

AUGSBURG NOW



INSIDE



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Auggies on the road
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Homecoming 2012 preview

AUGGIES
ARE
ACHIEVERS



NOTES

from President Pribbenow

The Augsburg Promise

As I recently watched our almost 1,000 graduates of the Augsburg Class of 2012 walk across the stage to receive diplomas, I couldn't help but be proud of their many accomplishments and successes as Augsburg students. Our remarkably diverse graduates—from various backgrounds, of various talents, on their way to various professions—are the most tangible signs of our strategic commitment to the success of all our students.

And yet, the news media and popular opinion would have us believe that there are storm clouds rising in higher education. Some even call it a “tsunami.” Students unprepared for college, students who do not persist or graduate, students who will not get jobs (or, at least, not the jobs they want), students with too much debt. And conversely, colleges and universities that do not meet student needs, institutions that are too bureaucratic and expensive, colleges and universities stuck with an “old” model of teaching and learning.

At Augsburg, we are deeply aware of these concerns. In fact, this issue of *Augsburg Now* includes an overview of the complex economics of higher education because we understand that topics such as this are too important to leave unaddressed. At the same time, we recognize that the markers of student success—graduation rates, academic achievement, or getting into graduate school or the workforce—also must be pursued. The story about our new Gage Center for Student Success shows just one way we are focused on ensuring that our students have the support they need to complete their Augsburg education.

So, rather than allow various social and economic trends to define our reality, we are dedicated to planning for our future in ways that are both strategic, that is, focused on what is most essential and important to our mission as a college, and also student-centered, that is, always mindful that we must do our best for all of our students.

We articulate this commitment to student success in a concept we call the Augsburg Promise. It is the relationship we form with our students to ensure their success, and it has three key components.

It is, first of all, centered in our commitment to helping our students discern and live their vocations (or

“callings”). The concept of vocation—inherited from our Lutheran Christian theological tradition and embedded in the Augsburg curriculum—is not merely about self-fulfillment. It is a deeply nuanced way of helping students explore their gifts and commitments, understand the arc of their lives, and embrace how their work in the world—whatever it may be—has significance. At the heart of the Augsburg Promise is the claim that our students will be better prepared for the world because of our work together in the classroom, in residence halls, on athletic fields, and in our neighborhood.

The second component of the Augsburg Promise is our focus on academic growth and achievement in terms of both access—how our students are welcomed as part of our diverse community—and excellence—the standards we set and the support we offer to ensure that their education is of the highest order. Our students come to Augsburg with a variety of gifts and talents. Our promise to them is that this educational experience like no other will challenge them to grow as students and as citizens. So, yes, they will attain traditional academic success, and be recognized with honors and awards, but they also will experience the growth and achievement that is recognized in lives of meaning and significance in the world.

Finally, the Augsburg Promise is about equipping our students for the lives they will lead in the world. Higher education—especially an education grounded in the liberal arts—must aim at ensuring that our students are educated across a wide range of disciplines and perspectives. At the same time, a college community like Augsburg must also consider how students are formed with certain skills and habits that will prepare them for citizenship and leadership. Whether in the classroom or community, in student organizations or residence halls, on playing fields or international travel, we must have an integrated sense of how our students are “educated to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders.”

That is our mission—and that is our promise so that all Augsburg students might be successful.

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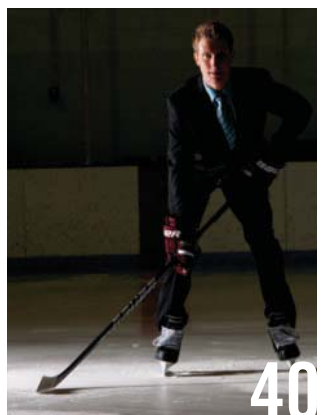
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Four friends pose for the camera before lining up for the commencement procession. See more photos from the May and July commencement ceremonies at www.augsburg.edu/now.

All photos by Stephen Geffre unless otherwise indicated.

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Celebrating Student Success

Scholarships and fellowships

Augsburg students earned a range of prestigious accolades during spring semester. Some of the awards include the following:

Fulbright Scholars: Adam Spanier '12 and Rosalind "Rose" Sybrant '12 were awarded English teaching assistantships. Spanier will teach in the Czech Republic during 2012-13, while Sybrant will teach in Venezuela. Augsburg College is recognized by *The Chronicle of Higher Education* as one of the nation's top producers of Fulbright Scholars.

Gilman International Scholarships: Seven Auggies received Gilman International Scholarships from the U.S. State Department to study overseas this summer and fall. Auggies will study in India, Jordan, South Africa, South Korea, and Thailand. Augsburg was awarded more Gilman Scholarships than any other Twin Cities college or university this academic year.

Goldwater Scholarship: Joe Buchman '13, who is studying chemistry, was awarded an honorable mention in the Goldwater Scholarship competition. He will spend the summer doing off-campus research at the University of Minnesota as a Student Summer Fellow for the Lupus Foundation of Minnesota.

Kemper Scholars Program: Ibrahim Al-Hajiby '14, an international relations/international business major, was named the College's second Kemper Scholar. Students in the Kemper program get academic scholarships and stipends to cover the costs of two summer internships in major nonprofit and for-profit organizations. Augsburg is one of only 16 U.S. liberal arts colleges with the Kemper Scholars Program distinction.



Angela Bonfiglio '13 was named a Newman Civic Fellow for 2013. This award, presented by Campus Compact, honors college student leaders who have demonstrated their investment in finding solutions to the challenges that face our communities.

Newman Civic Fellow: Angela Bonfiglio '13 was named a Newman Civic Fellow by Campus Compact. The award recognizes inspiring college student leaders who work to find solutions for challenges facing their communities. Bonfiglio has rebuilt Community Link, a campus service organization, doubling its membership while deepening its issue-based work. In North Minneapolis, she is researching community perceptions on the achievement gap and working to close that gap. She coordinates an afterschool program at Redeemer Lutheran Church to ensure that youth have homework help and an evening meal. She is dedicated to social justice, including environmental work, youth development, interfaith work, and racial equality.

Student research awards and achievements

Winner of international contest: Work by biology major Alex Sorum '13 on a bacterium that affects about 80 percent of cystic fibrosis patients won an international American Association for the Advancement of Science (AAAS) poster competition this spring. Sorum won the student poster competition in the medicine and

public health category at the 2012 AAAS international meeting in Vancouver, B.C. Sorum said that one of the rewards of attending the conference was experiencing how going to a small liberal arts college has made him competitive with students at large research universities.



Alex Sorum '13 conducts research on *Pseudomonas aeruginosa*, a bacterium that affects cystic fibrosis patients.



Kirubel Gezehegn '14, a physics and chemistry major from Zimbabwe, discusses his research with physics professor Mark Engebretsen at the 2012 Zyzzogeton student research poster exhibition.

Meeting of Nobel Laureates: Augsburg College student **Kirubel Gezehegn '14** attended the 2012 Lindau Meeting of Nobel Laureates in Lindau, Germany. The meeting brings together 31 chemistry and physics laureates and an equal number of invited students. Gezehegn also will study chemistry this summer at Johns Hopkins University in the labs operated by **Nobel Laureate Peter Agre '70**.

Auggies are doing off-campus research across the United States at:

- Argonne National Laboratory, Physics
- Baylor University, Biology
- Carleton College, Summer Mathematics Program for Women Undergraduates
- Harvard University, National Science Foundation-Research Experiences for Undergraduates (NSF-REU), Bioengineering, Scientific Computing, Robotics and Materials Science and Engineering
- Loyola University, Biology
- Mayo Clinic, Neurobiology
- National Institute of Standards and Technology, Cell Systems Science Group
- Oakland University, NSF-REU, Mechanical Engineering
- Rochester Institute of Technology, NSF-REU, External Graph Theory and Dynamical Systems
- Texas Christian University, Physics
- University of Georgia, NSF-REU, Microbiology
- University of Minnesota, Lillehei Heart Institute

Zyzzogeton celebrates work of 67 students: Augsburg celebrated the creativity and research of 67 undergraduate students during mid-April at the annual Zyzzogeton poster session.

The festival—which included work by students from 17 academic departments—was a chance for students to present their research to the Augsburg community and practice public speaking. A “zyzzogeton” is a green leaf-hopper as well as one of the last words in the *Webster Collegiate Dictionary*, a fitting symbol to mark the end of the academic year.



Nearly 70 undergraduate students presented their research at the 2012 Zyzzogeton poster session. Zyzzogeton, held near the end of the spring semester, is the College's annual festival of student creativity and scholarship.

Scholar All-America Program

The Augsburg College wrestling team during 2011-12 stood out in the classroom and on the mat. Auggies claimed the highest team grade-point average in the **National Wrestling Coaches Association Division III Scholar All-America program**, with an overall GPA of 3.73. This is the second time Augsburg has earned this top academic honor and the

11th time since 1998 that the team finished in the top 10. On the mat, the team placed second at the NCAA Division III National Championship.

National Society of Black Engineers conference

At the end of March, physics majors **Gottlieb Uahengo '13**, **Mohamed Sheikh-Mohamed '14**, **Amir Rose '14**, and **Fred Vedasto '13** attended the National Society of Black Engineers conference in Pittsburgh, Pa. The conference included workshops and programming

for grade school, collegiate, graduate, technical, professional, and international entities of the society. Uahengo said he was intrigued by his “ability to draw several parallels between [his] Augsburg education and some of the physics behind the technology of companies such as Boeing, Lockheed Martin, and 3M, and to see the real-world applications of the many

concepts studied in class.” Travel was funded through the NorthStar STEM Alliance, a program intended to double the number of African-American, Hispanic/Latino, Native American, Alaska Native, and Pacific Islander students receiving bachelor degrees in science, technology, engineering, and math (STEM).

Celebrating Student Success (continued)

Travelers EDGE

Five Travelers EDGE (Empowering Dreams for Graduation and Employment) scholars from Augsburg will complete internships with Travelers this summer. Three Auggies—**Simon Tekle '13**, **Ger Lao '13**, and **Dustina Granlund '14**—will work in Travelers' information technology (IT) department. **Mai Yang "Maya" Vue '13** will intern as a cash control analyst, and **Mee "Kanee" Lee '14**, will research diverse markets in the Twin Cities. Travelers EDGE seeks to increase the pipeline of underrepresented students to college, help them to graduate, and build awareness of careers in the insurance and financial services industry. This was Augsburg's second year as a recipient of a Travelers EDGE grant.

Thrivent Leadership Fellows

Augsburg's Thrivent Leadership Fellows, a group of students working to engage the Augsburg community in service, organized an annual multicultural dinner at the Brian Coyle Center during April. The event featured foods that represented the cultures in the Cedar-Riverside neighborhood of Minneapolis. Thrivent Leadership Fellows work to strengthen on- and off-campus communities through organized volunteer events and activities such as cooking classes for local shelters, food shelf drives, and tutoring sessions.



The Thrivent Leadership Fellows: Front Row [L to R]: Christine Smith '13, Janelle Holte '13, Maya Keith '13, Shana Strong '13, Masha Shatonova '13; Back Row [L to R]: Paul Hunt '13, Jordan Skrove '13, Billy Mzenga '13



Celebration of Philanthropy

The 2011-12 fiscal year was one of the most successful fundraising years in Augsburg's history with nearly \$14 million raised to support programming, scholarships, buildings, and research. One of the ways the College celebrated this success was by welcoming more than 250 donors and volunteer leaders to campus for the annual **Celebration of Philanthropy** in June.

W.K. Kellogg FOUNDATION

The W.K. Kellogg Foundation during May funded a three-year, \$1.2 million grant to support Sprockets, a St. Paul-based educational program operated in partnership with **Augsburg College's Center for Democracy and Citizenship**. The W.K. Kellogg Foundation (WKKF) is among the largest philanthropic foundations in the United States. Guided by the belief that all children should have an equal opportunity to thrive, WKKF works with communities to create conditions for vulnerable children so they can realize their full potential in school, work, and life. WKKF is based in Battle Creek,



Mich., and works throughout the United States and internationally, as well as with sovereign tribes. Special emphasis is paid to areas where there are high concentrations of poverty and where children face significant barriers to success. WKKF priority locations in the U.S. are in Michigan, Mississippi, New Mexico, and New Orleans, and internationally in Mexico and Haiti. For more information, visit www.wkkf.org.



Augsburg College Women's Varsity Lacrosse

Augsburg College announced this summer that it will launch the **first collegiate women's varsity lacrosse team in Minnesota**.

Lacrosse is one of the fastest growing high school girls' sports in the state and is currently offered as a club sport at Augsburg. The College's new varsity team will begin competing during spring 2014. A coach, who will join the staff this fall, will spend the first year recruiting and building the team. By offering women's lacrosse, Augsburg will be able to expand the number of student-athletes who attend Augsburg for their post-secondary education and increase the total number of female student-athletes at the College.

Music Ensembles

Augsburg College's music ensembles performed regionally and nationally during the 2011-12 school year. Numerous performances were given around the metro area, including the U.S. premiere performance of John Ireland's "Psalm 42" by the Masterworks Chorale and a rousing year-end performance by Augsburg Jazz Instrumental Vocal Ensemble at Famous Dave's in Minneapolis. Each of the College's three touring groups follow a four-year travel rotation that includes national, international, and two regional tours. The Augsburg Symphony Orchestra and the Augsburg Choir went on national tours this year. The orchestra traveled to Florida during winter break, while the choir after commencement toured Montana, North Dakota, Oregon, South Dakota, Washington, and Wyoming. The Augsburg Concert Band performed throughout northern Minnesota and Wisconsin during spring break, and performed several joint concerts with local high-school and college bands. The concert band will travel to Turkey in May 2013.



National Science Foundation Grant

Augsburg was awarded a **National Science Foundation grant of nearly \$600,000** to support scholarships for undergraduates majoring in sciences or mathematics. The AugSTEM scholarships will provide as much as \$7,500 per year to upper-division students. The grant brings to nearly \$3 million the College's total active awards from the NSF. Partial funding is provided by the National Science Foundation Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) program under Award Number DUE-1154096.



Convocation Series 2011-12

The Sverdrup Convocation, held April 17, created the opportunity for the community to learn about NASA's Mercury Surface Space Environment Geochemistry and Ranging (MESSENGER) mission. **Brian J. Anderson '82**, deputy project scientist with the mission and a physicist with the Johns Hopkins University Applied Physics Laboratory, discussed the Mercury mission and whether there is a moral imperative for space exploration.

The Rochester Convocation on May 15 was a chance for Auggies to learn about the work of Shanna Decker, a nine-time national award winner for her volunteer accomplishments. Decker's presentation, "Love Wins," provided insight into her "Hearts of Hope" project and her family's co-founding of the nonprofit "Brighter Tomorrows" for families touched by childhood cancer. Decker also has mentored, supported, and visited nearly 1,000 people throughout the world who are amputees or cancer patients.



To see photos from the convocation series, go to www.augsburg.edu/now.



{ The ECONOMICS of EDUCATION

BY REBECCA JOHN

A bubble. An eruption. An explosion.

These are just some of the words used in news reports this year to describe college costs and higher education loan debt. While these headlines may grab attention, they unfortunately are not very useful in helping people fully understand the multifaceted topic of college affordability.

As Justin Draeger, president of the National Association of Student Financial Aid Administrators, said in a May 9 *University Business* article, a more accurate though admittedly less exciting headline might be: "A Complex Combination of Economic Factors Increases College Costs and Loan Debt for Certain Students."

As mundane as that headline seems, continued public dialogue is important and timely because many students and families today face real challenges in figuring out how to pay for college. This article provides a brief overview of four core areas related to the economics of higher education: the value of a postsecondary degree, key cost drivers in higher education, changes in government aid, and tuition and student loan debt trends.

VALUE OF HIGHER EDUCATION

Ironically, if it weren't for the significant *benefits* of a college education, the public debate about the *cost* of college likely would not be nearly as heated. If people didn't desire the outcomes of and opportunities afforded by having a college education—if they merely thought the price was too high—they would just simply stop going to college.

But that is not the case. Instead, the difference between having a college degree and not having one has become even more pronounced as more and more jobs require higher education. The Georgetown University Center on Education predicts that 63 percent of jobs in 2018 will require some form of postsecondary education. Already, according to the U.S. Census Bureau, high school graduates earn less than 70 percent of the income of bachelor's degree holders.

Moreover, as was evidenced in the recent recession, people with

63 percent of jobs in 2018 will require some form of postsecondary education.

— THE GEORGETOWN UNIVERSITY CENTER ON EDUCATION

college degrees are much less likely to be unemployed than those with only high school diplomas. In 2011, the U.S. Bureau of Labor Statistics reported that the unemployment rate for high school graduates was 9.4 percent, whereas people with bachelor's degrees or higher were unemployed at only a 4.3 percent rate.

So, while rising tuition costs and student debt may raise questions about erosion of the ROI (return on investment) of a given college degree, the larger, societal concern is that the required investment—and, therefore, the benefits—of higher education may be out of reach for a growing portion of our population, no matter how promising the return.

COLLEGE COSTS

An oft-cited book in the discussion of rising college costs is David Feldman's and Robert Archibald's *Why Does College Cost So Much?* (Oxford University Press, 2010). The Augsburg College Board of Regents dedicated a portion of its January 2012 board meeting to a discussion of this book to better understand the key cost drivers in higher education and how those costs affect students and tuition.

Many factors affect college costs, but Feldman and Archibald, economics professors at the College of William & Mary, demonstrate that costs steadily have risen during the past 30 years in all personal-service industries that employ highly educated labor. Increasing costs have occurred not only in higher education but also in

A one-on-one relationship between a faculty member and a student is critical for student comprehension and engagement.

— JEANNE BOEH, AUGSBURG COLLEGE ECONOMICS PROFESSOR AND CHAIR OF THE ECONOMICS DEPARTMENT

dentistry, health care, and legal services. Significant productivity advancements in other industries—for example, automation and robotics in manufacturing—have increased the demand for, and therefore the price of, highly skilled labor. As a result, labor-cost increases have affected all personal-service industries, including colleges and universities, which employ some of the most highly educated people in our country as faculty, staff, and administration.

This phenomenon is called “cost disease,” said Jeanne Boeh,

Augsburg College professor of economics. Boeh, who served as president of the Augsburg Faculty Senate in 2011-12, participated in the College's Board of Regents discussion of Feldman's and Archibald's book. She is a frequent commentator on economic trends for the *Star Tribune*, Minnesota Public Radio, and Twin Cities Public Television's “Almanac.”

“In higher education,” Boeh explained, “capital and labor have not been substitutes but complements.” For example, using course management software such as Moodle may enhance collaboration and streamline administrative activities, but it doesn't reduce the labor involved in teaching or learning in the same way that manufacturing automation does. Online courses also have been affected, resulting in higher operating expenses than originally anticipated.

“Augsburg offers several programs in a blended format—merging in-class time with online learning,” said Boeh, who has taught all types of classes at Augsburg. “And we will continue to evolve course formats to take advantage of online technologies where they are most effective.”

But no matter the format, Boeh said, “a one-on-one relationship between a faculty member and a student is critical for student comprehension and engagement—not only for any class lectures but also for in-class assignments and projects as well as out-of-class work.”

So, while online formats offer attractive benefits—including making lectures available to a broader set of learners and providing flexibility to working adults pursuing advanced degrees—they have not, to date, offered a “perfect” substitute for individual attention from highly qualified faculty. As a result, the trade-offs between cost and quality in higher education exist whether course delivery is in-class or online.

GOVERNMENT AID

The financial aid that students receive from the state grant program is an important part of the resources they have to pay for their college education, said Jay Benanav, Augsburg's director of government relations. "And, while the state has increased the overall dollar amount allocated to support higher education in the past 20 years, this aid has not kept pace with rising higher education costs," he said. "So, today, state grant aid constitutes a much smaller portion of a student's overall resources for college."

The Minnesota Private College Council (MPCC)—an organization representing 17 private colleges in the state, including Augsburg—has been actively engaged with the Minnesota Legislature on the topic of higher education funding. Chart 1, compiled by the MPCC, shows the declining share of the state's general fund that has been spent on higher education costs during the past several decades.

Because state support covers a smaller proportion of college costs today, a larger portion is falling to students and their families. In fact, the proportion of college costs that families cover has gone up faster than the overall cost of college.

To help offset the growing burden on families, Minnesota's private colleges have increased the aid they provide to students through their endowments and operational budgets. Chart 2, again from the MPCC, shows the dollar amount of college costs covered by Minnesota state grants, federal grants, MPCC college-funded grants, and student loans. The chart provides data from 1991 to 2009, a period during which student loan debt soared and grant aid from Minnesota private colleges grew to three times the amount provided by the state.

By 2009, institutional grant aid [from Minnesota private colleges] was triple the state's contribution.

— MINNESOTA PRIVATE COLLEGE COUNCIL

Share of Minnesota general fund spent on higher education

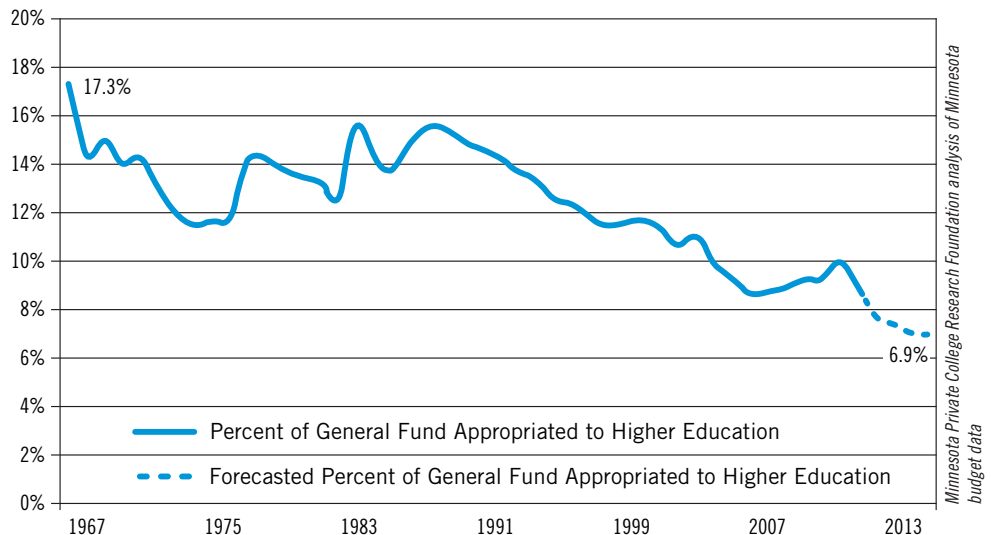


Chart 1: The percent of the State of Minnesota's budget appropriated to higher education has declined steadily in the past 20 years.

Financial aid trends for Minnesota undergraduates

FIGURES IN MILLIONS

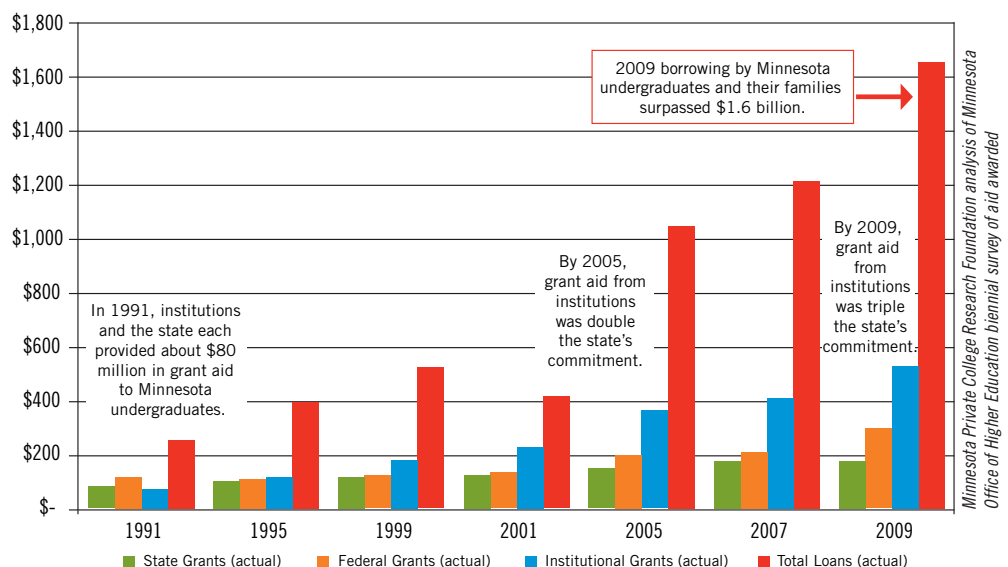


Chart 2: Since 1991, grant aid from Minnesota private colleges grew to three times the amount provided by the state, while student loan debt increased eight-fold.

NET TUITION AND STUDENT LOANS

As noted earlier, in addition to loans and government aid, many students also receive financial aid directly from their colleges or universities. This means that the out-of-pocket expenses (or “net tuition”) that a given student pays will be less than the published tuition (or sticker price) for that college or university. How much less varies from student to student based on multiple factors—including the family’s financial situation, the student’s academic standing, and numerous other factors that enrollment offices take into consideration.

This variation means that the net tuition one student pays will not be the same as another student, even at the same institution.

As a result, it has become increasingly important for students and families to understand their specific financial aid package at each institution the student is considering before making a final choice, or before assuming that a certain college is financially out of reach.

Even with financial support from colleges, however, borrowing has increasingly become a necessary part of how families of all socioeconomic

backgrounds pay for college. Average U.S. undergraduate student loan debt for 2010 graduates was \$25,250, according to the Project on Student Debt, an initiative of the nonprofit Institute for College Access & Success.

The average debt of Augsburg graduates was \$24,311 that year. In addition to being lower than the national average, Augsburg’s student loan debt average compares favorably with the averages for other higher education institutions in the state of Minnesota, said Julie Edstrom ’90, ’04 MA, Augsburg vice president for enrollment management.

“Financial counseling is embedded in our admissions process,” Edstrom said, “and our financial aid staff work hard to make sure students and parents understand what they are taking on when they borrow.”

Even people with significant financial experience should (and do) seek help navigating the financial aid process, said Paul Terrio, Augsburg’s director of student financial services. “Financing college is a substantial investment for families, and it’s an investment that has a major impact on one of the most important people in their lives,” Terrio said. “So, naturally, people want to make sure they’re

Augsburg’s average student debt in 2010 was \$24,311, which compares favorably with other higher education institutions in Minnesota.

— JULIE EDSTROM ’90, ’04 MA, AUGSBURG VICE PRESIDENT OF ENROLLMENT MANAGEMENT

doing the best they can.

“But since college financing is something people do only a couple times in their lives, most are not experts in the process,” he said. As a result, every family, no matter their income level or financial sophistication, can benefit from working with a financial counselor who, according to Terrio, can “help them focus on their own scenario rather than on averages and statistics reported in the news, which may have little to do with the specific family’s financial situation.”

When one steps back from the headlines, it’s easier to see how college costs aren’t driven by one simple factor alone but, instead, are determined by a mix of state, federal, institutional, and individual factors. It’s easier to see, as well, how changing one factor invariably puts pressure on other factors.

In the end, the challenge for Augsburg College—and every higher education institution—is to find a sustainable balance among these factors—state and federal government aid, institutional support, and student or family contributions—in a way that keeps higher education within reach for students of academic ability from all backgrounds.



At Augsburg’s July 1 commencement, honorary degree recipient David Mathews, president and chief executive officer of the Kettering Foundation, focused his commencement address on the value—specifically the public value—of higher education. Mathews previously served as secretary of Health, Education, and Welfare under former President Gerald Ford and as president of the University of Alabama. Read his commencement address at www.augsburg.edu/now.

SPEAKING *of* MONEY

BY REBECCA JOHN, STEPHANIE WEISS, AND WENDI WHEELER '06

It's scary. Students don't like it. Parents don't like it. But for any family with a student in college, money matters, and talking openly about finances is a critical part of figuring out if and how an individual can afford college. It's a path toward determining whether the costs of college are a good investment for students, and often, their families. It's also a path toward understanding individual and family philosophies connected to saving, spending, and philanthropy.

Augsburg College is committed to talking with students and families about all these issues and sees these sometimes complex conversations as tools to build good decision-making as well as valuable investments in a family's future.

STUDENT FINANCIAL SERVICES

*It takes as much energy to wish
as it does to plan.*

— ELEANOR ROOSEVELT

Paying for college is a significant undertaking for families, regardless of their family household income. To help plan for this investment, families need to start talking about their finances long before they're actually facing tuition payments.

"The place to start is by focusing on what the family values and how they make choices about what they buy and how they use the money they have," said Carly Eichhorst, Augsburg College associate director of financial aid. "When we are working with families, we don't start by talking about the mechanics of financial aid and student loans; we start by understanding their values."

It's also beneficial to include both the student and the parent or parents in the conversation, added Paul Terrio, director of student financial services.

"We see a difference between families who have had conversations about how they plan to pay for college and families where only some of the members—either the parents or the student—are

involved in the financial discussion," he said. "It's a much more productive conversation if all of the family members are vested in the plan."

In order to help support and foster these important family conversations, Augsburg has embedded financial aid counseling into the undergraduate admission process. So, when a first-year undergraduate student receives her or his acceptance letter from Augsburg, the letter clearly states, "The next step is to schedule your first-year meeting," and invites them to make an appointment with the College's student financial services staff. Augsburg also has linked financial planning with academic planning in the adult undergraduate program to ensure that adult undergraduate students and their families have resources to help navigate the system of financing college.

As a result of this intentional effort to invite families into the student finance discussion, as of June 1, nearly 45 percent of first-year students who had made their initial fall deposit had also scheduled an appointment with Augsburg's financial services staff. With sessions continuing through the summer, a majority of first-year students and their families will have the opportunity to discuss their financial plans with the College before classes start in the fall.

"Our goal in working with families is to help them develop a comprehensive plan for the entire college degree, not just to figure out how they can pay for the first semester," Terrio said. A comprehensive plan includes outlining how much the student or family will need to pay and how long they will need to make payments on any student loans taken out to cover college costs.

"Our role is not to prescribe financial solutions or provide a specific answer for how to pay for college," Eichhorst said. "We are working to help families identify and understand their options."

By gaining a shared understanding of their options, families can enhance their financial literacy and equip themselves to plan for—not just wish for—the means to pursue a college degree.

STUDENT PHILANTHROPY

*Someone's sitting in the shade today because
someone planted a tree a long time ago.*

— WARREN BUFFETT

Auggies give. Every year.

This simple instruction forms the basis of the goal for Augsburg's Student Philanthropy Week, an annual program designed to make students aware of how donor support benefits them and to teach students, from the beginning of their college careers through their graduation, about the importance of giving back to their alma mater.

The Office of Alumni and Constituent Relations and the staff of The Augsburg Fund sponsor several programs for students throughout the academic year. To coordinate these programs, staff work closely with the Augsburg Stewards, a group of current undergraduate students who support philanthropic efforts at the College.



Each spring, Student Philanthropy Week includes a virtual “donor scavenger hunt” where students use daily clues, conduct library research, and visit donor-named locations on campus to guess the identity of one of the College’s major donors. The first student to accurately identify the donor wins a gift card.

The annual Feed the Pig campaign and the senior class giving campaign encourage students to begin donating to Augsburg. To participate in Feed the Pig, students receive a piggy bank in the fall and, throughout the school year, collect spare change to fill up their banks. Classes compete to raise the most money and to engage the greatest number of student participants. The money raised funds a scholarship for a student in the winning class.

These activities highlight the fact that, every year, Augsburg relies on thousands of alumni, parents, friends, and students to ensure that Auggies have access to an outstanding, affordable Augsburg education.

MONEY MATTERS

The highest use of capital is not to make more money, but to make money do more for the betterment of life.

— HENRY FORD

At Augsburg College, students and staff have turned inside out the federal mandate that all colleges and universities deliver financial literacy programs. Instead of delivering top-down programs of expert panelists or lectures, Augsburg involves students as key partners in creating and developing the school’s financial literacy program.

A key goal of the program is to help students open the door on conversations that typically are difficult and sometimes uncomfortable—conversations about personal and family finances, budgeting, and the cost of college.

“If you make public the stuff you usually hide, you can change individual behavior,” said Carly Eichhorst, associate director of

financial aid. “But you have to start by being open with your own story.”

Having students shape the conversation is critical to helping them learn how to make good financial decisions today and in the future. That’s because research shows that knowledge retention soars to 75 percent when learning is practiced by doing, compared with 20 percent retention when we learn by listening.

“This is hard stuff to talk about,” Eichhorst said, “but when students see their friends sharing and grappling with tough ideas, it becomes easier and more acceptable to open up about their own stories.”

The College’s annual Money Matters program runs for a week during the spring and includes a range of events and activities to help students and their families talk openly about financial topics. In addition to counseling sessions and opportunities to connect with financial experts, 2012 Money Matters activities included:

- A student panel in which five Auggies from different socioeconomic, cultural, and faith backgrounds talked about how they make college work financially. Some student panelists also shared their stories with a *Star Tribune* reporter. Later in the spring, some of the students participated in a student loan and student finance roundtable with U.S. Rep. Keith Ellison.
- My Money Secret, a participant-generated project in which students, staff, and faculty posted their money secrets in the skyways on campus. The secrets were hung on a line using clothespins—a display that was intentionally meant to invoke the feeling that participants were “airing their laundry,” Eichhorst said. Some students shared tips for saving, while other students disclosed habits of overspending.

Because investing in a college education is such a significant undertaking, Augsburg is committed to helping families build financial literacy from the first on-campus encounter through a student’s full experience. By beginning the process of talking about money at the very start, students and their families not only learn important information about how to better manage their finances, but also have the chance to consider how they want to use their money—through saving, spending, and giving.



Commencement May 5, 2012

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During the commencement procession, faculty line 7 ½ Street and applaud as graduating students walk from Christensen Center to Si Melby Hall. The tradition marks the transition from student to graduate and allows faculty to show respect for the students. The ceremony also is a bookend to the Auggie experience. Four years earlier—on their first day of class—faculty welcomed incoming students with applause during the opening convocation ceremony.

A Faculty greet passing students with **waves and handshakes** and sometimes even give students a high-five or hug.

B Members of ethnic student groups often wear **sashes** that denote their membership. Here, a group of students who are members of the Pan-Afrikan Student Union wear stoles made of Kente cloth that originates in Ghana, West Africa.

C Students can be seen wearing **bow ties**, a fashion phenomenon that started to take hold in 2006 when Paul C. Pribbenow was installed as president of Augsburg College. Pribbenow has a reputation for his bow tie collection, and the bow tie often makes an appearance when students dress in formal wear.

D **Colored cords** represent honors given by the College, academic departments, and the Honors program. Candidates for Latin honors—students graduating *cum laude*, *magna cum laude*, or *summa cum laude*—receive maroon and gray cords. Students who complete requirements of the Augsburg College Honors program wear gold cords. Other cords indicate departmental honors.

E Students can line up in whatever order they choose. Because there is no formal order, being the last person in line—and, therefore, the last to cross the commencement stage—has become a **coveted spot**. Students will jockey for the position and stall during the procession, and the last person to cross the stage usually makes a grand statement of it.

F **Like many faculty members**, Phil Adamo, associate professor and chair of the History Department, breaks from the reception line to congratulate a student in the procession.

In 2007, Augsburg started the tradition of holding two commencement ceremonies—the first in early May for the undergraduate day students and the Masters in Physician Assistant program graduates, and the second in late June for Weekend/Evening College, Rochester undergraduate, and the remaining master's degree program graduates.

A President Paul C. Pribbenow and Jodi Harpstead, chair of the Board of Regents, **shake hands** with every graduate who crosses the stage. For the July commencement ceremony, that was roughly 300 hands.

B Tom Kelsey and Lori York of the Registrar's office perform a **well-choreographed dance** to make sure the President always has a diploma holder in his hand the moment a graduate crosses the stage.

C A large stack of **diploma holders** will be whittled down to almost nothing during the ceremony. In case you are wondering, the holders are empty. Diplomas are mailed to the graduates after their final grades are processed by the Registrar.

D **Master's and doctoral degree candidates** in business administration, education, leadership, nursing, and social work sit on the left side of the gym.

E Graduates of the **Weekend/Evening College and Rochester** programs sit on the right side of the gym.

F **Handing out diplomas** is like an assembly line: grab your name card, follow the faculty marshal to the front of the gym, hand over your name card, cross the stage as your name is called, shake hands with the Board chair, take diploma in your left hand while shaking hands with President Pribbenow and smile while your photo is taken, proceed down the ramp, smile for another photo and be sure that the front of the diploma holder is facing forward, return to your seat, breathe a sigh of relief.



To view more commencement photos,
go to www.augsburg.edu/now.



Commencement

July 1, 2012

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B

Augsburg grad students mix philosophy of social work with drive for business

Leading nonprofits increasingly want top-level leaders who understand complex financial issues, can implement strategic business practices, and are able to serve diverse local and global communities.

Recognizing the changing expectations and requirements of nonprofits, Augsburg College in 2009 began offering a dual Master of Arts Degrees in Social Work (MSW) and Business Administration (MBA). The College's first two MSW/MBA graduates completed their dual degrees this spring.

"We chose to respond to changing dynamics. More and more, leaders of nonprofits, if they want to continue moving up the ladder, need the same business skills as their counterparts in the for-profit world," said Steven Zitnick, who during June retired as director of the MBA program.

Those with a Master of Arts in Social Work can, if they choose, progress to a different point in their career with formal business training, said Lois Bosch, director of Augsburg's Master of Social Work program.

"Larger social service agencies want business leaders for their business acumen," Bosch said. "Increasingly, they also want people who are trained formally to understand the needs of their clients."

Jana Nicolaison '12, one of Augsburg's MSW/MBA dual degree graduates, said the program provided her the knowledge and tools to manage social service programs by understanding the business behind the programs.

"I have the confidence to advocate for clients on the macro level because I under-

stand all aspects of the services they receive," Nicolaison said.

The dual degree program isn't just a good idea for those who want to lead social service agencies, though.

"There's an emerging trend of social entrepreneurship that opens another path for joint MSW/MBA students to pursue," Zitnick said. "Through Augsburg's combined curriculum, we can meet the vocational needs of this type of contemporary MSW student."

One such potential social entrepreneur is Miki Peterson '12, who hopes to use her skills and insight to bring critical healthcare services to underserved markets.

"We operate in a complex economic, societal, and political landscape. I now have the knowledge and diversity of skills to bring critical health care services to underserved markets," Peterson said. "I have insights gleaned from both social services and business administration to allow me to accomplish this goal in any corporate, small business, or non-profit setting."

STEPHANIE WEISS

To learn more about the dual MSW/MBA, go to www.augsburg.edu/msw or email mbainfo@augsb.org.

"I have the knowledge and diversity of skills to bring critical health care services to underserved markets."

MIKI PETERSON '12 MSW/MBA



Miki Peterson '12 MSW/MBA and Jana Nicolaison '12 MSW/MBA

HONORING our retired faculty

Augsburg College

celebrated the accomplishments and dedication of faculty during the spring Faculty Recognition Luncheon and formally thanked 10 faculty for their service. Below are brief biographies of those who finished their careers as Auggies. The group contributed more than 240 years of service to the College.

Anthony Bibus III, professor of social work, joined Augsburg during 1992. He served the College as department chair, as faculty parliamentarian, and on key faculty committees. He received bachelor's and master's degrees in English from the University of St. Thomas and the University of Virginia, respectively, and a doctorate in social work from the University of Minnesota.

Shelley Burkhardt, instructor of education, worked as the special education program director at Rochester and as an adjunct faculty member. She received a bachelor's degree from Valparaiso and completed master's-level studies at Winona State University, Minnesota State University Mankato, and the University of Minnesota. Prior to her work with Augsburg, Burkhardt served as the director of special education for the Rochester Public Schools, where she also was a special education teacher.

C. Lee Clarke, assistant professor of business, started his career as a Lutheran parish pastor and then spent 20 years working in management information systems. He joined Augsburg during 2000 as a faculty member



Front Row (L to R): Glenda Dewberry Rooney, professor of social work; Norma Noonan, professor of political science; Lynn Lindow, associate professor of education; Grace Dyrud, professor of psychology; Steven Zitnick, director of the Master of Business Administration; Back Row (L to R): President Paul C. Pribbenow; Bradley Holt '63, professor of religion; Arlin Gyberg, professor of chemistry; Anthony Bibus III, professor of social work; C. Lee Clarke, assistant professor of business; Vice President of Academic Affairs and Dean of the College Barbara Farley. Retiring faculty not pictured: Shelley Burkhardt, instructor of education

in the Business Administration Department. Clarke co-taught with religion faculty and served as faculty adviser for Augsburg Seminar, a program to help first-year students learn about the Augsburg community and participate in neighborhood service programs. He earned a bachelor's degree from Capital University, a Master of Divinity from Trinity Lutheran Seminary, and a Master of Business Administration from the University of St. Thomas.

Arlin Gyberg, professor of chemistry, started his career at Augsburg during 1967. He taught general and analytical chemistry for science majors and chemistry courses for non-science major students. He is one of several co-founders of the McGyan process reactor, a continuous flow device that is used to produce biodiesel from plant material. He maintains close connections to alumni in local industry (at companies such as Aveda, General Mills, and SarTec, to name a few) over the years. He earned a doctorate in analytical chemistry from the University of Minnesota.

Bradley Holt '63, professor of religion, began his teaching career during 1978. His scholarly interests revolved around the history of Christian spirituality and Christianity in a global context, and he is the author of *Thirsty for God: A Brief History of Christian Spirituality*. Holt taught theology in Nigeria for 10 years. He graduated from Augsburg with bachelor's degrees in English and philosophy and received a Bachelor of Divinity from Luther Theological Seminary, and a Master of Philosophy and doctorate from Yale University.

Lynn Lindow, associate professor of education, joined the College during 1985 as a member of the Health and Physical Education Department. She subsequently took a position in the Department of Education and was a K-12 expert. For seven years, she served as chair of the Education Department. Lindow also helped with the department's reaccreditation. She received a bachelor's degree from Minnesota State University Mankato, a master's degree from

North Dakota State University, and a doctorate from the University of Minnesota.

Norma Noonan, professor of political science, served Augsburg for more than 45 years, joining the faculty during 1966. She was instrumental in the development of the Master of Arts in Leadership, the College's inaugural graduate program offering, and served as program director for 18 years. She chaired the Political Science Department, served on key faculty committees, and was a mentor to many. Noonan received bachelor's and master's degrees in political science from the University of Pennsylvania and Indiana University, respectively, and a doctorate in Russian and East European Studies from Indiana University.

Glenda Dewberry Rooney, professor of social work, began working at Augsburg during 1992. An expert in direct social work practice, she served as department

chair and taught in advanced clinical placement courses. Her research and teaching interests include child welfare, particularly where racial disparities exist. She is the author of one of social work's most widely used texts. Rooney received bachelor's degrees in psychology and sociology from the University of North Texas, a master's in social work from the University of Illinois, and a doctorate in social work and industrial relations from the University of Minnesota.

Maryann Syers, associate professor of social work, joined Augsburg during 1998. Her teaching experience was strengthened by her previous private clinical practice and ongoing research working with women of color, sexual minorities, and persons with physical disabilities. She was a leader in conceptualizing content for the Master of Social Work program's multicultural clinical practice concentration. Syers also served on the Personnel Policies Committee and Faculty Senate. She received a

bachelor's degree in psychology from Arizona State University and a master's of social work and doctorate in social welfare from the University of Minnesota.

Steven Zitnick, director of the Master of Business Administration (MBA) program, joined Augsburg during 1999. Prior to that, he served as a military officer and held senior executive positions in human resources and organizational development in the private sector, including at H.B. Fuller. In 2008 Zitnick was named director of the Augsburg MBA program. He helped launch MBA study abroad programs in Argentina, Chile, Germany, and Russia and launched the Mini-MBA program with Luther Seminary. Zitnick received a bachelor's degree in psychology from Shimer College, a master's degree in human resources management from the University of Utah, and is on track to complete a doctorate from Tilburg University in the Netherlands during retirement.



On May 3, faculty gathered at the annual Faculty Recognition Luncheon to celebrate a successful academic year and to recognize their colleagues' accomplishments. The program honored retiring faculty members, recipients of tenure and promotion, milestone years of service, and recipients of the Distinguished Contribution to Teaching and Learning awards.





GAGE CENTER FOR STUDENT SUCCESS

BY WENDI WHEELER '06

**Who comes to the Gage Center for Student Success and the Groves Technology Center?
At one time or another, nearly every student at Augsburg does.**

I have to write a paper.

I'm here to use the computer lab.

I am a Weekend College student, and I'm planning to graduate next year.

I'm here to plan out my degree progress with an academic adviser.

I have ADHD and struggle with reading.

I'm here to use the software program that helps me read my textbooks.

I am visually impaired.

I'm here to talk to an adviser about the services that can help me at Augsburg.

I am having a tough time with one of my classes.

I'm here to see a tutor.

I'm the first person in my family to go to college.

I am here because I heard you have a program to help people like me learn how to be successful in school.

I'm a pretty good student, but I really have trouble with time management.

I'm here to learn how to be better at that.

success

INTEGRATING ACADEMIC SUPPORT

At one time, academic support services at Augsburg were scattered across campus. One program was tucked around a few corners in a basement. A few others were in Science Hall. While seeking out and asking for help is already difficult for some students, having support staff in different locations made getting help even more complicated.

To address this situation, Augsburg moved all of these academic support services to the new Gage Center for Student Success, which opened on the second floor of the Lindell Library in January. The center provides a one-stop shop for students to access academic advising, tutoring, academic accommodations, assistance with learning and physical disabilities, academic skills coaching, and other support services.

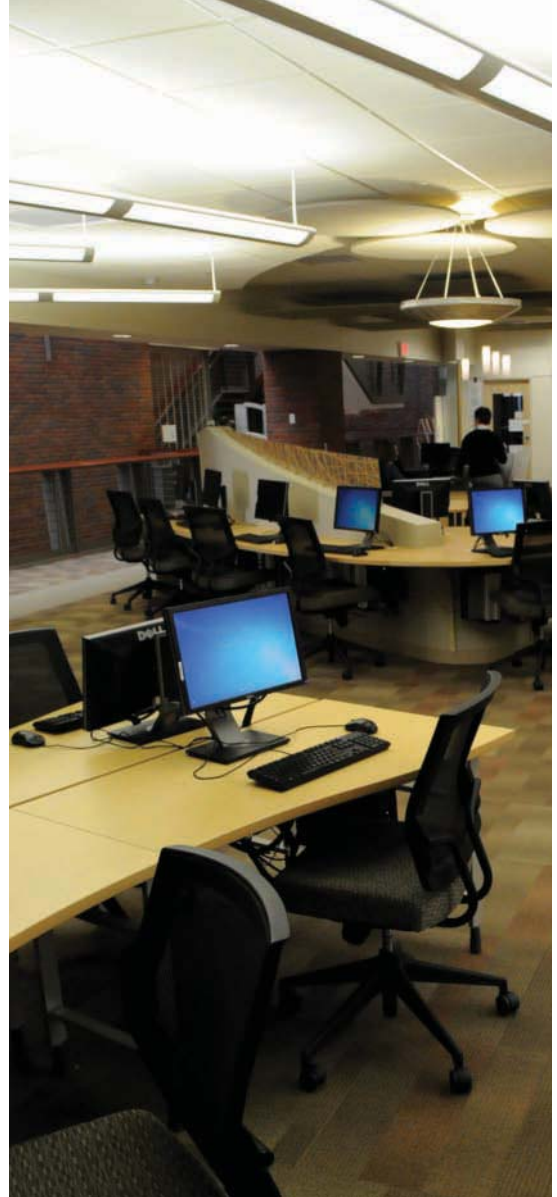
“The Gage Center helps us see how students can benefit by having people and programs together,” said Amy Gort, dean of Arts and Sciences. Co-locating the offices in Lindell has made student support services more visible on campus and provides greater access for students. And with all support staff in proximity with one another, the center is the first step in creating a seamless experience of academic support for students.

The Gage Center follows an Augsburg

tradition of bringing programs and services together to improve the student service experience. As in the case of the Enrollment Center—which first opened in 2000 and combined the offices of academic advising, the registrar, financial aid, and financial services—co-location benefits students because all services are in one convenient location. In addition, when staff work closely together, they often discover new ways of working that lead to new initiatives and better student service.

The Gage Center staff is evaluating a caseload management software tool that will allow them to build connections for students and refer them to additional resources. Gort said the software will help to create a network of student support that extends beyond the Gage Center. “We’re at the start of a really cool project, and we have high hopes for what this is going to be,” she said.

While staff and students are still learning how the Gage Center will function to best meet students’ needs, Gort said she has been pleased with the outcomes so far.



“What is great about this group of staff is that each program has a history of being innovative, constantly evaluating, and looking for opportunities for students to have an even better experience.”



GAGE CENTER FOR
STUDENT SUCCESS

Nearly every graduate and undergraduate student at Augsburg comes into contact with the Gage Center staff or services at least once—and usually multiple times—in her or his college career. The center provides a one-stop shop for students to access academic advising, tutoring, academic accommodations, assistance with learning and physical disabilities, academic skills coaching, and other support services.



GAGE CENTER FOR STUDENT SUCCESS

Gifts from the Gage and Groves family foundations allowed Augsburg to create an integrated and highly visible academic support services center. The Gage Center for Student Success, which officially opened in January, includes the Groves Technology Center, the Groves Accommodations Lab, meeting rooms, testing rooms, and staff offices.

DEPARTMENTS IN THE GAGE CENTER FOR STUDENT SUCCESS

ACADEMIC ADVISING supports students in achieving their educational and vocational goals.

THE ACADEMIC SKILLS OFFICE provides coaching to help students develop skills and strategies for academic success, and also works with students in the Conditional Admit Program (CAP) and Augsburg Advantage St. Kate's (AASK) program.

THE CENTER FOR LEARNING AND ADAPTIVE STUDENT SERVICES (CLASS) provides services and accommodations for students with attentional, learning, and physical disabilities.

THE GROVES TECHNOLOGY CENTER provides computer workstations for all students and adaptive software programs, such as speech recognition software and screen readers, for learners with special needs.

TRiO/STUDENT SUPPORT SERVICES, funded by the U.S. Department of Education, helps students overcome class, social, and cultural barriers to complete their college education.

TUTORING AND SUPPLEMENTAL INSTRUCTION is available for most courses; the type of support offered depends on the course and student demand.

ENSURING ACCESSIBILITY FOR STUDENTS

Augsburg College is committed to ensuring all students have access to the campus resources and tools they need to succeed. To support this commitment, the College recently formed an accessibility committee of more than 50 staff and faculty from 16 departments.

One of the committee's primary responsibilities is ensuring the College meets the obligations of the Americans with Disabilities Act (ADA). Recent revisions to the ADA as well as legal settlements at other colleges and universities make the committee's work especially timely. One of the more high-profile lawsuits was a case brought against Penn State University by the National Federation of the Blind, which settled in 2010 for \$150,000. The settlement cited inaccessible technology for blind and print-disabled students and is now serving as a guideline for institutions nationwide to review accessibility of technology and facilities.

As part of its charge to ensure the College meets its obligations, the Augsburg accessibility committee is conducting an audit of campus facilities and technology, delivering training to faculty and staff, and working to identify a compliance officer. The work of the committee to identify and address accessibility issues helps mitigate risk for the College as it strives to live up to its commitment to student success.



AUGGIES ARE ACHIEVERS

A NEW approach to learning

For most of his life, Nic Adducci '15 was the kid who couldn't read or write. The kid who had to go to the principal's office to take his pill every day. The kid with a learn-

said, when educators, students, and parents were just beginning to understand learning disabilities. "I was the only student in a small class with a learning disability. I was the kid who had emotional and behavior problems, and when I had a

ated from Augsburg through Weekend College recommended the program, and Adducci found himself back in the classroom.

For several years, he took a class here and there while he continued to focus primarily on his work and personal life. Then in 2011, he realized he needed to make his education a top priority. He enrolled as a full-time student in the College's day undergraduate program and moved onto campus.

That's when education changed for Adducci, and he discovered his passion for learning. "I approached my professors and the CLASS office right away," he said. "They really didn't accept the 'I'm a bad writer' excuse I used when I was younger, and they showed me that there was a different way for me to approach learning."

Adducci's biggest learning-related challenge is reading. "It's hard to concentrate and my retention is really low," he said. The accommodations provided through CLASS include extra time to take exams, working with a notetaker in classes, and using the Kurzweil software program that reads his textbooks aloud for him.

In two semesters as a full-time student, Adducci not only raised his grade-point average and made the dean's list, he also landed a position as a residence life adviser for next year and made an impression on his classmates and instructors.

"Nic made a marvelous contribution to the class," said assistant professor of business administration John Cerrito, whose human resource management class Adducci took in the spring semester. "He was mature, serious, and a very positive student," Cerrito said. "He is a real credit to Augsburg."

At Augsburg, Adducci said, he is able to attain a level of academic success that he hadn't ever come close to in his life. "People saw something valuable in me in areas where I thought that I would never be able to accomplish anything," he said, "and that gave me the motivation to actually put the effort in. Then I was successful."

NIC ADDUCCI '15



"I have to give credit to the CLASS office for giving me the support that I needed to really be successful, but I also have to credit the professors who really pushed me to see something more in myself than what I had been taught in the past 27 years of my life."

ing disability.

Today, due in part to support he receives from Augsburg's Center for Learning and Adaptive Student Services (CLASS), Adducci made the dean's list with a 4.0 grade-point average. A double major in business management and psychology with minors in economics and political science, he has shed much of the stigma associated with having a learning disability and has found success at Augsburg.

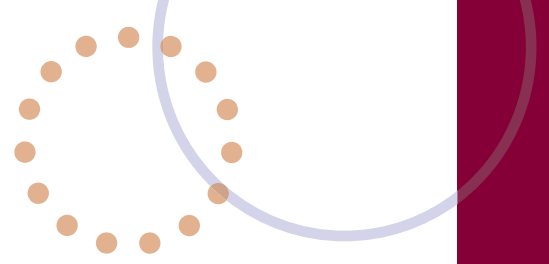
In the second or third grade, Adducci was diagnosed with attention deficit hyperactivity disorder (ADHD). It was a time, he

bad day, [the question] was, 'Did you take your pill today?'" he said.

"That was the foundation for my educational experience, and that followed me everywhere I went," Adducci said. The labels and messages followed him to the workplace where he was a project manager for an educational testing company. "I thought that I couldn't do a lot of things because I believed I couldn't rely on myself."

In 2006, Adducci was told he needed to complete a bachelor's degree as a requirement for his job. A co-worker who had gradu-

A TYPICAL college student



Hastings checks to see if she is at the studio office for her voice lesson with vocal coach Susan Druck.

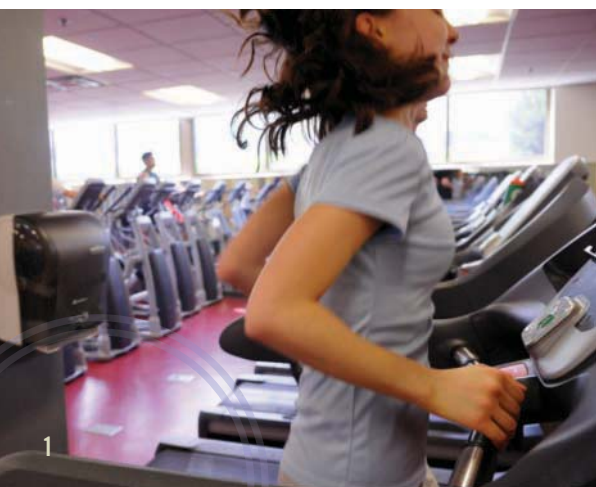
In many ways, Rachel Hastings '15 is a typical college student. She takes Spanish class, sings in a choir, eats in the cafeteria, and works out in the fitness center. But she is also atypical—a student who uses her ears and fingers to find her way through campus and through life. She's training for a marathon, learning arias by ear, and spreading joy throughout the Augsburg campus. A sophomore from Maple Grove, Minn., Hastings has been legally blind since birth.

Through the Gage Center for Student Success at Augsburg College, Hastings gets individualized support services and accommodations that help her succeed. The photos that follow show a typical day in the life of this atypical college student.

RACHEL HASTINGS '15



Laughing as they finish lunch, Hastings and a group of friends talk about their upcoming finals and what they need to do before school lets out for the summer.



independence

1 By touching her right hand to the treadmill every three or four steps, Hastings keeps her position on the machine during her daily workout. Hastings has completed two half marathons and is planning to run the Twin Cities Marathon in October. **2** “Hi Rachel, it’s Noah,” a student says as he meets Hastings. But Noah Sievert does not need to identify himself because Hastings recognizes his voice. To her, a voice is as distinct as a face is to a sighted person. **3** The complex nature of music theory means that Hastings needs accommodations for this course. Hastings took adapted music theory

from assistant professor of music Doug Diamond as a summer independent study course. **4** Before she gets even two steps into a classroom, a classmate hops up and says, “Rachel, there is an open spot right over here.” One of the few times Hastings requires help is when she needs to navigate a full classroom with her cane. **5** Practicing on a baby grand piano is one of the perks of being a music therapy major whose main instrument is the piano. Since she does not read Braille music, Hastings learns music by ear, but she has perfect pitch, which makes learning easier.



Pressing on her belly button to physically remind herself to breathe from her diaphragm, Hastings works on the piece “Mi Sueño” during her voice lesson with vocal coach Susan Druck.



After a year of finding her way around the campus, Hastings has memorized almost every inch of the grounds. The only thing that will throw her off is an object that is left in an unpredictable place.



4



5



See more photos and hear Hastings talk about her experiences at www.augsburg.edu/now.

THE FIRST in her family

Blue ribbons and gold medals. These are what we normally associate with being “first.” But for Andrena Murphy ’15, being first—the first in her family to go to college—meant making new connections, proactively seeking advice, and learning new skills.

During high school, Murphy said, her mother encouraged her to do well but didn’t

Augsburg’s TRiO/Student Support Services (SSS) program. Programs like AVID and TRiO/SSS help first-generation and low-income students succeed in college. For students in high school, these programs provide preparation for college entrance exams, assistance with college research and application, and information about the financial aid application process. On college campuses, these programs help students find resources and support to complete their degree.

Murphy applied for and was accepted to Augsburg’s TRiO/SSS program. She attended

share some of the lessons she has learned with the incoming TRiO students.

During the past academic year, Murphy met regularly with her TRiO/SSS adviser to update her academic plan and to talk about the challenges of balancing school with family time, social life, volunteering, and her job. She said that her time management skills and even her eating habits improved in her first year of college. She also learned how to make connections with professors and to reach out to them for advice. “That’s something I never did in high school,” she said.

ANDRENA MURPHY ’15



When Andrena Murphy ’15 saw her first initial in the flower garden outside Memorial Hall, she took it as a sign that Augsburg was the place for her.

insist that she go to college. Though her mother had taken some community college courses, neither she nor Murphy’s two older sisters had obtained a college degree. And each of them had been able to find a good job without a college education.

“Nobody in my family knew what college was like,” Murphy said, “so no one could help me figure out if it was right for me.”

Murphy used her senior year of high school and the resources of her high school’s Advancement Via Individual Determination (AVID) college readiness program to help determine if college was the next step for her.

Through AVID, Murphy discovered

TRiO’s Summer Bridge program in July and August 2011 to begin her Augsburg career. Summer Bridge is a five-week residential program in which students take introductory religion and public speaking courses and attend academic support seminars, workshops, and other activities to help provide for a smooth transition to school in the fall.

“It was fun to be in an atmosphere where I could keep learning through the summer,” Murphy said. She appreciated getting a head start on classes, learning what college was like, and meeting her classmates and professors. This summer, she will be a residential peer mentor for Summer Bridge and will

Murphy also was involved with the Bonner Leader program during the school year. Through Bonner, she served as a youth development and enrichment coordinator at Kaleidoscope Place, an after-school program for elementary and junior high school students.

Murphy officially will enter the Education Department this fall. She’s excited about her education classes and about becoming an elementary teacher one day. “When I look back, there were a few teachers who really made a difference for me, and I want to do that for someone.”

it takes an AUGGIE

Gift to future students allows son's memory to live on at Augsburg

"Nathan Schott's life is an inspiration to me, and I'm humbled and honored to receive a scholarship in his name, a scholarship that is about future possibilities, not past liabilities."

These are the words of Alexandra Stoiaken '13, recipient of the inaugural Nathan R. Schott Scholarship.

Nathan Schott came to Augsburg as a first-year student in September 2009. His time at Augsburg was short, but significant. He touched the lives of faculty, staff, and students like Alexandra. He had a unique ability to make connections within the Augsburg community.

Nathan was diagnosed with Duchenne Muscular Dystrophy at the age of six. He passed away at the end of his first year of college. Yet Nathan continues to make a difference in the lives of Auggies, present and future.

Teri and Chuck Schott, Nathan's parents, established the Nathan R. Schott Scholarship to honor Nathan's life and to give other students an educational opportunity in a supportive community. The scholarship provides support for students who, like Nathan, participate in the Center for Learning and Adaptive Student Services (CLASS) program. CLASS provides services and accommodations

for students with attentional, learning, and physical disabilities.

"Augsburg was the right place for Nathan," Nathan's father, Chuck, said. "He had a feeling of belonging, and this was a place where he could participate and contribute to the makeup of the community."

Teri Schott, Nathan's mother, added, "The scholarship is a chance to see that the spirit of Nathan continues. It means he's still a part of this place."

"[Nathan] always had a ready smile for me when we passed in the halls," Stoiaken said. "There was real joy in his life, and he shared it easily."

Stoiaken, who manages life with cerebral palsy, said she was inspired by Nathan. "By receiving this scholarship, I will always endeavor to make Nathan and his family proud. Like Nathan, I will never allow my disease to define me. I will live life to its fullest, finding inspiration wherever I can."

DOUG SCOTT, DIRECTOR OF LEADERSHIP GIFTS

If interested in supporting this or similar scholarship funds, contact Doug Scott at 612-330-1575 or scottd@augsborg.edu.

"By receiving this scholarship, I will always endeavor to make Nathan and his family proud. Like Nathan, I will never allow my disease to define me. I will live life to its fullest, finding inspiration wherever I can."

ALEXANDRA STOIAKEN '13



Nathan Schott in his senior year at Maple Grove High School.

Courtesy photo

[L to R]: Teri Schott, Alexandra Stoiaken '13, and Chuck Schott at the 2011 brunch for Augsburg scholarship donors and recipients.

calculus AND coffee

BY STEPHEN GEFFRE

Fog-covered mountains, roosters crowing at 4 a.m., dinner by candlelight, 60-foot waterfalls, and calculus. Strange components in a college class, maybe, but for seven students and two faculty members, this was reality during the 2012 spring break.

In the course MAT 496: The Calculus of Sustainability, students spent the first eight weeks of the spring semester studying coffee plantations of Nicaragua. With this knowledge, they created projects ranging from calculating the carbon footprint of coffee production to building a large-scale differential equation model that would be used while in Nicaragua.

Once in-country, students were asked by the farm families with whom they stayed for feedback and advice on an ecotourism model the farmers were creating. The farmers, all members of the GARBO coffee cooperative in the Peñas Blancas region of Nicaragua near the Honduran border, were exploring diversifying their income by inviting tourists to learn about and stay on the plantation.

So although they had prepared projects for months before arriving in Nicaragua, the students set them aside and put the needs of the farmers in the forefront. The class came up with ideas like creating a map of the cooperative and installing a water filtration system. They also suggested paving the roads and creating a store to sell convenience items to tourists as well as products grown on the plantation.

When all was said and done, the students learned that when working in a place like Nicaragua, plans can change quickly. Adaptation and the willingness to think on your feet are great skills to have when trying to apply complex mathematics in a real-world situation.





See more photos, hear the students talk about their experiences, and watch video of the class at www.augsburg.edu/now.

Posts from the road

SUMMER TRAVEL 2012

The Augsburg Choir U.S. Tour

The Augsburg Choir, under the direction of Peter Hendrickson '76, toured the Midwest in May. With stops in Montana, North Dakota, Oregon, South Dakota, Washington, and Wyoming, the choir performed nine concerts and had opportunities to connect with potential Auggies and their families as well as alumni and friends of the College.

Teaching English in Thailand

This was the fifth year that English professor Kathy Swanson and her husband, Jack, took students to teach English in Thailand as part of a short-term study abroad course through the Center for Global Education. In addition to teaching for 10 days in the village of Prachuap Khirikhan, the students learned about Thai culture and history, sailed on the Gulf of Siam, rode elephants, and tried to stay cool in the 120-degree heat. See photos from the 2012 Thailand course at www.flickr.com/photos/augthailand.

International Management and Finance in Germany

For four weeks in May and June, a group of German students and professors from Karlsruhe, Germany, paired with Augsburg students and assistant business professor Marc McIntosh to study international business practices.

The group met for two weeks in Europe, visiting the European Parliament in Strasbourg and witnessing firsthand the financial crisis that was occurring in Europe at that time. They also went to the Frankfurt stock exchange and experienced the volatility in the financial market as a result of the crisis, McIntosh said.

Then, back in the U.S., the students visited three companies with strong ties to Germany and gained insights into how to do business in overseas markets. Finally, the students participated in an intensive business simulation game with teams competing to maximize shareholder value through the launches of multiple product offerings.

Political and Civic Engagement in Egypt

Political science professor Joe Underhill and Mohamed Sallam, director of Pan-Afrikan student services at Augsburg, led students to Egypt in May to study youth movements and social change. The group visited cultural sites, villages, an ecotourism resort, and a Bedouin camp, observed the historic presidential election, and examined ongoing efforts to rebuild the country in the wake of the 2011 revolution. The combined political science and history course, Political and Civic Engagement in Egypt, was a faculty-led



Courtesy photo

The Augsburg students teaching English in Thailand pose outside of the Wat Benchamabophit, a temple in Bangkok.

study abroad program coordinated through Augsburg's Center for Global Education.

An excerpt from Underhill's blog:

Election day is notable for its calm. Everyone is voting and waiting; my sense is that people are still feeling that they are in a dream, not sure that this can really be happening, and wondering if they will wake up in the morning to find the military back in power, or in fact with a leader they have chosen. The city is quieter than usual, less traffic and crowds, with people staying home to vote.

Read more of the Egypt 2012 blog for more about the elections, the extreme traffic in Cairo, and sharing a plane ride with former President Jimmy Carter at <http://augsburgegypttrip2012.blogspot.com>.

Social Service in a Global Context: Namibia and the U.S.

During July, a group of 25 Master of Social Work (MSW) students studied in Namibia and South Africa accompanied by Lois Bosch, professor and MSW program director, and Nancy Rodenberg, associate professor and chair of the Social Work Department. The group visited social service agencies, hospitals, schools, and other venues.

AUGGIES ABROAD IN 2012-13 (including summer 2012)

- **28** students participated in summer programs in **Austria, Ecuador, Germany, Italy, Mexico, Namibia, Norway, Jamaica, Jordan, Spain, and the United Kingdom**
- **41** students took part in summer short-term faculty-led programs including programs in **Egypt, Germany, and Thailand**
- **27** students will study abroad in **fall semester**
- **6** students will study abroad for the **full 2012-13 academic year**

Read more posts from the road in the Augsburg Abroad blogs at www.augsburg.edu/augsburgabroad/blogs.html.

WENDI WHEELER '06

AUGGIE voices

In a room of her own

In *A Room of One's Own*, writer Virginia Woolf asserts that “a woman must have money and a room of her own if she is to write fiction.” This critical feminist essay, first published in 1929, examines the obstacles that women writers faced in a literary tradition that was, at the time, dominated by men.

It was in a room of her own, a quiet space where she could remove herself from the distractions of college social life, that Erika Hammerschmidt '04 began to write her first book while she was a student at Augsburg.

A private room is beneficial for students with Asperger's syndrome (AS), an autism spectrum disorder that affects a person's ability to socialize and communicate with others. Students with AS are characterized by poor social skills and restricted interests, but they typically possess great knowledge in specific areas and have extensive vocabularies.

Hammerschmidt was diagnosed with AS at the age of 11. “In some ways, having Asperger's is a gift,” she said. “I have a good memory and a gift for logical thought. And I can get very focused.” As a student, however, Hammerschmidt said she was easily distracted and had trouble concentrating on schoolwork because of anxiety she felt about her social life.

Augsburg's Center for Learning and Adaptive Student Services (CLASS) program, one of the student support resources available in the Gage Center for Student Success, helped Hammerschmidt deal with the social aspects of college. “They helped me get a single room, a ‘room of my own’ as Virginia Woolf wrote. It helped me get started on a lot of projects and stay focused on them.”

The ability to focus helped Hammerschmidt complete her book, *Born on the Wrong Planet*. First published in 2003, it is a collection of poems, short stories, and

essays using alternating voices to illustrate the complexities of Hammerschmidt's life with Asperger's. A revised edition was published in 2008 by the Autism Asperger Publishing Company.

Since graduating from Augsburg, Hammerschmidt has continued writing in the Minneapolis apartment she shares with her husband, John Ricker, whom she met at Augsburg. In 2011, the couple co-authored *Kea's Flight*, a science fiction novel that Hammerschmidt said is “like [George

Orwell's] *1984* for autistic people.”

The couple also speaks about living with autism spectrum diagnoses to special education students, teachers, and parents of children with autism. In 2005, they were featured speakers at the Annual Autism Society of Minnesota Conference.

To learn more about Hammerschmidt and her work, go to www.erikahammerschmidt.com.

WENDI WHEELER '06



For Erika Hammerschmidt '04, living with Asperger's syndrome makes her feel as though she is an alien on Earth, and she taps into that alienation to create art. In her hands is a language she created. It's tactile, and is made up of disk and small sculptural objects that are put together to create words and sentences. Her tactile language offers others a chance to experience and feel how different she feels because the language is intuitive to her, and completely foreign to others.

“[Augsburg's CLASS program] helped me get a single dorm, a ‘room of my own’ as Virginia Woolf wrote. It helped me get started on a lot of projects and stay focused on them.”

ERIKA HAMMERSCHMIDT

'04

FROM THE ALUMNI BOARD PRESIDENT



Dear alumni and friends,

Thank you for the opportunity to serve as the Alumni Board president. We are welcoming five new Auggies to the board (see their biographies below) and are excited about the ideas and gifts they bring. This year, we will build on the work that has already been done by the Alumni Board and make an effort to reconnect even more alumni to Augsburg.

My experiences as a member of the men's soccer team keep me connected to Augsburg. We won the MIAC championship in 1980 and went undefeated that season. Many of my soccer teammates are still friends to this day. Several of my former teammates attended the student-alumni networking event held on campus this past February, and it was great to see them give back by sharing their experiences with current students.

At the networking event, 60 students met with 50 alumni who

hosted tables for students to ask about specific careers; my table was for those interested in financial services. I talked with several students for an hour, and I've since met with two of them to personally guide them on their career paths.

You can stay connected to Augsburg by attending one of many events hosted by the Alumni Board this year, including Homecoming during the week of September 24 to 29. Read more about the activities scheduled for Homecoming on page 33. You'll find information about more upcoming events on the following pages, and we will continue to update you in the monthly NOW@Augsburg e-newsletter. Be sure to read it when it comes to your inbox.

I'd like to see you at an event this summer or at Homecoming. When we meet, I hope you'll tell me your ideas for staying connected to Augsburg!

CHRIS ASCHER '81
ALUMNI BOARD PRESIDENT

New Alumni Board Members

Five Auggies were recently elected to three-year terms on the Augsburg Alumni Board.

Frank Grazzini '96 helps run TelemetryWeb, Inc., a software start-up he co-founded. After earning his degree in accounting, he worked in finance and now is focused on general business management. Grazzini said he would like to see the alumni connection to Augsburg begin at commencement.

After graduating, **Marie (Eddy) Odenbrett '01** served Augsburg in event and classroom services and in advancement services. Now that Odenbrett works in donor relations at Macalester College in St. Paul, her desire to stay connected with Augsburg led her to join the Alumni Board.

Lisa K. Olson '79 lives in Washington, D.C., and is president and owner of a business and clinical research consulting firm. Several in Olson's family are Augsburg graduates, and her grandfather, Henry P. Opseth, was head of the Music Department and the first director of the Augsburg Choir.

Nick Slack '02 has a degree in business administration and is currently a manufacturers' representative for sporting goods companies in Minnesota, North Dakota, South Dakota, and Wisconsin. While at Augsburg, Slack was active in student government and wrestling. After graduating, he served as an Augsburg wrestling coach for seven years. He is also a member of the Augsburg Young



Front Row [L to R]: Holly Knutson '03, '07 MBA, Marie Odenbrett '01, Jill Watson '10 MBA; Middle Row [L to R]: Nick Slack '02, Lisa K. Olson '79, Kathy Amos '87, Rob Wagner '02, Chris Hallin '88; Back Row [L to R]: Michael Loney '03, Heather Cmiel '02, Tracy Anderson '95, Jerry Poland '92, Chris Ascher '81

Not pictured: Jennifer Carlson '91, Sharon Engelland '87, Sarah Grans '01, Frank Grazzini '96, Dan Hickie '95, LeeAnn Lack '67, Sharon Mercill '05, Nancy Nordlund '91, John Stadler '07 MAL

Alumni Council.

Jill Watson '10 MBA is a business analyst for Land O'Lakes. Watson said she wants to facilitate opportunities to increase alumni engagement and participation at Augsburg events as well as in the recruitment process.

If you have ideas for alumni involvement, forward them to the Alumni Board at alumni@augsborg.edu.

CHERYL D. CROCKETT '89

Join Us for HOMECOMING SEPTEMBER 24-29

Whether or not you are celebrating a reunion this year, Homecoming is a perfect reason to return to campus to reconnect with former classmates and enjoy the Augsburg spirit! Join Augsburg alumni, parents, students, and friends in a fun-filled week of Homecoming events and activities.

This year marks many milestones for the

College that will be recognized during Homecoming, including the **25th anniversary of the Master of Arts in Leadership program**, which will be celebrated following the **Sabo Symposium** on Wednesday, September 26, and the **30th Anniversary of Weekend/Evening College (WEC)**, which will be celebrated at the **WEC Alumni Reunion Breakfast** on Saturday, September 29.

New events have been added to this year's Homecoming schedule, including a **Faculty and Faculty Emeriti Meet and Greet Reception**, an **Augsburg Cabaret Reunion and sing-along** on Friday, September 28, and a **Latino/a Alumni Reunion Breakfast** on Saturday, September 29.

Homecoming Convocation will start the weekend off on Friday morning, September 28, when we will recognize the First Decade, Spirit of Augsburg, and Distinguished Alumni Award winners, as well as members of the class of 1962. Don't miss the opportunity for fellowship and reminiscing at the **Homecoming Convocation Luncheon** that afternoon or at the **10-year, 25-year, and 30-year reunions** at Republic (formerly Preston's) Friday evening.

Experience the **Best of Augsburg** on Saturday morning, September 29, when you can hear a brief lecture from two of Augsburg's outstanding faculty members—Darcey Engen '88, associate professor and chair of theater arts, and James Vela-McConnell, professor of sociology.

Before the football game on Saturday, enjoy the **Taste of Augsburg** event with fun for the whole family, including carnival-style booths operated by student, parent, and alumni groups. That afternoon, cheer on the Auggies at the **Homecoming Football Game** as they take on Bethel College.



The **Auggie Block Party** is back by popular demand! Following the football game, gather in the parking lot north of Si Melby Hall to enjoy food, entertainment, and camaraderie. It's a wonderful way to conclude the Homecoming weekend.

Homecoming has something for everyone. For more information and a complete schedule, visit www.augsburg.edu/homecoming. We look forward to seeing you in September!



REUNION CLASSES

60th Reunion—1952	30th Reunion—1982
50th Reunion—1962	25th Reunion—1987
40th Reunion—1972	10th Reunion—2002



Networking at Work

In the past year, the Office of Alumni and Constituent Relations partnered with Career Services and the Alumni Board to host two student-alumni networking events. These events provide an opportunity for current Augsburg students to have one-on-one interactions with alumni from a variety of professions and also allow alumni to share their professional experience and insight.

Several lasting connections were made at these events, including one between **Janeece Oatman '05** and **Julie Bednark '13**, who met during Homecoming 2011. The two found they have a shared passion for high-energy, intense projects, and they connected immediately around their Augsburg experiences. Their conversation sparked a connection that led to a friendship and an internship opportunity for Bednark with the American Diabetes Association's Tour de Cure annual bike ride, for which Oatman is the director.

Oatman said she feels good about giving back to the College by offering a unique experience for a current Augsburg student. "Julie was so approachable, smart, worldly, and willing to work hard," she said. Following her internship, Bednark plans to volunteer for the Tour de Cure to maintain her connection to Oatman and to the American Diabetes Association.

Chris Ascher '81 and **Dennis Som '12** met at a networking event, but their true connection began after Som invited Ascher to lunch and they discovered a mutual passion for the world of finance. Som was inspired by Ascher's character, goal-setting structure, and willingness to be a resource for current Augsburg students. Now the two connect regularly via email to share personal and professional developments. Both agree that a long-term mentor/mentee relationship is in the cards.

Oatman and Ascher agreed they would return to participate in future alumni and student networking events to recapture the sense of gratification and pride that comes from "Auggies supporting Auggies."

Make your own connection with a current Auggie at the next alumni and student networking event that will take place on Wednesday, February 13, 2013.

SARA SCHLIPP-RIEDEL '06



Julie Bednark '13 and Janeece Oatman '05



Dennis Som '12 and Chris Ascher '81

AUGGIES SUPPORTING AUGGIES

'Augsburg Start' Mentor Program

SHARE YOUR SUCCESS WITH A NEW AUGGIE!

Do you remember your first days as a new Weekend/Evening College student? Navigating a new campus? Balancing work, life, and family? Learning about resources and success strategies?

Now that you are an Augsburg WEC alum, you can give back to Augsburg and share your experience and success by becoming a mentor for a new Augsburg WEC student this fall.

Augsburg Start is a mentor outreach program focused on pairing new Augsburg for Adults/Weekend College students with an alumna/us mentor who will support them in their first term. Once paired with a new student, you will be asked to connect with them in the first week and at least two other times in the term and be available as a resource for help and support in person, by phone, or by email. Each mentor/mentee relationship is different, but here

are some ways to be an Augsburg Start mentor:

- share your strategies for success as an adult student
- encourage the student to connect with their faculty adviser so they will be ready to register for the next term
- help the student reach out to student support programs
- be sure the student knows how to use Moodle and Augnet
- connect the student with the library and its resources

For more information, visit www.augsburg.edu/alumni/getinvolved or contact Pat Grans in Alumni Relations at 612-330-1329 or gransp@augsburg.edu.



BUILDING CONNECTIONS FROM THE GROUND UP

When **Yemissrach (Yemi) Melka '15** met **Guy Wojtowicz '81** in March, she had several questions in mind to help her learn about the personal and professional journey of the Augsburg grad. But she was in for a surprise—one that would bring a unique experience to the general chemistry students at Augsburg.

During the visit, Wojtowicz told Melka about his family, many of whom are Auggies, including his son Zach who has completed his second year at Augsburg. He also talked about his professional career, describing some of the chemical and agricultural projects currently underway at the stucco and plastering company that he founded with his brother in 2006.

The project that took Melka by surprise involves a compound that can be sprayed on depleted soil to significantly increase its fertility. Wojtowicz said the compound could also be instrumental in remediating contaminated soil without having to excavate and remove the soil to a toxic disposal site.

As a chemistry major and an international student from Ethiopia, where agriculture is the mainstay of the economy and soil depletion has been an issue, Melka was excited about exploring the application of the technology in her home country. She couldn't wait to tell



[L to R]: Yemissrach Melka '15, Guy Wojtowicz '81, assistant professor of chemistry
Vivian Feng

her professor, Vivian Feng, about the chemistry lesson she received outside of class.

Feng was impressed with the capabilities of the compound and brought it into a first-year general chemistry classroom for students to use in the environmental chemistry section of the course. Generally, Feng said, first-year students don't work with commercial compounds used in the real world, so Melka's discovery provided a rare, hands-on learning opportunity for her classmates.

Melka met Wojtowicz through her involvement in **IGNITE (Involving Graduates Now In Thoughtful Engagement)**, a program launched in 2009 with a grant from Thrivent Financial for Lutherans™. Students in IGNITE conduct face-to-face visits with alumni to learn more about their Augsburg experience and their interest in volunteer opportunities at Augsburg.

If you have an interest in meeting with an IGNITE student representative, contact Pat Grans, volunteer coordinator, at 612-330-1329 or gransp@augsburg.edu.

CHERYL D. CROCKETT '89





AUGGIE

IS FLYING SOUTH THIS WINTER!

Join President Paul C. Pribbenow and Augsburg alumni and friends in Arizona for the following events. To register or for more information call 612-330-1085 or email alumni@augsborg.edu.

Saturday, February 16, 2 p.m.

AUGSBURG RECEPTION

At the home of Donald '60 and Violet Anderson, Sun City

The Anderson home is located two blocks northwest from the American Lutheran Church in Sun City.

Saturday, February 16, 6 p.m.

RECEPTION AT HEARD MUSEUM

Heard Museum, 2301 N. Central Ave., Phoenix

Featuring The Couriers quartet from the Augsburg Centennial Singers

Sunday, February 17; 8, 9:15, and 10:45 a.m.

KING OF GLORY CHURCH SERVICES

King of Glory, 2085 East Southern Ave., Tempe

Augsburg President Paul C. Pribbenow will be the guest preacher

Sunday, February 17, 6 p.m.

RECEPTION

At the home of Lute '56 and Kelly Olson, Tuscon

Featuring The Couriers quartet from the Augsburg Centennial Singers

SAVE THE DATES

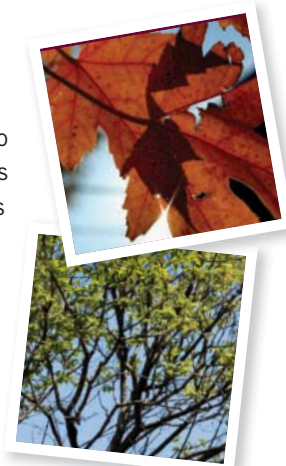
Saturday, October 13, 1-3 p.m.

FALL FOLIAGE PHOTOGRAPHY AND BOAT TOUR

Taylors Falls, Minn.

Augsburg's resident photographer, **Stephen Geffre**, will provide insight into what makes for a successful photo and share stories and images from his "365 Project." This unique event will be held on the St. Croix River aboard the Taylors Falls Queen excursion boat of Wild Mountain/Taylors Falls Recreation, owned by **Amy Raedtke Frischmon '92**.

Register at www.augsburg.edu/alumni-events.



Thursday, October 18, Noon CT

AUGSBURG LIVE: STATE OF THE COLLEGE

Hear first-hand from President Paul C. Pribbenow about the College's priorities for this academic year on this hour-long webinar. See images of the campus, hear stories of student successes, and learn about how the College continues to live out its mission and promise to students and its community. To register, go to www.augsburg.edu/alumni-events.

AUGSBURG CENTENNIAL SINGERS: ARIZONA TOUR

Sunday, February 17 - American Lutheran Church, Sun City

Monday, February 18 - The Church at Litchfield Park, Litchfield Park

Tuesday, February 19 - Desert Hills Lutheran, Green Valley

Thursday, February 21 - Sun Lakes United Methodist Church, Sun Lakes

Friday, February 22 - Shepherd of the Hills Lutheran, Fountain Hills

Saturday, February 23 - Vista de la Montana Methodist Church, Tucson

Sunday, February 24 - Gold Canyon United Methodist Church, Gold Canyon

ALUMNI class notes

57 **Rev. Neal Snider** recently published two books: *Daily Walks with Saints and Sinners* and *Walking Together through the Bible*.

70 In May, **Jim Fischer** was inducted into the Delaware Sports Hall of Fame. Fischer has been the track and cross country coach at University of Delaware since 1982. He joins the previous 293 inductees enshrined at the Delaware Sports Museum since 1976.

74 **Scott Seal** published *Convergence*, a story about "a smart guy with a mediocre life" that takes the reader from the frozen snowbanks of Minneapolis to the icy half-pipe snowboard courses of Valles Marineras on Mars.

Scot Davis, a two-time national coach of the year and the "All-Time National Wins Leader" in high school wrestling, according to *Wrestling USA Magazine*, has been named head wrestling coach at Flat-

head High School in Kalispell, Mont. Davis was an All-American wrestler at Augsburg College in 1973.

76 **Mary (Ronning) Gilthvedt** was called to serve as the senior pastor at Our Savior's Lutheran Church in East Grand Forks, Minn. in July 2011.

83 **Luverne Seifert, Darcey Engen '88**, and four other professional performers will debut a new site-specific production of Anton Chekhov's *The Cherry Orchard* in five historical homes in July and August. The production, which will travel to Blue Earth, Kenyon, Little Falls, Taylors Falls, and Worthington, Minn., will also feature four local community actors and musicians from each community.

84 **Pamela (Schey) Durfee** began a new position as an accountant with Mullinax Concrete Services in Buffalo, Wyo.



AUGSBURG CELEBRATES 40 YEARS OF WOMEN'S ATHLETICS



Joyce Pfaff '65



Lavonne Peterson '50

In celebration of the 40th anniversary of women's athletics at Augsburg, as well as the 40th anniversary of Title IX, the College will present two alumnae with the "One of Our Own" award. On Saturday, November 10, Joyce Pfaff '65 and Lavonne (Mrs. Pete) Peterson '50, will join Ernie Anderson '37, Edor Nelson '38, Lute Olson '56, and Ed Saugestad '59 as "One of Our Own" award recipients for their contributions to Augsburg College and the Athletic Department. In addition, female athletes from each decade will be chosen for the All-Decade Teams to honor and recognize some of Augsburg's most outstanding athletes from the past 40 years.

Save the Date: All athletic alumnae are invited to join in the celebration on Saturday, November 10!



62 **Ken Olson** is the author of a newly published book on science and religion, *Lens to the Natural World: Reflections on Dinosaurs, Galaxies, and God*. In addition to parish ministry, since 1988 Olson has been a research associate in paleontology for the Museum of the Rockies at Montana State University. Olson and his wife Rochelle (Jerve) Olson '63 live in Lewistown, Mont.

AUGGIE SNAPSHOTS



72 **Kristin L. Rajala** was promoted to the rank of colonel, Dental Corps, in the Minnesota Army National Guard in a ceremony on April 14 at Camp Ripley, Little Falls, Minn. Rajala is currently assigned as the officer in charge of the Dental Section within the Medical Detachment, Joint Force Headquarters, Minnesota Army National Guard. Her civilian career is practicing dentistry in Brainerd and Willmar, Minn.



04 **Bethany (Bierman) Krepela '04 MAE** and her husband, Jim, welcomed a daughter, Kaija Joyce, on August 19, 2011. Bethany worked at Augsburg from 1998 to 2007 in admissions and in marketing and communication. She currently works as a Twin Cities-based development officer for Luther College.



05 **Ellen (Kvitek) Saj** and Nathan Saj welcomed baby boy Benjamin James on March 14.



05 **Megan (Ehresmann) Schornstein** and **Matt Schornstein '04** welcomed Elsie Mae on November 18.



Jim and Kelly Matthias welcomed baby Adeline Grace on February 7. Jim is a liaison for computing in the Information Technology department at Augsburg.



07 **Katherine Jane Gavin** recently received her doctor of medicine degree from the Medical College of Wisconsin.

Courtesy photo

86 **Michael Johnson** was named Teacher of the Year at Trinity High School in Trinity, N.C. Johnson teaches theater and is the director of dramatics at the school.

87 **Brian Brakke** was appointed senior vice president of Venture Bank.

89 **Devoney Looser**, professor of English at the University of Missouri, published a video titled *The Untidy History of Sisterhood* about her research on Jane Austen, Jane Porter, women's writings, old age, and roller derby. The video is available on the SyndicateMiz-zou website. Looser also directed a National Endowment for the Humanities Summer Seminar for College Teachers on "Jane Austen and Her Contemporaries" this summer.

Charles Skemp (MAE licensure) received a 2012 Whitney & Elizabeth MacMillan (WEM) Foundation Outstanding Educator Award for Teacher Achievement in May. Skemp is a teacher at Henry Sibley High School in the West St. Paul-Mendota Heights-Eagan school district.

92 **Sharol Tyra**, a professional certified coach and founder of Life Illumination Presentations and Coaching, was elected to the Minnesota Coaches Association board of directors.

93 Former Auggie wrestler and three-time All-American, **Joe Hoialmen**, was inducted into the National Wrestling Coaches Association Division III Hall of Fame in April.

95 In June, **Hans Skulstad** was named chair of the Hobey Baker Memorial Award Committee.

Michael Gooding was hired as a medical assistant with Sun Life Family Health Center in Sun Lakes, Ariz.

99 In January, at the centennial celebration of the Girl Scouts of Minnesota, **Linda Stuart** was honored as a "Woman of Promise" by the Girl Scouts of Minnesota and Wisconsin River Valleys.

Jennifer Chou authored a chapter titled, "Wine Savvy—Business and Social Wine Smarts" in the book *Socially Smart & Savvy*, a book of experts' secrets for success.

01 **Robert Zak** was promoted to lieutenant by the Minnesota State Patrol. Zak is the director of fleet and asset management and is stationed in St. Paul.

In May, **Mary Grundhoefer** (MAE licensure) received the Teacher of Excellence Award in the Cambridge-Isanti School District where she teaches English, writing, and media studies.

04 **Hans Strommen** received his master's degree in finance from the University of St. Thomas. He works for UnitedHealthcare as a senior financial analyst.

05 In February, **Bethany (Schneck) Stolle** was named 2011 Educator of the Year by the Lutheran Association of Christian Educators. Stolle is a senior developer for youth resources for Sparkhouse, the ecumenical division of Augsburg Fortress publishers.

08 In May, **Dan Forseth**, science and math teacher at St. Paul Preparatory School in St. Paul, was awarded the Science House High Flyer Award by the Science Museum of Minnesota Professional Development Group.

10 **Leann Vice-Reshel** finished her first year of graduate school at Alliant University in San Diego, Calif. She is pursuing a doctorate in clinical psychology.



Augsburg Women Engaged Update

AWE believes...

- women have knowledge, experience, and wisdom to share with the Augsburg community.
- a relationship with Augsburg enriches the lives of alumnae.
- we can be the catalyst for tapping the potential of women to connect, learn, and give.

In July 2011, AWE hosted its first Action Team gathering, presenting opportunities for women to connect, learn, give, and be actively involved in the Augsburg community. Since then, more than 150 Auggie women have engaged with Augsburg through AWE programs and events. The second AWE Action Team gathering is scheduled for August 1. Join us to find a project or team that fits your interests and availability.

AWE is thrilled to thank the 26 women who have stepped forward to support the future Center for Science, Business, and Religion. Special thanks to Roz Nordaune '77, one of the first women to join AWE, for her matching gift, which brings the group's fundraising total to \$50,000. In the second phase of this "AWE-Inspired" effort, AWE will invite 50 women to join them in raising \$100,000 by December 31!

Augsburg welcomes new participants to AWE. Contact Sherilyn Young at 612-330-1462 or youngs@augsb.org for more information.

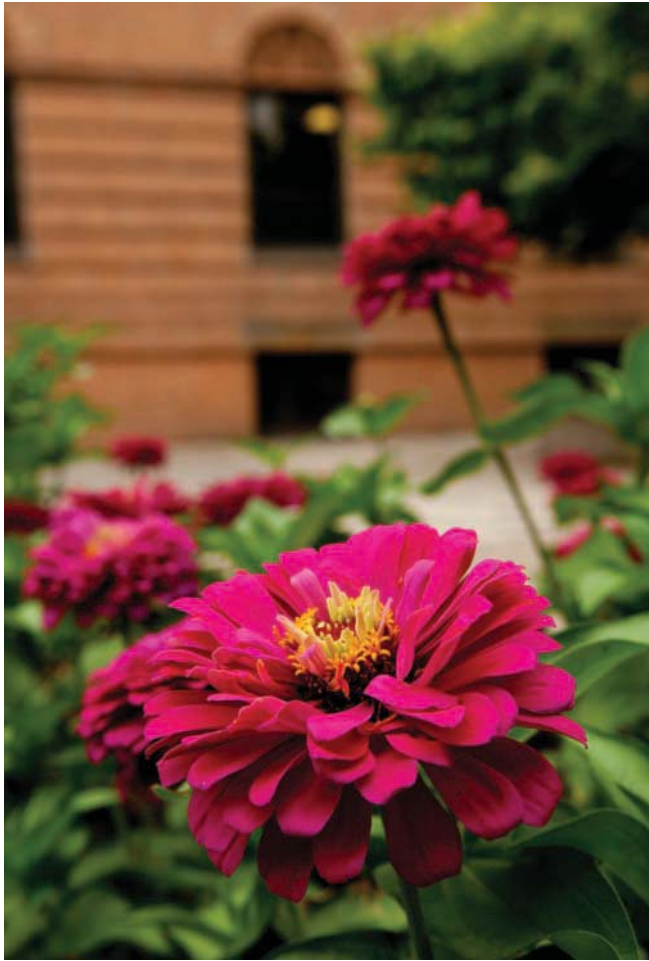
CONNECTING. LEARNING. GIVING.

The Political History and Landmarks of Namibia and South Africa

Join Augsburg alumni and friends in **August 2013** on this **12-day African tour through Namibia and South Africa's political past and the popular tourist attractions and landmarks** this history has created. Learn firsthand about this region's struggle against apartheid and discover how the Evangelical Lutheran Church in Namibia played a significant role in the Namibian independence struggle. Tour the former black and colored townships in Windhoek and Johannesburg, and hear from a cross-section of southern African society.

This trip is offered in partnership between the Alumni Association and the Center for Global Education (CGE) at Augsburg College. For 30 years, CGE has provided cross-cultural educational opportunities that foster critical analysis of local and global conditions so that personal and systemic change takes place, leading to a more just and sustainable world.

To request more details about the trip, call 612-330-1085 or email alumni@augsb.org.



In Memoriam

Dr. Donald F. Holm '39, Edina, Minn., age 94, on March 9.
Victor "Vic" E. Miller '42, Edina, Minn., age 92, on December 1.
Andrew "Andy" Balerud '50, Visalia, Calif., age 84, on February 11.
Jennings I. Thompson '51, Bloomington, Minn., age 88, on January 18.
Gordon Odegaard '52, Washington, D.C., age 81, on January 14.
C. Arthur Shultz '53, Rancho Cordova, Calif., age 80, on January 9.
Rev. Leroy J. Iseminger '54, Sioux Falls, S.D., age 80, on March 10.
Lawrence E. Nerheim '56, Oak Park, Calif., age 76, on January 11.
Conrad E. Fristedt '58, Alexandria, Minn., age 81, on March 8.
K. Benjamin Skurdal '59, Williston, N.D., age 78, on March 14.
Roger A. Bevis '63, Bloomington, Minn., age 70, on January 29.
Joanne Clare Koester '75, Red Wing, Minn., age 58, on May 12.
Brenda L. (Salberg) Peterson '75, Brooklyn Park, Minn., age 58, on April 1.
Karen I. Quenroe '76, Canby, Minn., age 56, on April 30, 2011.
Audrey A. Banks '89, Minneapolis, age 77, on October 19.
David J. Holland, '91, Berkeley, Calif., age 43, on January 24.
Jennifer "Jen" M. DeGolier '99, Minneapolis, age 36, on April 27.
Jennifer "Jenni" L. Buth '01, Bloomington, Minn., age 35, on March 30.
Brian Hartmann '03, St. Louis Park, Minn., age 50, on May 4.

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! (Digital photos must be at least 300 dpi or a 1MB file.)

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 email 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

Email

Okay to publish your email 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.

AUGGIES on the ice

Scoring in science and hockey

Balancing academics and athletics can be demanding for college student-athletes. For Brandon Bukowski '12, a double major in biology and chemistry with his sights set on medical school, managing academics and a hockey schedule was challenging. But Bukowski shone in the classroom and on the ice, graduating *summa cum laude* with honors in biology and leading his team as one of the top hockey defenders in the conference.

Bukowski came to Augsburg after three years playing junior hockey with the Tri-City Storm in Kearney, Neb., and the Fargo-Moorhead Jets in North Dakota. Chris Brown, Augsburg's men's hockey coach, had been in contact with Bukowski since high school, but Bukowski was interested in playing for a Division I school. "I never thought Augsburg was for me, but I was impressed with the hockey team and the strong science program," he said.

Studying biology while playing hockey required support from his coaches and commitment to time management. "In hockey, science majors are not common," Bukowski said. Some of his courses required 12 hours of lab work each week, but he said his coaches always found a way to make his schedule work. "At Augsburg, the coaches emphasize that we are students first and athletes second."

At Augsburg, students interested in pursuing graduate school are encouraged to participate in faculty-led research in order to prepare them for advanced study. For two summers, Bukowski conducted research with biology assistant professor Jennifer Bankers-Fulbright through Augsburg's office of Undergraduate Research and Graduate Opportunity (URGO), which funds 10 to 12 weeks of summer research for more than 30 students each year. Bukowski and Bankers-Fulbright studied a bacterium that is responsible for substantial mortality in patients with cystic fibrosis.

Bankers-Fulbright said she appreciated Bukowski's enthusiasm and dedication. "Brandon has a very strong work ethic and this, combined with his intellectual curiosity and drive, made him a valuable part of my lab," she said.

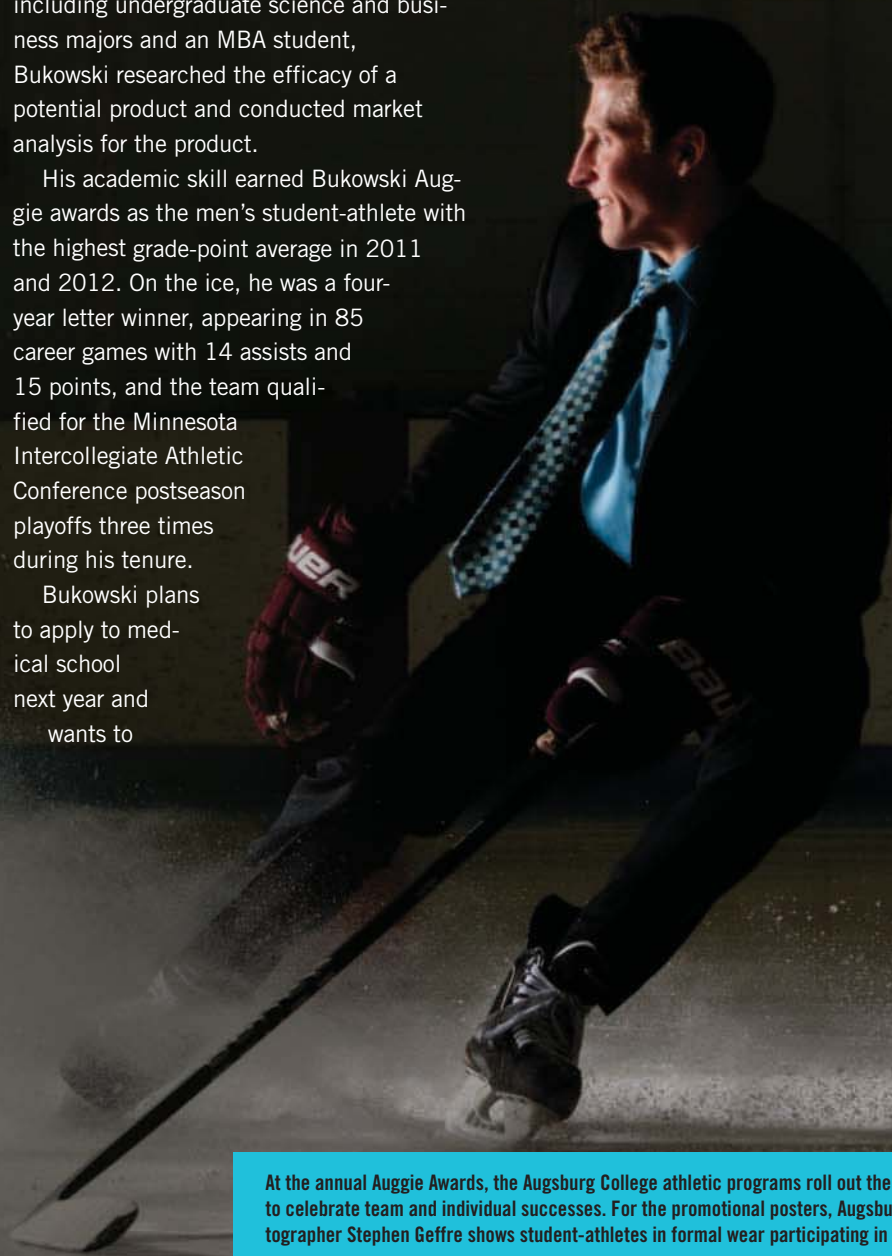
Bukowski also participated in Mayo Innovation Scholars, a program involving Mayo Clinic Ventures and the Minnesota Private College Council. As a member of a team including undergraduate science and business majors and an MBA student, Bukowski researched the efficacy of a potential product and conducted market analysis for the product.

His academic skill earned Bukowski Auggie awards as the men's student-athlete with the highest grade-point average in 2011 and 2012. On the ice, he was a four-year letter winner, appearing in 85 career games with 14 assists and 15 points, and the team qualified for the Minnesota Intercollegiate Athletic Conference postseason playoffs three times during his tenure.

Bukowski plans to apply to medical school next year and wants to

become an orthopedic surgeon. For the summer following graduation, he has applied to a Med Scribe program at Emergency Physicians Professional Association (EPPA) in which he would shadow a physician and learn about the medical field by documenting patient history and observing exams.

WENDI WHEELER '06



At the annual Auggie Awards, the Augsburg College athletic programs roll out the maroon carpet to celebrate team and individual successes. For the promotional posters, Augsburg College photographer Stephen Geffre shows student-athletes in formal wear participating in their sport.

AN AUGSBURG LEGACY

“Scholarships energize students! Providing scholarships energizes us!”



PHILIP AND JEAN FORMO

Phil and Jean Formo are always excited to meet a student who has received a scholarship from the Jerome and Winifred Formo Scholarship or the David J. Formo Scholarship. And soon, the Formos will be able to meet Augsburg students who will receive support from the Andreas Helland Scholarship.

Phil comes from an Augsburg legacy family. His parents, Jerome and Winifred Formo, both graduated in 1937. His brother, David, graduated in 1964 and served in the U.S. Navy. And Phil's grandfather, Andreas Helland, taught at Augsburg Seminary and College for 35 years.

The Formo scholarships, started in memory of the family's loved ones, create a family legacy while ensuring financial support for future Augsburg students. Jean and Phil have also provided for an estate gift that will continue to build these scholarships after their deaths.

Meeting the students who receive scholarships from their family's legacy is energizing to Phil and Jean. "Best of all for us," Phil said, "these scholarships help us stay vitally connected to Augsburg College and to its students."

The Augsburg College development team has many creative ways to help accomplish your Augsburg philanthropic and legacy goals. To learn more, call 612-330-1575.

**AUGSBURG
COLLEGE**

www.augsburg.edu/giving



Commencement 2012

Rebecca Hamlin, the representative for the class of 2012, hugs her son Marlowe Lindberg before the July 1 commencement ceremony. In her speech to the graduates, Hamlin shared how students at Fridley Middle School taught her about peace when she taught them about civic engagement through the Public Achievement program.



To read more about Public Achievement at Fridley Middle School,
go to www.augsburg.edu/now.