

AUGSBURG NOW

SUMMER 2010

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AUGSBURG
ON
Stage

inside



The Magazine of Augsburg College

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Commencement 2010 Exploring Our Gifts



NOTES

from President Pribbenow

A new mission statement and Commission Augsburg

Over the past two years, the Augsburg community has been engaged in a lively and rich conversation about our character and identity.

Augsburg last modified its mission statement nearly 20 years ago, and although much that defines Augsburg's distinctive identity as a college of the church in the city has remained constant, there also have been some remarkable changes. The expansion of nontraditional undergraduate programs, several new graduate programs, campus sites in Rochester and Bloomington, significant work around the world, and continuing initiatives to meet the needs of diverse students have combined to make Augsburg a more complex and, I would argue in addition, a more innovative and faithful college.

Given the reality of Augsburg's current mission-based work, the College community explored together how we might state our mission in such a way as to affirm our abiding values and commitments, while also to articulate how the College's circle of influence and impact has expanded. The result of those explorations is a wonderfully nuanced and meaningful new mission statement, enthusiastically adopted by the Board of Regents at its spring 2010 meeting.

Augsburg College educates students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders. The new mission statement begins with a bold claim of our aspirations for our students as we send them out to live their callings in the world. As citizens, stewards, thinkers, and leaders, Augsburg graduates bring their education and experience to bear in all aspects of their lives and work.

The Augsburg experience is supported by an engaged community, committed to intentional diversity in its life and work. This important statement of our self-understanding is an explicit reference to our values as a participatory community—very much in line with our Lutheran Free Church heritage—dedicated to the common work of educating all of our students. At the same time, we reaffirm our abiding sense of the im-

portance of intentional diversity—diversity of experience, background, and thought—that is supported by our theological, academic, and civic legacies.

An Augsburg education is defined by excellence in the liberal arts and professional studies, guided by the faith and values of the Lutheran Church, and shaped by our urban and global settings. This closing sentence lifts up our core values: excellence across all academic programs, the particular gifts of our Lutheran faith, and the central role that our place in the world plays in the education we offer.

The circle has been widened to reflect how Augsburg embraces its distinctive role in higher education. I could not be more pleased with the participation of the entire community in crafting this new mission statement.

As we move into the next academic year, I am excited to announce an opportunity for all Augsburg alumni and friends to learn more about how our mission sets in place a clear map for our future. Beginning this fall, we will launch Commission Augsburg, a series of conversations that bring together those across the country who care about Augsburg to explore three strategic pathways for Augsburg's work in the years ahead:

- (1) We will create and sustain a culture of innovation and excellence.
- (2) We will help all of our students to succeed.
- (3) We will tell Augsburg's story in word and deed.

Please watch for opportunities to gather and to learn more about the key initiatives the Augsburg community intends to pursue in order to live out its mission and to honor its distinctive saga as a college of the Lutheran Church. Your perspectives will help shape Augsburg's future.

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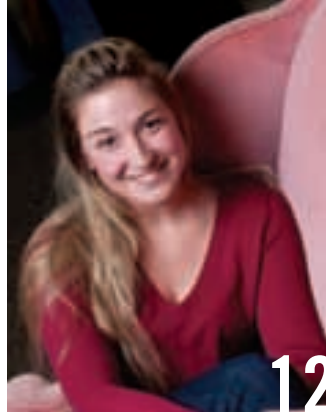
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My Auggie experience

On the cover

Tessa Flynn '05, community engagement manager and teaching artist with the Children's Theatre Company, is one of the theatre alums who talks about making connections and the importance of those connections to their life after Augsburg.

All photos by Stephen Geffre unless otherwise indicated.

around the QUAD

A project of steel

Not many senior projects require countless hours spent shaping steel with a hammer and finishing it with sandpaper and steel brushes. But Josh Davis' project wasn't like most. For more than two years, Davis spent the vast majority of his free time working to construct a full suit of armor. The project, which was on display during Zyzzogeton—Augsburg's celebration of student research and creative activity—was featured both in the *Star Tribune* and *The Chronicle of Higher Education*.

The suit is made out of sheet steel of varying thickness and includes 20 individual pieces, many of which are smaller pieces riveted together, that fit like a puzzle to form the complete armor. Each leg, for example, is 13 separate pieces of steel, some of which were placed on top of each other to increase strength.

Building the suit required Davis to shape the steel with a hammer—pounding heated steel over or into a form to produce the required curves—while using a pattern specially developed to fit him. Davis also made each of the buckles and straps on the suit.

To call it a labor-intensive process would be an understatement. After originally keeping track of the time on the project, Davis stopped when he reached 1,000 hours, the equivalent of 25 weeks of eight-hour workdays.

"The hardest part is finishing it," Davis said. "I can rough out a form in an hour or two, but fine-tuning it, sanding out the hammer marks, and making the hinges and buckles took a long time."



Josh Davis' suit of armor took two years and painstaking work to construct.

Dal Liddle receives NEH summer research stipend



Dal Liddle, associate professor of English, received a National Endowment for the Humanities summer stipend for travel to London to test a hypothesis he's been formulating.

Liddle, whose research focuses on Victorian literature, is spending three weeks in England poring over the private archives of the *London Times* and the early Victorian holdings of the British Library. Using Austen's *Pride and Prejudice*, editorial articles from British papers, and Brontë's *Jane Eyre*, he will try to test whether current theories about the historical development of technology will also fit the way British literature developed between 1800 and 1850. What if literary history turns out to change in some of the same ways that technological history changes? Could the history of novels and poems show some of the same patterns as the history of steam engines, microchips, and jet airplanes?

"I'm taking a big chance," he says about his research question. "There's a big disprovability factor here, but if I'm wrong I want to prove it."

NEWSNOTES

The Nursing Department launched a three-year **Doctor of Nursing Practice (DNP)**, Augsburg's first doctoral degree, that prepares nurses for advanced practice and leadership in transcultural and community/public health nursing. The DNP is a cohort program that begins in the fall.

David Tiede, retiring after five years as the Bernhard Christensen Professor of Religion and Vocation, has accepted the interim presidency of Wartburg Theological Seminary in Dubuque, Iowa.

Two new summer camps are bringing young people to campus. Two week-long **film camps** in July bring high school students together to work with 16mm film, teaching them techniques for scripting, directing, and editing.

The **Minnesota Debate and Advocacy Workshop** brings middle and high school students together with the state's top coaches in a two- or three-week institute.

The deaths of two retired faculty are noted.

Robert Herforth, professor emeritus of biology, died on June 18. He is remembered as an extraordinary zoologist who remained very much engaged in current research throughout his life.

Rosalie Clark, who taught in the Social Work Department from 1979 for more than a dozen years, died in January 2009. She brought perspectives on American Indian issues to faculty and students and encouraged social work graduates.

AUGSBURG NEWS SERVICE

Three faculty members retire from the classroom

Julie Bolton—Theatre's "artist-educator"



Thirty-five years ago, Julie Bolton, a professional actor, was hired part time to teach acting. She soon became full time, added courses,

hired faculty, and began to build a theatre arts program, which she then chaired for 12 years, plus four more years when it became a new department.

Building on her connections in Twin Cities theatre, Bolton both pushed students to get internships in the theatre community and helped them explore vocations in theatre. And, she brought theatre artists to campus to work with students. She hired faculty whose varied expertise helped create a comprehensive, professional theatre arts program within a liberal arts education.

Bolton reflects with pride and gratitude on the collaboration in the mid-1980s that helped bring about Augsburg's black box theater in Foss Center, with the support of President Charles Anderson, Dean Ryan LaHurd, and donors Barbara (Tjornhom) '54 and Richard Nelson.

Bolton considers herself an "artist-educator" and has used her theatre knowledge in the docent tours she gives at the Minneapolis Institute of Arts. "If we are looking at Rembrandt's *Lucretia*," she says, "I introduce similar themes in Shakespeare's epic poem *Lucretia* or Hamlet's soliloquies."

In addition to expanding her role as a docent, Bolton also looks forward to spending time as grandmother to her five grandchildren.

Curt Paulsen—Social work professor, mentor



Social work professor Curt Paulsen often sang to himself on the way to his classrooms—just one indication of the joy he received every day

in teaching. "Just as I have pushed my students," he explains, "they have also pushed me, and I'm grateful for it." He found continuing satisfaction in the "joint enterprise of reaching great understanding."

Paulsen taught both undergraduate and graduate students in the Social Work Department and, together with his wife, Cathy, taught a personality theory course to graduate students in the leadership program. He has also taught in the Religion Department and Honors program.

Paulsen enjoyed most working with students who weren't functioning to their ability. With respect, and in an atmosphere of intellectual rigor, he pushed them to their point of real reaction, with high expectations, helping them not only to learn, but to grow as people. It meant facilitating a process where students moved from answers to questions.

Paulsen always considered liberal arts and crossing disciplines as "just the beginning of lifelong learning." For him, "To gain a real understanding of human beings, one must go to the poets and to great literature."

Paulsen now anticipates more time for photography, reading, gardening, and for his family—Cathy, their two daughters and husbands, and four grandchildren.

Paul Grauer—Coach, mentor, teacher



Paul Grauer says that even after 31 years, Augsburg has always been "exactly where I wanted to be." He served long stints as coach,

athletic director, and instructor, and he lists a whole series of strong relationships, high points, and changes that kept it interesting.

A big change is the continual improvement of athletic facilities that has made it more likely that recruits will choose Augsburg—early in his tenure he recalls one hockey recruit who told him that Augsburg "had no curb appeal."

In addition, the continual development of the Health and Physical Education Department that now includes exercise science can prepare students for varied careers in teaching, fitness, and training.

Grauer recalls 1997–98 as "a special, magical year," when four Auggie teams—football, men's basketball, men's hockey, and wrestling—won conference championships and went to national playoffs, resulting in a wrestling championship and a hockey Frozen Four appearance.

Among the high points was the celebration in 2007 of the 35th anniversary of Auggie varsity women's sports, some of which pre-date the Title IX era. Grauer prepared and submitted early reports for Title IX that "showed we had to pay attention to equality," and which spurred further expansion of women's sports.

Grauer will always remember the friendships, the colleagues, and the continual growth he's seen both with the coaches and student-athletes in their training, resiliency, and good sportsmanship in a very competitive athletic conference.

Grauer now looks forward to having more time to play his trumpet—especially at Augsburg in the brass ensemble.

BETSEY NORGARD



For Auggie sports news and schedules, go to www.augsburg.edu/athletics.

AUGGIE voices

Exploring Our Gifts— looking back over 8 years

In 2002 Augsburg received a \$2 million grant from the Lilly Endowment to integrate a theological understanding of vocation into the life of the College over a five-year period. In 2007 the grant was renewed for \$1 million to cover an additional three years. As of summer 2010, the funding from the Lilly Endowment has ended. The College has now established the Augsburg Center for Faith and Learning in order to sustain a number of the programs of the Lilly Endowment grants and to support new initiatives on vocation.

Mark Tranvik, associate professor of religion and chair of the Religion Department, was director of Exploring Our Gifts. He reflects about the impact of Exploring Our Gifts on Augsburg's curriculum and experience.

Q: Why did Augsburg apply for the Lilly Endowment grant?

A: We should be clear that the Lilly Endowment grant didn't introduce vocation to Augsburg College. Augsburg began as a seminary, and it had a sense of calling embedded into its DNA. Throughout much of its history, students, faculty, and staff came to the College out of a deep sense of calling. They saw their work here as an expression of what God wanted them to do with their gifts and talents. I think some of that sensibility was lost at a lot of our church colleges during the 1970s and '80s, Augsburg included. But the idea of vocation never went away, and the Lilly Endowment money provided the school with an opportunity to bring new energy and imagination to the concept. In other words, it was natural for Augsburg to apply for the grant, given our heritage.

Q: Why do you think the Lilly Endowment grant has been successful?

A: The group who worked on the original application, led by Carol Forbes, Academic Affairs, and Bruce Reichenbach, Philosophy Department, did a wonderful job in making sure the proposal "fit" with the culture at Augsburg. Instead of "top-down" planning, they made sure to solicit proposals from a wide variety of groups on campus. They received more than 30 proposals for projects and were able to whittle that down to 16. When the money actually arrived to fund the projects, a campus-wide conversation had already been going on for some time. In my mind, the genius here is the way this is consistent with the ethos of the school. Augsburg is a college deeply rooted in the traditions of the Lutheran Free Church, and the egalitarian spirit of that church still pervades this community.



Professor Mark Tranvik directed Exploring Our Gifts, Augsburg's Lilly Endowment program to explore vocation.

Q. Didn't a lot of schools receive Lilly Endowment grants? What's distinctive about Augsburg's?

A: The Lilly Endowment's initiative on vocation was incredibly generous. More than 80 colleges and universities, many of them church-related, received grants. And to no one's surprise, the grants seemed to work especially well at Lutheran schools. This is because the theology of vocation was developed in new ways by Martin Luther and the other reformers in the 16th century. Those places that trace their heritage back to the Reformation found it easier, in general, to talk about vocation on their campuses.

One of the distinctive things about Augsburg is the way the College has been willing to integrate a theological understanding of vocation into its core curriculum. This has been one of the fruits of our discussion about vocation on campus. All Augsburg students are required to take two religion classes that have vocation at the center—Religion 100 and 200, Christian Vocation and the Search for Meaning I and II, respectively. Furthermore, all students are asked to think about vocation again in their senior seminars. So, you could say that vocation serves as the "bookends" for the Augsburg educational experience. And we also hope that students will be asked in other classes to think about their sense of calling. Of course this will happen, but it's more dependent on the inclination of individual instructors.

Q: What about the specific vocation of ministry? How has the grant helped students who are thinking about working in the church?

A: One program of the grant that has worked well in this area is the Lilly Scholars. Every year, 10 juniors or seniors were chosen to take part in a full-credit seminar dedicated to thinking theologically about vocation and receive a scholarship from the grant. The main prerequisite for the course is to be interested in studying about vocation in-depth. And some of these students do not sense a calling in the institutional church, which is fine. But over half of the participants (about 50 over the eight years) have decided to study theology after receiving their degrees at Augsburg. This is one important way the College continues its long tradition of developing leaders for the church.

Q: It is especially important for colleges to document their successes. Is there evidence that the programs of the Lilly Endowment grant have actually made a difference?

A: Augsburg has been fortunate in that it was selected, along with Luther College and Augustana College of Rock Island (both of whom also had received Lilly Endowment grants), to participate in a study by the Wilder Foundation that assessed how effectively vocation had been integrated into these schools. The results were gratifying. They showed significant progress made in helping students view their lives through the lens of vocation. For example, students who had exposure to Lilly Endowment programs were more likely (50% to 23%) to see their life as a “calling,” with a sense of purpose, than those who were not exposed to the grant. Furthermore, 91% of the class of 2007 reported that their understanding of vocation deepened while at college. Go to www.augsburg.edu/cfl to read the full study.

Q: The Lilly Endowment grant on vocation seems to be strongly rooted in the Christian tradition. Yet Augsburg also stresses the importance of diversity and the acceptance of people from a wide variety of faiths and backgrounds. How do you answer those who suggest that this stress on vocation is done at the expense of diversity?

A: That’s a great question and one that many of us have struggled with during the time of the grant. I think I would answer it on two different levels. First, the emphasis on vocation is a way in which we are trying to be faithful to our mission statement and its claim that Augsburg will be “guided by the faith and values of the Lutheran Church.” We are a college of the church, and that is nothing about which we should be ashamed.

Second—and this is the point that is often misunderstood—I would argue that our Christian faith and emphasis on vocation do not lead to exclusivity and the formation of a community of the like-minded. Jesus spent a good deal of his ministry breaking down walls and crossing so-called “forbidden” boundaries. In a similar vein, I would argue that an emphasis on diversity naturally flows from our Christian faith. We are not diverse in spite of being Christian. Rather, we are diverse because we are Christian. Now this can make life messy, especially for those who insist on nice boxes with neat straight lines. But as Christians we gladly welcome the “world” to our campus and the plurality of faiths and beliefs that come with it. We promise we won’t “coerce” anyone to be Christian (as if that would work!), but we do ask that a respectful and public discussion on faith occur. And we also insist that both sides be open to be challenged and changed.

Exploring Our Gifts—Augsburg’s Lilly Endowment grant program

Purpose: To integrate a theological understanding of vocation into the life of Augsburg College

Programs 2002–2010	Total participants
Alumni mentoring	265
Student vocation assessments	1,962
International exploration	263
Lilly Scholars	82
Church leader development	100
Lilly Interns	54
Youth Theology Institute	~125
Orientation, Augsburg Seminar	2,600
Forums	2,450
Till & Keep journal (copies)	3,600
Vocatio Chapel	~3,600
Interreligious dialogue	471

Courtesy photo



As one of the Lilly vocation seminars, students in the Religion and the Christian Faith course in 2005 traveled to El Salvador to study the legacy of Archbishop Oscar Romero and to explore the depth of Christian vocation in daily life there.

StepUP® parents are grateful for support to students and families

When Maureen and Harold Thompson realized their daughter Anne was not going to graduate from high school with her friends, they were devastated but not surprised. They knew that something was wrong and that their daughter needed help.

Anne went into treatment for drug and alcohol addiction and then began attending daily recovery meetings. During this second phase of her recovery, she worked hard to complete her high school graduation requirements. Anne impressed her teachers and others with her hard work, and her parents thought the situation was under control. This sense of security and relief quickly faded when they discovered that Anne had relapsed.

Anne returned to treatment, this time at the Hazelden Center for Youth and Families, where she learned about Augsburg College and the College's StepUP program for students in recovery. Anne entered StepUP in 2004 and graduated from Augsburg in 2008. She is now a graduate student in higher education and student affairs at the University of Connecticut.

"We feel that StepUP has allowed our daughter to attend college, continue with her recovery, and experience college life. Anne has learned to deal with the stresses of projects, schedules, papers, and exams while developing a safe and solid support network. She worked hard in class, and she has worked hard on her recovery. We don't think this could have happened anywhere else."

Maureen and Harold remain thankful for all that Augsburg did for their daughter and continues to do for other students. That's

one of the reasons they consistently support the StepUP program, The Augsburg Fund, and more. "The StepUP program reinforces the belief that each program participant is accountable. They are accountable to themselves, to their peers, and to the StepUP staff. We believe that the program provided an environment that allowed Anne to blossom and grow, and allowed our family to heal."

"We believe that the program provided an environment that allowed Anne to blossom and grow, and allowed our family to heal."

"StepUP allowed me to go to college," Anne says. "College is hard for students in general, but students in recovery have all the same challenges that others have and more. This program allowed me to have a 'traditional' college experience, which would otherwise be unavailable."

Maureen also noted, "It has been often said that someone with an addiction impacts at least four other people. We believe that StepUP not only helps the student, but it also helps the family, and for that we are eternally grateful."

WENDI WHEELER '06



Courtesy photo



Maureen and Harold Thompson are proud parents as their daughter, Anne, graduated from Augsburg and the StepUP program in 2008.

Anne speaks to a campus group about her experiences at Augsburg and in the StepUP program.

COMMENCEMENT

THE TRADITIONS

► **MORTARBOARD TASSELS** There is no official color for bachelor's degree tassels. Thus, Augsburg chose maroon and gray, and all undergraduate students wear this tassel.

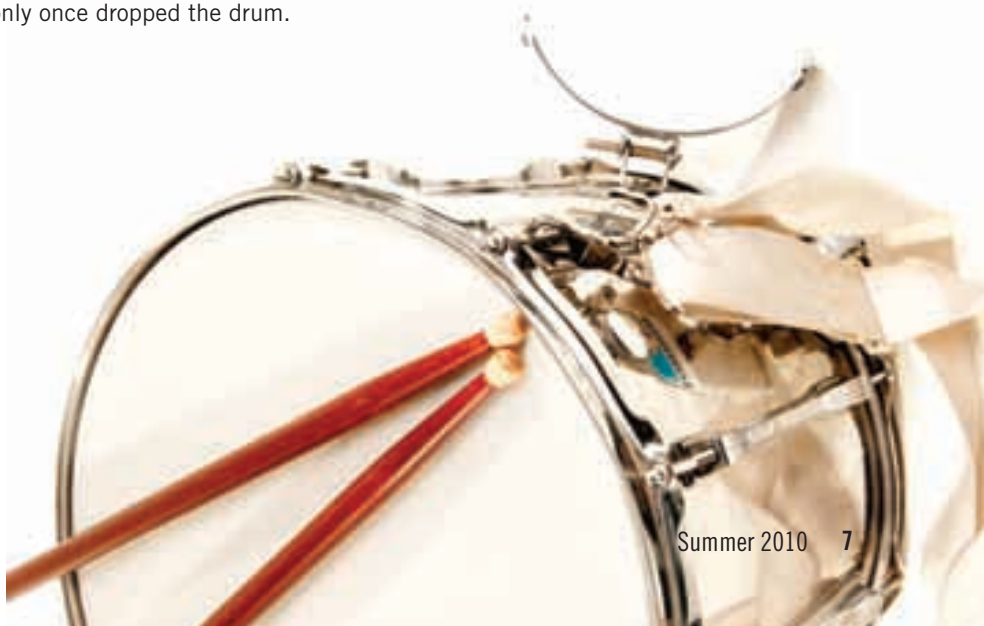
Tassels for graduate students are different. In 1895, the Intercollegiate Commission was established to standardize academic dress and to prescribe specific colors to represent different fields of study. This was the last time academic dress has been updated.

Augsburg has six fields of post-baccalaureate study, each with a different color: business—drab; nursing—apricot; social work—citron; leadership—white; physician assistant studies—green; and education—light blue. Augsburg graduate program students and faculty all wear the colors of their fields.

◀ **DOCTORAL DRESS** The academic dress worn today has its roots in the 12th and 13th centuries when most scholars were clerics in monastic orders. Today's doctoral robe is based on monastic robes; the hood, originally a cowl, was used to keep the head warm before indoor heating. Robes were formerly all black, but now institutions choose their own colors, and all official doctoral robes have three velvet stripes along the bell-shaped sleeves. Today, professors wear either an Oxford cap (the square mortarboard) or a Cambridge cap (the decorative, beret-like caps).

This robe belongs to Nathan J. Hallanger, special assistant to the vice president of academic affairs. The four-foot doctoral hood is scarlet with blue trim, signifying a PhD from the Graduate Theological Union in Berkeley.

▼ **DRUM** In 1991, music professor Robert Stacke '71, a professional drummer, began to lead the procession of graduates through Murphy Square to Melby Hall. In this now-beloved tradition, faculty line the street and congratulate their students as they walk by. In 19 years, Stacke has never missed Commencement and has only once dropped the drum.



◀ **HONOR CORDS** Though a variety of colored cords and stoles show up on students' shoulders at Commencement, two cords are officially given by Augsburg to undergraduate students. Students who have earned a grade point average of 3.6 or higher are candidates for Latin honors, shown by their maroon and gray cords. All students who have completed the requirements of the Augsburg College Honors program wear gold cords. Other cords indicate that the student has completed a departmental honors project.

◀ **THE CROSS** In 1988, Professor Emeritus Norman Holen created the cross used in Chapel and carried in Augsburg ceremonies.

▼ **MASTER'S HOODS** Like tassels, the hoods given to master's degree students have specific meaning. The main color of the 3.5-foot hoods is black, and they are lined with the colors of the college conferring the degree. The hood's trimmings are three inches wide and correspond to the field of study. For example, the master's hood shown here is given by Augsburg College (maroon and gray) in the field of nursing (apricot).

◀ **MACE** The mace, like academic regalia, also originated in the Middle Ages. First used by medieval European bishops who were not allowed to carry swords into battle, the mace was useful as an armor-splitting weapon. By the 16th century, the mace was converted into a symbol of authority and was embraced by colleges and universities as a ceremonial icon. At Augsburg, the mace is carried into all official College ceremonies by the president of the Faculty Senate.

Professor Emeritus Norman Holen created Augsburg's mace in 1970, which, until 1988, was laid on a table during events. Holen was then commissioned to create a stand for it.

COMMENCEMENT

MAY 1, 2010



▲ **PRESIDENTIAL CHAIN OF OFFICE** Augsburg College's Chain of Office represents the president's authority to head the university, and is worn by President Pribbenow at ceremonial functions such as Commencement. The chain is in fact not a chain but a maroon ribbon that suspends a medal imprinted with the College seal.

▼ **OTHER COLORS** The colorful stoles worn by African American students are made from a material called Kente cloth, which originates in Ghana, West Africa. The cloth was woven by the Asante people of Ghana and was exclusively made for Asante kings and queens.

Now the stoles are given to members of the Pan-African Student Union (PASU) as a way to denote their fraternity and to connect them with their past.

TEXT AND PHOTOS
BY STEPHEN GEFFRE



COMMENCEMENT

JUNE 27, 2010



GRADUATES, FAMILIES, FACULTY, AND GUESTS CELEBRATE 2010 COMMENCEMENT

MAY 1 COMMENCEMENT

416 undergraduate day students and physician assistant graduate students

Speaker—Governor Tim Pawlenty

Honorary degree—Father Fernando Cardenal, SJ, educator and activist, Nicaragua

Marina Christensen Justice Award—Jessica Spanswick

Jessica Spanswick graduated with a major in international relations and a minor in peace and global studies. She has been a Sabo Scholar in civic engagement, a Hoversten Peace Scholar, a Peace Prize Forum Peace Scholar, and a Lilly Scholar. Locally, she has worked with grass-roots organizations on environmental issues and has tutored Kenyan and Somali immigrants in a neighborhood program. Spanswick studied abroad in Namibia, and while there she worked on HIV/AIDS events and water rights issues. The Marina Christensen Justice Award honors a student who has demonstrated a dedication to community involvement as characterized by the personal and professional life of Marina Christensen Justice, who reached out to disadvantaged people and communities.

JUNE 27 COMMENCEMENT

492 weekend/evening and Rochester undergraduate students, and graduate students in business, education, leadership, nursing, and social work

Speaker—Congressman Keith Ellison

Honorary degree—Peter Heegaard, founder of Urban Adventure

Richard J. Thoni Award—Michele Roulet

Michele Roulet graduated with a major in studio art and a minor in religion. In immersing herself in student life at Augsburg, Michele provided leadership, community spirit, hospitality, and innovation within the adult programs. She served as Weekend College Student Senate vice president and president and as a student commissioner in Campus Ministry. Her leadership created the First Word gatherings, an on-campus faith community for adult students. In the wider community, she has worked with programs to combat hunger. The Richard J. Thoni Award is given to a weekend student who exemplifies the spirit of community involvement demonstrated by Rick Thoni's career at Augsburg.

To view slide shows and a video of Governor Pawlenty's commencement address, go to www.augsburg.edu and click on the YouTube icon.

IT'S ALL ABOUT FAMILY AT AUGSBURG

Families have always been a big part of Augsburg—second- and third-generation Auggies, Auggies following the paths blazed by older siblings, and couples who met at Augsburg and inspired their children to attend.

The June 27 Commencement, however, featured a new twist: two families of parents and children from Augsburg's Rochester campus graduating together. The first is a mother, father, and daughter, all earning bachelor's degrees in nursing. The second featured a mother and two daughters who studied business administration together.



Jeff and Suzi Burt and their daughter, Crystal Studer, graduated together, all receiving nursing degrees.

JEFF AND SUZI BURT AND CRYSTAL STUDER

Jeff Burt was the first member of his family to enroll in Augsburg's nursing completion program. He was working at the Mayo Clinic when he began taking classes at Augsburg in 2000. He stopped about three-quarters of the way through the program to allow his wife, Suzi, to enroll in a two-year nursing program at Riverland Community College in Austin, Minn.

In fall 2008, Suzi Burt and Crystal Studer, one of the couple's daughters, enrolled at Augsburg, largely because of Jeff's positive experience.

Studer is a nurse at the hospital in Austin. "Augsburg's been great," she says. "It's made me a more well-rounded nurse, and the faculty is phenomenal."

A little more than a year after Suzi and Crystal began, Jeff returned to the program. "Mayo is in the process of going bachelor's-only for RNs," Jeff says. "If you have an [associate's degree in nursing], you'll be required to go back. I just thought it was the best thing to do."

All three say there are benefits to having family members in the program at the same time. Suzi and Crystal were frequently in the same class, and since they also live across the street from each other in Blooming Prairie, Minn., they were able to share textbooks. They have also encouraged and motivated each other as they worked to balance work, school, and family.

"As a married couple, it's nice to be in the same thing because you know what each other is going through," Suzi says.

While excited to finish, all three found the program both rewarding and beneficial. "It's been better than I thought," Crystal says. "In your first two years, you learn a lot of skills. In these two years [at Augsburg], you learn why we do what we do. The content has all been really useful, and it has inspired me."

CAROL DEMULLING, SARAH DEMULLING, AND HEATHER DEKOK

Carol Demulling and her daughters Sarah Demulling and Heather Dekok all ended up in Augsburg's business administration program for the same reason—they all knew the education they had wasn't going to be enough.

While all three have positions at Mayo Clinic and the two daughters have two-year degrees, they wanted more opportunities for advancement.

"When I started work in the '70s, you could have a high school education and work your way up," Carol says. "To make moves



Carol Demulling (center) and her daughters Sarah Demulling (left) and Heather Dekok (right) graduated with business administration degrees.

now, you need education."

Her daughter Heather was a little more blunt. "I graduated with a two-year degree in business in 2005," she says. "And I realized that a two-year degree doesn't do anything."

They all say their Augsburg education has been practical from the beginning. Dekok works in the international office at Mayo Clinic, and what she has learned about different cultures has been immediately applicable.

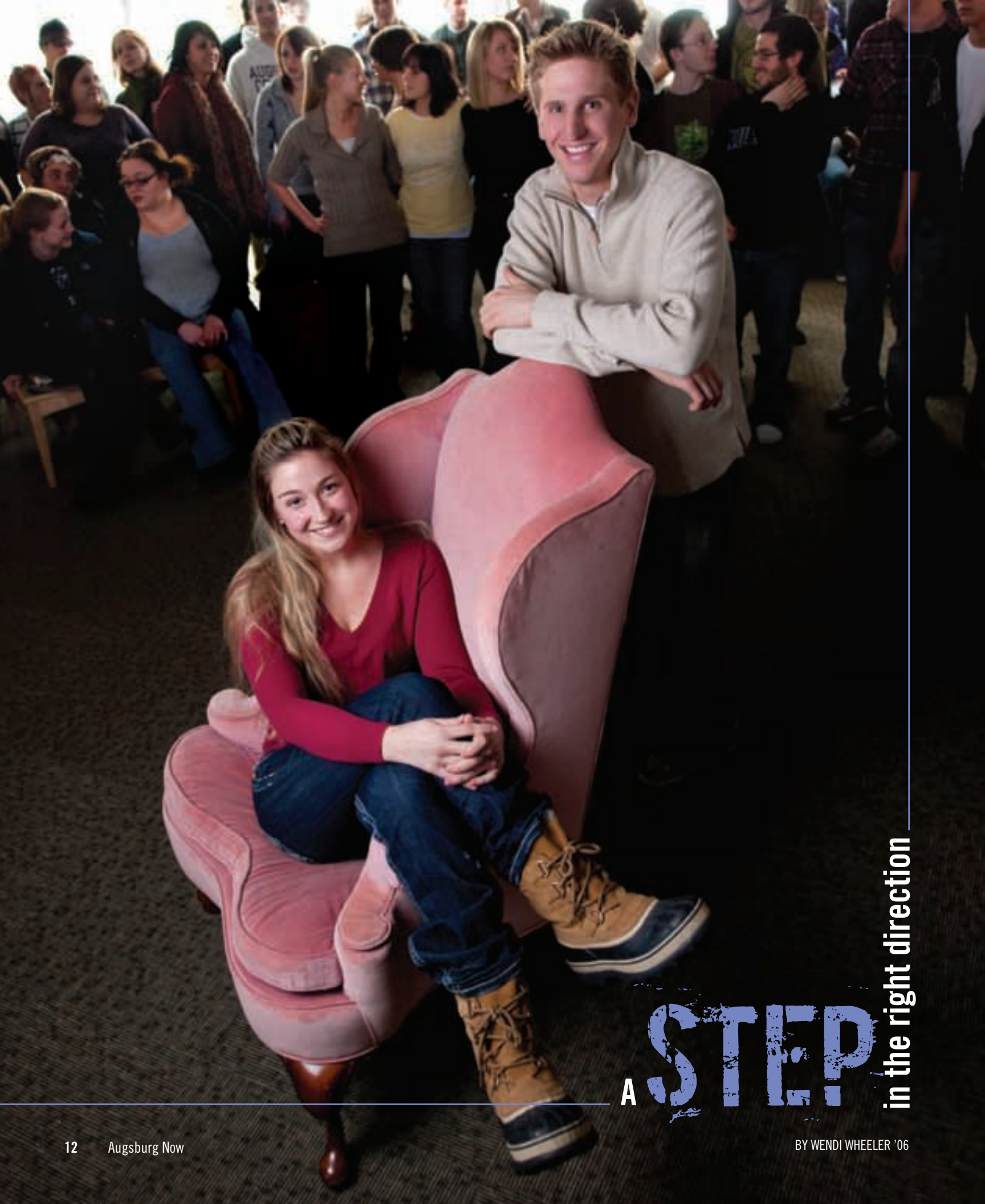
"I work in an office full of women," she says. "Some of the countries we deal with, they frown upon women in the workplace. You realize why you get some of the attitudes that you do at times."

Carol developed a complicated spreadsheet for a class project that is still being used by members of her office in the evaluation of grant proposals.

As they finish at Augsburg, they're happy to have experienced college together and appreciate the people they met through the process.

"I didn't really realize until the last two trimesters how many relationships we've built here," Carol says. "People in the Mayo system, people at IBM. I've really enjoyed that and getting to know these people. We all have something in common."

JEFF SHELMAN



A **STEP** in the right direction

Editor's note—In order to be respectful of the students in the StepUP program, their last names are not used.

GOING TO COLLEGE

was never a part of Emily A.'s future plans. She dropped out of high school and eventually got her GED. When she first heard about StepUP®, she was in her late twenties and living in a sober house in St. Paul.

"I thought my time had passed," Emily said. "College was one of the mountains I just wasn't going to climb."

But she called Augsburg and made an appointment with Patrice Salmeri, StepUP program director. "All the time she was talking to me, I was saying, 'Yeah, yeah. Sounds great,' but I had no intention of applying."

Then she met Chris Belbeck '06, an admissions counselor and a StepUP alumnus. "He asked me, 'What are you waiting for?' and he wasn't taking no for an answer." So before she left campus that day, she had started filling out an application.

Four years later, Emily graduated with honors from Augsburg this spring. "I didn't have any goals when I was using," she says. "But StepUP has taught me that I have amazing drive and potential." Without StepUP, Emily says she doubts she would have even tried going to college.

Since 1997, the StepUP program has helped students in recovery from addiction to alcohol and other drugs learn similar lessons about themselves. To date, more than 400 students from across the nation have participated and have maintained an 85% abstinence rate while in the program. They are successful in sobriety and in the classroom, earning a collective 3.2 GPA at Augsburg.

For many StepUP graduates, the thought of going to college was at one time unimaginable—never mind staying sober in school and getting good grades. But the StepUP community has given many students in recovery the opportunity to contribute to society in ways they never thought they would.

StepUP students wear purple cords when they graduate from Augsburg.

The community is the program

Several colleges and universities sponsor 12-step meetings and provide academic support or counseling services for students in recovery. But StepUP goes further by offering chemical-free housing for students in what they refer to as a collegiate recovery community.

"The community is a safe place where you feel supported," says Scott Washburn, the program's assistant director. The students guard and protect the safety of the community by holding each other accountable.

While they are involved in StepUP, students meet individually with a StepUP counselor each week. They are required to attend two 12-step meetings per week and to maintain an active working relationship with a sponsor. Students also attend a weekly StepUP community meeting where they hear from outside speakers, discuss program business, share service opportunities, and celebrate even the smallest of victories.

"Getting an A on a math test or just making it to the first day of class, those are chances for us to celebrate," says Salmeri. "The little things really make a difference."

Achieving success—in sobriety, academically, and in the community—is part of the StepUP culture. "We build positive community norms that are geared toward succeeding, growing, and doing well," Washburn says. "That's why it's different. That's why it works."

The other component of StepUP that makes it stand out from traditional recovery programs is that the program is constantly shaped by student input. In particular, students serve on the leadership team, which meets regularly with staff to share what is happening in the community and to keep the program moving in the right direction.

"The students really take initiative to make changes for the better in the community," Salmeri says. This mature partnership, where staff and students work together, gives students the confidence to develop into leaders. Salmeri adds, "I can see the potential in them, and it is our role to help them realize it within themselves."

A perfect fit

The idea for StepUP began when two students at Augsburg approached Don Warren, the former director of Augsburg's

Center for Learning and Adaptive Student Services (CLASS), to ask for his help. The students shared with Warren how being in college was difficult for them. They struggled not only with the usual day-to-day challenges of college life but also with staying clean and sober.

Warren turned to Dave Hadden, then the educational and vocational liaison at Hazelden, for his help. Washburn, who worked with Hadden at that time, said Hadden had developed an educational and vocational packet for patients coming out of treatment “to get them thinking about their direction in life,” Washburn says, but they didn’t have a college to recommend.

In fact, Washburn says, “We would discourage young people from going to college straight out of treatment. We told them they needed a year of sobriety first and a really solid foundation.”

Warren and Hadden’s idea for a residential program that would offer counseling and support proved to be just the foundation students needed to transition from treatment to college. In the fall of 1997, 23 students moved into Anderson Hall to begin college and the StepUP program. Thirteen years later, the program serves 72 students who live in Oren Gateway Center, a chemical-free facility that is also home to the StepUP staff offices.

Washburn believes the StepUP program and its students have flourished at Augsburg due in part to the values shared by the program and the College. “Augsburg’s culture is about providing access and helping all kinds of students get the support they need to be successful,” he says. “That’s perfect for students like ours.”

Also, as a private liberal arts college of the ELCA, Washburn says the Augsburg community is open to conversations about spirituality. In 12-step programs, students learn to rely on a higher power or a God of their understanding. “We work really hard with students to help them define their meaning and purpose ...” Washburn adds.



Part of that purpose is being of service to others, another value in line with Augsburg’s mission. “We help students find a vision and see that no matter what they do, they can make a difference in the world,” Washburn says. Making a difference means being of service to the community—not just the StepUP community or the recovery community but at Augsburg, in the city, and throughout the world.

Success through service

Being a part of the StepUP community helps students maintain sobriety because it gives them a chance to help others. Being “of service” is an essential component of any 12-step recovery program, whether it is by sponsoring others, sharing in meetings, or even making coffee.

Tyler P. has learned that success in college can come through helping others, not just from studying. After he faced serious consequences from his drug use, Tyler entered treatment at Hazelden. One of his friends from treatment, the only one he knew who had stayed sober, was in StepUP. Tyler saw that the young man was a good student and that he wasn’t getting high or drunk. For Tyler, that kind of life was hard to imagine.

He enrolled at Augsburg in 2008 and now participates in the StepUP community, sharing his experience with other men as a sponsor. “I’ve earned more As through being of service to others than when I white-knuckled it for eight hours cramming for a test,” he says.

In recovery, Tyler has seen students transform their lives. “I’ve seen guys go

Students receive a medallion when they complete the StepUP program.

from not being able to sweep the floor when they first get sober to being able to run meetings, get on the dean’s list, and participate in life.”

And Tyler’s life has also been transformed. “I was not an all-star student in high school, but I’ve found a lot of success here.” He’s been on the dean’s list for three semesters and has developed a network of sober friends. Most importantly, Tyler says being a part of the community has given him the chance to practice the principles he’s learned in his recovery program.

A new way of living

Salmeri says StepUP also helps students learn that they are leaders and role models, not only for other students in recovery but for all members of the Augsburg community. Students can serve in formal leadership positions in StepUP, in student government, as a member of residence life, or by participating in athletics. But many also become role models to their peers simply by becoming the people they were meant to be.

When Julia G. first learned about the StepUP program, she had only been sober for a few weeks. As time passed and she neared the six-month mark of her sobriety, the minimum requirement for acceptance into StepUP, Julia realized that going back to college was possible for her.

While in the program, students in StepUP are required to live on campus.



This meant that Julia, who had been living in a sober house where she was the youngest resident, would now be the oldest woman in her residence hall.

For the first month, Julia says she felt out of place because of the age difference. “I thought I was unique because I had more life experience,” she says. “I judged the other girls.”

Eventually Julia began to realize she was more like the other students than she had thought. “We all had different experiences, but we also had something very important in common.” That sense of belonging helped Julia form “intense, involved relationships” with the other students. “For the first time in my life, I was a trustworthy person. It meant a lot to me that the other women looked up to me.”

Today Julia has a degree, a career she calls “fantastic,” and a relationship with her nine-year-old son. And she’s stayed sober for seven years. “I really turned into myself at Augsburg,” Julia says. “StepUP showed me that anything is possible.”

Moving in the right direction

Over the years, StepUP has provided a safe, supportive community for hundreds of students. The program has allowed them to achieve the goal of college graduation while also staying clean and sober—a goal that was at one time overshadowed by their addiction. And the confidence students gain in StepUP keeps them going in the right direction after they move on from Augsburg.

Witnessing this achievement is a great joy for Salmeri and the other StepUP staff. “The privilege of my position as director is to witness the growth of each student as they experience the transition into mature adults,” she says.

For 10 years, Salmeri says her dream job was to work for Augsburg in the StepUP program. “After eight years of working here, I can still say it is my dream job. I feel honored and humbled to work with the students and their families.”



“I am your biggest fan”

Every year the StepUP program celebrates the accomplishments of its graduates—those who have completed their studies at Augsburg as well as those who have completed their residency with StepUP and will move off campus. The StepUP graduation ceremony is a special time set aside to recognize the outstanding achievements of the StepUP students and for the Augsburg community to hear their inspirational stories.

The theme, chosen by the students on the StepUP leadership council, was “I am your biggest fan.”

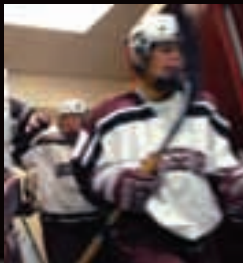
These are sentiments shared by Patrice Salmeri, StepUP program director, at this year’s ceremony:

“... let this statement sink deep into your soul. Write it on a rock. Etch it on a tree. I am your biggest fan. I am rooting for you all the way. And it has been this way since your first contact with the StepUP program. Through the ups and downs, the difficulties and celebrations, life’s twists and turns—I am your biggest fan!

Your legacy here at Augsburg and the StepUP program has already been left, and it is more than enough! Whether it was a kind word you said or being a consistent friend in another’s life, you may never know. But each of you has left their mark on this place and it is forever changed because of your presence.”

A tradition at the StepUP graduation is for a student to read from “The Awakening,” an anonymous poem about recovery. This is an excerpt from the poem:

You learn that, for the most part, in life you get what you believe you deserve ... and that much of life truly is a self-fulfilling prophecy. You learn that anything worth achieving is worth working for and that wishing for something to happen is different from working toward making it happen. More importantly, you learn that in order to achieve success you need direction, discipline, and perseverance. You also learn that no one can do it all alone and that it’s OK to risk asking for help.



So try to jog your memory bank and answer this question:

Just when was the last time you were on the Augsburg campus? And we're talking about really being on campus. You know, park the car, get out, walk around, go into a building. Because giving a little wave when you see the sign atop Mort as you cruise down Interstate 94 doesn't count.

Has it been a year? Two? Five? That's all right. We're not going to judge. Everybody is busy, you don't always get to Cedar-Riverside, we get that.

But we also know that sometimes you just need a little inspiration. And that's why you need to keep reading. Because while you only need one reason to come back to campus and remember the role that Augsburg played in shaping your life, we're going to give you 10. So stop by, check the place out, see how much it has changed.

And be an Auggie.

10 reasons to come back to campus

BY JEFF SHELMAN

1 OREN GATEWAY CENTER

If it has truly been a while since you've been on campus, well, this is Augsburg's new front door. Located on Riverside Avenue, the Oren Gateway Center is the newest building on campus. The multi-purpose building has classrooms, residences, offices, meeting rooms, and common spaces. And if you want to learn about alumni programming, our Alumni and Constituent Relations folks are located on the third floor.



2 Campus model

Yes, we know the Augsburg campus has a new look to it. But it isn't a finished product either. In the lobby of Oren Gateway Center is a model that depicts what Augsburg's campus master plan looks like. You can see where the planned Center for Science, Business, and Religion will go. Once that is built, Augsburg's urban campus will have green space from 20th Avenue to Kennedy Center.

3 GET SOME GEAR

Let's be honest, that Augsburg sweatshirt in your closet is looking pretty grungy, isn't it? We can fix that. The Augsburg bookstore in Oren Gateway Center has many ways for you to show off some Auggie pride. A hat for the golf course? Check. A sweatshirt for fall weekends? Yep. Cool workout gear for the gym? We've got that too.



EAT



The food available on campus is no longer how you remember it. It isn't mass produced and boring. It actually has, you know, flavor. The folks at Nabo, in Oren, will make a fresh sandwich or salad right before your eyes. There's also homemade soup and even sushi. At the A-Club Grille in the lower level of Christensen Center, the options range from burgers to chicken sandwiches to wings, and fresh fries are an option. Our choice? We love Nabo's Buffalo Chicken Sandwich (left). You'll just need a few extra napkins.



5

VELKOMMEN JUL

On the topic of eating, who doesn't need some sweets as you head into Advent? Stop by campus on Friday, Dec. 3, and take part in the Augsburg tradition that honors our Scandinavian heritage. And if anybody can make treats the way your mother and grandmother did, it is the Augsburg Associates, a group of volunteers who support the College.

6 Athletic events

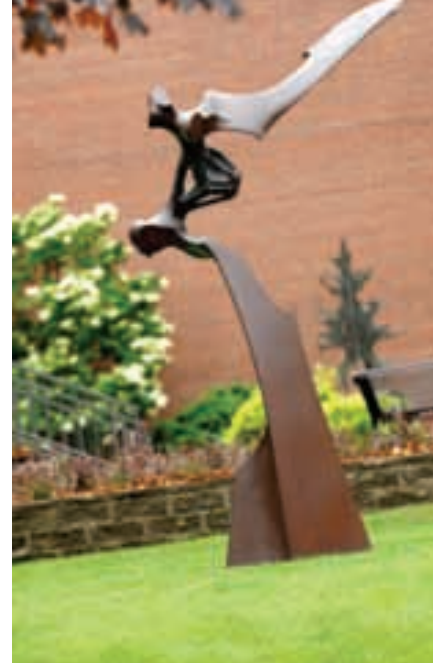
For each of the past two years, Augsburg has been the most improved athletic program in the MIAC, and teams are making the playoffs with much greater frequency than ever before. Why not load up the family and watch some of our student-athletes show their Auggie pride? Our defending national champion wrestling team takes on rival Wartburg in the Battle of the 'Burgs on January 18, 2011. There's a home football game each Saturday in September. Other schedules can be found at www.augsburg.edu/athletics.





8 Art on campus

There's the Gage Family Art Gallery in Oren Gateway Center. There's the Christensen Center Art Gallery. And there's also a student gallery on the main level of Christensen. Stop by, see some of the cool stuff from local and Augsburg artists in the galleries and across campus. Exhibit information can be found at www.augsburg.edu/galleries.



7 Christensen Center

We know how you work. You have a meeting somewhere in Minneapolis, it ends, and you proceed directly to Starbucks or Caribou. Right? If you're near campus, why don't you stop by Christensen Center? It's a little different than last time you were here. Cooper's will brew you up some good java and you can get a wi-fi password at the info desk. And you might meet some current Auggies.



9 DAILY CHAPEL

There are days when you just need a little reflection, a reminder of what is really important. At Augsburg, there is time set aside to do just that. On Mondays, Wednesdays, and Fridays at 10:20 a.m. and on Tuesdays and Thursdays at 11:20 a.m., a 20-minute chapel service is held during the academic year. While daily chapel is considered a given by Auggies, it is very much a rarity for liberal arts colleges. Stop by and take a break from your busy day.

10

Homecoming

If you are only going to make one trip to Augsburg in the next year, make it for Homecoming weekend, Oct. 15-16. Among the highlights is the expanded Taste of Augsburg prior to the football game against Concordia Moorhead. After the game with the Cobbers, stick around for the Auggie Block Party and see old friends and classmates.





LEARNING FROM THE ENVIRONMENT

BY WENDI WHEELER '06

College students who take a literature course expect to do a lot of reading. But few who register for a course titled “Environmental Literature” would imagine being asked to go camping, wear the same clothing for a week, or borrow someone’s book and not return it.

A student wouldn’t expect this—unless he or she had taken a course from Colin Irvine, associate professor of English and environmental studies. In order to encourage his students to experience the literal and literary landscape more deeply, students in Irvine’s spring semester course found themselves taking on some creative challenges.

In addition to reading books and taking exams, students were asked to observe a spot in nature and note its changes over time, learn to identify Minnesota’s birds, wear the same outfit for one week, spend 24 hours in the great outdoors, and go “off the grid” for an entire weekend.

The point of these unusual assignments was to challenge students to move outside of their comfort zones. “I wanted, as Thoreau suggested at the outset of *Walden*, to wake them up to help them see their world—not the distant world connected with wilderness but the one they inhabit daily—as being connected to a dynamic, ultimately dangerous living, evolving world. I wanted them, in short, to feel challenged, unsettled, unsafe,”

Irvine says.

“It’s a risk when you put these kind of things in the syllabus, but I got away with it.”

On the following pages, students share some of their blog and journal entries about Irvine’s challenges.

“I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.”

HENRY DAVID THOREAU, *WALDEN*

BECOME A BUDDING PHENOLOGIST

(pun intended)

Select a plot of land and visit two to three times a week. Spend time in your place observing, recording, and reflecting on what you find, hear, note, and think.

SPRING IN THE CITY

It seems as if my professor was right in his recommendation to visit our sites twice a week. If I had followed his advice, perhaps I would be able to better appreciate my hillside. Where I stand right now, I am unsure as to how much has changed and how drastically so. The snow is slowly receding into an indistinguishable brown mass of diamond dirt. Wildlife can be heard through the dripping trees as well; the chattering squirrels, the squawking crows, the cooing mourning doves. Something that strikes me as I stand here is the indescribable sense of movement I feel from my site. The water from the once frozen crack in the concrete dam is now a dull trickle on the hill. In the right moment, a flash of sun bounces off of the stream and hits my eye.

This sharp glint always jars me awake from my hypnotized state; I feel a bit silly admitting this, but I often lose myself in the sight of the hillside. It's as if all of the attempts of description are fruitless as my words hold no candle to the majestic power of nature. The subtle movement of the water almost gives the land a pulse. With each trickle of the stream, the surrounding leaves shift and rearrange. The grass sways above the mud's restless state and the flow of the dirty water draws me in; it's almost as if the pulse of the hillside is acting as a siren. The movement in the grounds suggests a voice; a voice that beckons me to join with the land. To see my plot of land move, so see it breathe, this is an experience I have never had before.

DAVE MADSEN '11



THIS ONE'S FOR THE BIRDS

MARCH 1, 2010

I'm so pleased that now I know what a cardinal sounds like—a great mystery of my life, solved! There are three of them—two males and a huge female—that frequent my mulberry bushes and the neighbor's tree, but somehow I've never made the connection before that they're the ones whose song I wake up early to on work days. I've been late more than once on my way to the coffee shop; I can't help but pause and watch them hop and flutter from branch to branch, circling each other in some birdish dance that I suspect is carefully organized, though I can't tell what they're doing.

Learn to identify the birds of Minnesota by their physical characteristics and by their calls.

The downside of my new bird watching discovery is that I can't whistle. When my dad would take me hiking as a little kid, I was constantly fascinated by his ability not only to identify birds by their calls but also to repeat them, and I've tried my whole life but never learned how to do the same. When I was five, I remember writing a list of things I had to learn how to do: zip zippers, cartwheel, snap my fingers, raise one eyebrow, tie my own shoes, and whistle. The cartwheel and the whistle have never been checked off.

DALEY KONCHAR FARR '13



GOING OFF THE GRID

Go off the grid for three days—a Friday, Saturday, and Sunday. Though there are many reasons tied to this course that I am presenting you with this challenge, here are four of the most important: first, when we are plugged in, we are often tuned out to the natural sights and sounds specific and central to this course's focus on landscape; second, when we are off the grid, we are more inclined to sync with those around us, an important consideration given the emphasis in this course on communities; third, unplugging means consuming less and thus preserving/conserving more; fourth (though not finally), much of today's communications-based technology reinforces the idea that having instant access to information in small bits represents progress.

Jessica was determined to go off the grid one weekend, but she was waiting for important news from her family. She received the call and then checked her e-mail to find a message from her graduate school program, which required her to log on and register for classes. She didn't make it entirely off the grid—she didn't call anyone and checked e-mail only twice a day. She wrote, "But I know, deep down, that this doesn't count."

GOING OFF THE GRID: MISSION IMPOSSIBLE (EXCERPT)

I have become entirely trapped in our mechanized society. The demands placed on me are not the be-all and end-all of the world, but it is easy to define them as such. This being said, I do not completely resent the technology I have allowed to enter my life.

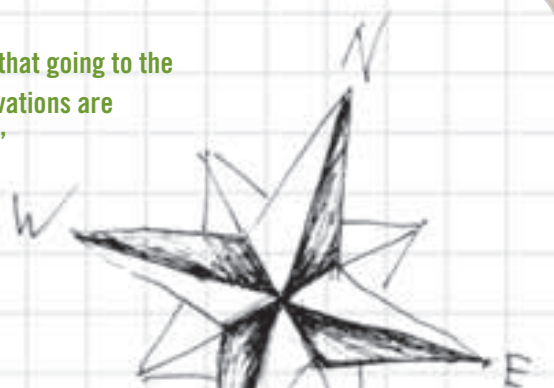
My family has always been very close, and even now, as a senior in college, my parents call me at least three times a week to check in. I do not resent their phone calls, but I relish the contact I have with my family, it helps me feel connected to them. In the same way, some close friends that do not go to school here talk to me via various types of communication. It helps to keep us together when we cannot be physically together. I think there is a danger in setting aside the people we are physically present with for those who are distances away, but there is also a danger in shunning people we could be communicating with for those that are closer. I don't think technology is evil; it, like everything else, can be used poorly and abused. The key is to use it wisely.

I would like to try to go off-grid some other time, because there is no way to understand how to truly utilize technology if we don't know what life is like without it.

JESSICA FANASELLE '10

"Thousands of tired, nerve-shaken, over-civilized people are beginning to find out that going to the mountain is going home; that wildness is necessity; that mountain parks and reservations are useful not only as fountains of timber and irrigating rivers, but as fountains of life."

JOHN MUIR





BEAR GRYLLS HAS GOT NOTHING ON YOU

By the end of spring break, spend 24 uninterrupted hours in Minnesota's great outdoors.

3/21 IT'S FREEZING!!

We didn't anticipate these temperatures. The night dragged on, freezing temperatures resulted in tossing and turning and shivering all night. I think we all learned a valuable lesson—it's impossible to share a mummy bag. 24 hours later and the land seems unchanged except for the layer of frost that confirmed the freeze. It seemed like time froze along with the water in the bottle outside of the tent (note: always take the time to tuck the water bottle UNDER the tarp INSIDE the tent). It was hard to fully appreciate the hours without sun. No sleep, the shivers, numb toes, sounds like initiation criteria. It's amazing how a few hours of pain and uncomfortable conditions can change how you feel about the outdoors, I'd been winter camping twice before but this was definitely more of a challenge. We may have underestimated the amount of preparation and anticipation that was needed but by morning it didn't matter.

MATIE MINASIE '11

CAN I BORROW YOUR BOOK?

Borrow Daniel Quinn's *Ishmael: An Adventure of the Mind and Spirit* from someone—perhaps a stranger—and then convince that person to let you give the book away to someone else.

I USED TO BELIEVE

I used to believe, before coming to Augsburg, that 'try' was a useless word. I used to believe that if something couldn't be accomplished fully, successfully, it wasn't worth much. I used to believe that everything I did meant only what value could be found in final products.

I think my journey away from this belief has taken place slowly over the last four years but it seems perfect and fitting to me that this Environmental Literature class, with its challenges, has come at the end of my Augsburg education. The challenges of this curriculum represent everything I was wrong about before coming here. Education, growth, things of beauty and worth are rarely born from end products. Trying to spend 24 hours outside, trying to spend a week not planning outfits each morning, trying to memorize Minnesota birds, trying to find a copy of *Ishmael* that someone would let me borrow then give away, trying to spend hours writing outdoors in the bitterness of February, these attempts taught me more about myself and the world around me than easily succeeding ever could have.

Some of the challenges I completed, some I completed creatively, and some I failed but I don't feel that any taught me less than another.

One of the best examples of all this, I think, was the challenge to find a copy of *Ishmael* to borrow and give away. In my search, I learned who around me had read the book and wanted to talk about it when I'd finished (though none from that group still had the copy they'd read), who wanted to borrow it from me when I was done, and what it would mean for me to give up a book that had no intention of coming back to me in physical form. Now I understand, in a way I didn't before, that a conversation with my father (who will receive *Ishmael* from me) about the book is worth more than the book's long life on my shelf.


When I couldn't find a copy of *Ishmael* from anyone I knew, I ended up making a trade for the book at a used bookstore in St. Paul.

"*Ishmael?*" the girl behind the counter said as she handed it over, "this book will change your life."

Having finished reading it, I know she was right but that she may not have understood entirely what she was saying. The book has changed my life, to be sure, but the journey to find it and the conversations that will come are life-changing things as well. We do not grow through successes, final products, and exams but through journeys, challenges, and trying things once, twice, or fifty times without fear of the result.

MOLLY BUDKE '10

MARK MATZEK

A full-page photograph of Mark Matzek standing in a wrestling gym. He is wearing a light blue button-down shirt and dark trousers, with his arms crossed and a slight smile. He is standing on a wrestling mat. In the background, there is a wall with many small framed photos of wrestlers, and a sign that says "John Grygelko WALL OF FAM". The gym has a high ceiling with exposed beams and fluorescent lights.

It was spring 2007 and Mark Matzek '05 couldn't sleep. He was 25 years old, had just finished his first full year of teaching mathematics at Apple Valley High School, and suddenly was faced with a significant life decision.

Ever since deciding to become a high school teacher, Matzek's goal was to return to his hometown of Ellsworth, Wis., coach his nephews on the wrestling mat, and teach math to his nieces. With only two coaches over the past 60 years, Ellsworth had become a wrestling power in Wisconsin, and continuing that interested Matzek.

But Matzek was also an Auggie. The three-time All-American and two-time national champion had spent two years as a part-time assistant coach at his alma mater.

So, three years ago Matzek had to make a choice. A math position opened in Ellsworth and plans would be made to make him the coach-in-waiting. At the same time, Jeff Swenson retired as Augsburg's wrestling coach, the assistant coach was promoted, and Matzek was offered the full-time assistant coach position.

"I kept waking up thinking Augsburg was the right choice," Matzek says.


Turns out it was.

BACK ON TOP AT NO. 1

Fast forward three years and Matzek doesn't have some of the worries that many 28-year-olds have. He doesn't worry about whether that promotion is really going to happen. He doesn't fret about that next job. And he isn't in that wondering-what-is-next mode that seems to go along with that time of one's life.

Nine years on the mats

BY JEFF SHELMAN



Fresh off a Colorado vacation filled with mountain climbing, Matzek couldn't be more comfortable with where he is. And for good reason. Sitting in his Kennedy Center office, Matzek has two pieces of serious hardware within arm's reach. The first is for the NCAA Division III wrestling national championship that Augsburg won in March. The second is for Matzek being named Division III Coach of the Year.

"There is no 'what's next'," says Matzek, the youngest coach to ever win a Division III title. "This is where I want to be. It's Augsburg. This is the premier small wrestling school in America. This is a dream job."

And this winter, the Augsburg wrestling program truly became Matzek's program. With former coach/program architect/athletic director Jeff Swenson '79 simply a spectator, Matzek led the Auggies to one of its most successful seasons in school history.

The Auggies simply didn't lose. A team with great balance, Augsburg was perfect in dual meets; it won every tournament it entered and the Auggies closed the season by winning their 11th national championship in the past 20 years. It was a season that included dual meet victories over the teams that finished both first and second in the Division II championship and a drama-free Division III national championship in which Augsburg clinched the title before the championship matches began.

While there were certainly questions about whether Matzek would be able to keep the Augsburg wrestling program at the same level—the fact that he looks both younger than his age and younger than some of his wrestlers didn't help—there is little question now.

"I couldn't be happier for Mark; they got the monkey off their back," Swenson says. "You win one and then you don't have to answer the question any longer. And I couldn't be happier that I had nothing to do with it."

Matzek says he didn't feel pressure to win that first title, but he also knows that there were people nationally who expected a misstep.

"If Augsburg was ever going to falter, it was going to be the last two years," he says. "And we finished second and first."

BUMPS ALONG THE WAY

It was a little more than two years ago when Swenson walked into Matzek's office and asked him to serve as the program's interim coach. It was the end of July, the school year was less than six weeks from starting and Matzek was handed the keys.

"Was I prepared as well as others in the nation? No," Matzek says. "But I didn't want it to go outside the Augsburg family. I didn't really know what I had agreed to until I went home and told my wife."

The next eight months were a blur for Matzek, who at times was just trying to stay a step ahead of his wrestlers and make it to the next day.

Because in addition to leading the Auggies, he was also part of the way through a graduate program at Concordia-St. Paul, a program that was much more manageable when he was an assistant coach.

"I had three full-time jobs," he joked. "I had Augsburg, I had my master's program, and I had my wife. Our guys would study and I'd be there working on my homework at the same time."

MARK MATZEK AT AUGSBURG

2001-05: Student-athlete

Two individual national championships

Three-time All-American

The team won two national titles and had two runner-up finishes.

2005-2008: Assistant coach

Augsburg won the 2007 national championship and finished third in both 2006 and 2008.

2008-09: Interim head coach

Team rose to No. 1 in the national rankings and won the National Duals.

The Auggies finished second at the NCAA championships.

2009-10: Permanent head coach

The Auggies completed a perfect season, winning every dual meet and tournament.

Augsburg won its 11th Division III national championship in the past 20 years.

Matzek was named Division III Coach of the Year.

While athletics may not be as cutthroat at the Division III level as it is, say, in the Big Ten, contests are still scored and it isn't intramurals.

"I didn't want to just hold on and be a bridge from one coach to another," Matzek says. "I wanted to win the title for those guys. It was a year of extreme highs and extreme lows for me. I was learning to manage all of the different guys, manage personalities and figure out that not all athletes were like me when I was in college."

Matzek was certainly more than just the guy to get Augsburg by. The Auggies defeated rival Wartburg, won the Division III National Duals, and entered the NCAA Championships ranked No. 1 in the country.

"I knew we didn't have as good of a tournament team as we did a dual meet team," Matzek says. "We had a couple of injuries, and we had a couple of matches that didn't go our way. After the first day I knew it was going to be tough."

The Auggies finished second, but Matzek did enough to ensure his future as Augsburg's head coach. While the search

committee did bring in two outside candidates to interview for the position, Matzek was hired.

"Given the circumstances, he did a great job," Swenson says. "We were a lowly-ranked team and he took us to the No. 1 ranking and a second-place finish. There was a real strong assumption with the committee that he had done a good enough job."

IN THE RIGHT PLACE NOW

While Matzek has been a head coach for only two seasons—and only one season in which he knew the job was really his—he has impressed the guy who is both his boss and the architect of the Augsburg program.

"I think Mark has become a quick expert at preparing his teams for competition," Swenson says. "I think he gets it. I believe he has taken the Augsburg system and tweaked it to have Mark Matzek's name on it. He's done it by having a keen sense of what athletes need.

"He's a lot closer in age to his

wrestlers. He knows how it feels to go through this. He's really in tune to when the guys need to be pushed, need a day off, need rest."

Like anyone in a new job, the second year was easier for Matzek than the first. He had a better understanding of what the job entailed, there were fewer surprises, and he could learn from both high points and challenges of his first year.

And when the Auggies reached the NCAA Championships, Matzek knew the work had been done.

"I don't want to sound cocky or arrogant, but we expected [the national championship], we expected to win it," he says. "It wasn't a real surprise."

While Swenson was happy for Matzek, Matzek was happy for his boss.

"It was big for Augsburg wrestling to win it without Jeff in the wrestling room, it was a big relief for him and the search committee," Matzek says. "They took a chance and it worked out."

And, as a result, Matzek is exactly where he wants to be.



In theatre, as in life, finding success is often about who you know. But knowing the right people isn't enough. In order to build the foundation for a thriving career in theatre, students need to form and maintain connections with the people and the places that make up the "theatre scene."

Perhaps this is one of the most important lessons that Augsburg theatre students learn. Through participation in AugSem, the Artist Series, internships, and by attending some of the hundreds of productions staged throughout the Twin Cities every year, students are challenged to go away from Augsburg, and sometimes outside of their comfort zones, in order to make connections in the theatre community.

BY WENDI WHEELER '06

CONNECTING TO THE CITY

From the beginning of her Augsburg education, Tessa Flynn '05 says she was encouraged to get involved in the city. A theatre arts and mass communication major, she was particularly interested in the role of theatre in the public school system. She was fortunate to land an internship with the Children's Theatre Company following her sophomore year, an opportunity that served as her introduction to critical literacy in the classroom.

The Children's Theatre's Neighborhood Bridges program was started in 1997 by Jack Zipes, fairy tale scholar, and the Children's Theatre Company artistic director, Peter Brosius. Using a variety of mediums such as theatre arts, storytelling, and creative writing, students work through issues in their lives and develop critical thinking and communication skills. "It's like a little poison, this whole critical literacy thing," Flynn says. "It gets in your system, and your teaching is forever changed."

Before Flynn's last year of school, sociology professor Garry Hesser encouraged her to get involved with the Project for Pride in Living college house in the Phillips neighborhood. She lived there with other college students and tutored middle school students from the community. "I saw that my students needed to break a cycle of violence and poverty, and I became even more convinced that theatre could be an important part of that process," Flynn says.

"Being in the city, you get to have the Guthrie and so many other theatres as an extension of the classroom."

KATIE KOCH '01/'05

Now Flynn is the community engagement manager and a teaching artist with the Bridges program at Children's Theatre. She works with students in grades 3–8 and has 22 classrooms where she spends two hours a week. Flynn says the Bridges program engages multiple learning styles and allows students to recognize their individual skills. "When I see students shine in Bridges, who in other areas of the school day are thought of as low-achieving or who hide in the shadows, I am convinced that this is important work."

Flynn says she is grateful for the opportunities she had at Augsburg. "I don't know if I would be where I am now if not for the encouragement of faculty to get involved in the city."



Katie Koch '01/'05

Katie Koch '01/'05 also made many connections in the city that led her on a circuitous path—from campus to downtown Minneapolis to New York and back to Augsburg with a few more stops in between.

Koch started out as a music major, but when her high school drama teacher took a position as stage manager at Hey City Theatre, longtime home of *Tony n' Tina's Wedding*, Koch was given an opportunity to assist him.

She worked as the assistant stage manager and as an actor in *Tony n' Tina's Wedding* at Hey City for three

years while she was in school. "I would be in Augsburg Choir with my hair in pin curls," Koch said, "because I literally had to go straight from rehearsal to the theater."

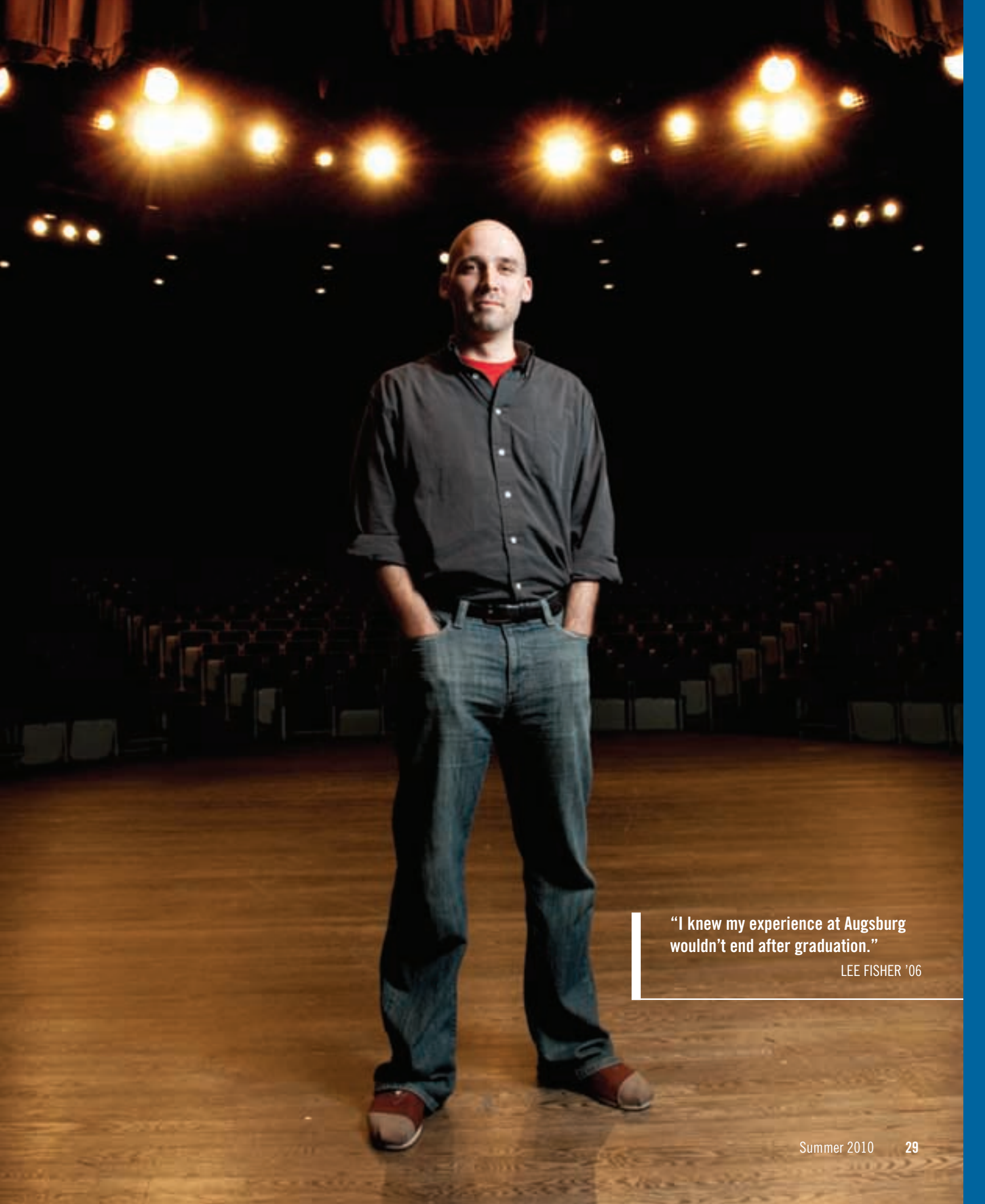
She says it was the advice of Sonja Thompson, a piano instructor and vocal coach at Augsburg, that finally convinced her she could leave the music department. "She said, 'You're doing all this work in theatre ... you don't have to be a music major,'" Koch says.

Instead of declaring a new major, Koch left school to stage manage the next show at Hey City, *Smokey Joe's Cafe*. She then became an assistant stage manager for the Minnesota Opera, went on to work with Glimmerglass Opera in Cooperstown, N.Y., and freelanced as a stage manager from Milwaukee to Miami. Eventually she came back to Augsburg and completed a degree in theatre.

Koch, who was by then a theatre veteran, found herself in the classroom with younger students. "It was interesting to be tossed in with a group of young, eager students," she says. But she formed relationships with students and even became a mentor to some. "It was exciting to watch such a talented group of artists learn and get ready to begin their careers."

After school, Koch worked at the Ordway Center for the Performing Arts until a friend encouraged her to respond to a posting for the assistant to the director of the Guthrie. She went through several interviews including a very brief interview with Joe Dowling who, she says, asked her mostly about the professionals she'd worked with in her career. "I guess he'd already made the decision to hire me," she says. She's worked with Dowling now for three years.

Koch maintains connections to Augsburg, sometimes serv-



**"I knew my experience at Augsburg
wouldn't end after graduation."**

LEE FISHER '06



Justin Hooper '07 (left) and Michael Kelley '05

ing as a guest lecturer and hosting Augsburg student groups who visit the Guthrie.

"A huge advantage for Augsburg and the theatre department is the city," Koch says. "Being in the city, you get to have the Guthrie and so many other theaters as an extension of the classroom." She adds that anytime she gets a chance to talk to Augsburg students, she tells them to take advantage of the opportunities to see high-quality performances in the city. "I say you need to sit in the seats and watch ... this is your practicum."

GOING BEHIND THE SCENES

Each year many aspiring actors come to Augsburg hoping to make a name for themselves onstage. And while many do just that, they also sometimes discover and develop their calling to work behind the scenes by getting involved backstage.

This was the case for Lee Fisher '06, Michael Kelley '05, and Justin Hooper '07. All three were very talented actors who performed in a variety of roles while at Augsburg, but each one also learned a lot about his craft while working on the technical side of shows.

Fisher, who has taught English and directed the theatre program for five years at Robbinsdale Armstrong High School in Plymouth, says that being a stage manager was an important part of his education. "When I was behind the scenes, it wasn't

about me. As an educator that has been very helpful," he says. "Success happens when the focus is on what the students need and how I can help them."

Today he directs two major productions a year and frequently draws on his connections with Augsburg theatre faculty for advice about organizing shows. He's sought out professors Michael Burden '85, Martha Johnson, and Darcey Engen '88 for help on developing a curriculum and organizing a show, and he says he wouldn't be able to do what he's done without their help.

Fisher also stays in touch with education and English faculty who were instrumental in his education because he values the professional connections. "I knew my experience at Augsburg wouldn't end after graduation," Fisher says. He adds that his Augsburg professors continue to be sources of guidance and friendship.

"That commitment to bringing in outside artists puts Augsburg one step higher than other college programs."

JUSTIN HOOPER '07

Kelley and Hooper also had eye-opening experiences working backstage at Augsburg. Kelley says he came to college wanting to be a professional actor but became interested in other career possibilities after working in Augsburg's scene shop for four years. And Hooper says his experience was all-encompassing because he worked on- and offstage. "There was always a lot of good discussion," he adds, noting that theatre majors tended to

spend a lot of time together and to continue their classroom discussions outside of class. “You see that everything in theatre is so connected.”

Hooper is grateful for the opportunities he had to work with and get to know guest artists while he was a student. “In theatre, it’s all about who you know,” Hooper says. In addition to meeting professionals through faculty connections, he and all theatre students work with actors, directors, and designers from the community on Augsburg productions. “That commitment to bringing in outside artists puts Augsburg one step higher than other college programs.”

The connections they made while studying theatre at Augsburg have contributed to their busy and sometimes complicated professional careers. Since graduation, they have acted in and directed shows, painted and designed sets, and written original and adapted works. They’ve been from Winona, Minn., to Acadia, Maine, and back. And now, in addition to maintaining their day jobs, the two are putting their blood, sweat, and tears into managing 3AM Productions, a small local theatre company.

At 3AM, Kelley says they draw on their connections with other artists in the community to create unique and multidimensional productions. “We want every show to be something people aren’t used to seeing,” he says. He adds that they strive to provide a well-rounded “big theatre” experience to the patrons who are supporting their small theatre. “I think it’s what we do well.”

FINDING YOUR STAGE

It takes more than theatre majors and faculty and staff to stage a production. Often many non-majors get involved in theatre in college but don’t end up in “the business” until later in life.

Carla Steen ’91 is one student whose path to professional theatre went through the English and history departments at Augsburg.

As a first-year student, she ran the light board for Julie Bolton’s production of *Macbeth*—with a set designed by Burden (then a graduate student at the University of Minnesota) and starring Engen as Lady Macbeth. But that was the end of her participation in theatre at Augsburg as a student.

Instead, Steen, who has worked at the Guthrie for 12 years as a dramaturg and publications manager, studied literary criticism with English professor Doug Green and worked on a senior honors project under his direction. She also researched Shakespearean history and sources for her history senior seminar taught by Richard Nelson, now professor emeritus.

“In many ways, that was the beginning of me thinking that research for theatre was an interesting thing I could do,” Steen says.

During and after college, Steen worked in the box office at the Ordway Center for the Performing Arts. An actor friend there suggested she become a dramaturg, and eventually she went to Columbia to pursue an MFA.

“When students see other actors on the great stages of this city, they can read their bios and see their training, and that helps them see how to get from Augsburg’s stage to another.” CARLA STEEN ’91

Because she had very little experience in the “creative side” of theatre, Steen says her MFA was an immersion experience. “I said, ‘Oh, so this is how all this works.’”

Today Steen says it is interesting to come back to Augsburg because as a student she wasn’t really involved with the theatre department. She has taught and been a guest lecturer at the College, and she tries to see at least one production a year.

Steen says theatre students in the Twin Cities are fortunate because of the opportunities to meet and see high-quality actors, directors, and artists. “When students see other actors on the great



Carla Steen '91



Jenni Lilledahl '87

“We hire people because they are active and are creating their own work, not waiting for someone ... And they also have some other passions that aren’t about theatre.” JENNI LILLED AHL '87

and worked at The Second City.

Then in 1997, along with Mark Bergren, the couple bought the Brave New Workshop from its founder, Dudley Riggs. “John and I had three or so years of experience in theatre but had a lot more business experience,” Lilledahl says. “I guess we were sort of the oddballs of the theatre community, but Dudley appreciated that we could manage the business as well as the artistic side.”

As the current co-owner of Brave New Workshop and executive director of the Brave New Institute, Lilledahl oversees the theatre’s school, which reaches more than 150 students a week, and she conducts improvisation workshops around the country. She is also on the board for Gilda’s Club Twin Cities, an organization that provides emotional and social support for families impacted by cancer.

Lilledahl returns to Augsburg at least once a year to speak in chapel. Often her advice to students, which she says is based on years of seeing who gets work and who doesn’t, is to get as much stage time as they can—wherever, whenever, and however—and to have a life outside of the theatre.

“We hire people because they are active and are creating their own work, not waiting for someone,” she says. “And they also have some other passions that aren’t about theatre.” Lilledahl adds that an actor’s experiences outside of theatre help them bring life to a script and creativity to the stage.

And perhaps that is what makes all these alumni successful.

At Augsburg students are trained as actors, directors, and technicians, but they also learn how to become involved in their community as artists and as informed citizens. They understand that making connections is important to their careers and to their personal lives as well. They’re encouraged to explore many aspects of theatre, to develop their craft, and to work and learn at Augsburg and in the city. More than blocking and movement or scene study and character analysis, these are the lessons that will stick with them as they make their mark on the world’s stage.

stages of this city, they can read their bios and see their training, and that helps them see how to get from Augsburg’s stage to another.”

Another student who played a minor role at Augsburg and went on to a thriving career in theatre is Jenni Lilledahl '87. As a student, Lilledahl took courses with Ailene Cole, now professor emerita. “She seemed like she lived and breathed theatre and was completely consumed with passion for the forum,” Lilledahl says. “She influenced me as an artist, and I always admired her from a distance.”

Though Lilledahl took courses to obtain a minor in theatre, she felt the need to study in a more lucrative field. “I remember hearing voices saying, ‘You have to pay the bills and have a reliable income.’” Lilledahl majored in communication and public relations.

After graduating and working in corporate public relations, she decided to try the “comedy thing,” so she started taking improvisation classes and met her future husband, John Sweeney. Eventually she jumped off the corporate ladder so that she and Sweeney could pursue their dreams, and the couple moved to Chicago

AUGGIE

alumni news

From the Alumni Board president ...



Dear fellow alumni,

Summer is in full swing, and that means one thing—lots of activities to enjoy with our families. Nobody celebrates summer quite as well as Minnesotans, and at Augsburg we are no exception. The Alumni Board has a number of family-friendly events planned for 2010 and 2011, and we hope you'll join us!

The annual Auggie Day at the Races, held at Canterbury Park on August 5, usually attracts more than 700 Augsburg

alumni. It's a wonderful opportunity for the whole family to enjoy an evening together. If you didn't get to it this year, we hope to see you at Canterbury next year.

Another summer favorite is the Minnesota State Fair. When you attend the "Great Minnesota Get-Together" this year, be sure to visit the Augsburg booth in the Education Building and tell us what you're up to these days.

Believe it or not, Homecoming is just around the corner—October 10–16. This year's events feature something for everyone, including continuing education classes, Auggie Author Book Signing, alumni concerts, 5K fun run, football game against the Concordia-Moorhead Cobbers, and much more. Don't forget to stop by the Alumni Board booth at the Taste of Augsburg to learn how to get involved. This fun event has been expanded with more carnival-style booths for a great time for the whole family.

The mission of the Alumni Board is to connect alumni with the College to enjoy the events, friendships, and company of fellow Auggies. Each year the board has a planning session to ensure that we support our mission to provide great, compelling programs that renew and sustain your interest in Augsburg. Some ideas for this year include an expansion of the Uniquely Augsburg series, similar to June's Dead Sea Scrolls event at the Science Museum that featured Professor Phil Quanbeck II; networking events; volunteer opportunities; lectures featuring Augsburg's beloved faculty; and more.

Augsburg was a gateway to the future for us as students. Now, as alumni, we put the lessons we learned from Augsburg's unequalled education into action every day. Thanks to the life-altering experiences we share because of our alma mater, those of us on the Alumni Board work hard to unite the alumni of Augsburg College.

Enjoy the rest of the summer! I look forward to seeing you at the many alumni events.

Sincerely,

JOHN STADLER '07 MAL
PRESIDENT OF THE ALUMNI ASSOCIATION

Welcome, new Alumni Board members!

At its June meeting, the Augsburg College Alumni Board welcomed four new members who will serve three-year terms.

Tracy Anderson is a third generation Auggie. She graduated in 1995 with a major in communication and a minor in business administration. Tracy attended Augsburg as a post-secondary student, studied as a day student, and completed her degree in Weekend College. She is a realtor with Edina Realty in Edina, and looks forward to networking with alumni and becoming involved in the Augsburg community.

Christopher Ascher, a 1981 graduate with a major in finance and minor in psychology, played on Augsburg's soccer team and is an A-Club member. He is senior vice president and a branch manager for Morgan Stanley Smith Barney in Bloomington. He enjoyed meeting more than 80 alumni as host of the January alumni winetasting event.

Sarah Grans is a youth and family ministry graduate from 2001, also with a minor in psychology. She is director of outreach and faith formation at St. Peder's Evangelical Lutheran Church in Minneapolis. As a student she was active in Campus Ministry and was co-commissioner during her senior year. She wants to give back to Augsburg and reconnect alumni in meaningful ways.

Sharon Mercill graduated with a bachelor's degree in nursing in 2009 in Rochester and is currently a student in the Master of Arts in Nursing program. When she attended an Alumni Board meeting for a study project and enjoyed connecting with other alumni, she decided to become more involved and join the board. She is the RN study coordinator of breast cancer research at Mayo Clinic in Rochester.

AUGGIE

alumni news

Eye-Opener Breakfasts and Speaker Series

Are you looking for an opportunity to hear from Twin Cities business leaders? Are you interested in a chance to network with fellow Augsburg alums? Well, Augsburg—through a pair of programs—has opportunities for you.

The Eye-Opener Breakfast Series is for Augsburg alumni who want to network and learn from either a business leader or an Augsburg professor. The Strommen Executive Leader Speaker Series provides opportunities for students, faculty, staff, alumni, and friends to hear from high-level business executives.

Here's a look at the first speakers of the next academic year for both programs with dates to mark on your calendar.

Eye-Opener Breakfast Series:

The first event of the 2010-11 academic year will be held on Thursday, Sept. 30. In addition to breakfast and networking, attendees will hear from Nate Garvis, former vice president of government affairs and senior public relations officer for Target Corporation. Garvis will present his thoughts on innovative ways to share the work of building prosperous communities. Other Eye-Opener Breakfasts will be held in 2011 on January 25 and May 10.

The Eye-Opener Breakfasts are held at Town and Country Club in St. Paul, from 7–9 a.m. The cost is \$5 person, which includes breakfast. RSVP by September 27 at www.augsburg.edu/alumnievents.

Strommen Executive Leader Speaker Series:

Richard Davis, CEO of U.S. Bank, will be the featured speaker for the first event of the academic year on November 18, at 5 p.m., in Sateren Auditorium. Additional events will be held on February 3 and April 7, 2011. The speaker series is free and held on campus.



President Pribbenow and members of the Alumni Board celebrated with graduating day program seniors at their reception in May. (L to R) Rob Wagner '02, John Stadler '07 MAL, Holly (Ebnet) Knutson '03, '07 MBA, President Pribbenow, Dale Hanka '60, Dan Hickie '95, and Jennifer Carlson '91.



2010 Augsburg graduates were excited to join the Alumni Association as they celebrated their achievements at the Senior Reception. (L to R) Lisa Yankauskas, Rosine Johnson, Brenna McHugh, and Barbara Simmons.

GO AUGGIES

Ruth A. Schmidt '52—Distinguished alumna and educator



Ruth Schmidt, the first female president of Agnes Scott College, benefactor to Augsburg's Women's Resource Center, and Distinguished Alumna, died on May 24 in Decatur, Ga.

Schmidt graduated summa cum laude in 1952 with a major in English and minors in Spanish and library science. She continued to study Spanish, earning master's and doctoral degrees, and taught Spanish at the high school and college levels, including at Wheaton College and the State University of

New York at Albany. After her appointment as dean of humanities at SUNY Albany, she went on to become president of Agnes Scott College in Decatur, Ga., until her retirement in 1994. She remained active in retirement through travel, international development work, women's social justice issues, and peace initiatives.

Her legacy at Agnes Scott includes establishment of study abroad programs, and increased diversity among faculty and students.

Professor Emerita Ruth Aaskov '52 was a classmate of Schmidt's, and they became lifelong friends. As students, both were close to Anne Pederson, their English professor and mentor. When Augsburg established the Women's Resource Center in 2000, it was named in memory of Pederson and funded by a generous gift from Schmidt.

Professor Emerita Ruth Aaskov '52 was a classmate of Schmidt's, and they became lifelong friends. As students, both were close to Anne Pederson, their English professor and mentor. When Augsburg established the Women's Resource Center in 2000, it was named in memory of Pederson and funded by a generous gift from Schmidt.

HOME COMING 2010 EXPERIENCE IT!

Come back for Homecoming
October 10–16

Block off your calendar for the weekend of October 15–16 and return to campus for Homecoming 2010's fun-filled festivities.

The Homecoming Convocation kicks off the weekend on Friday, Oct. 15, when First Decade, Spirit of Augsburg, and Distinguished Alumni Award winners will be recognized. Professor Emeritus Philip Quanbeck Sr. '50 will provide the keynote remarks at the Homecoming Convocation Luncheon.

A number of Augsburg Experience lifelong-learning sessions are scheduled for Friday afternoon. In addition, the Auggie Author Book Signing and reading will take place prior to the Welcome Back Banquet.

If you come to Saturday's football game against the Concordia Cobbers, plan to get to campus long before the 1 p.m. kickoff. The day begins at 9:30 a.m. with the

family-friendly Anderson Hall Homecoming 5K Fun Run, and campus tours are available from 10 a.m. until noon. Three hours prior to kickoff, the Taste of Augsburg in Murphy Square will feature carnival-style booths operated by student groups, alumni, and local restaurants. In addition to carnival-style food, there will be games, inflatable bounce houses, and fun for the whole family.

Back by popular demand is the Auggie Block Party (in Parking Lot K, between Melby Hall and Riverside Ave.) following the football game. Join alumni, students, and friends for food, entertainment, and camaraderie. Join fellow Auggies and music lovers after the Block Party for a celebration concert in Hoversten Chapel honoring Professor Stephen "Gabe" Gabrielsen '63. Go to www.augsburg.edu/homecoming for information.



ALUMNI class notes

43 Stan Nelson, Andover, Minn., was selected as one of the World War II veterans whose service would be honored by flying them to Washington, D.C., at no cost, to visit the World War II memorial. Stan is the last survivor of four Navy officers from a landing craft that participated in the D-Day invasion in June 1944; he still attends annual reunions.

52 Vera (Peterson) Rachuy, Westbrook, Minn., a retired teacher, discovered a love and talent for painting that began during a prolonged and severe winter when she started to sketch her and her daughter's dogs.

66 Rev. Darryl Torrin, Cedar Falls, Iowa, retired on July 1 after serving for 39 years in active parish ministry. For the past 13 years, he has served at St. John Maxfield Evangelical Lutheran Church in rural Denver, Iowa, where a retirement celebration was held on June 6.

67 Jerilyn (Bjugstad) Wibbens, Mukilteo, Wash., founded the Northwest Nordic Ladies Chorus, based in Everett, Wash., to keep singing the Norwegian songs she learned in her family and to learn songs from the other Nordic countries. They regularly perform at Scandinavian events and senior centers.

70 Peter Agre was honored in June, along with four other graduates of Norwegian Lutheran colleges, with the "Going Viking" Award by Norway House in Minneapolis. The award recognizes the contributions of Norwegian Americans to the region.

Alvina Strand Skogen, Eppen, N.D., is serving a two-year term as president of Western North Dakota Synodical Women's Organization (Women of the ELCA).



71 David Siedlar received the "Model Worker Award" from the Communist Party, City of Huaian, Jiangsu Province, China, in April, which was published in the party newspaper.

71 Michael Good, Raritan, N.J., president and CEO of Sotheby's International Realty Affiliates, LLC, and chair of the Augsburg College Board of Regents, was named to the Inman 100, a list of the top 100 most influential leaders in real estate for 2009 by Inman News.

72 Kathy (Langemo) Dugdale, Superior, Wis., was named director of the business services

department at Lake Superior College in Duluth. She has a master's degree in business administration from the University of St. Thomas, a master's degree in education from College of St. Scholastica, and a graduate certificate in educational computing and technology from University of Minnesota-Duluth.

Annette (Olsen) Hustad, Glenwood, Minn., is "Lena" in the comedy singing duo, "Tina and Lena," along with Susan "Tina" Edwards. For 25 years, they have entertained audiences in the Upper Midwest and farther with music, humor, and fun. With degrees in music therapy and music education, she taught K-12 music for 10 years. In April they performed at the Lifestyles Expo in Alexandria.

80 Lois (Wennen) Larson, White Bear Lake, Minn., was named to a one-year appointment as interim financial aid director at Metropolitan State University in Minneapolis, effective Feb. 1.

81 Joan (Maland) Mussa was recently named senior vice president for donor engagement, advocacy, and communications at the United States office of World Vision, one of the largest relief, development, and advocacy organizations in the world. Her responsibilities include overseeing the work of all private fund raising, government relations, advocacy, internet, publications, and additional communication functions. She and her husband, Mohammed, and their three children live near Seattle.



Participants in the **Master of Arts in Leadership study and cultural tour of Norway** in June pause for a group photo in the mountain resort town of Geilo. Twenty-eight Augsburg faculty, alumni, students, and friends of the College took part in the customized MAL program done in conjunction with Diakonhjemmet University College in Oslo, Augsburg experts on Norway, and CrossingBorders travel company in the Twin Cities. Pictured are Ruth and Raymond Burgau; Paul '65, Priscilla '65, David, Karen, Andrew, Lynnsey, and Erika Fieldhammer; Professor Douglas Green; John Grafstrom and Carol Sime '73; Pete and Glenda Holste '05 MAL; Lucinda Hruska-Claeys '10 MAL; Paul '80 and Rebecca Kilgore; Professor Lynn Lindow; Roger and Linda Nielsen; Angeline and Jeanne Nelson '09 MBA; Professor Norma Noonan; Patty '02 MAL and Warren Park; Tawni Reller; Professor Linda Stevens; Professor Barbara West.



Look for more about the MAL experiences in Norway at www.augsburg.edu/now



95 Daniel Werner and Shayne Hamann, Little Canada, Minn., announce the birth of their daughter, Savannah, born on Feb. 20. Savannah joins her twin brothers, Drake and Dylan, age 3.



96 Ryan Carlson BA '96 and BS '02 and his wife, Lauren, St. Paul, announce the births of identical twin daughters, Adelaine Elizabeth and Isadora Louise, on Feb. 14. Addy and Izzy join brother Quin, 4 1/2. The family lives in the Highland Park neighborhood of St. Paul. Ryan is an engineer for Seagate.



05 Tessa Flynn, Minneapolis, appeared in the Frank Theatre company's adaptation of Kafka's *Metamorphosis*, which ran at the Open Eye Figure Theatre in Minneapolis during April. She is also on the board of the theatre. (Read more about her on p. 28).

82 Monica Fitzgerald, Washington, D.C., is director of CIO University and the deputy director of the IT Accessibility and Workforce Division in the General Services Administration's Office of Government-wide Policy. In 2009 she was selected as a member of the Council for Excellence in the Fellow's Program of the Partnership for Public Service, which focuses on servant leadership.

83 Tim Asgrimson, Edina, Minn., was recently named the chief financial officer of Kraus-Anderson Cos., where he has worked since 2007 as assistant chief financial officer. For 16 years prior to that he provided tax, auditing, and consulting services to the company.

87 Sharon (Fairbanks) Romano, Minneapolis, has served as director of the Department of Indian Work of the St. Paul Area Council of Churches for the past year.

89 Kristin Eggerling, Hallock, Minn., is a freelance writer and has served on the board of Conservation Minnesota. A recent article on StarTribune.com featured her family's outing to view the giant jack pine in Lake Bronson State Park.

Nnamdi Okoronkwo, Minneapolis, an assistant city attorney with the City of Minneapolis, was appointed in April by Governor Tim Pawlenty to a four-year term on the Council on Black Minnesotans.

90 Karen Reed, Atascadero, Calif., was appointed program director in January at Coalinga State Hospital, the newest state mental health hospital in the California Department of Mental Health. She formerly served 18 years as a registered music therapist at Atascadero State Hospital. She continues to represent forensic psychiatric music therapy treatment at the national and regional music therapy conferences.

91 Anthony Patton has published his second novel, *Unfaithfully Yours*, a love story in which he explores how hard-working couples can achieve happiness and success in the time it takes to watch a great movie.

Luann Roth, Columbia, Mo., has been appointed as education coordinator of the Mizzou Advantage, a collaboration of five programs of excellence at the University of Missouri. She will facilitate interdisciplinary curriculum and courses for these five areas. She has been an instructor in the English Department and is completing her doctorate in American film and folklore.

94 Heidi (Wachholz) Boll, Minneapolis, was named vice president of sales for the Northeast Region of Allianz Life Insurance Company of North America. She joined the company in 2001 and has held several positions within it.

Lori (Langager) Higgins, Blaine, Minn., became president of the MetroNorth Chamber of Commerce in the Twin Cities in May. She has worked for the chamber since February 2009 and became its first female chief executive officer.

Kari (Schroeder) Prescott, Minneapolis, took a new position as representative for Minnesota to the American Podiatric Medical Association in Washington, D.C., and will be kept busy with the current health-care debate issues.

95 Matthew Gooding, Sun Lakes, Ariz., graduated from a medical assistant program and is currently looking for and interviewing for jobs.

97 Carye (Johnson) Bye, Portland Ore., is owner of Red Bat Press, a print and design company. She wrote and illustrated a book, *Hidden Portland: Museums & Collections*, in 2010 with Bedouin Books.

98 Ted Schultz, Bloomington, Minn., started a new position as activities director at Minnetonka (Minn.) High School on July 1. He had served for six years in the same position at Bloomington Jefferson High School.

00 Adam Erickson, Chanhassen, Minn., was appointed business banking officer at Anchor Bank in Eden Prairie. Prior to this he was a business relationship manager for Wells Fargo Bank.

01 Jessica (Norman) and Eric Hafemeyer welcomed Kristen Marie on February 22. Kristen joins big sister, Lauren, 3.

04 Christina (Boe) Anderson, Blaine, Minn., and her husband, Michael, welcomed their new daughter, Charlotte Marie, on Feb. 25.

Chad Darr and his wife, Krista, welcomed a son, Hayden James, on May 5.

06 Miranda Nelson, Chicago, began the clinical psychology PhD program at the University of Illinois at Chicago last fall. She plans on specializing in pediatric neuropsychology and will graduate with her doctoral degree in 2014.

07 Dan Morlock, St. Paul, is site leader of a before- and-after-school child care program for the Roseville school district called Friendship Connection.

Maureen O'Shaughnessy was featured as a music therapist on WCCO-TV about her work with autistic children at Fraser Child and Family Center.

Molly Shortall recently completed her master's degree at Manhattan School of Music. She has been in New York City for two years and works as a house musician at a large church in Brooklyn. This summer, she's singing the role of Second Lady in *Die Zauberflöte*.

Colonel Steven Charles '76 receives Legion of Merit

On May 1, Colonel Steven Charles '76 received the Legion of Merit, the highest award not received for valor, which is awarded for "exceptionally meritorious conduct in the performance of outstanding services and achievements."

While Charles' 30-year military career began in 1977 as a navy pilot, he received the Legion of Merit for his work as program manager from 2001 to 2007 in the 87th Air Force Element, and air director of joint operations, Air Force Element, U.S. Army Forces Command, 87th Battle Command Training Division in Birmingham, Ala.

The citation states, "In this key leadership position, Colonel Charles served as project officer for nine major exercises and 15 Command Post exercises preparing over 30,000 Army troops for Operations Iraqi and Enduring Freedom, and the Global War on Terrorism."

His duties included training the soldiers how to call in close air support. By teaching soldiers how to talk to Air Force support, how to call in for help, and what protocols and information they needed, they could quickly be rescued, saving their own lives and those of other ground forces. He also developed a successful Train the Trainers program that provided understanding of joint operations within the modern battlefield.

During his military career, Charles served two cruises aboard the USS *Constellation* where he had more than 200 carrier landings. He was chosen to become a Navy A-4 adversary pilot and graduated from the Navy Fighter Weapons School. He

Courtesy photo



Colonel Steven Charles '76 (left) received the Legion of Merit, presented to him in Birmingham, Ala., on May 1, by Brigadier General David W. Puster.

crossed to the Air Force and was an instructor in both the F-111 Aardvark and the F-117 Stealth Fighter. In 1990, he appeared on national television as one of the two pilots flying a Stealth Fighter during their unveiling.

He left active duty in 1991 and joined the Air Force Reserves before joining the 87th Division. He retired from the military in 2007 and is now a Boeing 767 pilot for Delta Air Lines.

BETSEY NORGARD

Rikki Starich, Lexington, Ky., was recently appointed assistant director of annual giving at Transylvania University in Lexington. In May she completed her Master of Education in higher education administration/institutional advancement.

Andrew Sinko, Blaine, Minn., a teacher in Spring Lake Park, Minn., has been accepted to a University of London doctoral program.

08 Christopher Stedman graduated with a master's degree in theology from Meadville Lombard Theological School of Chicago.

Zac Wooten, New York, received his master's degree from New York University and continues to express appreciation for the support of faculty at Augsburg.

10 A.J. Hau and his brother, Chris, from Fort Collins, Colo., were signed by the Colorado Eagles hockey team. They both advanced through the Northern Colorado Youth Hockey and Colorado State University hockey programs.

Jens Olsen and **Heidi Le** will spend the 2010–11 academic year in Vietnam on Fulbright English Teaching Awards.

GRADUATE PROGRAMS

Sarah Resor '06 MAL and Eric Johnson, both of Robbinsdale, Minn., were married Feb. 27 in Oak Ridge Conference Center.

Mike Bilden '07 MAL, St. Louis Park, Minn., is coordinator of the new Adult Degree Completion Program in the College of Business and Economics at University of Wisconsin-River Falls. He has served as director of continuing education at North Hennepin Community College and director of adult and graduate admissions at Augsburg.

Larry McGraw '10 MBA, Owatonna, Minn., has been appointed senior vice president and chief credit officer of Home Federal Savings Bank in Rochester. Previously he spent eight years at United Prairie Bank in Mankato, Minn.

Hector Matascastillo '10 MSW is using his own experience and gift of compassion to help veterans when they return from war.



In Memoriam

Olsen, W. Donald '34, Sioux Falls, S.D., age 99, on Dec. 20.

Paulson, Dr. Eric '38, Spokane, Wash., age 92, on March 6.

Shebeck, Ethel (Sinner) '38, Richfield, Minn., age 93, on November 14.

Ronholm, Olive '47, Golden Valley, Minn., age 84, on March 9.

Peterson, Robert '49, New London, Minn., age 83, on April 8.

Hegland, Dagny (Quanbeck) '50, Brandon, S.D., age 81, on March 17.

Johnson, Esther '50, Minneota, Minn., age 80, on April 15.

Johnson, Rev. LeRoy '50, Richland, Mich., on January 11, 2009.

Davis, Gerald '51, Litchfield, Minn., age 82, on April 21.

Stenvig, Charles Selmer '51, Sun City, Ariz., age 82, on February 22.

Schmidt, Ruth A. '52, Decatur, Ga., age 79, on May 24 (See story on p. 35)

Kjos, Edwin '54, Abbotsford, Wis., age 85, on March 31.

Nelson, Gordon A., '54, Cloquet, Minn., age 77, on April 9.

Wolden, Gerhard '56, Minneapolis, age 82, on April 5.

Welch, Robert '58, Burlingame, Calif., age 73, on March 28.

Schmeltzer, George W. '61, Minneapolis, age 70, on March 31.

Faue, Jeffrey L. '68, Belle Mead, N.J., age 64, on April 15.

Bolstad, Nan (Haraseth) '69, Jefferson, Ore., age 63, on March 2.

Metz, Rev. Richard G. '74, Sisters, Ore., age 63, on May 13.

Arney, Claudia (Odegaard) '78, Clarkdale, Iowa, age 74, on April 17.

Haugan, Joan '80, Spring Lake Park, Minn., age 80, on Feb. 14, 2009.

Thayer, Nancybeth (Sedgwick) '80, Hermantown, Minn., age 49, on June 30, 2006.

Reinhart, Laura Jane '82, Livermore, Calif., age 49, on January 2.

Therres, Emmaline (Schlueter), Chaska, Minn., age 66, on April 2; former faculty member.

Send us your news and photos

Please tell us about the news in your life, your new job, move, marriage, and births. Don't forget to send photos!

For news of a death, printed notice is required, e.g. an obituary, funeral notice, or program from a memorial service.

Send your news items, photos, or change of address by mail to: **Augsburg Now Class Notes, Augsburg College, CB 146, 2211 Riverside Ave., Minneapolis, MN 55454**, or e-mail alumni@augsborg.edu. You can also submit news at www.augsburg.edu/alumni.

Full name

Maiden name

Class year or last year attended

Street address

City, State, Zip code

Is this a new address? ☐ Yes ☐ No

Home telephone

E-mail

Okay to publish your e-mail address? ☐ Yes ☐ No

Employer

Position

Work telephone

Is spouse also a graduate of Augsburg College? ☐ Yes ☐ No

If yes, class year

Spouse's name

Maiden name

Your news:

☐ I know a student who is interested in attending Augsburg.

my AUGGIE experience

By all accounts—his own included—sophomore Gottlieb Uahengo had a difficult first semester at Augsburg College.

Making the move to Minneapolis from his home in Namibia meant many changes. He missed his family and friends and got sick five times from the food. He was introduced to Mountain Dew and the effects of over-consumption. “I didn’t sleep for several days,” he says. And when he witnessed his first snowfall, a fellow student asked him, “Are you alright? You look disturbed.”

Uahengo is a Legacy Scholarship student. His father graduated from the University of Minnesota and came to work in Augsburg’s Physics Department while his wife, Fredericka ’90, completed her degree in education. Gottlieb was actually born at Fairview Riverside Hospital but lived most of his life in Oshakati, Namibia, where his father is a pharmacist and his mother serves as the rector of Ongwediva Teachers College.

When it came time to apply for college, Uahengo’s father said, “I’m sending you to Augsburg.” Because Uahengo wants to be an engineer, his father wanted him to study in a small school with a good physics department.

“My father holds professors [Mark] Engebretson and [Jeff] Johnson in high esteem,” Uahengo says. “He told me I would get more out of my education at Augsburg than at a large, public university.”

His father also told him to be prepared for the challenge of college life. “He said the best way to overcome adversity is to become part of the community, to take a leap of faith.” And that’s exactly what led to a better second semester and a successful first year at Augsburg for Uahengo.

Greg Holker, Augsburg’s men’s soccer coach, said Uahengo looked frightened and overwhelmed when the two first met last summer. “I wasn’t sure he would amount to much as a soccer player because he seemed frail physically and psychologically,” Holker recalls.

After a tentative start, Holker says the first-year player definitely made an impact on the team. “He scored a big goal against Buena Vista and took off in training from that point on,” says Holker. “He sought out improvement and soaked up as much information as he could. Rarely do I see a person that determined to learn and learn quickly.”

Rebekah Dupont, whom Uahengo calls his mentor, says he displayed the same tenacity in his academics as on the soccer field. Dupont worked with him in Augsburg’s North Star STEM (Science, Technology, Engineering, and Mathematics) program. He participated in the calculus workshop, a class in which students work together on challenging problems. He also got involved in a research project, something not many first-year students take on.

“Gottlieb has very high expectations for himself, and I think this made adapting to so many new things all at once a challenge,” Dupont says. “As he feels more comfortable and confident, those high expectations and strong work ethic will serve him very well.”

In addition to conducting research during the school year, Uahengo is working on a summer project with another student and professor Ben Stottrup of the Physics Department. This fall he will be an officer with Augsburg’s International Student Organization and will continue to play soccer. He also hopes to compete on the track team as a sprinter in the spring term.

“When I set my mind to something, it’s hard to sway me,” Uahengo says. “I am always looking for a way to be engaged.”

WENDI WHEELER '06

an
AUGSBURG legacy



Joyce Young

"I value the impact of my Augsburg education on my life and career ... That's why I am giving back through naming Augsburg as owner of a life insurance policy. Augsburg's gift planning team, along with my financial adviser, showed me the great benefits."

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Courtesy photo

Augsburg Choir tours China

The Augsburg Choir and the choir from Guangxi Provincial Normal University in Guilin, China, pose for a giant group photo during the choir's trip through China.

For the choir's China blog and photos, go to www.augsburg.edu/music.