community centered and collaborative

carroll students lean in to the future of healthcare
Say hello to Churchill, Carroll’s new presidential puppy. Visit campus for any special occasion, and you may just meet this adorable dog. Churchill lives with President Cindy Gnadinger and her husband, John. He’s named after Churchill Downs, in honor of the Gnadingers’ old Kentucky home. And yes, he’s a very good boy.

Churchill’s arrival on campus coincided with the Pioneer Shop starting to carry Pioneer pet items. Check out the marvelous merch in-store or online at carrollu.bncollege.com.
FIRST Magazine tells the stories of pioneers, of Wisconsin’s first university and of the resolute, creative and fearless staff, students and friends of Carroll University. We welcome your comments to editor@carrollu.edu.

Carroll University—a four-year institution of higher learning. This independent, co-educational comprehensive university is grounded in the Presbyterian heritage and liberal arts tradition. The Office of Communications and Marketing publishes FIRST for alumni, faculty, staff, students and friends of the university. The opinions expressed do not necessarily represent the opinions of the editors or the official policies of Carroll University. We welcome your comments to editor@carrollu.edu.

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Just like that, another academic year has come and gone. By the time this issue is in your hands (or online at carrollu.edu/magazine), we’ll have stacked and removed the chairs from Main Lawn and the sound of the bagpipes will be but a faint echo.

More than 740 alumni will have been added to our rolls, many of them already moving into careers or planning the next step in their education. Behind them will be late-night study sessions, hugs from Gert and morning omelets in the MDR. Ahead of them lies their future, our future.

At most businesses, the passing of another year may not be met with much fanfare. But at a university, we welcome beginnings and celebrate endings. Between those events, we have much to do, to deliver the experiences, knowledge and tools that will allow our alumni to flourish in whatever path they embark upon next. Our mission is constant, yet ever-changing. How can it not be, when the world moves so swiftly?

A great example of innovation at Carroll can be found in this issue, in the article about our Primary Care Training and Enhancement program. Students from our occupational therapy, physical therapy and physician assistant studies programs are working in teams to provide wellness advice and assistance to seniors at Milwaukee’s United Community Center.

It provides our students with valuable experiences in delivering integrative care to a diverse community. It’s the type of education we want to be known for—value-added, forward-thinking and focused on service.

Also in this issue, photographer Kyle Zehr goes backstage and behind the scenes to showcase the numerous talented students involved in staging Molière’s “Tartuffe” this spring. The arts have long played a central role at Carroll—the Carroll Players’ theater group was founded in 1896! Its productions continue to delight and entertain audiences today, and reflect a vibrant arts scene on campus.

Indeed, the humanities as a whole are alive and well at Carroll, as we endeavor to deliver a rich foundation in the liberal arts to all of our students. You’ll read about the Carroll University Center for the Humanities in this issue as well. Under the direction of Dr. Lara Karpenko, the center offers a slate of engaging and thought-provoking programming throughout the year. The humanities add tremendous value to a Carroll education by providing our students with the ability to think critically and more broadly understand the human narrative.

The world changes, the needs of the future call to us and our students undertake diverse journeys to answer that call. That’s the Pioneer way. It always has been and it always will. We’re excited to see where that call will take our newest alumni, the Class of 2019—aren’t you?

It’s another year. And so we go forth,
Business Benefits
MBA Program Expands to Meet Workforce Needs

Responding to the needs of business in the region, Carroll has introduced new emphases in its Master of Business Administration program in business management, business analytics and healthcare administration.

“We want to be first and foremost a solutions provider,” said Steve Bialek, dean of Carroll’s School of Business. “We’ve reached out and listened to businesses, industries and organizations who are finding a talent shortage in certain fields and want to provide advanced education for their current and future workforce.”

The emphases are designed for working professionals who can benefit from the breadth of an MBA and also want to build expertise in an area in which talent is difficult to find. Bialek said the emphases would benefit organizations by having experts in an area in which talent is hard to find.

“The emphases would benefit organizations by having students focus on ‘application and solutions,’ said Steve Bialek, dean of Carroll’s School of Business.

Bialek said the emphases are designed to help organizations identify talent and focus on areas where it is in high demand. He said the program has seen a rise in applications from professionals looking to update their skills and gain a competitive edge.

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Students have the opportunity to examine operations issues and supply chain management, and for students to be first and foremost a solutions provider, said Steve Bialek, dean of Carroll’s School of Business.

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coming from the state, a future high school/secondary education component is probable. Elmbrook, Menomonee Falls and Greendale school districts will seek the special education certification pay for employees in those districts to study at Carroll. At least 15 currently licensed teachers from the Development grants from the Wisconsin Department of Workforce Development. The grants will help students with disabilities and learn research-based, inclusive and equitable approaches that meet the finish up student teaching in fall and we’ll endorse our first cohort in January of 2020.”

associate professor of education. “We have 14 candidates halfway through the program this spring. They’ll It’s been very exciting to see the response,” said Dr. Kim White, chair of the education department and professor since 2003, she has served as director of clinical experience and certifying officer for the department of education since 2008. She works with district administrators and Carroll staff to ensure high standards are met with educational partners.

A master’s program at Carroll offers people with undergraduate degrees a fast and convenient pathway to an education career. The Master of Arts in Teaching program was designed to meet the needs of Wisconsin school districts, which are currently experiencing a teacher shortage.

In just 17 months, students holding a bachelor’s degree in any subject can earn a master’s degree and dual licensure, enabling them to become general or special education teachers for grades 1-8. To make it as convenient as possible and accommodate already-working professionals, classes meet just one weekend a month until the final semester, which is a four-week student teaching experience.

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For more information, contact the Office of Graduate and Professional Studies at 262-472-1690 or visit the CarrollU.edu/ma-in-teaching.

In Praise of Mentors

Iron sharpens iron, and one person sharpens the wit of another. Just as water reflects the face, so one human heart reflects another.

—Proverbs 27:17-19

The end of the academic year brings many festivities to the Carroll campus. Award ceremonies and honor banquets tell the inspirational stories of our students’ successes. As chaplain, I get to attend many of these events, and while I love hearing about the talent, dedication and insights of our students, what I find most inspiring about these celebrations is the connection between student and mentor.

At a recent academic banquet, faculty advisors presented awards to students showing outstanding merit in their academic discipline. I heard each professor describe their student awardees with appreciation, admiration and affection. They told humorous stories and inside jokes highlighting how the student had grown. They shared how each student had contributed to their fields of study through scholarship and service. Faculty gave handshakes and hugs, learned with pride, and even shed tears as they celebrated students they had guided along the way.

If we are fortunate enough to be reading FIRST, our own stories are undoubtedly punctuated with influential mentors. For me, it was my fifth-grade teacher, Mr. Earp, who helped raise me above remedial reading classes. If we are fortunate enough to be reading FIRST, our own stories are undoubtedly punctuated with influential mentors. For me, it was my fifth-grade teacher, Mr. Earp, who helped raise me above remedial reading classes. It was my college chaplain, Vicki Moss, who put me in a pulpit and taught me to preach. I would not be who I am today without these people.

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There’s no substitute for personal investment. No curriculum or program on our own can sharpen one’s wit or shape one’s heart like the guidance and commitment of a mentor. We need guides for the journey. We need companions who see not just who we are, but who we could become. Faculty advisors, athletic coaches, campus supervisors and many others have at Carroll do this on a daily basis.

While we talk about mentoring, we often think of people helping others to grow and learn. They help students to see the light in their lives. They guide them along the way. They share their experiences and challenges and help students to grow. They challenge students to think deeper and wider. They make them think about their own lives and what they want to achieve. They encourage students to be the best they can be. They inspire students to reach for their dreams. They help them to reach their full potential.

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ROBINSON

Simpson Retires After 41 Years

One last time at the end of the spring semester, Dr. David Simpson will listen for the bagpipes. The 2019 commencement will mark the last graduating class he has taught at Carroll. After 41 years and several thousand students, Simpson is retiring from teaching at Carroll.

In those four decades, he has taught the children of former students, seen Carroll undergo numerous changes (good and bad, in his opinion), helped introduce technology to the classroom, and forged thousands of connections.

He walks away from his office in Rankin with no regrets, hoping to travel and busied by the rewarding relationships he maintains with former students. Simpson was an early advocate for computer-assisted learning and his interest in technology persists. Simpson has an active presence on social media, particularly on LinkedIn, and he regularly blogs. He says he won’t miss the politics that come with most every workplace, or the endless committee meetings or the grading, but he’ll miss the people. And especially the students.

Have they changed in these past 41 years, the students? Perhaps in some ways, but not in terms of motivation, he maintains. They are still as eager to ever to learn. “Give them the tools,” he says. “Give your support. And trust them.”

Robinson Retires

This May’s commencement ceremony marks a transition for Dr. Wilma Simpson, an associate professor of education and graduate education, who retires after 18 years of teaching and leadership at Carroll.

Among her many contributions at the university, Robinson helped develop the Pioneer Bridge pre-college program that supports first-generation students as they transition from high school into college. During her time at Carroll, Robinson also served as chair of the department of education, director of graduate studies and chair of academic quality, among various other positions.

Robinson knows how she’d like to be remembered. “In whatever capacities I served at Carroll, I modeled and facilitated a standard of quality and consistency,” she told us. To honor her contributions, the education department has arranged a fundraising drive to support the Pioneer Bridge Pre-college program. Individuals may make a contribution online to the pre-college program at carrollu.edu/give by selecting “Tribute Gifts to Dr. Wilma Simpson.”

Robinson plans to work as motivational speaker, consultant, trainer and commentator for Harrington Analysis. And she plans to travel, with her husband and new puppy, in their motor home.

DEPARTURES

HELPED LAUNCH PRE-COLLEGE PROGRAMMING

Carroll Earns Coveted Music Accreditation

Carroll University is now an accredited member of the National Association of Schools of Music—one of just two institutions to receive this honor out of more than 300 colleges and universities that applied in 2017-18. It joins the ranks of 643 NASM-accredited institutions.

“We’re thrilled to have earned this prestigious honor,” said Carroll President Cindy Gnadinger. “It’s a testament to the high quality of our music education.”

Achieving this distinction was a laborious process, and spearheading the effort was Joel Matthys, assistant professor of music and music program coordinator. He’s also a Carroll alum who graduated in 1997, with a B.S. in music theory and composition. Matthys said the accreditation provides added credibility to students. “It provides external validation that our music program meets established standards for the education of music professionals and provides an education that will prepare them to pursue careers or further study in the arts,” he said.

Matthys explained the designation also “helps us to provide students with clear descriptions of how their knowledge and skills will help them to prepare for specific music and music-related professions. It provides resources and training to our music faculty and staff to help plan for changes in higher education for the arts in the coming decades. For all these reasons, NASM accreditation is a prerequisite for being an American Music Therapy Association approved music therapy program.”

The accreditation process took four years and required major revision and documentation of the curriculum, establishment of policies for every area of administration of the program, and improved accounting, record-keeping and goal-setting, Matthys added.
Inclusive Campus
Community Unites Around Diversity Efforts

Symone Russell ’16 has been involved in diversity discussions at Carroll since her freshman year in 2012. As a student of color herself, she thought it was important to know and understand how Carroll assisted its students of color. Now as an alumna, she wants to provide more support than she had during her days at Carroll.

“I remembered feeling that there weren’t many resources for myself, so I felt obligated to be that person for current students,” said Russell, who has become part of a growing number of alumni committed to strengthening diversity by connecting through Carroll’s Cultural Diversity Discussion group on campus. Russell also serves as alumni advisor to the college’s black student union.

Dolores Ocampo Brown ’99, senior director for the office of alumni engagement, helped launch the Cultural Diversity Discussion alumni group in April 2016, and said the university’s goals in engaging alumni to help support diversity initiatives include:
- Helping to recruit a more diverse pool of students.
- Helping to retain underrepresented students at Carroll so they graduate.
- Engaging more alumni to help build a network and support the university with its diversity efforts.

Helping to lead the diversity efforts are alumni José Olivieri ’78, chair of Carroll’s board of trustees; Dovaly Carter ’79, vice-chair of Carroll’s board of trustees and chair of the academic and student affairs committee; and Sandra (Smith) Cunningham ’78, former chair of the alumni council and Carroll trustee. She also chairs the board’s facilities committee.

Alumni involved in diversity discussions meet with faculty, staff and students on campus and are not limited by distance, sometimes participating via conference call. Brown said having alumni engage in diversity efforts is important for Carroll in providing students a reflection of the real world.

“...we would be doing our students a disservice if we didn’t attempt to mirror the world that exists now,” Brown said. “Our mission is to prepare students for service and work in a diverse and global community.”

Todd Suriano ’87, said diversity has become a focal point and interest to him, particularly as the father of an adopted son from Korea. He also has worked in a minority-owned bank in Detroit, Michigan, for the last decade. Suriano has traveled back to campus to join his fellow alumni in Carroll’s Cultural Diversity Discussion group and is working to establish internships in Detroit and bring greater awareness of Carroll to students of color in Michigan. “I guess the older I get, the more I realize how special Carroll is,” he said. “I’d love to be able to get Detroit kids over to Carroll. I think it’s a great story that needs to be told over on this side of the lake.”

One of the larger initiatives to come out of diversity discussions involves the creation of Carroll’s Opportunity Scholarship Fund, intended to help narrow the financial gap for students of diverse backgrounds who are traditionally underrepresented here. It aligns with the university’s priority of helping to retain those students. Donors have committed more than $200,000 to the fund at its start, and Carroll will continue to work to grow the dollars as it aims toward stronger diversity and retention of students, according to Steve Kuhn, vice president for institutional advancement at Carroll.

“I think we’re making progress, but we have a long way to go in terms of diversity,” said Carroll President Dr. Cindy Gnadinger, who said considerations for strengthening diversity at Carroll have been built into the university’s four goals making up its new strategic plan. And not only is it important for students, but efforts are underway to build on diversity among faculty and staff, too, she said.

Vanessa Topczewski (Pérez), associate dean of multicultural affairs and global engagement, said she has seen an excitement around “innovation, inclusion and growth” that is contagious. Her office is building on the momentum by focusing on gathering data, research and feedback to design a two-year departmental strategic plan.

“We’re looking forward to expanding and improving systems, programs and supports that assist in cultivating a welcoming and inclusive learning environment for the entire campus community,” she said.
Center Fosters Vibrant Humanities Presence on Campus

Don’t bother looking for the Carroll University Center for the Humanities on Google Maps, you won’t find it. Though the name may bring images of an ivy-clad grand hall to mind, Carroll’s center is a bit more abstract—and far less concrete.

The lack of a building, however, doesn’t mean the center lacks a presence on campus. This spring, the center hosted a daylong symposium, just the latest in a string of programming initiatives targeted directly to benefit undergraduate students—and keep the humanities front and center.

“Spaces and Place in City and Suburb” brought students, faculty and community members together to discuss and participate in activities examining place-making and the complexities of intersecting cultural geographies. Participants, including a group from Chicago’s Roosevelt University, toured the university’s Wisconsin Artists Collection, and created their own photo essays on the subject of place-making.

The annual spring event is balanced by a Scholar to Student Lecture Series in fall. In this series, scholars are invited to campus to speak on their area of expertise, and three Carroll students are selected to deliver their own thoughts on the subject.

Last year, Dr. Gillian Rodger, a professor of musicology at the University of Wisconsin-Milwaukee, spoke on female to male cross-dressing, and gender and class in 19th-century popular theater.

Carroll students hold their own, demonstrating the university’s high academic standards, said Dr. Charles Byler, the dean of Carroll’s College of Arts and Science. “I’ve been to a number of these, and the students do high-level work,” he said. “They’re engaging with a scholar in that scholar’s field of expertise and they’re doing it in front of their peers. It’s impressive.”

Also impressive are the winning selections in the center’s annual essay contest. The Delilah M. Keenan Humanities Award for Writing Excellence competition recognizes excellence in writing in a humanities-based field. Three winners, chosen annually, receive stipends and the opportunity to present their work during Celebrate Carroll, the university’s annual showcase of academic achievement.

Byler noted that Carroll’s Center for the Humanities is oriented towards the undergraduate learning experience at Carroll. Its offerings are open to all Carroll students, regardless of their major. All that is required is a burning curiosity and an open mind.

“We’ve really decided to focus on undergraduate engagement,” noted Dr. Lara Karpenko, director of the center and an associate professor of English at Carroll. “It makes us unique from many other humanities centers, which often have a focus on faculty development or are targeted at graduate students.”

The center’s mantra is “comprehension, compassion and action.” The center’s mission is “to augment the undergraduate experience and to highlight Carroll University’s liberal arts heritage...to motivate all undergraduates, regardless of major, to engage in humanities-based inquiry in order to understand the human experience more deeply and in order to forge empathetic connections throughout the university, the community and our ever-changing world.”

The center has received generous financial support from Carroll alumni, according to Stephen Kahn, Carroll’s vice president for institutional advancement. “We certainly appreciate the support we have received;” he said. “It’s indicative of the central role the humanities occupy at Carroll and we hope we can grow this endowment for the center going forward.”

“The center is a strong signal that the humanities are alive and well at Carroll and that we have excellent learning opportunities for our students in the humanities,” said Byler. “We want to continue to make Carroll an attractive place for those who do want to major in the humanities.”

A fellows program offered by the Center for the Humanities provides opportunities for students to take a deeper dive into the classroom, even allowing them to load classes and facilitate discussions.

Two students each semester are selected to serve as Humanities Center Fellows. Each will be placed in a humanities-based course, one they have already taken. There, they’ll have the opportunity to gain direct instructional experiences, teaching in a class, leading discussion sessions and holding office hours to serve as a resource for other students. “One of the highlights of the experience is the student spends a week leading the classroom,” said Karpenko.

“For the fellows, the benefits are numerous, she added. “They develop a very close relationship with that faculty member, and they gain presentation, organization and communication skills—a lot of the résumé-building skills that businesses seek.”

Office Hours

Tony Aker’s office shares a wall with the weight room in Van Male, which means one of Aker’s regular activities is straightening the photos and mementos that tumble and fall over “every time someone drops weights next door.” Aker joined the Pioneers in 2016 after five years coaching at his alma mater, the University of Wisconsin-Stevens Point. He’s grateful to be at Carroll and to work for, and with, head football coach Mark Krzykowski. “I may be a Stevens Point alumnus, but I’m a Pioneer at heart.”
This spring in Otteson Theatre, the Carroll Players staged “Tartuffe,” a 350-year-old comedy written by Molière. A bright and colorful period piece, “Tartuffe” still resonates with modern audiences and played to full houses on campus.

The Players, the brainchild of then-professor May Rankin, first hit the stage in 1896. The dramatic arts have continued to play a central role in the university’s cultural life since then, and the Players mount several productions annually. The Players are open to all Carroll students, reflecting the school’s rich commitment to the arts and the belief that the arts benefit everyone.

Of course, by the time the curtain rises on any production, countless hours have been spent behind the scenes, as students built sets, fashioned costumes, applied makeup and wigs, rehearsed music and arranged lighting for the production. Much of the work was done by students in classes in Carroll’s Theatre Arts and Management program. Photographer Kyle Zehr spent some time in the weeks leading up to the opening capturing some of those preparations.

View a behind-the-scenes video at carrollu.edu/academics/arts-sciences/theatre-arts
If you’ve visited a healthcare clinic or hospital recently, you’ve probably been met with a bewildering array of healthcare professionals. Someone may record your vitals, another might ask questions about your health, someone else might do a physical exam and yet another person may help provide treatment and therapy. Healthcare delivery today is a collaborative effort. Nurses, physician assistants and therapists work together alongside other medical professionals to diagnose, assess, prescribe treatment and provide care for patients. This holistic approach looks beyond the immediate medical symptoms a patient may present and instead attempts to address the whole individual seeking care and better understand that person’s world.

Such an approach makes sense. Patients often interact with a variety of healthcare professionals as they deal with a health issue, from initial diagnosis to recovery. And the medical professionals need to cooperate and communicate with one another if the care they provide is to be helpful. But it can be a huge challenge. Each of those professionals has his or her own objectives and areas of expertise. Specialization can create silos and busy workloads can hamper communication. Toss in a medically underserved population and potential language barriers. The healthcare professionals need to cooperate and communicate with one another if the care they provide is to be helpful.

Carroll officially calls it the Primary Care Training and Enhancement (PCTE) program, funded by a grant from the U.S. Department of Health and Human Services’ Health Resources and Services Administration (HRSA). It provides interdisciplinary training to Carroll health science students as they interact with and provide health literacy services to UCC Senior Center participants. The five-year program is in its third year and involves approximately 130 Carroll students.

Amy Vega, the project coordinator for Carroll, said this project is unique in several ways. “Our students are getting interprofessional practice experience.”

The UCC is a sprawling and vibrant center. It provides programming to local residents of all ages in the areas of education, healthcare, community development and human services. Of the more than 18,000 people who benefited from UCC programs in a recent year, more than 90% were racial or ethnic minorities and more than 40% lived at or below the poverty level. The center’s programs and facilities include two public charter schools, a child care facility, adult day care and a senior center.

Each Monday, teams of Carroll students travel to the senior center. There, they learn how to place a patient at the very center of the universe and how to collaborate with one another to deliver the most effective care possible.

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“The community analyses that nursing students perform are extensive. Students examine the presence or absence of healthcare facilities, public transit and grocery stores, as well as poverty levels and language barriers. The reports then go to the PCTE students to help prepare them for their first meeting with clients of the senior center. But last year, some nursing students took it a step further and opted to address pedestrian safety around the United Community Center.

The UCC is located just off I-94 on the near south side. Freeway exit and entrance ramps run alongside the north end of the complex and empty onto residential streets bordering the center, with its schools and senior center. “This year, one of our groups recognized the need for better traffic control for vehicles coming off the freeway,” said Dr. Teri Kaul, chair of the nursing department at Carroll. “They actually developed a public policy issue around that and submitted it to the state.”

In response, the Wisconsin Department of Transportation has drawn up a plan to increase signs and other safety measures to better control traffic exiting the freeway. “That’s a huge outcome that probably wouldn’t have happened unless you were performing such an analysis,” said Kaul.
they examine what sort of healthcare experiences out in the community. This is becoming the focus of a lot of educational institutions, but we’re already there,” she noted. “And they’re also practicing in a medically underserved area and working with a senior population.”

Dr. James Brandes, the director of Carroll’s physician assistant studies program, agreed. “It really is pretty unique. While other programs certainly are going to try to introduce their students to underserved populations, we do this on a consistent basis at Carroll.” He also points to the length of the program. “The students have a year-long commitment. It means they are around to see the results of their work.”

case studies

In early fall, students from Carroll’s nursing and public health programs visited the UCC and its neighborhood to conduct a thorough analysis of the area. They examined what sort of healthcare services were available, the economic condition of the community, access to groceries and more. The intent was to provide the students with a clear and complete picture of their clients’ worlds.

“The nursing students are really looking at the social determinants of good health,” said Dr. Teri Kaul, chair of Carroll’s nursing department. “What sorts of things are available in that community? Do residents have access to clean water, good food, healthcare, parking and transportation, parks, places where people can exercise and the like.” The analysis is critical to the success of the project, Kaul said. “If you have all these great goals for people but they don’t have the resources to accomplish them, it won’t work.”

Then, eight- or nine-person teams composed of students from the physician assistant, physical therapy and occupational therapy programs also toured the area and visited the UCC. Jessica Edels, an occupational therapy student, said the earlier analyses, combined with intercultural studies the teams did, created a better understanding of the community and built awareness of any potential barriers their clients faced.

“Part of this grant is to expose the students—not just PA, but OT and PT and nursing students as well—to an underserved population of the community,” noted Brandes. “Taking care of the underserved is different than going into a community practice where you’re dealing with completely insured patients. There are different needs and that really does need to be taught.

“The more of these experiences we can provide the better,” he continued. “They have to understand the culture. The lesson is that just knowing the science isn’t enough. You have to know something about the culture of the people you are serving.”

"Our students are getting interprofessional practice experiences out in the community. This is becoming the focus of a lot of educational institutions, but we’re already there." AMY VEGA | PROJECT COORDINATION FOR CARROLL

building trust

Then, in fall, armed with that knowledge, the teams were introduced to their clients. Throughout the semester, the teams met regularly with them, developing a case history of that person. Their task, according to Vega, was to examine three determinants of their client’s physical health—physical, social and emotional—and propose some interventions they could undertake to improve it.

That process, of getting to know a person, of drawing out their story and developing a rapport, can be daunting, even more so when the person speaks another language. Enter Carroll’s Spanish program, which provides students to serve as interpreters. The program has launched a course in medical terminology designed to prepare students to act as interpreters and conduct medical interviews. A student is assigned to each team that requires interpretation.

“We couldn’t function without him,” said Makenzie Kirk, a PA student, of their team’s interpreter, Sam Rodriguez, a Spanish and pre-PT major. Their client, an elderly male, was initially apprehensive about the program. “Until we played dominoes,” recalled Rodriguez with a laugh. Games were just one of the tactics students used to get to know their clients and develop trust.

faith in each other

Of course, the barriers students have to surmount weren’t just between students and clients, but between students from different disciplines as well. “We must teach that collaboration,” said Brandes. “When they go out into practice, it will be expected that they do that. Through this experience they learn what the other practitioners can offer.”

That’s one of the goals of the fall semester for each team. “We each know what we know, but it’s important to realize what all the others know as well,” said Andrew Johnson, a PT student. “Having the members of my team share their wealth of knowledge—their expertise—has just been so beneficial.”

And practical. After all, said Kaul, “We will all work together in the workforce. So, let’s learn about each other and how we each complement the team and build on those strengths as we work together. We want the best for the patient, however that looks. And every patient will be different. At the bottom line, we are all there for the same reason … better patient outcomes.”

Such awareness is key to the model of integrative care Carroll faculty hopes to inspire. It has an added bonus. As they learn what other disciplines can offer and how each practitioner views the patient, the students begin to develop a picture of the patient as a whole, complicated, multifaceted human being.

“It’s enlightening to learn and understand that each student is a part of the team,” said Erin May, an OT student. Samantha Ostlerber, a PA student and teammate of May’s, said, “We must teach that collaboration. When they [the students] go out into practice it will be expected that they do that.”

DR. JAMES BRANDES | DIRECTOR OF PHYSICIAN ASSISTANT STUDIES PROGRAM

A new $10,000 grant from the Greater Milwaukee Foundation will support Carroll’s work with the United Community Center to develop environmental education opportunities for middle school students. The Greater Milwaukee Foundation is a valued philanthropic partner of Carroll’s, providing annual scholarships, gifts and grants from its donor advised and charitable funds.

"We must teach that collaboration. When they [the students] go out into practice it will be expected that they do that."
EXPLORATION

Carroll University’s long relationship with the United Community Center (UCC) has given rise to a number of programs. These provide service to members of the UCC community, provide pre-college educational experiences to UCC students and offer practical, real-world healthcare experiences to Carroll health science students.

PCTE (Primary Care Training and Enhancement)

With this program, Carroll expanded on its existing relationship with Milwaukee’s United Community Center. Carroll’s health science program students provide wellness, primary care and health literacy education to seniors and their families at UCC’s senior center. It creates opportunities for Carroll students to work collaboratively on interprofessional teams that provide comprehensive quality healthcare to clients in a medically underserved area. This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number T88HP09989 for $2,042,233. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor an endorsement by, HRSA, HHS or the U.S. Government.

HCOP (Health Careers Opportunity Program)

This program, funded by a HRSA grant, is designed to recruit disadvantaged students for careers as allied health professionals or physician assistants. This program represents a partnership between Carroll, the UCC and the School District of Waukesha. It builds upon and utilizes several existing Carroll programs designed to introduce middle and high school students to healthcare careers and to retain them through graduation. HCOP offers professional development opportunities, academic support and financial aid to high school, undergraduate and graduate students interested in allied health programs such as physical therapy, physician assistant studies, occupational therapy, exercise physiology, exercise science, athletic training and public health. This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling $2,042,233 with seven percent financed with non-governmental sources. The contents are those of the author(s) and are not necessarily representative of, nor an endorsement, by HRSA, HHS or the U.S. Government. For more information, please visit HRSA.gov.

NPOP (Nursing Pipeline Opportunity Program)

This program targets middle and high school students interested in nursing careers. Students receive educational opportunities, mentoring from Carroll nursing program students, special events for the students and their families and a variety of other pre-college programming. The objective is to provide them with the tools they’ll need to prosper in college.

PASOS (Preparing and Advancing Students for Opportunities in Science)

This program, begun in 2013, provides middle school students with conditional acceptance into Carroll’s College of Health Science undergraduate and graduate programs. Students receive pre-college opportunities at Carroll, mentoring by UCC staff and Carroll health science students and academic support and educational programming during their high school years.

client-centered care

“First, the students are just so overwhelmed by all the details of it,” said Dr. Vendre Leavelle, a clinical assistant professor of occupational therapy. “Our job is just to help them with the next step and then the next step. First, get to know your client and who they are on the personal level. You have to put that person in the middle.”

Johnson said the students had to overcome that challenge first. “How do we find a way into their life so that we can make an impact? How do we motivate them to make changes?”

Hector Hernandez, a UCC’s director of programming for the elderly, has observed the Carroll teams working with their clients for two years. “To build that rapport and that trust with their clients is very important,” he added. He noted that there was some initial hesitation among the seniors, but that now, partly through word of mouth, they have seniors lined up to participate. “This is a win-win collaboration for us,” he said. It’s wins all around, really. The students get an immersive education in cutting-edge healthcare practices and experiences dealing with another community. And the clients of the senior center get help. As part of the grant, teams have money they can spend on health-related items to assist with their proposed interventions. Those might include fitness trackers, water bottles, braces, fitness club memberships or Spanish-language cookbooks, for example. Once the students have had the fall semester getting to know their clients and conducting their assessments, they’ll work with those clients to come up with some goals for the spring semester.

the outcomes

In mid-April of this year, the teams gathered with their clients a last time. It was a bittersweet occasion. A team that worked with an elderly man who suffered from back and neck pain that impacted his life and interfered with his sleep spent their last meeting going over several health assessments with him. These were identical to ones they had completed at the beginning of the semester. Since then, they had used grant funds to purchase a special sleep pillow, heat pads and ice packs to help alleviate the pain.

Had the interventions helped? “This has been very beneficial to me,” the man reported. He no longer feels the pain. The pillow had been a godsend. The man had been a nurse earlier in life, so he was eager to participate in the program and provide what help he could to these students. “I’m very happy that I could help with their learning,” he said. “Knowing that this is helping them learn, I have tried to be very open with them.” And the results have been all he could have hoped for. “I’m very satisfied.”

His progress leaves the students beaming. “After all the work this year, to come here today on our last day and hear how much he has improved,” said May, “well, it’s just the most amazing news.”

Another group, whose client dealt with weight and nutrition issues, began their final meeting with a brief walk together, after which they took their client’s blood pressure and other vital signs. As part of their interventions with him, they had purchased a water bottle to encourage him to drink more water during the day, as well as a Spanish-language cookbook.

planting seeds

It’s a process, well. The team has admitted to the team not always using his water bottle, not always getting in enough steps each day, and occasionally falling into old food habits. But the members of the team aren’t discouraged. By building a rapport with him, playing dominoes, telling jokes and showing a real concern for his well-being, they have had an impact. His initial apprehensions have dissolved.

“I think he trusts the healthcare profession a bit more now,” said Eckels. Fellow student May agrees. “We planted a seed.”

The teams write about their experiences and share their findings with fellow students and UCC members near the end of the semester. Some may present their research at conferences. And the information gained will help Carroll faculty fine tune the program for future years and add to the overall knowledge base in physical therapy, occupational therapy and physiology.

Many seeds have been planted. They will grow in many places—potentially even in medically underserved areas. For students like Rodriguez, the program has pointed him in a direction, shown him a possible path. He participated in the program this year as part of his Spanish studies, he said, but “this doesn’t feel like it’s just a requirement,” he concluded. “This feels like what I want my future to be.”

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2021 Summer 2019
ALUMNA SEES IMPACT OF GIFT

Until recently, staying connected to Carroll had proven to be difficult for Giulia Macias ’58. That changed when she became a contributor to the Opportunity Scholarship Fund. And it changed even more when she unexpectedly saw the impact of her donations in person.

For more information on the Opportunity Scholarship Fund contact James Rydevik, at 262.547.7450.

Contributing to the scholarship seemed like a perfect way for Macias to start staying connected. “I really care about diversity, making sure we’re supporting students and helping them persist through their program. Not only students of color, but all students,” she said.

Macias currently works at New Futures, a nonprofit organization in Washington, D.C. She mentors and advises non-traditional college students through their educational journey. Her professional interest in working with students aligned with her desire to reconnect with Carroll.

In March, Macias registered to volunteer with students visiting Washington, D.C., on an Alternative Spring Break trip. Macias was excited to reconnect with her alma mater and to volunteer side-by-side with students as, together, they gave the gift of time. “I wanted to know more about their experience,” she said. “I wanted to know how similar it was to mine or how it’s different and, if it’s different, how exciting it is.” But she had not anticipated that one of those students was benefiting from her gift to the Opportunity Scholarship Fund.

While talking with the students about Carroll’s transformation over the past 11 years, Macias discovered that one of the students had made her decision to attend Carroll based on the scholarship aid included in her financial aid package. In fact, she was a recipient of an anticipated that one of those students was benefiting from her gift to the Opportunity Scholarship Fund.

“Seeing a direct impact of my donations in person,” Macias said, “I wanted to know more about their experience.”

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As a secondary art educator, Carroll alumnus Frank Juarez ’97 goes above and beyond to discover the greatness that lies within each of his students. His efforts were rewarded this past March by the National Art Education Association (NAEA) as he was named the National Secondary Art Educator of the Year for 2019.

Fluent in multiple languages, Juarez has wide-reaching interests. Whether teaching in the classroom or working in his gallery, Juarez stays committed to motivating others. His work ranges from teaching art to his beloved students to making commissioned works.

The collection started in 2015 and continues to explore ways to support artists financially for residencies, exhibitions and community art event sponsorships, they have created an artist grant program aimed to support artists financially for residencies, exhibitions and community art event sponsorships.

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CU in the Workplace

Carroll alumni have danced, sang, fished, twisted balloons and even chucked pumpkins each month as the university has profiled individuals on the job in its “CU in the Workplace” video series.

Hosted by alumnus Zachary Staszewski ’11, assistant director in the Office of Alumni Engagement, the videos share stories of alumni talking about their career and how it helped ignite their chosen career path.

Find videos from the series by searching CU in the Workplace in the Carroll website search bar.

By Marisa Adams ’19 and Sabrina Tartaglia ’21

Alisha Hayes ’04
Business owner
Pats Rib-Place

“An atmosphere of good food, a good times and great hospitality has become a sanctuary for not only alumna Alisha Hayes ’04, but her customers as well. After graduating from Carroll with a double major in English and psychology, Hayes went on to open up her own restaurant, Pats Rib-Place, along with her husband, Thad.”

Julie (Eddy) Marquardt ’99
Radio DJ
Madison Magic 98

“An atmosphere of good food, a good times and great hospitality has become a sanctuary for not only alumna Alisha Hayes ’04, but her customers as well. After graduating from Carroll with a double major in English and psychology, Hayes went on to open up her own restaurant, Pats Rib-Place, along with her husband, Thad.”

Zac ‘08 and Sara (Thorne) Meyer ’09
Pastor and business owner
The River of Life Church and Wisconsin Balloon Decor

“Alumni Sara (Thorne) and Zach Meyer met at Carroll during their time in theater. The couple has taken all the skills they learned at Carroll to create a workplace they love. Sara shared, “We like what we do. It’s not like we’re doing a job that we hate and have to struggle through.”

Nicholas Barkowski ’09
Fish biologist
U.S. Army Corps of Engineers, Chicago district

“Alumnus Nick Barkowski is working to preserve the Great Lakes as a fish biologist with the U.S. Army Corps of Engineers. As part of Barkowski’s work for the Corps’ Chicago district, he is on patrol looking for invasive Asian carp.”

Ryan Krol ’15
Volunteer events coordinator
Feeding America

“Alumnus Ryan Krol’s time at Carroll started a spark of interest for giving back. This spark has now turned into a job allowing him to go into work every day to change someone’s life. A 2015 graduate with a communication major, Krol now works for Feeding America Eastern Wisconsin as the volunteer events coordinator.”

Leann Boucha ’12
Behavior department manager
Humane Animal Welfare Society of Waukesha County (HAWS)

“During her undergraduate studies, Leann Boucha ’12 began volunteering at HAWS. Boucha worked her way up, and began a rewarding career as the behavior department manager. She is continuing her education by getting her master’s degree in adult and continuing education through Carroll University. She wants to help deepen the relationship between Carroll and HAWS.”

Ellie (Martin) Cliffe ’04
Deputy editor, digital
Taste of Home, Trusted Media Brands, Inc.

“For some people, cooking and baking are hobbies. For others, they’re ways to bring people together. This is what excites Ellie Martin Cliffe about her job as the digital deputy editor with Taste of Home publication. Cliffe helps write and edit articles and recipe slideshows for the Taste of Home website, and oversees a team of nine.”

Brian ’04 and Melissa (Lopash) Schutt ’04
Owners
Schutt Farms

“A team effort rooted in family has made Schutt Farms much more than a business for Brian and Melissa Schutt. Despite Brian graduating as an accounting major and Melissa a math major, both still work on the family farm. They have even turned the farm into a family tradition to share with others through events open to visitors. The farm was started by Brian’s grandfather, Robert Schutt ’48.”

Barkowski’s work for the Corps’ Chicago district, he is on patrol looking for invasive Asian carp.

2013

• Cindy (Buis) Simonis ’13 was appointed president to Forward Careers, a nonprofit leader in employment training, on Dec. 12, 2016.

• Amy (Washam) Waldsch ’13 received a fully funded grant from Heidt Kohl Philanthropies for her work as a teacher at Ben Franklin Elementary in Menomonee Falls, Wisconsin.

2014

• Lauren (Hayden) Tilsner ’14 married Dustin Tilsner on December 6, 2016.

• Christian Sharpay ’14 and Emily (DeHaven) Sharpay ’16 were married on June 2, 2018.

2015

• Kyle Sykes ’15 had his freelance design work chosen by NASCAR to represent a driver in the 2019 Daytona 500. Along with this achievement, Sykes is now employed by GMR Marketing and has produced social media content for The Golden State Warriors, Philadelphia Eagles, CMA Fest and the NBA All-Star Game.

2016

• Nicole Larson, budget coordinator for the College of Arts and Sciences, and her husband, Josh, welcomed their daughter, Kira Debreen Larson, on Feb. 4, 2019.

2017

• Sienna Sarah (Quakkelaar) McCutcheon ’11, Rachel (Quakkelaar) Beyer and Beth (Quakkelaar) Anderson ’18 got married at the same ceremony on June 16, 2018.

• Becca Saul, head women’s volleyball coach and strength and conditioning coach, and her fiancé, Preston Saul, assistant baseball coach, welcomed their baby girl, Willis Grace Saul on Nov. 26, 2018.

Faculty and Staff

2018

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In Memoriam

1940s

Elizabeth D. Frazier ’49 passed away Dec. 17, 2018, in Mount Prospect, Illinois, at the age of 91.

1950s

Elizabeth “Bette” A. (Goodchild) Kentel-Lee ’50 passed away Nov. 28, 2018, in Allouez, Wisconsin, at the age of 91.


Marian (Anderson) Glover ‘51 passed away Feb. 16, 2018, in Columbus, Ohio, at the age of 86. step-son-in-law, and step-grandchildren.

Jane (Sell) Callan ‘52 passed away March 23, 2019, at the age of 92 in Litchfield, Connecticut.

Stephen J. Moynihan ‘52 passed away July 4, 2018 at the age of 75. He was survived by his wife, Gary E. Buerstatte ‘71.

Alumna Bill Yerin ’63 had a gift for connecting with students. That connection will continue with Yerin’s bequest of $5.5 million to Carroll University, a portion of which will be used to fund scholarships for business students. It also will be used to create an endowed faculty position and to support Carroll’s strategic plan. It’s the single largest gift in Carroll history. Jennica Sanken ’17 knew about the Yerin family’s generosity firsthand.

She was among the students awarded the Adolph G. Yerin Full Tuition Scholarship, which goes to an incoming freshman and supports them throughout their four years. Named after Yerin’s father, the scholarship was established in 2006 by Bill and his mother, Mary, to allow a financially strapped, academically qualified applicant to earn a college degree.

Sanken said the scholarship made it possible to fulfill her academic dreams. “I was really excited about going to Carroll, but I didn’t think I could afford it. Getting the scholarship meant I could go to Carroll and pursue that degree,” said Sanken, a psychology graduate.

Now working on a master’s of occupational therapy degree at the University of Wisconsin-La Crosse, she has fond memories of Yerin. “I got to have lunch with Bill every spring for three years. It was a joy to talk to him; he was really interested in all the students he was supporting.”

She said Yerin enjoyed swapping stories about Carroll with scholarship recipients. “He was always interested in the extracurriculars we were involved in,” Sanken recalled, adding that she was active in a cause supporting children with pediatric cancer. “I also participated in club volleyball and hall council. He liked to hear our stories, and he liked to share memories of when he was at Carroll.”

Sanken said Yerin’s bequest “shows he was very interested in education, in helping students the best way he could. It’s just amazing that Carroll University was such a big part of that.”

Like many great legacies, there are always new details waiting to be discovered. The spring 2019 edition of First included a story about a now-infamous prank back in 1968 that involved a group of students creating a fake campus police department. After reading that story, a few informants have come forward to shed more light on this epic tale.

The first new source was Dan Steffen, a former Carroll faculty member who taught physical education until his retirement in 2001. He reached out to share his knowledge of the prank, particularly of the one person who was unfortunate enough to be caught with the cows during the heist: Mike Gray ’68.

Through the information provided by Steffen, we contacted Gray, who recalled the mischievous event fondly. “We were lucky we got away with it … fortunately nobody got expelled.”

Gray claimed he had gone along for the ride and just so happened to be caught holding the cow at the wrong time. His bildrothed when a security guard showed up and inquired about the students’ presence inside Main Hall after-hours with a cow.

The next day, Gray and some of his fellow cow cohorts were discussing their papers with a professor on the second floor of Main. The mess from the cow was still being cleaned in the hall. During that meeting full of anxious students, the dean stuck his head into the professor’s office and let out a loud and knowing “moo.”

“To this day we can smile at it,” Gray said, still amazed at knowing “moo.”
Christopher S. Thomas ’64
DISTINGUISHED ALUMNI AWARD FOR PROFESSIONAL ACHIEVEMENT
If it says “Intel Inside” (and it probably does), Chris Thomas is one of the reasons why. In a quarter century working at Intel, the Carroll computer science and Spanish grad has been at the forefront of the computer revolution and the birth of the internet.

Dr. Geoffrey W. Grant ’64
DISTINGUISHED ALUMNI AWARD FOR COMMUNITY SERVICE
Dr. Grant took his sociology degree from Carroll, added a master’s and a Ph.D. and went on to teach at South Dakota State University in Brookings, South Dakota. And build houses for Habitat for Humanity. And fight discrimination. And work for social justice. Tirelessly.

James G. DeJong ’73
P.E. MACALLISTER DISTINGUISHED ALUMNI AWARD FOR SERVICE TO CARROLL
It’s understandable if you saw DeJong around campus and figured he worked here. His dedication and service to Carroll have been most noticeable during his nine years on the board of trustees (three as board chair), but his impact reaches far beyond that, to fundraising campaigns and alumni relations.

Do you know a Carroll graduate who has excelled in their profession, in their community, as a young alumna/us, or in their service to Carroll? If so, please consider nominating them for a distinguished alumni award at carrollu.edu/alumni/awards. Nominations are accepted year-round.

So many different paths bring us to Carroll. So many different dreams drive us. We come from more than 30 states and more than 30 countries. But the Pioneer experience unites us. The Pioneer spirit lives within us all.

The Opportunity Scholarship Fund makes the difference

It lives within Jesus Montes. The sophomore from West Allis is driven to succeed in Carroll’s rigorous nursing program and to begin a career in healthcare. But he says he wouldn’t be here without the financial aid he has received. “Because of it, I’m able to attend the university of my choice to pursue my dream.” And it lives within Jaellah Cimmone Jones, a first-year student from northern Illinois. An avid reader, Jones is studying biology and psychology as she takes aim at graduate studies in neuroscience. She is overjoyed to be at Carroll and is forever grateful for the financial aid support she has received. It shows that someone else believes in her, she says. “It shows me that hard work really does pay off.”

Our president, Dr. Cindy Gnadinger, believes strongly in making the Carroll experience accessible to all students. She created the Opportunity Scholarship Fund to provide a lifeline for those students from diverse backgrounds who are traditionally underrepresented in higher education and to help bridge that gap. With a contribution to the Opportunity Scholarship Fund, you’ll be actively supporting a more diverse campus—and helping Carroll fulfill its mission.

For more information on the Opportunity Scholarship Fund and how you can help, contact James Rychner, assistant vice president for development, 262.524.7240.
Our popular summertime event series is back for 2019! Join us for some, or all, of these exciting gatherings June–August.

**VOLUNTEER** at Feeding America
Saturday, June 8 | 9 a.m.–Noon
Feeding America Eastern Wisconsin | Milwaukee, Wisconsin

**PEDAL** with a Carroll Bike Ride
Led by John Harrits ’76, Jackie Messler ’09 and Kim (Glasheen) Wynn ’82
Saturday, June 22 | 10:30 a.m.
E. B. Schurts Environmental Center | Waukesha, Wisconsin

**CELEBRATE** “Show Your College Pride Day” at Summerfest®
Friday, June 28 | Noon–3 p.m.
Henry W. Maier Festival Park | Milwaukee, Wisconsin

**TOUR** Lambeau Field and Happy Hour
Sunday, July 14 | 1 p.m.
Lambeau Field and Titletown Brewing Co. | Green Bay, Wisconsin

**SCORE** with Young Alumni Mini-Golf
Saturday, July 20 | 9 p.m.
Nine Below | Milwaukee, Wisconsin

**ENJOY** Anastasia: The Broadway Musical
Thursday, July 25 | 7:30 p.m.
Marcus Center for the Performing Arts | Milwaukee, Wisconsin

**HIKE** at Holy Hill
Sunday, August 4 | 2 p.m.
Basilica and National Shrine of Mary Help of Christians | Hubertus, Wisconsin

**TAILGATE** at Miller Park before Brewers vs. Minnesota Twins Game
Tuesday, August 13 | 5 p.m. Tailgate | 7:10 p.m. Game
Miller Park | Milwaukee, Wisconsin