

Lynn 2020 momentum | College success 101 | Keeping campus top-notch

LYNN

Annual edition 2016

Learning like pros

Students thrive with iPad
program expansion



Innovation inspires learning.



Lynn 2020: The vision comes into focus



Twenty-five years ago this fall, the College of Boca Raton became Lynn University. Eleven years ago in February, we launched the university's strategic plan, Lynn 2020, which declared a bold vision: "to be recognized as one of America's most innovative, international and individualized small universities."

Extraordinary support and hard work have propelled us ahead of schedule. We are on track to complete our 15-year plan two years early. As I look back, I'm struck by how careful planning, unwavering determination, relentless energy and a bit of serendipity have brought us to this point.

The addition of the Keith C. and Elaine Johnson Wold Performing Arts Center enabled us to host the 2012 presidential debate. Four years

ago this fall, students were immersed in a once-in-a-lifetime experience as their campus garnered the attention of the entire world. Technology upgrades for the debate made possible our award-winning iPad-powered learning program. This technology combined with our nationally recognized Dialogues curriculum has set Lynn University apart for "a whole new style of teaching and learning."

The world has taken notice. *U.S. News & World Report* named Lynn one of the nation's most innovative schools. That same publication consistently ranks Lynn among the most international colleges. And we remain committed to individualized education, with attentive faculty, accelerated degree programs and new

partnerships that provide real-world job skills in technology and social entrepreneurship.

A look around our campus reveals noteworthy accomplishments and additions, many of which are highlighted below and throughout this issue. Thanks to all of you, the vision is almost a reality. I can't wait to see what the next 25 years will bring.

Kevin M. Ross, president

Campus news

This fall, we welcomed 717 freshman and transfer students, up 25 percent over the past five years, and 262 master's students. (For more on the incoming class, see pages 26–27.)

Ralph Tilden "RT" Good is the new dean of the College of Business and Management. (See story on page 7.)

Lynn broke ground Feb. 23 on the Mary and Harold Perper Residence Hall. Made possible by a gift from Mary Ann and the late Harold Perper, the hall is projected to open Fall 2017.

On Feb. 11, the university dedicated its circle of flags, representing its global student body, to renowned philanthropist, world traveler and longtime Lynn supporter Yvonne S. Boice.

In March, the Mohammed Indimi International Business Center achieved LEED® Platinum certification, the highest level of endorsement awarded by the United States Green Building Council. (See story on page 9.)

An interior makeover of the de Hoernle Sports and Cultural Center befits our Fighting Knights' tradition of spirit, service and strength. (See page 32.)

Burton D. Morgan School of Aeronautics students train with a new, state-of-the-art Redbird FMX flight simulator. A lead gift from the Batchelor Foundation Inc. matched by other generous donors funded the new device. (See pages 30–31.)

Lynn University is now a tobacco- and smoke-free campus, joining nearly 1,500 U.S. colleges and universities. Student-led Knights of the Roundtable spearheaded the policy.

Technology and curriculum innovation

Building upon the success of its award-winning iPad-powered learning program, Lynn deployed some 1,800 iPad Pros, Apple Pencils and Smart Keyboards to undergraduate day students and faculty last January. The new devices bring students greater functionality and cost savings. (See stories on pages 5 and 14.)

Lynn's new academic partnerships with General Assembly, Amani Institute, Wyncode Academy and Watson University afford students opportunities to gain specialized skills for technology and entrepreneurial careers. (See story on pages 10–11.)

Lynn University students can obtain a bachelor's degree and Juris Doctor in six years instead of seven through a new collaboration with St. Thomas University School of Law. (See pages 23–24.)

Our Information Technology department contracted with industry leader Equinix Inc. to move the university's data center. Equinix has data centers worldwide, including Boca Raton. Our contract will allow IT to expand and grow its digital services and Lynn to create a redundant internet network and increase the university's services and bandwidth capabilities. (See story on page 28.)

Athletics

Lynn University signed a \$1 million deal extending its partnership with adidas to be the official brand of the national champion Fighting Knights through 2020. (See story on page 39.)

Mike Perez, men's and women's tennis head coach, became the eighth collegiate tennis coach in history to reach 1,000 career wins. At Lynn, Perez has won seven national championships, produced 170 All-American athletes and been named SSC Coach of the Year 13 times. (Read an interview with Perez on pages 34–35.)

Women's track, led by coach Chris Wood, is Lynn's newest varsity sport, increasing NCAA Division II athletic programs to 15. (See story on page 36.)

Karli Heimbecker advanced from assistant coach to head women's golf coach. (See story on pages 38–39.)

Women's tennis and men's golf clinched Sunshine State Conference championships. They joined four other Lynn teams in NCAA postseason play: men's tennis, women's golf and baseball in the NCAA South Regional Tournaments, and swimming in the NCAA Division II National Championship.

Lynn Athletics recognized the largest number of honor students in 20 years, with 191 student athletes (75 percent) earning a GPA of 3.0 or higher for the 2015–16 academic year. Baseball's Kyle Schindler and swimming's Thalie Carmigniani and Rebecca Matthews earned recognition as CoSIDA Academic All-Americans.

Industry accolades

Lynn University is among *U.S. News & World Report's* Best Online Programs for the fourth year in a row. The 2016 report recognizes Lynn's bachelor's degrees, Master of Business Administration and Master of Education online programs.

Lynn University is again one of the nation's Great Colleges to Work For in a survey by *The Chronicle of Higher Education.* Lynn won honors in four categories: Compensation and Benefits, Respect and Appreciation, Supervisor/Department Chair Relationship and Work/Life Balance.

***South Florida Business Journal* ranked Lynn among top five MBA programs last December.** Lynn moved up one place from a year ago and was one of only two small, independent schools to achieve the top five.

President Kevin M. Ross was elected last January to the board of directors of the Council of Independent Colleges, a national higher education association.

Lynn dining partner Sodexo named Lynn a top-five university for dining satisfaction. Ranked among 332 colleges that participated in the fall 2015 Sodexo Consumer Loyalty Survey, Lynn scored 95 percent in satisfaction.

To watch a video of the State of the University address, visit lynn.edu/sotu.

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Annual edition 2016

View our magazine online at lynnmagazine.com.

On the cover: Lynn University expanded its award-winning iPad-powered learning program last January, rolling out iPad Pros to undergraduate students and faculty. See stories on pages 5 and 14. *Photo by Justin Hearn.*

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iPad-powered learning goes Pro

Lynn University took iPad-powered learning to a whole new level this spring.

It was the first school in the nation to integrate the iPad Pro and corresponding Apple Pencil and Smart Keyboard into its classrooms, distributing nearly 1,800 of each across campus.

iPad Pro rivals most portable PCs and offers multitasking tools that allow users to do more at the same time. The full-size Smart Keyboard makes it easier for students to draft essays, complete tests and build complex spreadsheets from anywhere. Students can also capture ideas as notes, sketches or diagrams with the Apple Pencil.

“iPad Pro, its accessories and the next generation of education-focused apps make learning even more relevant to the world students live in,” said Chief Information Officer Christian Boniforti.

“This immersive, versatile technology also provides access to top-notch content and can replace bulky desktop devices to save space and allow Lynn to convert computer labs into interactive, mobile workspaces—places that inspire creativity and foster collaboration,” he said.

iPad Pro also supports Lynn’s ongoing efforts to create a more affordable education, eliminating personal computer costs and saving students money through apps and e-books that are more cost-effective, timely and relevant than traditional textbooks and support materials.

iPad Pro provides greater flexibility, too. Whether studying aviation, design or music, students can use one device for writing papers, taking notes with Apple Pencil, creating videos that demonstrate learning, completing in-depth projects outside the classroom and much more.

Conservatory faculty perform in Cuba

The Conservatory of Music left its mark on Cuba last summer and paved the way for cultural exchange. The Cole-Robertson Trio and three other faculty members performed at a 16th-century basilica in Havana.



The Cole-Robertson Trio

The trio comprised Dr. Jon Robertson, piano; Carol Cole, violin; and David Cole, cello. Also performing were Roberta Rust, piano; Sheng-Yuan Kuan, piano; and Manuel Capote, cello.

The group hosted a master class for local musicians associated with Leo Brouwer, renowned composer, guitarist, conductor and founder of the Orquesta de Córdoba.

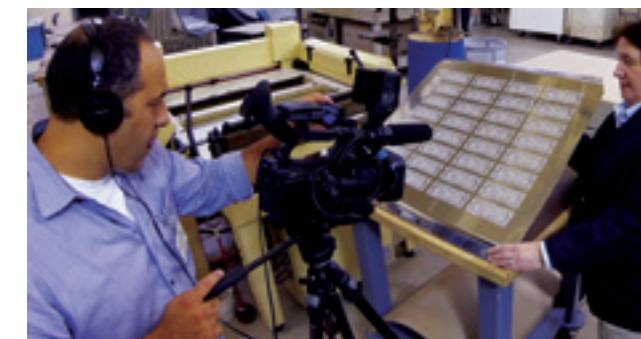
“People from Leo Brouwer’s office want to study music and arts management at Lynn—now Cubans know Lynn,” said Capote, education and outreach coordinator and Cuba native.

The group presented to Brouwer a guitar crafted by oboist John Weisberg, a conservatory student who also plays guitar and builds harpsichords.

“It’s sort of an inner-intimate circle that occurs [in the music community],” said Robertson, conservatory dean. “Here is a young man who, as a kid, would have never imagined the opportunity to make an instrument for the composer whose music he grew up playing. It’s this type of personal inspiration that sparks a reciprocal for giving.”

Professor’s documentary tells story of \$2 bill

The Two Dollar Bill, written and produced by Lynn faculty member John Bennardo, was named Best Documentary at the Manhattan Film Festival and gained recognition in several other festivals throughout the nation.



John Bennardo films the production of \$2 bills at the Dallas/Fort Worth Bureau of Engraving and Printing.

“I had 11 \$2 bills in a desk drawer since I was a kid,” said Bennardo. “I wanted to do something with them because I found them so interesting.”

Originally intended as a short film, *The Two Dollar Bill* quickly changed course.

“I was amazed at what I found when I started researching,” said Bennardo. “Although the film is all about the many aspects of the \$2 bill, at its core, it’s really about connection.”

The film brings many \$2 bill stories together. It features interviews with a collector whose bills have been on Mercury, Gemini and Apollo missions; a paranormal and superstitions expert who unveils the ways bad luck is associated with the currency; and a widow who obtained closure from a \$2 bill after her husband’s life was lost in the tragedy of Sept. 11.

“The bill has a unique ability to spark conversation and memories when used in a transaction, so the film ultimately reveals the bill’s powers amidst all the other fascinating stories related to its history and usage,” Bennardo said. “I am hoping the film’s resume will help carry it to greater exposure, perhaps on Netflix or a cable channel. I am pursuing those avenues now.”

Dan Bagnoni selected Outstanding Teacher of the Year

Dr. Dan Bagnoni, assistant professor of mathematics, was “in total shock” when it was announced that the student body chose him as 2016 Outstanding Teacher of the Year.

“I am honored and humbled,” he said. “There are so many incredible and amazing professors at Lynn deserving of this award. To be chosen by the student body is amazing.”

Bagnoni uses humor, singing and current events to spark interest and make lessons engaging.

“Dan begins every class with music and is known as one of the funniest faculty members here at Lynn,” said Dr. Gregg Cox, vice president for academic affairs. “While his courses can be quite demanding, he seems to have the ability to make math fun.”



“Someone once said, ‘Students don’t care how much you know, until they know how much you care.’ I think the students know that I care,” said Bagnoni, who just completed his 10th year as a full-time Lynn professor.

Sanne Unger is Faculty Member of the Year

Dr. Sanne Unger, assistant professor in the College of Arts and Sciences, was selected 2016 Faculty Member of the Year by the deans based on nominations from the faculty.

Unger wants her students to not simply know the information in her courses, but to be able to generate new knowledge on their own. “I put a lot of effort into my teaching and my relationships with my students and my colleagues,” she said.

Unger has embraced Lynn’s iPad-powered learning and has become one of the most advanced users of this technology, said Dr. Gregg Cox, vice president for academic affairs. “Students say her classes are very engaging, and she uses the iPad to make lessons both timely and relevant.”



Lynn names business and management dean

Dr. Ralph Tilden “RT” Good joined Lynn University this year as dean of the College of Business and Management, Lynn’s largest and most international program.

Good, who is on a mission to take the College of Business and Management from good to great, says he wants to give the college and its achievements a voice.

“I want to show the type of business acumen students obtain while at Lynn,” said Good. “These real-life examples are why we exist and preserve the legacy of those who have invested in the university.”

Good spent the past four years as associate dean and professor of the Byrd School of Business at Shenandoah University in Virginia. He served the university for more than 20 years as associate dean of student affairs, dean of the School of Continuing Education and the Northern Virginia Campus, dean of global education and special initiatives, and associate professor of management.

Additionally, Good held positions as associate cluster coordinator at Nova Southeastern University, managing partner of a hotel management firm, and chief business and human resource officer of a land development and construction firm.

Good holds a Bachelor of General Studies from Virginia Commonwealth University, a Master of Business Administration from University of Mary Washington, a Doctor of Education from Nova Southeastern University and a post-doctorate from University of Florida.

“The ultimate goal is to bring my experience to the conversation of what’s happening at Lynn, in higher education and in the local community. We want to position the college to be on the cutting edge of higher education, leveraging its integrity and character to meet today’s business needs,” Good said.



Up for the challenge: Making ideas a reality

Of the 25 budding entrepreneurs who pitched their business ventures to a panel of judges for the 2016 Howard Isaacson Innovation Challenge, three hit it out of the park.

After several rounds of elimination, the top five finalists presented their ideas to more than 120 spectators and three judges. The top three participants received a cash prize, and first place also earned office space at Research Park in Boca Raton for six months.

The competition gives Lynn students and employees the opportunity to introduce their ideas for a new product or business to investors. Now in its third year, the competition was the brainchild of alumnus Jeremy Office '11.

Throughout the challenge, participants partner with entrepreneurs, executives and College of Business and Management faculty members who mentor and guide them in their journey to create viable businesses and business plans.

"I've had the pleasure of working with and mentoring some of the most creative, innovative and entrepreneurial students at the university," said Brian Sommer, assistant professor of management, who runs the challenge through the college's entrepreneurship program.



1st place
Stephany Lopez Da Silva, MBA student
Company: All Shapes and Colors, a specialized brand for same-sex parents and their children with such products as T-shirts, bodysuits, bibs, baby albums, children's books and stickers.

Runner-up
Majed Charife, MBA student
Company: Hire Squire, a website and concierge service for international students looking to study in the United States.

3rd place
Samantha Haag, entrepreneurship major
Company: Nerdvana, a nerd-themed restaurant/social event.

"I'm grateful for every professor and mentor who believed that I had the potential to make my idea become reality. I listened carefully to their advice, and they helped me learn how to successfully develop and present a business plan."
 —Stephany Lopez Da Silva



Indimi Business Center designated LEED Platinum

The Mohammed Indimi International Business Center has achieved LEED® Platinum certification, the highest level of endorsement awarded by the United States Green Building Council (USGBC).

The USGBC awarded the certification under its Building Design + Construction rating system, which considers a development's basic building blocks, operational efficiencies, green material selection and sustainable design innovations.

Designed by Gensler, the Indimi Business Center's many eco-friendly features include:

- Indoor water use 92 percent lower than a typical academic building
- Total outdoor water use 32 percent lower than LEED baseline
- 100 percent reflective roofing to help reduce the "heat island" effect that occurs when urban areas are hotter than surrounding rural areas
- 21 percent of building materials made from recycled content
- 16 percent of building materials sourced from within 500 miles of the project site
- 68 percent of new wood responsibly harvested from Forest Stewardship Council-approved sources
- 50 percent of the site has vegetated or pedestrian hardscape area
- Individual and multi-occupant lighting and thermal controls for comfort and well-being
- Location near public transportation hubs
- Maximized access to natural daylight and external views
- Widespread recycling program for glass, metal, cardboard, paper and plastic
- Optimal air quality with increased ventilation systems and low-emission building materials

In addition to its sustainable objectives, the Indimi Business Center was designed with hands-on, technology-based learning in mind. It is outfitted with state-of-the-art systems to enhance students' educational environments, with 11 classrooms and more than 15 spaces for collaboration between students, faculty and outside corporations.

Innovative partnerships provide students with limitless learning

Lynn University has engaged in several partnerships to provide just-in-time job skills in emerging careers for students.

These collaborations complement the liberal arts education that students receive at Lynn with a variety of professional development opportunities in technology and social entrepreneurship.

“Learning is limitless, so we don’t limit our programs to the boundaries of campus,” said President Kevin M. Ross. “To prepare students for emerging careers, we’ve partnered with leading organizations to provide all the benefits of a liberal arts education, plus valuable job skills and real-world opportunities.”

Amani Institute social innovation management fellows learn from nature in Brazil as part of Bio-Empathy, a professional skills-building course.



Lynn+ General Assembly

Students can enhance their bachelor’s degree with an immersion in technology design. Focused on helping students build marketable skills for emerging technology careers, General Assembly is a global network of campuses for technology, business and design. Participants may choose to attend the 10-day or 16-week program, both of which take place across the United States or abroad, and will master topics including user experience design, digital marketing, front-end web development and product management.

Lynn+ Amani Institute

A collaboration with a nonprofit based in Nairobi, Kenya, and São Paulo, Brazil, Lynn+ Amani Institute offers a Master of Business Administration (MBA) in Social Innovation Management. Designed for students who are passionate about driving positive social change, the degree combines 10 months of intensive global experience in cross-boundary work with an advanced business degree. Skills developed in the program include how to think like a change agent and how to create and manage a social venture.



Lynn+ Wyncode Academy

Available to graduate degree-seeking students, this program provides two new course tracks that teach high-demand coding skills. Students can choose from two master’s programs: MBA in Web Development Management or Master of Science in Communication and Media, with a specialization in Web Design Strategies. Miami-based Wyncode is a nine-week immersive bootcamp program. Lynn+ Wyncode Academy allows students to explore organizational leadership and management, front-end development, databases and object-oriented programming.

Lynn+ Watson University

Putting ideas to work as part of a Bachelor of Science in entrepreneurship, the 30-month Lynn+ Watson University program requires students to spend four semesters at Watson and three summers engaged in Lynn online courses. The program delves into global development, social entrepreneurship and more, with hands-on experiences and mentorships.

Lynn+ Watson graduate forges new pathways

Tessa Zimmerman ’16 is a trailblazer. She’s the first graduate of the Lynn+ Watson program. While in the program, she developed ASSET Education, which helps high school students overcome anxiety and succeed academically.

Zimmerman was motivated by her own experience coping with severe anxiety in school. At Easton Country Day School in Connecticut, she thrived in a nontraditional education environment. “I did a lot of independent studies there,” she said. “I had this personalized learning experience that I wanted to continue in college.”

Lynn+ Watson was the perfect fit. “The combination of Watson and Lynn is powerful,” she said. “You get to experience an established network of Lynn alumni and faculty paired with a newer school style that’s helping higher education open more doors for young entrepreneurs.”

After ASSET Education’s early success in Boulder and Denver, Colorado, high schools, Zimmerman is expanding the program. With a \$9,000 prize from Imaginarium: Denver Public Schools Innovation Lab, she’s training 10 more teachers. By summer 2017, she plans to train 100 teachers each in Denver and New York.

For young entrepreneurs, Zimmerman has two pieces of advice: Find the right mentors and play the student card. “Having the right mentors has been a game-changer for me. Say, ‘I’m a student. What would it take to get 17 minutes of your time?’ I use odd numbers to get people’s attention, and it works.”



“Lynn is connected to other innovative institutions, who, like us, are driving important transformations in higher education.” —President Kevin M. Ross

Tell us about your research.

I am focusing on environmental conditions such as water availability and quality, food security and potential conflicts between human, flora and fauna needs. All of this is placed in the broad context of human rights, in particular: indigenous peoples and the impact of gender in political decision-making surrounding these issues.

What do you hope to accomplish with your findings?

Ultimately, I hope to add to previous research in these areas. In the past, I have concentrated most of my research at the global level through attending various United Nations and Organization of American States sessions. The sessions were for the purpose of drafting and adopting the Declaration on the Rights of Indigenous Peoples, as well as its regional counterpart.

What is most important to you professionally?

There are two aspects of my professional life that are critically important to me: Bringing my research and expertise into the classroom to enhance my students' learning experiences, and collaborating and sharing ideas and experiences with my colleagues.

What are your goals?

Broadly speaking, to leave things in better shape than when I arrived. My parents taught me to clean up after myself, and others if needed. I have tried to take that advice to heart in all aspects of what I do.

What is your definition of living a good life?

Having as little negative environmental impact as possible.

A conversation with Dr. Marchéta Wright

by Sydney Putnam

Dr. Marchéta Wright, professor of international relations, grew up on what traditionally had been Seneca territory in Cuba, New York, which helped her adopt an understanding for Native Americans and indigenous peoples at a young age. After joining the Model United Nations team her freshman year at Thiel College, Wright decided to pursue political science as a major. During graduate school her interests in human rights and the environment crystallized and became the cornerstone of her professional career.



Over the years, she has continually advocated for global equality and sustainability by conducting research, directing the international relations program at Canisius College and teaching at the postsecondary level. In her 12 years at Lynn, Wright has further developed her views as a human rights advocate, educating the community along the way.

“Balancing teaching, research and service remains a challenge that probably will never truly be overcome,” she said. Wright is known for her passion to make a difference in the world —bringing cultures and people together to foster discussions about shared concerns.

In 2015, Wright received the Kathleen Cheek-Milby Faculty Fellowship award. Shortly thereafter, she focused her career-long research in human rights of indigenous peoples, gender roles and the environment on “investigating the ways in which local communities identify and address problems related to living in marginalizing conditions.” The research has taken place in Kenya, upstate New York, southern Ontario and India.

Wright is known for her passion to make a difference in the world —bringing cultures and people together to foster discussions about shared concerns.



Wright with women of Unity Village, Archer's Post, Kenya

How have you conducted the research?

I traveled to, and stayed in, various rural and urban communities. The purpose was to speak with local leaders and community members about their perceptions of environmental conditions and solutions they have undertaken or will pursue in the future. I also have met and spent considerable time with various nongovernmental organizations (NGOs) related to these issues. Thus, my research is essentially qualitative rather than quantitative in nature—although various statistical materials are being incorporated.

Has your approach changed from place to place?

In each research location, unexpected opportunities arose that expanded, shaped and clearly enhanced my planned lines of inquiry. One example occurred in Kenya. I was able to meet with the staff of Save the Elephants—an NGO based in Samburu territory—to learn more directly about poaching and the role of local communities in stopping it. A second example comes from Ladakh. I spent several days living with a family in Basgo village. In addition to the added conversations, I observed firsthand their efforts in environmental protection and sustainability.

What do you aspire to do with your research?

I am planning to write up various aspects of the research in scholarly articles and, hopefully, incorporate this new material into an existing manuscript work-in-progress. Finally, and perhaps most important, this research endeavor definitely will inform all the courses I teach.

What's your favorite way to de-stress?

I find a quiet place in the woods or ride my bike. I typically crochet and read good science fiction.

Is there anything else you'd like to share?

As a personal note, and somewhat surprisingly, in Ladakh, crocheting has been critically important in creating the necessary trust situations for meaningful conversations. While I took a small project with me to pass the time during long flights, it seems the Ladakhi women are fascinated with it. They are, in their own right, accomplished spinners, weavers and knitters, but crocheting is new to them. This cross-cultural sharing rapidly created a set of bonds that led to many more meaningful conversations.

Learning like pros

Last January, Lynn took its award-winning iPad-powered learning to a new level, with the iPad Pro. Now, students and faculty can't imagine learning without it.

By Liz McKey

In 2013, Lynn University turned heads when it launched iPad-powered learning. After an initial rollout of iPad minis to faculty and undergraduate students, a few months later, the devices were in every student's hands. Faculty uploaded courses to iTunes U and created free, interactive textbooks through the Lynn University Digital Press. Students experienced engaging content that perfectly delivered Lynn's discussion-driven Dialogues core curriculum. They also saved up to 90 percent in textbook costs.

The world took notice. Apple twice named Lynn an Apple Distinguished School and recognized Mike Petroski, who spearheaded faculty development, as an Apple Distinguished Educator. A slew of publications, including *Inside Higher Ed* and *The Chronicle of Higher Education*, highlighted Lynn's pioneering work. *U.S. News & World Report* named Lynn one of America's Most Innovative Colleges.

But most important—and the sole reason behind the initiative—is the transformation in students' learning: 90 percent of Lynn students report the iPad significantly contributes to their learning experience.

Why tinker with that kind of success? Because, as faculty will tell you, that's the Lynn way—continually stretching the limits of learning. >



“My students loved it so much, they asked if we could do a weekly review with it. When it was time for them to do class presentations, one student used the app. It was the perfect payback to me as a teacher, saying ‘I’ve learned so well what you’ve taught me.’”

—Susan Saint John



Dr. Sanne Unger leads a class using iPad Pros. Her students love the larger screen, especially for virtual reality apps.

Teaching tomorrow’s teachers

Just in time for Spring 2016, Lynn deployed iPad Pros and Smart Keyboards and Apple Pencils to faculty and undergraduate students (see Campus News story on page 5). The larger, more robust device and custom accessories provide a tool not just for content consumption, but also creation. Susan Saint John, assistant professor of education, recalled, the iPad Pro “took off like a rocket.”

Saint John, a former Palm Beach County Schools principal and current Lynn Ed.D. student, uses the iPad Pro extensively in teaching her Introduction to Education, Child Development and Classroom Management courses. But it was as a student in a Lynn doctoral class that she discovered Kahoot!, a lesson review app. Users create a learning game using multiple choice questions, which participants answer using their cellphones. Saint John tried the app in her undergraduate classes, and it was a hit.

Sophomore Taylor Collins is a fan of the app. “Kahoot! was fun, and a good way for us to study,” she said. “I use the iPad Pro every day. I also take notes and make presentations in Keynote and PowerPoint. It helps in communicating with other students.”

In Saint John’s Classroom Management course, the iPad Pro is a great tool for creating class projects that will become part of students’ professional portfolios. “One of their assignments is to create an entire package for their classroom,” Saint John said. “Later when they’re interviewing for jobs, they can say, ‘This is

my classroom layout, classroom management plan, open letter to parents and school supply list.’ The whole package will be in one place—on the iPad Pro.”

Sophomore education major Natalie Lusniak likes how the iPad supports different styles of learning. “With the iPad, you can use speech to text. For me, listening to text is much better than reading it.” Lusniak also used the iPad in a Children’s Literature class to create a book for first graders—yet another portfolio piece.

Delving into the Dialogues

Preparing students for the real world is also top-of-mind for Dr. Sanne Unger, who teaches Dialogues courses in the College of Arts and Sciences. In her Dialogues of Belief and Reason class, students master research methods while exploring topics in deviant behavior. They also gain technological skills, such as using Slack, a real-time messaging app favored by Silicon Valley and corporations. “Students have team threads where they can talk to each other, and I can monitor those communications and send messages to them,” she said.

Unger also finds that virtual reality apps engage students, thanks to the iPad Pro’s larger screen. “You can transport yourself to a totally different place,” she said. A favorite app is NYT VR (Virtual Reality Stories from the NYTimes). “Students can see the world through the eyes of others. It’s very impactful.”

Bonnie Bonincontri, an assistant professor in the College of Arts and Sciences, uses short videos in her Dialogues of Justice and

Civic Life classes with similar effect. For instance, students see how a woman provides water to a Navajo tribe in Arizona. “We talk about how we take access to water for granted,” Bonincontri said. “Then, I break the class into small groups and ask them, ‘If money were no object, what solutions could you offer?’ They open up their iPads, prepare their presentations and then share them with the class.”

Unger and Bonincontri’s colleague Ronald Weissman teaches Dialogues of Quantitative Reasoning, which focuses on statistics. Because students perform their calculations using Excel, Weissman created a workbook for the iPad Pro. “It features 26 videos where they can see step by step how to do these calculations.”

Weissman is the author of two other digital texts and a seasoned business executive who emphasizes real-world relevance in his teaching. “Most students hate the subject

of statistics, so in my course, Predicting the Future, I try to show them how to apply statistics in practical ways and their future careers.”

Hands-on learning

Sports management students are putting their iPad Pros to work in the field. In a Special Topics class taught by Dr. Chad Barr ’02, associate professor of sports management in the College of Business and Management, students worked to expand a soccer tournament, The Palm Beach Cup, in Palm Beach Gardens. Students used their iPads to design social media campaigns, develop sponsorship proposals, conduct weekly meetings via Skype or FaceTime, and create custom maps. “We used Google Maps to look at the surrounding facilities for this tournament,” Barr said. “We used screenshots of maps and other apps to place overlays to create our own maps—everything from identifying power sources to locations for handicapped parking.” >

Some professors see the iPad Pro becoming a laptop replacement. “One student’s laptop was broken,” Barr said, “and he did everything on the iPad.”

Barr surveyed students for feedback and received positive comments about the iPad Pro, among them:

- “It made creating all the ads 100 times easier using the Pencil and large screen.”
- “Using the split screen helped me visualize everything better.”
- “I did my whole final from my iPad.”
- “It’s extremely convenient; I didn’t have to carry my laptop everywhere.”



A professor’s best friend

Faculty have found new ways to use the iPad—from writing and editing to other day-to-day tasks. Unger has written and edited three digital textbooks at Lynn. “Previewing the books is much easier with the bigger screen,” she said, “and I can work with the embedded videos within the pages, instead of opening them full screen.”

Dr. Rachel Pauletti, assistant professor of psychology in the College of Arts and Sciences, previously taught at a large state university. “Before, I wasn’t expected to learn students’ names because of the large class sizes. At Lynn, where learning is more personalized, that’s not the case. On the first day of class, I walk around the room and record students saying their names and one thing about themselves. I’ll watch that video about 10 times before the next class so that I know everyone’s name on the second day of class.”

Blending new- and old-school methods, Pauletti uses her iPad to grade students’ papers digitally and write notes in the margins. “I like to give a lot of feedback, so having the ability to handwrite comments is great.”

Leading innovation

Lynn faculty are proud to be at the forefront of integrating technology into the classroom with iPads. “It’s an absolute necessity,” said Dr. Erika Grodzki, professor of advertising and public relations in the College of International Communication and a Fulbright scholar. “Technology has changed the game. Professors have to keep up with technology, and students do as well. ... I attend three to four conferences per year, and I meet professors from all over the world. When I tell them about what we are doing at Lynn, they are amazed.”

Barr shares Grodzki’s enthusiasm. “The iPad is giving students a powerful tool to learn, and our goal is to teach them how to learn. We have every answer right here at our fingertips. ... Now it’s unacceptable to say, ‘I don’t know.’ Now, the answer is, ‘Let me find out.’”

Professors tell their stories on Facebook

Lynn faculty members shared on Facebook how they use the iPad Pro. Turning the tables, their students “graded” them, with comments. The professor garnering the most comments was Susan Saint John, and her reward was an Apple Watch.

Saint John is thrilled with her prize—and the iPad as a teaching tool. “There’s so much more I have to learn,” she said, “but even now, I can’t imagine teaching without it.”

Here’s what faculty members had to say about using the iPad Pro:



Dr. Andrew Burnstine
associate professor, marketing

“Students in the MKT 465 course use the Flipboard app on their iPad Pros as a way to highlight the ever-changing world of fashion and retail. Because Flipboard acts as a virtual magazine, students are able to include their own exposé on their final project retail company. It keeps our students engaged in the classroom and creates a hands-on document that can be used for future reference and possible job consideration.”



Denise Belafonte-Young
assistant professor, film and television

“Communication and Emerging Media students gain skills in iPad Pro photo correction. This includes color attributes of hue, saturation and luminance levels. They also learn to create presentations with iMovie, which includes transitions, text, effects, animated GIFs, video clip inserts and opening titles.”



Dr. Gary Villa
professor, biology

“I’m starting a new method of instructing biology labs in which students can connect their iPad Pros to various scientific sensors through Bluetooth—they can watch data being generated and graphed in real time. Students can measure virtually anything from sound, light and temperature to their own heartbeat and respiration on their iPads. Students can even collect data from the same sensors simultaneously, working together on a single project.”



Dr. Jeffrey Johnson
dean, School of Aeronautics

“Sound studies create a noise map of the environment surrounding an airport, so the government can adequately compensate nearby residents and businesses for excessive noise. Aviation students use their iPad Pros to create a sound video at a local airport. Then, they edit and combine the clips to develop a sound map of the airport and compare their self-made sound map with the airport’s official versions.”



Dr. Theodore Curtis, associate professor,
College of Business and Management

“We use the iPad Pro’s unique abilities when we study trademarks to gain a deeper understanding of trademark infringement. The split screen allows us to compare the visuals for possible consumer confusion. We use the Apple Pencil to draw over the logos, identifying areas of possible comparison. Then students take an existing logo and use the Apple Pencil to create their own hypothetical version, which is presented to the class with Apple AirPlay.”

College success 101

New programs help students make the most of studying at Lynn

by Leigh Brown Perkins



Exceptional new and expanded programs that reflect Lynn's 2020 strategic plan help students maximize the university experience and mark these achievements in their academic lives:

- Settling smoothly into life as a college student
- Accelerating completion of their degree (or multiple degrees)
- Exploring their place in the larger world

"These programs allow students to become more vested in Lynn and more integrated into the community," said Dr. Gareth Fowles '99, '01, vice president for enrollment management.

First 40

No point in a college student's life is more memorable or more packed with complications than the first semester. The very things that make college thrilling (new roommate! no parents! challenging classes!) can suddenly push a freshman into a cold panic.

"The first six weeks are critical," said Theresa Osorio, assistant dean for student involvement. "If we can connect them to other students, faculty and staff in those first 40 days, we'll keep them and they'll be better students and better alumni."

And so begins the First 40 program, possibly the best six weeks of any Lynn student's life.

An optional program for first-year students, it picks up where Welcome Weekend leaves off, with nonstop events and explorations to help freshmen settle happily and productively into the life of the campus. Its calendar includes karaoke, laser tag, pool parties, street festivals and a color run.

"We want first-year students to find their niche, their friend group," Osorio said. "Building relationships is incredibly important."

Kat Milian, a sophomore studying public relations, was one of the first students to sign up for First 40 as a freshman in its inaugural run in 2015.

"I thought it would be a really cool way to meet people," she said. >



"My goal is for freshmen to feel like they're part of the Lynn family,"

—Caryn Morris, senior, peer mentor for First 40

Woven into the cool are First 40's principles of willpower, self-esteem and accountability. Students are reminded of their responsibilities and resources with programs on appropriate alcohol use, leadership, Lynn's code of conduct and where to go for help.

"But the events were so fun you didn't feel like you were getting a lecture," Milian said.

She is now one of the peer mentors guiding incoming freshmen through their own First 40.

"When freshmen feel proud of their school and feel like they belong here, they're much happier and do much better in their classes," she said.

Evaluation leads to the same conclusion. When they arrive on campus, students are given a quiz on the three competencies of First 40. At the conclusion of the program in October, they are tested again on their willpower, self-esteem and accountability.

"We did see a significant increase in these competency areas," Osorio said.

What's more, transition programs like First 40 are shown to improve graduation rates.

"When you offer programs that create a sense of connection for students," Osorio said, "they're much happier and more likely to stay at Lynn through graduation."

Caryn Morris, a senior studying elementary education and a peer mentor for First 40, said the program helps new students navigate physically (where do I go to print my essay?), socially (can I join flag football as a freshman?) and academically (how do I change my major?).

"Because it's based on core competencies, we cover important topics like our amnesty policy and diversity and disabilities," Morris said. "But because it's peer mentors delivering that message, it gives students a feeling that they can depend on us, they have someone they can talk to confidentially, someone who can put them in touch with the resources they need. These 42 peer mentors are like your big brothers and big sisters. They can always rely on us."

Spirit, Service, Strength Conference

Think of this program as the First 40 Hours, to help new student athletes adjust to life at Lynn and engage in its ideals from the starting bell.

"It's a dynamic new conference at the beginning of the academic year to introduce all student athletes to our guiding principles of spirit, service and strength," said Devin Crosby, athletics director. "We want them to recognize and apply those attributes to everything they do at Lynn."

Beginning the first Tuesday of fall classes, the three-day conference kicked off with Crosby and his coaches welcoming athletes to Lynn's 15 varsity sports. The first day focused on spirit, the next day service, and finally strength, each with presentations, games and a challenge for student athletes to integrate these values into their decision-making, academics and lives outside of sports.

"We're committed to our students' success," Crosby said. "This conference allows us to explain that commitment to them and to share our values as an institution. We want them to know we're so happy they chose Lynn."

Accelerated degree programs

Lynn University's accelerated degree programs give highly motivated students a valuable opportunity: to earn a bachelor's, master's or law degree a year sooner. That means saving a year's worth of tuition and room and board—nearly \$50,000—and getting a head start on their careers.

Lynn began the 3-year bachelor's program in 2009 with 27 students. While it wasn't the only university to offer an accelerated bachelor's degree, Lynn found its niche when it evolved from a highly prescriptive program into a more flexible one.

It was a natural progression for Lynn, where learning is individualized, said Dr. Gregg Cox, vice president for academic affairs. "Students have different needs at different times. Our ability to customize the program has been a game-changer. We understand that while the program has one goal—for students to graduate in three years—there are hundreds of paths to get there."

For example, a student taking two particularly challenging courses in one semester can opt to take five courses rather than the usual six, then take an extra course in the summer. Or a student can take online courses through the iLynn program.

It's proven to be a winning formula. Enrollment in the 3-year bachelor's program has soared from 27 in 2009 to more than 515 in Fall 2016. Accelerated students account for over a quarter of undergraduate day enrollment. (The program is available to all majors except music and education.) Even more impressive, retention rates and grades are high. >



"We're here to help our student athletes do great things at this university."

—Devin Crosby, athletics director

“I was a little concerned that doing the accelerated program would be too fast, that I wouldn’t get to experience everything I could in four years. But I have gotten to do so much, including study abroad. It was a great choice for me.”

—Denisse Rodriguez '16

“Recent retention rates have been between 82 and 88 percent with overall GPAs exceeding 3.0,” Cox said.

The key, said Nick Haggarty '16, who earned a B.S. in investment management *summa cum laude* in just 2½ years, is good time management. “It’s a great way to challenge yourself, and I think you get a better feel for the pace and workload in the real world.”

Soon after graduating, Haggarty landed an analyst’s job with JPMorgan Chase & Co. in Wilmington, Delaware.

With the accelerated programs, “it’s all about options,” Cox said. And Lynn’s options extend to the 3+1 master’s and 3+3 law programs. 3+1 master’s is a 3-year bachelor’s plus master’s degree, and 3+3 law is a 3-year bachelor’s plus 3-year law degree in partnership with St. Thomas University School of Law.

Like the accelerated bachelor’s program, the 3+1 master’s is proving popular, and the new 3+3 law promises to do the same. Denisse Rodriguez '16 is working toward an MBA in marketing and media management in the 3+1 program after earning her undergraduate degree in multimedia journalism. She and others have discovered that accelerated degree programs don’t mean sacrificing a well-rounded college experience.

“I was a little concerned that doing the accelerated program would be too fast, that I wouldn’t get to experience everything I could in four years,” Rodriguez said. “But I have gotten to do so much, including study abroad. It was a great choice for me.”

Fellow class of '16 member Haggarty completed three business internships, captained the lacrosse team and graduated with the College of Business and Management Dean’s Award for Excellence.

Winston Cunningham, a hospitality major in the 3-year bachelor’s program, is on a similar track. In addition to his studies, he serves as a student ambassador in the Office of Admission, meeting prospective students and their families. Like Rodriguez, he’ll pursue an MBA in the 3+1 program.

“I can get college out of the way and move on to my professional life,” he said. “I am still getting the full college experience and all the fun, but it’s just condensed into a shorter time span.”

Center for Learning Abroad

Launched just four years ago as part of Lynn’s 2020 strategic plan, the Center for Learning Abroad (CLA) is already one of the most successful and popular student programs on campus.

It offers more than 50 study abroad programs in 20 countries, including Italy, Australia, China, Spain, Ireland, South Africa and Argentina. Students can opt for short-term programs, choose semester programs or spend an academic year abroad.

“Copenhagen had the perfect program for me. I didn’t want to go somewhere to be a tourist. I wanted the experience to add to my degree,” said Rodriguez, the 3+1 MBA student.

Rodriguez enrolled in the DIS program in Denmark while an undergraduate. She said her studies in Europe made a real impact on her academic life back at Lynn.

“Professors would ask me how companies in Denmark handle a certain issue and I could share my experiences with them and other students. It added so much to my academics.”



Every study abroad program can be applied to the completion of the student’s degree, and the semester-long and yearlong programs come at no additional tuition cost. Institutional and financial aid may also be applied toward the cost of study abroad, making it a possibility for more students than ever.

Despite not wanting to be a mere tourist during her program in Denmark, Rodriguez did manage to take in the sights. She visited eight countries and even spent some time at the BBC in London as part of her strategic communications studies.

“Since I came to Lynn from the Dominican Republic, I felt like I was already studying abroad. But I realized that Lynn’s programs in Europe could give me great experience I could apply to my career.” >

Travel advisories

- The Center for Learning Abroad will offer more than \$90,000 in scholarships for qualified study abroad students for the academic year.
- Beginning in 2016, freshmen became eligible to study abroad for January Term and the spring semester.

Since its 2012 creation, the CLA has seen a sharp increase in participation in overseas study. According to Stephanie Clark, the center's education abroad adviser, 2015–16 saw a 42 percent increase over the previous academic year in terms abroad. In last year's fall semester alone, the number of students participating in study abroad tripled compared to Fall 2013.

The most popular study destination? Italy, followed by England and Australia.

Brian Pirttima, director of the CLA, said Lynn bucks the national trend toward short-term programs. Although nationally only about 38 percent of students studying overseas choose long-term programs, almost 50 percent of Lynn's study abroad students opt for semester-long and yearlong programs. Since 2013, the number of Lynn students participating in these longer-term programs has more than doubled.

"A longer program provides greater opportunity for personal transformation and academic growth," he said. "It's the difference between living abroad, albeit temporarily, and simply taking a quick trip of three or four weeks."

Of all of CLA's accomplishments in its first four years, Pirttima is most proud of this change.

"Lynn students are choosing to go farther and staying longer to grow and learn more," he said. "That's our best achievement."

Fowles said connecting the programs more effectively to academics is a strong selling point for Lynn.

"The new programs are more enticing and the academic content is more enriching than ever before," he said. "The breadth and depth of the diversity in the program and the additional geographic locations really resonate with students."

Keeping their passports up to date could also help their grades. According to the Georgia Learning Outcomes of Students Studying Abroad Research Initiative, students are more likely to graduate—and with a higher GPA—if they study abroad. At Lynn, this has certainly been true. Since the CLA opened, more than 90 percent of the students who have participated in study abroad have graduated or remain enrolled at Lynn. By comparison, the national graduation rate hovers just under 60 percent.

"Come to Lynn, study abroad with Lynn," Pirttima said, "and you're very likely to graduate from Lynn."



3.03
Average high school GPA

562
Number of incoming first-year students

Meet the class of 2020
Because Lynn's strategic plan is ultimately in the service of its student body, we thought you'd like an introduction to our incoming class.
They will graduate, coincidentally, in 2020.

97
Percentage of new students who say career preparation is important to them

Top countries:
Brazil, United Kingdom, China, Spain, Venezuela, Germany, Italy

92
Percentage of new students who say Lynn was their first or second choice for college



Keeping campus top-notch

Continually improving Lynn's campus requires the latest technology and old-fashioned TLC

by Leigh Brown Perkins

The new buildings in Lynn's 2020 strategic plan get all the glory: golden shovels, shiny blue ribbons, brand-new everything.

Showstoppers that they are, groundbreakings and new buildings tell only one tale of keeping Lynn up to date. The rest of the story centers on smart investments in new technology and the quiet, constant vigilance of maintenance.

"It's not as exciting," said Gregory Malfitano '73, '75, senior vice president for development and administration. "But it is essential."

Malfitano oversees both the showstoppers and the daily upkeep, with every lightbulb and library chair in between.

Lynn maintains the same high standards throughout campus, whether a building is a beloved historic one or a brand-new one. "The secret," Malfitano said, "is to blend the old with the new and to keep it going on a rotating schedule."

For instance, the Keith C. and Elaine Johnson Wold Center for the Performing Arts is on a paint schedule. The building received a new coat just this summer. The cost: \$125,000.

Likewise, Malfitano oversaw many other campus improvements, including the scheduled renovation of showers in residence halls, a new roof installation on the Lynn Student Center and upgrades to multiple classrooms in the Assaf building.

This deferred maintenance plan carries a steep price tag, just under \$1 million a year.

"It's worth it," Malfitano said. "If every building on campus had a major breakdown all at once because of neglect, then we would have a real problem. Keeping every building in rotation for maintenance prevents that kind of expense."

Managing the data

When you're known for innovation like Lynn, it's a given that technology comprises many campus upgrades. Prime example is Lynn joining forces with Equinix, which operates a 31,000-square-foot, state-of-the-art data center in Boca Raton. It provides Lynn with an off-site infrastructure for data storage and remote access. Partnering with Equinix allows Lynn's Information Technology department to expand its digital services without having to worry about space or safety.

"This will keep Lynn nimble and allow us to keep pace with changes in technology," said Christian Boniforti '02, chief information officer. "It's a great stepping-stone for the future."



Partnering with Equinix allows Lynn's IT department to expand its digital services without having to worry about space or safety.

Lynn University Chief Information Officer Christian Boniforti

Data centers like Equinix offer a highly controlled environment —the kind of fireproof, elevated, monitored clean room that is difficult and expensive to maintain on campus. And their solutions are much less costly than if Lynn had to build such data storage from scratch or retrofit an existing building.

"We looked at a number of options," Boniforti said, "including moving our equipment to the Christine E. Lynn University Center when it's built. But we have already been at maximum capacity for four or five years, so the best and most cost-effective solution was to outsource to Equinix."

Before leasing space from Equinix, Lynn's data equipment was housed mainly in the Louis and Anne Green Center for

the Expressive Arts, in a space called "the data room." Now a private fiber connection links Lynn to Equinix, located less than 2 miles away in the old IBM complex. Equinix will house and secure Lynn's equipment and its data, creating a redundant network between the two sites. Processing of the data and analytics remains on campus.

Even though this is a significant step forward for Lynn, Boniforti said, most students, faculty, staff and alumni won't notice any changes. "However, we did increase our bandwidth as an overall strategy, so that should make the internet a little bit faster on campus." >

Leading-edge flight training

Lynn's Burton D. Morgan School of Aeronautics now has an ultra-advanced flight-training device that will catapult the program to new heights. Lynn is the only school in South Florida to use the new Redbird FMX flight simulator, funded in part by a \$100,000 challenge grant from the Batchelor Foundation. It is a state-of-the-art device that offers wraparound visuals, configurability for many different corporate aircraft and realistic motion to simulate authentic flight conditions.

"It gives us the same capabilities as the big schools who have huge fleets of planes, but we still have the small-school touch of Lynn," said Dr. Jeffrey Johnson, dean. "For our stage of training, it's as good as it gets."

Lynn's 2020 strategic plan called for the School of Aeronautics to find its training niche. It happened that in 2015, the Federal Aviation Administration changed regulations governing the amount of flight simulation that can be used in training, significantly increasing the use of flight simulators.

This presented an excellent opportunity for Lynn to bring its new simulator on board. The Redbird allows Lynn to integrate the maximum amount of simulation into its training, while reducing overall costs. This makes the program more appealing to prospective students and keeps them in the program through graduation.



"It gives us the same capabilities as the big schools who have huge fleets of planes, but we still have the small-school touch of Lynn."

—Jeffrey Johnson

Aeronautics program gains altitude with new funding

Donors who helped Lynn fund the new flight simulator:

- Mr. George Weaver and the Buehler Aviation Research Foundation
- Mr. and Mrs. Joseph Liberta Jr. and Wick and Brothers Inc.
- Mr. James Noble Jr.
- Mr. and Mrs. Andrew T. Fiedler
- BP Foundation Matching Gift
- Burton D. Morgan Foundation
- Mr. and Mrs. Jon Batchelor and The Batchelor Foundation Inc.



Lynn University is the only school in South Florida with a Redbird FMX flight simulator.

"Our old simulator didn't match up anymore with our airplanes," Johnson said. "That's called negative training. By getting the new Redbird, it emulates the airplanes almost exactly. It's all positive training, so students see and use the same instruments they'll use in a real cockpit."

Johnson said the Redbird also allows the school to offer low-cost recurrency training for local corporate operators. These pilots currently train in Miami or Orlando.

"Lynn will become a powerhouse in local aviation now that this simulator is in operation," Johnson said. "Local operators can keep their pilots at home and on the line, reducing their training dollars."

Dominic Liberta, assistant chief flight instructor and a graduate of Lynn's aeronautics program, said the university's old simulator, which dated from the early '90s, was unreliable and slow.

"Having the latest technology is really important, but it's also a huge financial savings for each student," he said. "We can do more in one hour in the simulator than one hour in an airplane at a fraction of the cost."

Senior Andrew Muniz said the savings are substantial. "It will save us thousands in our instrument rating and also our commercial rating."

The hourly rate for the new simulator is two-thirds the cost of taking up a Cessna and a quarter of the cost of flying Lynn's Twin Star aircraft, just \$110 in the simulator, compared to \$400 flying the plane. The total savings for students: \$5,000.

The new simulator is ideal for South Florida, where weather conditions are perfect for flying—except when they're not.

"If it's raining at the airport, we can go into the simulator and not miss any instruction time," Liberta said. "We can build bad weather and conditions we don't have in Boca, like snow, into the instrumentation. South Florida also doesn't have mountains, but the simulator can provide that training."

Even more important is the safety benefit of the simulator. In a stable earthbound environment at the aeronautics facility at Boca Raton Airport, the instructor can pause the programming to discuss emergency procedures and scenarios, a far less risky lesson than in the air.

"They can't crash in a simulator," Johnson said. "It's much safer to practice an emergency power-off landing situation in a simulator than in an actual airplane."

Jamarick Burrel, a junior in the program, said the Redbird will make him a better pilot. "We can make mistakes in the simulator so we won't make the same mistakes when we're flying." >

“Completing these upgrades shows our students that Lynn has the vision to keep moving forward, to keep making improvements.”

—Devin Crosby



Shining the Fighting Knights' armor

In August, Lynn completed the renovation of the de Hoernle Sports and Cultural Center. It was an upgrade that relied on old-fashioned elbow grease and high technology.

“Our goal at Lynn is to show our commitment to our athletes and to make sure they have an elite experience,” said Devin Crosby, athletics director. “The old gym was fine, but completing these upgrades shows our students that Lynn has the vision to keep moving forward, to keep making improvements.”

Because the gym is still in such outstanding shape, it required only a little sprucing up—new paint, refinished hardwood flooring painted with the Lynn spirit mark, and a redesign of its Hall of Fame. The home to Fighting Knights men’s and women’s basketball and volleyball now has high-tech video boards as well.

Generous donations from the Blue & White Club made these renovations possible.



What else is new at Lynn?

- Tobacco products are no longer allowed on campus.
- Mary Ann and Harold Perper Intramural Field: New scoreboards and lights (night games!)
- Baseball and softball fields: New fences and windscreens
- Bobby Campbell Stadium: Fresh sod, new speakers and better access to the press box
- Ice hockey: The latest club sport at Lynn (B2 league champions in their first year)

LYNN'S MOST-WINNING COACH

by Sydney Putnam

Last April, Head Tennis Coach Mike Perez achieved 1,000 career wins, becoming one of only eight collegiate tennis coaches to achieve the milestone.

He also was named Sunshine State Conference Coach of the Year for the 13th time. Originally from Kingston, New York, Perez has been with Lynn University since 1989, leading the Fighting Knights tennis teams to seven national championships.

Perez's recognition doesn't end there. His many other accolades include:

Palm Beach County Sports Hall of Fame Coach of the Year **2002**

NAIA National Coach of the Year **1993 | 1995 | 1996**

ITA Women's Regional Coach of the Year **2006 | 2009**

ITA Men's Regional and National Coach of the Year **2007**



How does it feel to achieve 1,000 career wins?

Getting to 1,000 wins never really enters your mind until it is close. This really just means I have been fortunate to have coached so many tremendous student athletes during my tenure here at Lynn.

How did you get started with tennis?

I was an athlete my whole life and was mentored in the tennis industry by many high-level coaches. My parents always belonged to a club. So tennis was always part of my life. Getting dropped off in the summer and playing tennis all day with whomever was at the club is a fond and distinct memory.

How else were you involved with tennis?

I was an active tournament player until 15 when baseball became my only sport. After freshman year playing baseball for Cochise College, I transferred to University of Arizona and stopped playing baseball. I started teaching tennis for the City of Tucson. After graduating from U of A, I took a position with the Gerulaitis International Tennis Center (GITC).

What brought you to Lynn?

Jeff Bingo from GITC was hired by Lynn to be the head coach, and I was made assistant in 1989. I was the only one who traveled with the team, and I became the head coach in 1990.

How would you describe your coaching style?

I would think my coaching style is like most coaches'. Focusing on details, intensity, competitiveness and having fun.

Any memorable mishaps over the years?

With over 26 years and so many traveling logistics, there are always crazy things that happen—mostly, missing passports and buses breaking down. In one event, we got stuck in an elevator before a match and made it just in time to start playing. But, craziness is baked into the process, and we are used to it.

How has the Lynn tennis program matured over the years?

In the early years, student athletes didn't expect much in terms of equipment, facilities and travel, but the university was always supportive of our needs. Early on, the players used to tape up holes in their shoes when their second pair of the year got a bit old. But, kids were happy, and it was a different era.

What has been your most memorable Lynn tennis experience?

Due to the tremendous student athletes we've had over the years, there have been many things I am grateful for. I think winning seven national championships will always be most memorable as far as competition. But, it means the most to me when former tennis student athletes return after years and come by the courts to say hi.

What about any amusing stories?

We were playing BYU Hawaii in the Atlanta area in late February. It was an outdoor facility, and the temperature was about 38 degrees. Our players played with socks on their hands, cutting out a hole to grip the racket. Two of the warmest climate teams playing in crazy cold conditions. It was fun.

What would people be surprised to know about you?

That I really don't watch any sports or have any trophies or pictures of my career in my house.

If you had the opportunity to give only one piece of advice to everyone in the world (your athletes included), what would it be?

Do no harm, and be kind to all.



Coach Mike Perez (standing, second from left) with the 2007 national championship men's tennis team—the program's first to win the NCAA Division II title

LYNNFIGHTINGKIGHTS.COM



John Silviano
Miami Marlins



Joe Perrotta '13
Ottawa Champions



Thomas Kahnle '11
Chicago White Sox

Former Lynn players in the pros

Lynn has spawned many major league athletes over the years, and this year is no exception. Baseball's John Silviano signed a free-agent contract with the Miami Marlins, Joe Perrotta '13 signed with the Ottawa Champions, and Thomas Kahnle '11, who previously played with the Yankees and Rockies, signed with the Chicago White Sox.

A native of Boynton Beach, catcher Silviano set a school and Sunshine State Conference record last year with 31 home runs, and established new single-season program marks for total bases, slugging percentage and runs batted in. He picked up multiple honors following his record-setting sophomore season and was a finalist for the Tino Martinez Award, which recognizes the top Division II player in the nation.

A native of Utica, New York, Perrotta signed a professional contract as pitcher with the Ottawa Champions of the Canadian American Association of Professional Baseball. He previously threw for the Washington Wild Things of the Frontier League. Perrotta last pitched for the Fighting Knights during the 2013 season.

Kahnle helped take the Fighting Knights to unprecedented heights, powering Lynn on the mound to the 2009 NCAA Division II National Championship. He was named the South Region and National Tournament Most Outstanding Player.

Baseball isn't the only sport recruiting Lynn players. The Fort Lauderdale Strikers completed its 2016 roster by signing Haiti national team midfielder Jean Alexandre '11. A four-year letter winner with the Fighting Knights from 2005 to 2008, Alexandre helped Lynn advance to four NCAA Tournament appearances and logged 34 goals, 16 assists and 84 points in 69 matches. He played Major League Soccer (MLS) with Real Salt Lake, the San Jose Earthquakes and Orlando City.



Jean Alexandre '11
Fort Lauderdale Strikers

Lynn adds women's track to athletics programs

The Fighting Knights announced women's track as its newest NCAA Division II athletic program this summer.

This marks the first sport expansion since Lynn added lacrosse in 2012, and it increases the number of the university's NCAA varsity sports to 15—nine women's and six men's programs.

Lynn's new women's cross country coach Chris Wood will lead the women's track program, which will begin NCAA long-distance competition during the 2017-18 championship season.

Over the past four years, the Fighting Knights expanded to include women's track, men's lacrosse, women's swimming and women's cross country. Men's lacrosse reached the Sunshine

State Conference Championships in its second year of existence, women's swimming won three individual national championships and cross country sent a runner to the NCAA regionals in three of the last four years.

"There are few things in college sports as exciting as building a new team culture, and I am thrilled to add women's track to Lynn's extensive athletics program," said Wood. "South Florida's well-known strength in track makes it an ideal location for recruits. I will be looking across the country for runners who are excited to take part in our holistic focus and year-round training, as we build another successful Fighting Knights program."

Robino Golf Tournament raises record amount



In its 24th year, the Robino Golf Tournament, a major fundraiser sponsored by the Lynn University Athletics department, brought in impressive numbers. The tournament, held April 25 at the Seagate Country Club in Delray Beach, saw a 25 percent increase in attendance and raised more than \$90,000 for student-athlete scholarships.

"The Robino Tournament reflects Lynn's commitment and connection to the local community," said Director of Athletics Devin Crosby.

The tournament is named for Frank A. Robino Jr., the late trustee, generous benefactor and friend to Lynn University who had a passion for providing scholarship assistance to student athletes.



Athletics inks \$1 million-plus deal with adidas

Lynn University signed a deal worth more than \$1 million in promotional allotment and price discounts to extend its partnership with adidas through 2020. As part of the agreement, adidas is the official athletic footwear, apparel and accessory brand of all 15 NCAA Division II Fighting Knights teams through the 2019–2020 season.

“adidas is truly a global sports brand and, like Lynn, focuses on shaping the future through innovation,” said Lynn Athletics Director Devin Crosby. “adidas and authorized dealer Baker’s Sports put great value in the Lynn partnership and collaborated to ensure that the Fighting Knights brand advances its reach.”

Crosby says signing this elite apparel agreement in NCAA Division II is a reflection of Lynn’s sustained history of student success in the classroom and in competition.



Best foot forward: Athletics Director Devin Crosby (left) and President Kevin M. Ross proudly sport adidas shoes.

Heimbecker named women’s golf head coach

It didn’t take long for Karli Heimbecker to work her way up from assistant coach in 2015 to head coach of Lynn’s successful women’s golf program—winner of five national championships.

“Karli has a service-minded coaching philosophy and embodies the Lynn attributes of spirit, service and strength,” said Devin Crosby, Lynn’s athletics director. “I look forward to watching women’s golf flourish under her leadership.”

Heimbecker had a successful run in her first season assisting the team, winning one tournament, logging five top-five finishes and helping two student athletes win three individual titles. “Karli has advanced the women’s golf program in year one,” said Crosby.

The program finished the season ranked ninth in the country in NCAA Division II and had the seventh-best GPA in the country among all NCAA divisions and NAIA. Five team members achieved Women’s Golf Coaches Association All-American Scholar honors.

“The chance to be a part of a dynamic, cooperative, innovative and family-oriented athletics program is an amazing opportunity,” Heimbecker said. “I am looking forward to carrying on the rich tradition of this program.”



Before joining Lynn, Heimbecker was a graduate assistant coach for the men’s and women’s golf teams at West Georgia, and played a large role in the Wolves receiving the first NCAA bid in school history for the men’s golf program and a top-10 national ranking the 2014–15 season.

Heimbecker completed her four-year college golf career at the University of South Florida in 2013, after competing in 21 tournaments, including two Big East Championships.

“It was there that I picked up inspiration from my college golf coach, Marci Kornegay, to pursue a job in college athletics,” she said.

She graduated *magna cum laude* with a Bachelor of Arts in international studies and a minor in general business administration.



New director looks to bring alumni together

A community is made of many individuals who share common interests and goals—and together, make it feel like home. According to Lynn's new director of alumni affairs, Barbara C. Sageman, alumni have the same affinity—they are a far-stretching community with a common place to which they belong.

Sageman directs alumni programs, cultivates lifelong partnerships and assists with the President's Alumni

Advisory Council. Joining Lynn just six months ago, she already has a vision for alumni: building a community and leaving a legacy that lasts beyond graduation. One of her top priorities is to inspire the spirit that alumni share.

“You [alumni] have bragging rights: You won our 23 national championships, were the first generation of iPad users, started Knights of the Roundtable and are represented by the flags at our entrance. College is a big part of our lives, and there’s a tie to our alma mater that lasts a lifetime.” —Barbara Sageman

Sageman plans to connect alumni to the campus, offering mentorship and speaking opportunities.

Sageman has a passion for higher education, bringing people together and practicing the pay-it-forward mentality. “The philosophy ‘you get what you give’ stands true. If we invest in the students of today, as others invested in us, we can impact generations to come and establish a culture that will make the future world a better place.”

Sageman joins Lynn with 16 years of higher education experience, serving in community relations, fundraising, career services, admission and development roles. She received master’s and bachelor’s degrees in business administration from Saginaw Valley State University.

Lynn on the Road travels near and far

Lynn alumni stay connected to each other and their alma mater no matter how many miles separate them, especially true this year as a first-ever alumni event was held in Turkey.

The 2015 Lynn on the Road receptions gathered alumni and parents who mixed and mingled and caught up on the latest news from the Lynn campus in Boston, New York, Washington, D.C., and Istanbul, Turkey.

1. Gregory Malfitano, senior vice president for development and administration (left) and Matt Jaeger '99 (center); with Karen Phillips, Sherry Phillips and Caitlin Lang, relatives of Lynn students.
2. Hannah Wolk '12, Max (Robert) Benson '11, Alex Puderbaugh '11, Joya Cox '12
3. David Gill '00, Alyssa Greenwood '98, Dan Sullivan '02, Brian Austin '05, Danielle Hanoud '01, Donald E. Ross in Boston
4. New York event sponsors Allison (Ebbin) Halpin '01 and James Halpin
5. Event sponsor Suha H. Uygur '08, Eser Cevahir '09 (President's Alumni Advisory Council member), Adnan D. Ak '04, '08
6. Nagme Durust '10; Stefano Papaleo '96, '00; Osman Gurbaz '05; Mustafa O. Savci '17; Burak B. Ak '05, '07; Adnan D. Ak '04, '08; Eser Cevahir '09; Cankut S. Uzman '08; Suha H. Uygur '08; Jay Brandt '99, '01

Traveling up the East Coast to Washington, D.C.



Next stops, Boston and New York City



And then overseas to Istanbul, Turkey





Among the Harid alumni reuniting were (l-r) (first row) Sarah Okura, Marylene Gingras-Roy, Arthur-Kirby G. Azurin, Erik Frampton, Catina Franklin Sweedy, Selcuk Yargici, Dianne Lehrer; (second row) María Otero-Brotherston, Michelle Beauchesne, Asis Reyes; (third row) Noralee Walker, Misha Vitenson; (fourth row) Roberto De Bellis, Iliá Muriente.

Harid alumni reunite for concert

Eighteen graduates from The Harid Conservatory returned to campus last March for a special musical reunion. They performed together for the first time as alumni in a 25th anniversary concert, which featured works of Bach, Brahms, Mendelssohn and Mozart.

“As we connected, we realized the tapestry of our friendship and music still resonated,” said María Otero-Brotherston.

The Harid group reestablished ties and created new ones with Lynn conservatory musicians through Facebook.

“We have a great network of alumni,” said Michelle Beauchesne.

Members of the group, who graduated between 1991 and 1999, came from as far away as Uruguay. Despite their distance, graduates keep in touch through Lynn’s annual concerts and social media.

“It was an honor to have conservatory alumni from up to 25 years ago join us in concert,” said Gregory Malfitano ’73, ’75, senior vice president for development and administration. “The concert celebrated a significant moment in our history—the foundation to create our world-class conservatory that today provides students the opportunity to study music at no cost.”

The Harid Conservatory was established in 1987 to provide professional training for gifted young performers from across the globe. In 1999, The Harid Conservatory moved to Lynn. Today, the university’s Conservatory of Music attracts students from every corner of the world and provides full-tuition scholarships to all of its students.

Alumni shadowing helps young graduates advance

The Alumni Shadowing Program, created by Lynn University’s Hannifan Center for Career Connections, gives current students the chance to gain real-world experience alongside Lynn alumni. Through the program, soon-to-be graduates are able to observe a typical day in the life of businesspeople and gain firsthand interactions in a professional setting.

“If it weren’t for the Alumni Shadowing Program, I wouldn’t have had the opportunity to meet with Carla Conde, vice president of communications at Discovery Networks Latin America,” said Estefania Perez Cuellar ’16. “The single day I spent shadowing her opened a door for me.”

Perez Cuellar’s shadowing experience turned into an internship, and she is currently exploring the opportunity to be employed by the company.

“The day Estefania shadowed me, she joined me for a strategic planning meeting and was able to get a 360-degree view of what our day-to-day business is all about,” said Conde ’94. “Working with Estefania has helped me understand how the university is preparing students for the workforce, and how I can help reinforce their education with real-world examples and experience.”

Since the Alumni Shadowing Program’s launch in January 2015, Career Connections has paired nearly a dozen students and alumni for similar opportunities. Other participating corporations include Jarden Consumer Solutions, ADT Security Services, Party City and Office Depot.

“At the moment, our main focus is in South Florida,” said Natalie Capiro, Career Connections’ student development coordinator. “We have had great success working closely with our alumni in Florida. The insight these alumni are able to share with our current students is invaluable. We believe in this program, and we are hopeful that with continued support from our alumni, we will grow the shadowing program to national and international levels.”



Through the Alumni Shadowing Program, soon-to-be graduates are able to observe a typical day in the life of businesspeople and gain firsthand interactions in a professional setting.

Estefania Perez Cuellar ’16 (right) with Carla Conde ’94 of Discovery Networks Latin America

Ariana Neustein '09

By Liz McKey

Growing up in San Diego, Ariana Neustein was always curious about her neighbors—not the ones down the block, but across the border, in Mexico.

“San Diego is such a diverse city and so heavily Mexican-influenced, yet I was rarely exposed to that,” Neustein said. “I grew up in pretty much an enclosed community. ... It was like I was in a bubble: I saw the diversity around me, but I couldn’t interact with it.”

By high school, Neustein was determined to break through. She insisted on attending public school and enrolled at Mount Carmel High School—a place she calls her “first global experience.” More were to come at Lynn University, her first choice for college.



“I wanted to be in completely new territory, where I didn’t know anybody, but the professors knew me by name and not a number,” she said. “I also wanted to go to a university with an international student body and that embraced international education. Plus, South Florida is an amazing place to be.”

At Lynn, Neustein found the perfect environment for her major, international relations. “Professors Anna Krift and Marchéta Wright really brought the material to life,” she said. “Instead of reading from a textbook about how the United Nations functions, we conducted a Model United Nations. And instead of reading about how the pulp mill on the Rio de la Plata caused problems between Argentina and Uruguay, we learned about it firsthand from our Argentine peer in the class.”

Neustein also gained a global perspective in a summer study tour led by South Africa native Shaun Exsteen in his homeland. For a second study abroad experience, she chose Buenos Aires, Argentina. The experience—and Dr. Krift—inspired her to apply for a Fulbright scholarship in Colombia. She wasn’t selected at first, but she continued to eye opportunities in the region.

After graduating *magna cum laude* from Lynn, Neustein worked with Argentine and U.S. nonprofits in Buenos Aires and Córdoba, and became fluent in Spanish and proficient in Brazilian Portuguese. For the past three years, Neustein has worked at the Anti-Defamation League in New York City as an analyst for Hispanic and Latino Affairs. Still, the Fulbright beckoned. Again with Krift’s support, Neustein applied and succeeded. In February 2017, Neustein will begin a nine-month study of the impact of anti-discrimination laws in Porto Alegre, Brazil, the nation’s first city to require Holocaust education in public schools.

For Lynn students who have similar ambitions, Neustein has simple advice. “Think and go globally. Go somewhere where you don’t know the language and culture. When you leave your comfort zone and a few months later you assimilate into society, it’s an amazing feeling. You grow tremendously as a person and as a global citizen. I did.”



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