis on student involvement and leadership, and its high ratings on the National Survey of Student Engagement.

There exists, Bowen says, a “palpable sense that all stars are aligned to help Oxford become a better version of itself.”

Renovations are being made on the President’s Home before Bowen and his wife, Nancy, a high school Spanish teacher, will be able to move in, but when they do, he looks forward to entertaining, cooking, distance running, woodworking, and bird watching. “I have any number of hobbies,” he says. “It’s the curse of the liberal arts.”

Oxford: One Hot School

This fall, one of the biggest, brightest, and most diverse first-year classes in Oxford’s history arrived on campus.

Jennie Taylor, Oxford’s associate dean of admission, points to an increased number of applications, targeting marketing, and more participants on campus visitation days for the reasons behind the strong class. Taylor reports that the Office of Admission received 1,634 applications for the current first-year class, an increase from 1,324 last year.

Why so many applicants? One reason, Taylor says, has to do with Emory College’s admission year. “Emory also saw an increase in applications, and because of that, more well-qualified students were either wait listed or denied admission there.” This year, a greater number of those students decided to look at Oxford, and they liked what they saw.

Another reason for an increase in applications is the use of targeted recruiting. With the help of marketing services firm Ruffalo Cody, the admission staff was able to focus on high school students who were interested in Oxford but who had not yet applied. Converting those high-interest students to applied students made an impact.

The third reason for increased applications is campus visits. More students visited last year during the admission office’s Preview Days and Open Houses. “We had a great year with campus visitors,” says Taylor. “A good campus visit always helps to get students to apply.”

When the dust settled from applications pouring in and deposit checks arriving to secure spots, a record number of students had chosen to attend Oxford. Usually the first-year class has about 310 to 320 students, and last year 307 enrolled. This year, the first-year class numbers 384.

Not only is this first-year class large, it’s academically strong and unusually diverse (see box). The class GPA is strong, and standardized test scores show an improvement over previous years. This year’s first-year students are racially diverse and hail from a broader geographic area than in the past.

Oxford’s first-year class of 384 brings the college’s total enrollment to 683 students. Of course there is one negative side to attracting so many great students. “Campus housing is tight,” says Taylor. But that’s a problem she doesn’t mind. “It’s so exciting that all these people want to come here,” she says. “That’s what makes a hot school. It’s a very positive thing for Oxford.”

Take a look at what made Oxford a hot school to these incoming first-year students.

Frank Farokhi 07OX
Greenville, South Carolina
“I have heard embellished Emory stories all my life. My grandfather attended Emory in the forties through the Navy V-12 program. My grandparents were introduced to each other at the Hopkins-Hagood Gate at Emory. I was accepted at Emory, but Oxford caught my attention as the best place for me to start school as a premed.”

Kati Tatnall 07OX
Marietta, Georgia
“I decided to attend Oxford because I knew what I wanted out of my first two years of college, and Oxford exceeded those expectations before I sent in my deposit, and I feel it will continue to do so.”

Austin Reynolds 07OX
Orlando, Florida
“I really enjoy the small classrooms. Coming from a small prep school in Florida, being in smaller classes is something I find comforting. I really enjoy getting to know my fellow students and my professors.”
Building on Oxford’s Success
An exciting time in the life of the college

I have been in the dean’s office for nearly six weeks now. Although six weeks does not sound like long, a lot has happened. We welcomed the largest incoming class ever to arrive on this campus—some 340 first-year students. Allen Memorial was filled to the brim for convocation. Orientation was a great success with both students and their parents. One parent said “This is the third child we have taken to college. Why don’t other colleges have orientation programs like yours?” Classes are now in session and students in the dining hall line are talking about calculus problems, among other things. We had a well-attended evening lecture on Islamic Law and the Conflict in Darfur last week. The discussion that followed was civil but intense—exactly the kind of dialogue that gives life to a college community.

Woven through all this activity are some readily recognizable threads. The students, faculty, and staff are welcoming, sincere, and have a sense of purpose. The campus regularly demonstrates its ethos of concern and support for others, its widely shared expectations for a level of high accomplishment, and its genuine pleasure in learning. All these combine to create a community of great integrity, and I feel privileged to be a part of it.

In the last few years, others have recognized what an exceptional academic community Oxford is. When Oxford students continue on the Atlanta campus, they often stand out as leaders in class and across campus. They thrive in graduate and professional education, and our alums are exceptionally dedicated to the college. Early in the University’s strategic planning process, University leaders concluded that Emory University needs more of what Oxford College contributes. We are determined to meet this challenge, and our strategic plan lays out a course for action. Distinctive and Distinguishing—A Strategic Plan for Oxford College and Its Role within Emory University consists of six broad goals, thirteen strategic initiatives, and twenty-nine measures of progress that will be our blueprint for the next several years. At its heart lie the paired concepts of Oxford College as the nation’s distinctively liberal-arts-intensive institution, and of Oxford and Emory Colleges as strongly complementary undergraduate institutions that through their synergy bring distinction to Emory University.

By the time this issue of Oxford Outlook arrives in your mailbox, our strategic plan will be on the Oxford web home page. We are eager for you to read it, and we welcome your comments and suggestions for how we can best implement this ambitious plan. We will also need to tap your expertise and support.

This is an exciting time in the life of Oxford College. Its importance is more widely recognized than ever before, and aspirations for its future success are equally great. Each of you deserves to be proud of your alma mater today, and we hope you will be even more so in the future.

Stephen H. Bowen
stephen.bowen@emory.edu

Sports

Rodderick Stubbs brings coaching and management experience to the athletic department.

Stubbs to Lead Basketball and Department

T he men’s basketball team is gearing up for a new season with a new coach. On August 1, Rodderick Stubbs became Oxford’s head men’s basketball coach and assistant athletic director.

Stubbs came to Oxford from Morehouse College, where he served as an assistant basketball coach. During his time at Morehouse, Stubbs helped lead the program to three NCAA Division II South Regional tournament berths in 1995, 2003, and 2004; one SIAC tournament championship in 2003; four straight SIAC regular season visitation championships in 2000–2004; and a top-25 nationally ranked defense the past three years.

Stubbs played for Morehouse as a power forward on teams that posted records of 25-4, 26-7, 21-11, and 18-8. During his playing career, Stubbs captured four SIAC divisional titles, won two SIAC tournament championships, was part of two NCAA tournament berth teams, and led a team that was ranked no. 1 in the nation by Sports Illustrated in the preseason of 1991. Stubbs was also a two-time varsity captain.

“We believe Mr. Stubbs will lead a very balanced and successful program. We are very happy to welcome Coach Stubbs to Oxford, and we are eager to begin working with him to continue to make our programs better,” Edgar Flores, Oxford athletic director, said.

Stubbs, who is a Jackson, Tennessee, native, earned his bachelor’s degree in management from Morehouse and a master’s degree in sports administration from Georgia State University. He lives in Lithonia, Georgia, with his wife and six-year-old son.
No Excuses

After running the Legal Outreach education program for teens in New York City for more than twenty years, James B. O’Neal 77OX 79C is still viewed as an innovator. “Legal Outreach is an outstanding and inspiring program,” says Joi Kohlhepp, director of the Perspectives on Youth, an Internet forum for educators that recently profiled the program on its website. “A successful program always reflects a mixture of people, planning, mission, and resolve...and provides a glimpse of dynamics that can help surmount common obstacles.”

O’Neal, who is also an adjunct professor at Columbia University Law School, cofounded Legal Outreach after graduating from Harvard University Law School in 1982 and moving to New York as Harvard’s first Public Interest Law Fellow.

“I wanted to find a way to combine law and education in a way that would have a positive influence on the lives of young people,” says O’Neal, who grew up in Atlanta as the son of schoolteachers. “Education is the pathway to the American dream—it equalizes opportunity. I attended a Catholic school run by a group of very strict nuns, and we were always pushed to achieve. I’m always going to push them, not coddle them. This is exemplified by the change in their middle names—every student who comes through our program gets the same middle name: ‘No excuses.’”

James O’Neal, founder of Legal Outreach, was both a 1979 Brittain Award recipient and a 1992 Emory Medal recipient. O’Neal says his time at Oxford enabled him to develop leadership skills and enduring friendships. “To this day,” he says, “many of my closest friends are people I met during my Oxford years. And the faculty truly reached out to students to help us develop to our fullest potential.”

O’Neal chose Harlem as Legal Outreach’s headquarters, he says, “because of the stigma, but also because of its rich history, the Harlem Renaissance. I wanted to be a catalyst to help bring the community back to a progressive era.”

The intent was to teach the basics of the criminal justice system to inner-city, minority youth so that they understand their civil rights, their civic responsibilities, and how the system works both in theory and in practice.

The curricula, developed and written by O’Neal, covers topics from domestic violence to police use of force and takes students from the investigation of a crime up through the sentencing of the defendant. In addition to coursework, students participate in mock trials, playing every role from judge to juror, defense attorney to witness. They craft opening statements and direct cross-examination and closing arguments. A five-week law institute for eighth-graders is held each summer at Columbia University and Brooklyn Law School, as well.

In 1990 O’Neal expanded Legal Outreach to include two core programs: Law-Related Education, which introduces junior high students to the legal system, and College Bound, which provides structure and support to students who decide to pursue higher education and professional careers.

“We never refer to our kids as underprivileged or lacking in any way or form,” says O’Neal. “We approach everything from a position of strength. They are fully capable of achieving whatever in life they want if they are willing to discipline themselves, make sacrifices, and take responsibility. We’re not here because we feel sorry for them; we will push them, not coddle them. This is exemplified by the change in their middle names—every student who comes through our program gets the same middle name: ‘No excuses.””
Samuel M. Clark Jr. Scholarship Established

A new scholarship was created in honor of the Rev. Samuel Clark 54C, known to the Oxford family as “Sammy.”

Clark served for twelve years as Oxford College’s first full-time chaplain, from 1984 until his retirement in 1999. During his time at Oxford, in addition to providing religious guidance on campus, Clark served as friend, club counselor, and mentor to Oxford students. In 1988 Clark helped create Leadership Oxford, which allowed students to work together as a team to overcome challenges and develop independent leadership skills. Leadership Oxford continues to be one of Oxford’s most popular and effective annual leadership programs. Clark also initiated the May Service-Learning Travel Program, which has grown into the University-wide Journeys of Reconciliation. This program sends Oxford and Emory students all over the globe as well as to selected sites within the United States.

In 2002 former Oxford students from different graduating classes initiated a scholarship fund to honor Clark. Mayo Woodward 90OX 92C was one of the first to ignite enthusiasm for the scholarship, and later with the help of Ed Cleaninger 91OX 93C and Dean for Campus Life Joe Moon, he spread the word about the scholarship. This summer, thanks to cumulative donations from Oxford alumni, faculty, staff, Allen Memorial Church members, and the Oxford Board of Counselors, the scholarship fund reached, then exceeded the minimum of $50,000 required to endow new scholarships.

During the fund-raising process, the exact nature of the scholarship was not determined. The Office of Development and University Relations plans to work with Clark to develop guidelines for the awards. The first scholarship should be awarded in the 2006-2007 academic school year.

While the minimum endowment amount has been met, additional donations are needed to maximize the annual scholarship award. The scholarship can continue to grow with further help from alumni, friends, and family. Giving is only a click away at www.alumniconnections.com/donate/emory.

Ellington Awards Created to Support Journeys of Reconciliation

The recently established Eric P. Ellington Awards honor an alumus and help Oxford students make a difference in the world. The Ellington Awards, which were established by friends and family in memory of one of Oxford’s outstanding alumni, Eric Patrick (Pat) Ellington 65OX, provide cash stipends to second-year students at Oxford College to allow them to participate in one of Oxford’s Journeys of Reconciliation. The Journeys of Reconciliation take students to areas of the world divided by conflict where reconciliation is needed. Students return from these journeys having learned something of the process of reconciliation, lessons they will apply and pass on for the rest of their lives.

Ellington graduated from the Georgia Military Academy and decided early on to follow a pre-med course of study at Oxford. After finishing at Emory College, he went to the Medical College of Georgia. Ellington was very successful in his medical practice but was never completely happy as an ob-gyn. He undertook additional medical training and became an oncologist. Still not completely satisfied, he gave up this practice and accepted a residency in pathology at Emory, thus embarking on an entirely new career. Upon completion of the residency, he took a position in a pathology group in Maryville, Tennessee, which served the Blount Memorial Hospital. Again, he enjoyed a successful career as a pathologist and became the chief pathologist of the group practice. Eventually, he retired and began working part time with a pathology group in Morristown, Tennessee. He remained in this position until his death at the age of fifty-seven.

To date the Ellington Awards have been funded by current gifts from family and friends. Oxford College is raising approximately $200,000 for a permanent endowment that will honor Ellington’s memory and support the Journeys of Reconciliation. If you would like to help Oxford students make a difference in the world, please contact Tom Wilfong in the Office of Development and University Relations at Oxford at 770.784.4640.

Former Oxford Dean William Moncrief Dies

William Moncrief 63C, dean of Oxford College from 1976 to 1986, died in an accident on April 8, 2005, while vacationing in Arizona. He was sixty-four. Moncrief was associate professor of chemistry in Emory College before becoming dean at Oxford. After leaving Emory, he became senior vice president of academic affairs at Presbyterian College in South Carolina, provost and president of Brevard College in North Carolina.

“Dean Bill Moncrief was a scientist by training, but an artist at heart,” said former Oxford Dean Dana Greene 71G. “He had an abiding love of Oxford and returned here to serve on our Board of Counselors after his 2002 retirement. His tragic and untimely death has saddened all who knew him.”

Moncrief, who had a PhD in physical chemistry from Harvard University, was an avid photographer and painter. He was in the midst of producing a play, The Man Who Moved the Mountain, with his local theater guild in Galax, Virginia.

Moncrief is survived by his wife, Barbara Land Moncrief, three children, and four grandchildren.

From the Director of Development

18.9

W hat’s in a number? In this case, it’s the percentage of Oxford alumni who supported the college financially in 2003–2004. In my first two years in this job, I’ve found our alumni’s allegiance to the college extraordinarily strong. I can’t tell you how many people I’ve encountered who said that Oxford saved their lives, turned them around, got their feet planted in reality, taught them self-confidence, etc. Many have actually cried when relating their stories about their alma mater. But, somehow, this love has not translated into financial support.

Initially, I thought Oxford’s low giving percentage might reflect a lower level of income than our Emory College brethren. But research tells me that 30% of Oxford alumni have incomes greater than $125,000 per year; sixty-three live in homes valued at more than one million dollars; and 396 live in homes valued at between half a million and one million dollars. So, I don’t think the lack of discretionary income is the problem.

Fund-raising professionals tell us that our most likely future donors are those who have both the means to help and the affinity for the college. I think most of us have both. My conclusion after two years on the job is that we fail to support Oxford financially simply because we haven’t been asked. As a result, our percentage is lower than that of Emory University as a whole (25 percent). Oxford has the opportunity to make a quantum leap forward. President James W. Wagner and Provost Earl Lewis have expressed great confidence in Oxford’s future, and alumni support needs to be one of the building blocks of that future. President Wagner has challenged the University’s alumni to raise the percentage to 40 by 2015. I want Oxford to lead all schools, colleges, and units at Emory in meeting that goal.

When our student callers contact you from the new call center at Oxford, be generous. They are working hard not only to reconnect with alumni but also to raise money for Oxford’s future. In your own way and with the means at your disposal, please do all you can to maintain Oxford’s momentum and to make the Oxford experience even better for future students. We are taught that each one of us can make a difference in the world. This is one easy way for you to make a difference in the future of this special place. If you have questions or comments, please call me at 770.784.4640 or email me at Tom.Wilfong@emory.edu.

W. Thomas Wilfong Director of Development
Tom.Wilfong@emory.edu

Former Oxford Dean William Moncrief Dies
Born to: Sally Potts Lewis 83OX 87C and her husband, Jeff, a daughter, Anna Ruth, on February 7, 2005.

Born to: Janet Hope 85OX 89P is working with the Bill and Melinda Gates Foundation in Washington, D.C.

Born to: Monica Welborn 86OX 88C and her husband, William, a son, Patrick Marshall, on August 14, 2005.

Born to:cocca Brandon 75OX 90C and her husband, David, a son, Riley Bergeren, on November 23, 2005.

Born to: Karen 92OX 94C, twin daughters, Ashley Margaret and Kelsey Janet, on May 11, 2003.

Born to: Lindsey Barber Pope 94OX 96C and her husband, Michael, a daughter, Caroline, on March 10, 2004.

Born to: Kayla Anne Pippin 95OX 97C and her husband, Brian, a daughter, Kailey Betty, on May 28, 2005.

Born to: and her husband, Tom, a daughter, Thomas Renata, on October 21, 2004.

Born to: John A. Robitscher 81OX 93C 92PH and Terry Mize 75OX 77A 04A and Melissa Parrino Sheesley 95OX 99C and her husband, Stavros Lazos 92OX 97C and her husband, Jacob Schwartz 99OX 01C and his wife, Amber, a daughter, Lily Anna, on December 31, 2004. Jacob graduated from Mercer University Medical School in May 2005.

Born to: Adrea Santamoura Tuck 91OX 93C and her husband, Brian, a son, Jacob, on December 29, 2004.

Born to: Stevevas Lazo 92OX 97C and his wife, Tracey, a daughter, Kateria Teaney, on December 29, 2004.

Born to: Melissa Parrino Sheehy 94OX 96C 99PH and John Sheehy 98C, a son, Patrick Sheehy, on September 23, 2004.

Born to: Nichole Browning 93OX 94C and the late Adams 93C in the Caicos Islands on July 3, 2004. Craig is a writer-producer for Cartoon Network Latin American Lives, and Nicholas is an attorney at Chotow and Harley. They live in Atlanta.

Born to: is an attorney in Greenville, South Carolina.


Born to: is in her class notes already submitted will appear in the next issue of this publication and in the Oxford Alumni Records Department, Emory University, 755 Gtime Road, Atlanta, Georgia 30322. News items can be sent to Oxford College via the Internet at oxford@emory.edu.

Born to: is in graduate exchange programs.

Born to: is assistant professor at the University of Florida Levin College in August 2004.

Born to: is a doula and is studying for a degree in social work.

Born to: is in charge of all exchange programs and her husband, Doug Moore, a daughter, on July 7, 2004.

Born to: is a member of Doulas of North America (DONA).

Born to: is the recipient of ETSU's Distinguished Alumni Award.

Born to: is in charge of all exchange programs.

Born to: is assistant professor at the University of Florida Levin College in August 2004.

Born to: was the recipient of ETSU's Distinguished Alumni Award.

Born to: received an MBA from the Tuck School of Business at Dartmouth University. Isai works in investment banking at J.P. Morgan in New York.

Born to: and is assistant professor at Baptist Medical Center.

Born to: was named 2004 Young Lawyer of the Year by the New Jersey State Bar Association. He is a lateral environmental attorney with Whiteman, Osterman, & Hanna.

Born to: was born to: and is a member of Doulas of North America (DONA).

Born to: of Augusta, is in charge of all exchange programs.

Born to: of Americus, is in graduate exchange programs.

Born to: of Norcross, is in graduate exchange programs.

Born to: of Gainesville, is a member of the Oxford Alumni Association’s Outstanding Teaching Award on May 14, 2005.

Born to: on December 21, 2005.

Julian Mostaghim 66OX 68C 70G on the Arts and Entertainment Network on Broadway, is getting his Ph.D. in creative movement with traumatized Bosnian children.

Theresa Pagett Nobles 68OX 70C married William Nobles on May 1, 2004. Nobles is founder and chief executive officer of Executive Images, a photography brokerage company to professional organizations. The couple resides in Chattanooga, Tennessee.

1980-1989

Born to: and her husband, David, a daughter, Anna Ruth, on February 7, 2005.

Born to: is a doula and is studying for a degree in social work.

Born to: received an MBA from the Tuck School of Business at Dartmouth University. Isai works in investment banking at J.P. Morgan in New York.

Born to: and her husband, Martin, a son, Zachary Thomas, on November 8, 1993.

Born to: working at the First Presbyterian Church of Orlando. She is a family nurse practitioner in Washington, D.C.

Born to: of Augusta, is in charge of all exchange programs.

Born to: of Denver, on May 4, 2004. Mohammad received a J.D. from Nova-Southeastern University Shepard Broad Law Center in May 2004.

Born to: was one of two new grandchildren, Joseph Patrick born to: and her husband, Doug Moore, a daughter, on July 7, 2004.

Born to: received the MSW from the University of Georgia and is assistant professor at Baptist Medical Center.

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