Innovative teaching ideas ensure undergraduate success

The Pott College of Science, Engineering, and Education has created a new funding source for faculty proposing ingenious ideas that will stimulate enrollment and ensure undergraduate success. The research and teacher-based strategies that faculty propose also will help position the College on the national education frontier as a progressive and forward-thinking institution.

“This fund has been put into place to challenge faculty and staff to identify initiatives that will fuel creativity and innovation to enhance student success,” said Scott Gordon, dean of the Pott College of Science, Engineering, and Education. “With this funding we encourage faculty and staff to reimagine teaching and learning in order to transform what we do in the classroom, laboratories and other learning environments.”

The Pott College Innovation Fund, launched during the 2014-2015 academic year, has approximately $20,000 to be allocated between the two awards: Innovation Seed Awards and Innovation Implementation and Research Awards.

1. Innovation Seed Awards have a maximum funding of $3,500 and are intended for small-scale pilot learning projects developed for an individual or small number of classrooms, and/or small-scale recruitment or retention pilot projects in a specific academic major, student population or geographic region. In some cases, Seed Awards may be granted for initial projects where collected data can be generated in support of a larger Innovation Implementation and Research Award.

2. Innovation Implementation and Research Awards will fund projects with $3,500 to $7,000. These grants are intended to fund large-scale recruitment, retention and/or student success projects that have significant research basis and therefore a high potential for success. The projects should be transformative in nature and upon completion, provide data/evidence for informed decision-making and/or possible adoption at the University level or beyond.

Both awards must focus on one or more of the following: student recruitment and retention; challenge students to take an active role in their education; and transform classrooms into active learning spaces. “We encourage projects that promote ‘learning by doing,’” said Gordon.

Each proposal will be evaluated by a committee through a competitive review process. In addition to discovering ways to stimulate recruitment, retention, teaching and learning, the projects will seek ways to help more students from all backgrounds not only persist, but excel in academia.
Letter from the Dean

This fall we welcomed several new faculty and staff who join an outstanding group of professionals dedicated to providing outstanding educational experiences for our students. Our enrollment numbers within the Pott College remain steady and our new freshmen had the highest admission credentials to date. We are very proud of our ability to attract and retain some of Indiana’s best and brightest. We are proud of our students and faculty and their continued success!

Earlier this semester, we launched a new internal funding opportunity titled the Pott College Innovation Fund. This fund is aimed at developing ideas, programs, activities, etc. to increase student recruitment, retention and success within the Pott College. We are currently reviewing the innovative ideas submitted by faculty and staff, and look forward to funding and supporting those ideas as a means of improving our students’ educations. You can read more about this funding opportunity in the cover story.

Summer 2014 was busy as we completed our last summer of the National Science Foundation — sponsored Early Undergraduate Research Program. Over the course of the program, we had over 150 students participate in research projects with a variety of faculty that encompassed every department and discipline within the College. The experience these students received from this program has been invaluable. Over the course of the program, students published over 60 individual pieces of scholarship, including peer-reviewed publications and presentations. We currently have faculty teams exploring additional funding opportunities to continue, expand and build upon the success of this recent NSF funding.

As many of you may recall, the Pott College embarked on an ambitious 2008-2013 strategic plan which concluded this past academic year. This plan guided us in decision-making and budgeting over the last five years and was a huge factor in our continued growth and success. Over the last eight months, we have been busy working on a new Pott College Strategic Plan (2015-2020) which will build on our accomplishments and provide a roadmap to new levels of success. We will be publishing/unveiling this new plan during spring 2015 and will provide additional information and links to the plan in our spring 2015 Periodic Review. It is my expectation that the Pott College will reach new levels of success as a result of this new strategic plan.

The Pott College continues to provide leadership in the region with an extensive array of STEM activities and teacher professional development. Our partnership with business and industry continues to grow, providing our faculty and students with rich collaborations and expanded partnership opportunities. Additionally, faculty are actively engaged in a variety of service activities in the region, a sampling of which can be found in this issue of Periodic Review. More information on these and other items can be found at www.usi.edu/science. I hope you find this edition of Periodic Review both enjoyable and informative. Also, if you haven’t done so, please join us on Facebook: https://www.facebook.com/pottcollege.

Scott A. Gordon, Dean

Pott College of Science, Engineering, and Education

An igneous rock discovered during an oil drill in southern Illinois was donated to the University by Country Mark. “Rocks like this one have been reported in the area since the 1950s, but they are exceedingly susceptible to weathering,” said Dr. Tony Maria, associate professor of geology. “I have searched for many outcrop localities, mostly in southern Illinois, that were described several decades ago, and found none. This core is special because it samples the entire width of the intrusion and because it is as un-weathered as you can get, as if it was just drilled out of the Earth.” Maria plans to study the core in collaboration with faculty members and students. “This core represents a tremendous learning experience for potentially many students,” he said. “With some hard work, we should be able to make significant contributions to our understanding of the mantle and melting events associated with rifting in the New Madrid Fault region.”
Geological materials expand knowledge of sciences for K-12 students

Posey County and surrounding area K-12 educators now have two new geological resources to help students learn about minerals and fossils; both are based in New Harmony, Indiana. The first is a teaching kit housed in a portable container that can be checked out of New Harmony’s Working Men’s Institute and taken back to the classroom for hands-on examination of the contents. The second is a new exhibit of historically significant geological specimens at the Institute, intended for looking and learning only.

Both opportunities were created by Dr. William Elliott, chair of the Geology and Physics Department—with the help of geology senior Aaron Feldhaus—through two grants: the 2014 Darrel Bigham Faculty Engagement Award (funded by Historic Southern Indiana) and the 2014 New Harmony Outreach and Engagement Award (funded by Historic New Harmony).

“The kits give educators access to resources necessary to conduct scientific testing. They contain bits of dinosaur bones, sharks’ teeth and fern fossils, among other things,” Elliott said. “The materials in the display cases at the Institute were out-of-date and contained no discussion of the geological history connected to New Harmony. We redesigned the cases to tell the story of the significant contributions of William McClure (the Father of American Geology), William Dale Owen and his brother Richard Owen (Indiana’s first and second State Geologist) and their connection to New Harmony. Plus, we added minerals and fossils from USI’s collection, such as trilobite fossils, an extinct arthropod.”

New Harmony has significant importance for geology because it was founded and settled in 1814 on the western frontier, the cusps of the Louisiana Purchase, which was signed in 1803. After Robert Owen (father of David Dale and Richard) purchased New Harmony from the Harmonist in 1824, it became a thriving scientific community. “We, as a nation, were focused on expanding into the West and eager to discover resources, such as copper, coal, iron and zinc,” Elliott said.

Today, the focus is on providing students with an understanding of geology, but regional K-12 students are not the only ones getting an education in the natural sciences. Feldhaus got one too. “I’m from the region and visited New Harmony as a kid, but I never knew how important the existence of New Harmony was to the science of geology until I worked on this project and became aware of the city’s historical connections. I also gained vital experience in communicating our science with various audiences in mind,” he said. “The science and information has to be presented in a way so that more than just geologists and scientists understand the story, which can be a challenge at times.”

The exhibits were “antiquated, to say the least,” Feldhaus said, noting both he and Elliott hope the new geological display will inspire some of the other sciences with exhibits in the Working Men’s Institute to update their content. Over the course of seven weeks, Feldhaus and Elliott worked to transform the displays into vivid and enticing educational cases. “We took the exhibit from ‘Here are some cool rocks,’ to ‘Here is how early scientists who moved to New Harmony promoted the natural sciences, particularly geology.’”

The teaching kits contain samples dating from 500 million years ago to the present and come from all over the world. In addition to minerals and fossils, there are magnets students can use to test for the presence of metal in rocks and glass slides they can scratch minerals over to test their hardness. “It’s exciting for USI to be able to make these materials available for students because there are so many geological connections within New Harmony,” Elliott said.
Putnam challenge aids future success for mathematics majors

Five USI mathematics majors will participate in the nation’s most challenging mathematics competition on Saturday, December 6. Over the course of six grueling hours (including a two-hour break) the juniors and seniors will figure out solutions to 12 diverse problems in algebra, calculus, geometry and other branches of the mathematics discipline.

“The problems are designed to force students to expand their problem-solving skills by thinking outside the box,” said Dr. John Donnelly, associate professor of mathematics. “If students are interested in impressing future employers and/or attending graduate school, this challenge will help get them noticed.”

This is the eighth year for USI to host the William Lowell Putnam Mathematical Competition, and the 75th year of the challenge’s existence. Colleges across the United States, such as MIT and Harvard, also will be offering their students the opportunity to prove their ability to solve mathematical problems using pure brain power.

Admission to graduate school is one element of the competition, the other is prestige for both participating students and their institutions. Problems posed in the challenge are worth a possible 10 points, with a max score of 120. Nationwide, most students earn a median score of zero to one point. Donnelly said some Ivy-league colleges earn 50 points, but he’s not worried about what others earn since the teams are not in competition with each other; the goal is to score high through written justification of the work.

USI has had some impressive scores in past challenges. Kyle Besing participated in 2007 and racked up seven points that played a role in his candidacy in the University of Alabama at Birmingham doctorate program. Sara Elpers participated in 2008 and 2009, earning nine points her second time. She now works for the National Security Agency. The competition is open to regularly enrolled undergraduate students who have not yet received a degree. Colleges with at least three people registered automatically have a team (three is the maximum for a team) in which the members’ combined score will be calculated and ranked against other teams nationwide. USI’s team this year consists of Jessica Wolfe, Andrew McCammack and Daniel Hedin. Two other student taking the challenge are Ashley Johnson and Cory Ritter. But choosing who will be on the team is more a matter of who signs up first rather than their potential scores, Donnelly said, because of the early deadline for turning in names to the Putnam committee: they must be received by the director by October 10. “We usually choose upperclassmen in hopes they do better,” he said.

Donnelly took the challenge as a senior in college and wishes he would have taken it in his junior year. “I really believe it helped me get into grad school.”

USI’s 2014 William Lowell Putnam Mathematical Competition participating mathematics students Cory Ritter, Jessica Wolfe, Andrew McCammack and Dan Hedin. Ashley Johnson was on the team too, but was not present that day.

Two new pieces of science equipment aid learning and research

Chemistry

The Chemistry Department now has a state-of-the-art microwave plasma atomic emission spectrometer. The instrument detects trace elements using microwave radiation instead of flammable and expensive gas. The equipment is safer and more cost-efficient, and it senses element levels at sub parts per billion. The instrument will not only support upper-class chemistry students, preparing them for quality control positions in industry, but will benefit geology faculty in their research projects involving environmental studies of regional water and soil sources.

Geology

The USI geology program has a new x-ray fluorescence spectrometer that determines the elemental composition of any solid. The geology faculty, along with faculty members in chemistry and engineering, will mentor students on projects using the new instrument. The device is new to USI but its acquisition adds to the University’s growing collection of instruments purchased to provide students with increasing opportunities to enhance their future careers. “USI is unique in that we provide undergraduate students with hands-on experiences with this type of instrumentation,” said Dr. William Elliott, chair of Geology and Physics.
Adrenaline pumped as dusk settled. The crisp fall air did nothing to stop the sweating, as tired legs sprinted and pushed through obstacles, attempting to outrun zombies that lurked in the woods and fields, intent on capturing one of three life-flags runners carried.

The race, USI’s first Brain Drain Zombie 5K, was conceived by the Student Advisory Board, student organizations and Dr. Glenna Bower, assistant dean of the Pott College of Science, Engineering, and Education and the chair of Kinesiology and Sport Department. The event was based loosely on the national race, Run for Your Lives, and was sponsored by Romain Subaru. “Instead of just bringing a company here to arrange the race,” she said, “we wanted to use the creativity of our students.”

Bower collaborated with the College’s advisory board and USI theatre students from the College of Liberal Arts to turn mere mortals into creepy brain-hungry zombies. Wannabe zombies showed up in old clothes hours before the race to have their outfits tattered and blood-soaked, and their skin ashened and eyes darkened.

“There are many benefits to a collaborative learning environment across campus. During this event students learned to relate to their peers from within eight different departments (Engineering, Chemistry, Mathematics, Biology, Geology/Physics, Kinesiology and Sport, Teacher Education and Theatre),” said Bower. “The zombie run allowed diverse groups of students to become active and contribute to the success of the race.”

The course began at the Grimes Haus and wound through a wooded area into the Broadway Recreational Complex. Runners started with three life flags and a goal to outrun the zombies and cross the finish line with at least one flag remaining. The competition had little to do with who was the fastest and everything to do with holding on to flags. Runners were released in waves so they could help each other on the obstacles, and possibly create distractions to foul the zombies’ attempts to capture flags.

“A instead of just bringing a company here to arrange the race, we wanted to use the creativity of our students.”

Dr. Glenna Bower

Along the course were six obstacles: the blood pit (a muddy pool), the tunnel climbing wall (requiring participants to crawl through), the slide (nearly 100 feet of canvas oiled and soaped), horror corridor maze (disorienting, winding twists through fog), the tire pit (requiring agile feet) and the fence crawls (a tight squeeze under a fence). Obstacles were conceived by students, who made one of them—the slide. Jerry Bulger, maintenance supervisor in the Physical Plant, built the others.

Awards were given to survivors based on how many flags they managed to keep, as well as best female and male zombies. Both zombies and racers celebrated together at a Zombie Blood Bash at the Grimes Haus, where weary zombies and runners enjoyed s’mores and music around a campfire. Community vendors provided goodie bags, food and water.

Hogue recognized for contributions and dedication to USI

It’s amazing how a last-minute change can alter life’s path. As a student, Chris Hogue, laboratory supervisor in the Chemistry Department, planned to attend another university when a last-minute financial aid mishap made him reconsider. He decided to visit USI and fell in love with the Chemistry department and what it offered. He enrolled as a chemistry major and became a student worker in the laboratory stockroom. The experience paid off.

During his last semester, the laboratory supervisor position opened and he applied. He’s glad he did. This year, Hogue is celebrating an employment milestone of 15 years and is the 2014 recipient of the Staff Council’s Support Staff Performance Recognition Award. “I was already riding a little bit of a high knowing I’ve been doing this for 15 years,” he said. “Then, when I won, I thought how do I even express my appreciation to everybody? It was a great moment, great experience and I’m really grateful.”

Hogue plays a pivotal role in the department, ordering and maintaining the inventory required for chemistry lab courses, working with faculty on program development, training student workers on lab maintenance and teaming with Risk Management to confirm safety standards meet federal and state regulations. He also sits on the University Safety Committee, which handles University-wide safety concerns.

He enjoys the cross-collaboration with co-workers and especially appreciates the opportunity to train student workers, who he says “are some of the most amazing people I’ve ever worked with.” He hires many of them to work in the stockroom when they are freshmen or sophomores. “By the time they’re graduating, a lot of these kids have become like a second family to me,” he said.

His efforts also are key to students taking chemistry courses. “Though students may not realize it, the effort of Chris is a significant part of their experience in each USI chemistry lab,” said Dr. Mark Krahling, associate dean of the Pott College of Science, Engineering, and Education. Hogue orders the reagents and supplies, prepares materials so that experiments work predictably and ensures proper disposal after completion of experiments. “Chris does all of this for the hundreds of students enrolled in chemistry lab courses,” said Krahling.

Hogue’s reach extends beyond the campus, benefiting various University outreach projects. “He does an excellent job assisting the Chemistry Department with its many outreach activities including chemistry demonstrations, National Chemistry Week activities, merit badge programs for Boy and Girl Scouts and the Helfrich Park STEM Academy,” said Dr. Jeff Seyler, chair of the Chemistry Department. “We couldn’t accomplish all this without his help and are indebted to his service.”

Engineering students prepare to “fly” a helium-filled weather balloon that was tethered to USI’s quad. This “tethered test” was in preparation for a planned flight of two such high-altitude balloons that were launched October 25 in southern Illinois. The high-altitude balloons launched that day carried devices to measure the temperature inside and outside the balloon’s thermal wake, a floater valve that allowed one of the balloons to float at a constant altitude and a mechanism to release a glider that flew with a live video feed. More about the team and launch can be found at usinearspace.com.

Chris Hogue demonstrates lab equipment to students from USI’s Children’s Learning Center.
New hires

Kathy Allen
Instructor in Mathematics

Dr. Brian Bohrer
Assistant Professor of Chemistry

Dr. Arthur Chlebowski
Contract Assistant Professor of Engineering

Larry Cook
Instructor in Mathematics

Dr. Kimberly Delaney
Assistant Professor of Biology

Dr. Kevin Goodman
Assistant Professor of Engineering

Dr. Eric Greenwood
Assistant Professor of Physics

Dr. Gregory Mendel
Instructor of Biology

Dr. Matthew Merlo
Contract Assistant Professor of Physics

Dr. Dawn Norwood
Assistant Professor of Sport Management

Christopher Robinson
Instructor of Mathematics

Dr. Tori Shoulders
Assistant Professor of Teacher Education
New hires

Alan Woodruff
Instructor of Biology

Dr. Yajuan Xiang
Assistant Professor of Teacher Education

Lisa Staples
Pott College Administrative Associate

Julie Whorl
Administrative Assistant in Biology

Promotions

Dr. Zane Mitchell
Professor of Engineering

Dr. Brandon Field
Associate Professor of Engineering

Dr. Kathy Rodgers
Professor of Mathematics

Dr. Renee Frimming
Associate Professor of Kinesiology and Sport

Dr. Gina Berridge
Associate Professor of Teacher Education

Dr. Pryadarshine Hewavitharanage
Associate Professor of Chemistry
Promotions

Dr. Edward Rehkopf
Associate Professor of Mathematics

Dr. Henri Maurice
Interim Chair of Biology

Dr. Edmir Wade
Associate Professor of Chemistry

Dr. William Wilder
Interim Chair of Mathematics

Award

Dr. Glenna Bower, associate professor and chair of the Kinesiology and Sport Department, was awarded the Midwest District Scholar Program honor for her scholarly work. The award was presented by SHAPE America and recognizes individuals with outstanding records of scholarly publications and presentations and active service to health, physical education, recreation, dance and/or sport.

Deaths

Dr. Jerome R. “Jerry” Cain, dean emeritus of the Pott College of Science and Engineering, and professor emeritus of Biology, died July 12, 2014. He was assistant provost at Illinois State University before coming to USI in 1995. He was a member of the Phi Sigma Society and Sigma Xi Society, a Distinguished Alumni from Bradford Schools and a member of Immaculate Conception Church in Bradford, Ohio.

Dr. David Earl Schultz, associate professor emeritus of engineering, died June 18, 2014. He was an electrical engineer at S.I.G.E.C.O. before becoming manager and senior engineer at Big Rivers Electrical Corporation. An adjunct professor in 1974, he joined the faculty full time in 1998. He was the director of Master of Science in Industrial Management program then was promoted to associate professor, retaining directorship of the master’s program.
New science sequence provides education majors broader understandings

USI’s teacher education department has collaborated with four of the core science departments to create a new science course sequence that will expand the basic science knowledge of education majors.

“The new series provides elementary, early childhood and special education teacher candidates with a broad and comprehensive understanding of fundamental concepts and processes of science across multiple areas,” said Dr. Bonnie Beach, interim chair of the Teacher Education Department.

The sequence is comprised of four introductory courses—physics, chemistry, geology and biology, lasting seven weeks each—that are a combination of lecture and lab. Students taking the new science sequence are required to take physics first, as it is the basic foundation for all the other sciences, and then chemistry because it builds on principles and concepts taught in physics. After completing these two courses, students are free to take either geology or biology, and can do so in one semester if they choose.

The new combined lecture/lab approach to teaching the sciences differs from traditional methods used with science majors. It provides education students the opportunity to apply the theories and concepts learned in lecture to immediate experiments illustrating what was taught.

“...education majors to have hands-on experiences to understand science so that when they go into the classroom they can do similar activities with their students,” said Dr. William Elliott, chair of Geology and Physics. “We want them to know how to use scientific equipment that will be available to them through the University’s SWISTEM equipment-loan program.”

There is a growing need nationwide for science educators, and this new science sequence is one way USI can contribute to the enhancement of science, deepening the knowledge of its education majors.

The program fulfills course requirements in USI’s new core program as well as the state’s standards. It was developed by the department chairs within each science: Dr. Kent Scheller, physics; Dr. Jeffery Seyler, chemistry; Dr. William Elliott, geology; and Dr. Brent Summers, biology.

“Our hope is that students who take this course sequence will want to minor in a science,” said Elliott. “We want more elementary teachers who will have this science background in schools.”

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Student earns Indiana Logistics Scholarship

USI industrial engineer junior Chelsea Hochstetler is the recipient of the 2014 Indiana Logistics Scholarship. The $1,000 award honors an accomplished student who’s demonstrated a strong interest in logistics.

Hochstetler, former valedictorian at Castle High School in Newburgh, Indiana, accepted the scholarship at the 12th annual Indiana Logistics Summit on October 8 at the Indiana Convention Center in Indianapolis. The summit brought leaders together to discuss the impending transportation crisis and ideas on how to solve the problem. Hochstetler’s application was chosen by representatives from Vincennes University, Purdue University and Conexus Indiana.

“Chelsea is very deserving of this first logistics scholarship,” Ports of Indiana CEO Rich Cooper said. “Academic excellence and a passion to lead is a winning combination in the classroom and in industry; Chelsea has demonstrated both, and we expect to see great things from her as she completes her course work and pursues a career. We wish her the very best in the future and know she’s one who will make a difference in our industry.”

Hochstetler founded USI’s Industrial Engineering and Manufacturing Club and is the current president. She is chair of the Student Advisory Board and a member of the Society of Women Engineers as well. She recently completed a USI research project in which she conducted a market analysis of shipping steel by barge from northwest Indiana to southeast Indiana as a way to reduce interstate truck traffic and create economic opportunities for maritime businesses.

She was among a group of 10 USI engineering majors invited to hear President Barack Obama speak when he visited Millennium Steel in Princeton, Indiana, on October 3. The president discussed the future of manufacturing jobs and the economy, a subject close to home for the engineering majors.
Alumni Insight

Chickens, Goats and Worms Inspire Young Future Scientists

There are no textbooks in Audra Straw’s classroom at Joshua Academy, a K-6 Charter School in Evansville. Instead, the 2014 education major has filled her room with interactive experiments such as a worm farm, a fish bowl with four tadpoles and a variety of plants lining the window. But the learning doesn’t stop there, in the school yard is a brood of chickens and a garden overflowing with herbs and cold-weather vegetables. “I want my kids to be open to the world of opportunities agriculture offers,” Straw said. “Agriculture can take you anywhere in the world.”

Straw’s approach to teaching is holistic and hands-on. She wants her students—who come from diverse socioeconomic, ethnic and cultural backgrounds—to be able to envision themselves in agricultural careers as means of expanding their futures. To help them get there, she gives classroom chores impressive, professional titles. Students in charge of watering plants are hydraulic scientists, and those who pull weeds and pick the bugs off plants are agronomists.

Learning by doing is important as it translates lessons learned in the classroom into real-world, practical experiences. In doing so, Straw’s goal is to keep her lessons fun and memorable. “My kids have worked hours on presentations, and that was just phase one. This spring, they’ll put what they learned into action as they care for and show goats in preparation for the 4-H fair. I have a group of students who will be taught how to trim hooves.”

This is the first year agriculture classes were integrated as part of the curriculum at Joshua Academy, and the class was inspired by the success the school had with the after-school agriculture program. “My students run the after school farmer’s market. They retain a lot of information about the plants that we sell so it makes them better sales people. They also understand that by conducting themselves as agricultural educators they will be more successful sales people too,” she said.

Straw is constantly researching methods online and working with community leaders to create engaging opportunities for her students, while meeting the state standards in mathematics, language arts and science.

Straw emphasized that her fifth and sixth graders are not only meeting these standards, but learning skills that apply to life as well, such as using mathematical modeling to predict how many eggs the school’s six chickens will lay. Students collect eggs and chart the hen’s production progress daily over the school year to see if their predictions were accurate. They sell the eggs and produce grown in the garden at the school’s market, providing them with an extra lesson in commerce. First graders conduct simple research by observing the way worms compost simple foods from the school’s garden. They then record their findings in their science journals.

As Straw puts her winter garden to bed, her students will begin to study hydroponics, a cutting-edge application of agriculture. It is easy to see her classes as the next generation of ag-marketers and entrepreneurs.
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<th>Date</th>
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<tr>
<td>January 17</td>
<td>6th Grade Helfrich Park—physical oceanography</td>
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<td>February</td>
<td>USI Project Lead the Way Conference</td>
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<td>Hearts on Fire 5k Race</td>
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<td>Boy Scout Merit Badge Day</td>
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<td>Sport Management Summit</td>
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<td>February 28</td>
<td>7th Grade Helfrich Park—meteorites</td>
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<td>March 12-13</td>
<td>Tri-State Science and Engineering Fair (Recreation, Fitness and Wellness Center)</td>
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<td>Run of Luck 7k Race</td>
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<td>March 20-21</td>
<td>Hoosier Science and Engineering Fair</td>
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<td>USI ASME Robotics Competition (Carter Hall)</td>
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<td>April 4</td>
<td>8th Grade Helfrich Park—microfossils, soil core samples and geologic time</td>
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<td>April 11 or 18</td>
<td>USI SeaPerch Challenge</td>
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<td>Indiana State Math Contest at USI</td>
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<td>Crane SeaPerch Challenge, Huntingburg or Jasper, Indiana</td>
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<td>June 20</td>
<td>Girl Scout STEM-tastic Event, Holiday World, Santa Claus, Indiana</td>
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