

first

THE MAGAZINE
OF CARROLL UNIVERSITY
SUMMER 2020

Walk and Talk

Students create
local history tours

Carroll's Furriest Friends
Graduate to Their
Forever Homes



Pioneers Persevere

COVID-19 scattered students, faculty and staff to the safety of their homes—
changing everything, except for our Pioneer mindset.

Busy as Bees

It's summer, and the campus is abuzz with fall preparations—and the ongoing search for nectar. This busy bee was spotted exploring catmint near Hastad Hall.



first

FIRST Magazine tells the stories of pioneers, of Wisconsin's first university and of the resolute, creative and fearless men and women who push it forward—the alumni, students, faculty and staff of Carroll University—through truly pioneering content and design.

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

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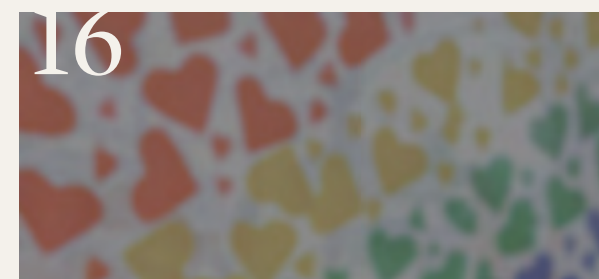
Want a walking tour of Carroll history? There's an app for that.

16 | Unity in Isolation

How the pandemic sent us apart and brought us together.

20 | Dogged Determination

Pioneer pups ace finals and head to their forever homes.



PRESIDENT'S MESSAGE

In its 174-year-history, Carroll has witnessed many extraordinary events. I think it's safe to say that none of those have had as far-reaching and instantaneous an impact as the COVID-19 pandemic.

Over the course of a few weeks, the Carroll experience changed dramatically. We made the shift from on-campus learning to a virtual environment in a matter of days, through the truly Herculean efforts of our faculty, our instructional design team and the Office of Information Technology. We're proud of their collaboration in meeting this seismic, unexpected challenge. Their work allowed us to successfully shift our delivery model, continuing to provide the quality education that our students have come to expect while protecting health and safety. You'll learn more about that accomplishment in our profile of Mohammad Samarah, Carroll's first chief technology officer. You'll also hear from faculty, including Tate Wilson, senior lecturer in physics, who hand packed and sent electronics kits to his students so they could continue their lab work from home. James Zager, professor, theatre arts, will share his insights on his "aha moment" in determining how to teach dance virtually.

While COVID-19 changed the dynamics of our spring semester, we found ways to be together while staying apart. While heartbroken at not being able to celebrate the achievements of our graduating class on Main Lawn, our virtual Commencement was heartfelt in a different way. Dozens of faculty and staff recorded video messages of congratulations as part of the event, and the Class of 2020 made it personal by sending in videos and photos of themselves in their regalia, which were shown during the ceremony.

Pioneers are finding new ways to step up, serve and inspire, creating many points of light in this "new normal." Those included a moving video showcasing the talents of 75 Pioneer alumni from across the country, who virtually performed "Children of the Heavenly Father," led by Dr. Mark Aamot, professor emeritus of music. The Carroll Players performed a Virtual Musical Theatre Cabaret. Our National Service Project food drive surpassed all expectations. Chaplain Elizabeth McCord brought us moments of peace through a new program of spiritual support and reflection. Those are just a few of many stories of hope and inspiration—you'll find more on our new web page, Pioneers Persevere—accessible from the home page of our website. While our lives have been upturned and our priorities changed, these unprecedented times have also brought out the best in us.

While we work through the uncertainty that the coming months will surely bring, we are making plans and moving forward. Our Fall 2020 Planning Committee is exploring various scenarios as to what a return to campus might look like, with the health and safety of our Carroll community as our top priority. The finishing touches are being made to Education Hall, in anticipation of a fall dedication. We've begun accepting applications for fall 2020 for our first 100% online program, the Carroll MBA, to better serve a broad spectrum of adult learners. We continue to make progress on the goals outlined in our strategic plan as we work diligently to position Carroll for a strong future.

We're doing what Pioneers have always done, facing unforeseen challenges and moving forward with grace, ingenuity and determination.

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Cindy Brodinger

PLANNING A VIRTUAL COMMENCEMENT

Hoping for sun— and a good network connection

Back in mid-March, Carroll University leadership was weighing how to deal with commencement. Across the globe, businesses, cities and whole countries were shutting down in hopes of slowing the gathering pandemic storm.



ZIMDARS

At Carroll, spring break had been extended and classes moved online, at least through early April. Kendra Zimdars was watching closely, and waiting. Zimdars was in her first year as the senior administrative assistant to the provost, and planning commencement was her responsibility. She wasn't new to the task, as she had helped out with previous commencements since joining Carroll in 2014. But in all those years, the biggest worry had been whether foul weather would scuttle the traditional outdoor setting.

"This is my first year overseeing this. I got thrown a curve ball for sure," she admitted.

This was unknown territory. How long would students be away from campus? How long would COVID-19 keep us inside? Would large gatherings be safe?

It was a dilemma campuses across the country were grappling with. "The options were to cancel, postpone or move it online," said Zimdars. When Carroll became one of the first schools in the area to announce a virtual commencement, the reception wasn't unanimously positive, with some criticizing the

school for pulling the trigger too quickly.

Zimdars, though, said the quick decision was a blessing, as it gave planners more time to pull off the move to an online ceremony. "By making the decision early, we had the ability to do things, such as get graduation gowns ordered and sent to the students in time."

The challenge was in creating an event that would still serve as a celebration of each graduate's accomplishment and be a day to remember. Planners settled on a combination of live and pre-recorded segments. That sent Office of Information Technology and Office of Marketing and Communication teams to work, determining the best way to host a live event online, pre-recording some elements and compiling photos and/or videos of each of the 720 or so participating students. The broadcast would originate outdoors, from Main Lawn, with a small group—maintaining correct social distancing measures—gathered to introduce the names and a pair of bagpipers to uphold an old Carroll tradition.

By mid-April, with the big day just several weeks off, Zimdars was optimistic about the virtual commencement, the first in Carroll's 174 years. "It's always exciting. I'm an event planner by nature, so I love seeing all of the pieces come together. It's a yes campus. We just say yes and then we figure it out."

One big worry remained. "We still have to worry about the weather."

Some things never change.

AIRTIME

NEW PODCAST HIGHLIGHTS ARTS

The Box Office Insider Podcast, hosted by Sara (Thorne) Meyer '09 '16 is a weekly podcast featuring faculty, students and alumni. Each week, Meyer, the promotion and events manager at Carroll, chats with guests about upcoming events and programs at Carroll and issues in the arts.



"It came from an idea by Jennifer Dobby, that we should host a radio show," according to Meyer. But they quickly discovered that a radio show would mean a set schedule and that arranging appearances by students, faculty and other guests would be difficult.

That's when the idea of a podcast came up. Podcasts are essentially episodic radio shows recorded and available for downloading. "We had a lot of the resources here already. We already had microphones and mixers and the like," said Meyer.

The first podcast appeared in January and featured Dobby, chair of the department of visual and performing arts at Carroll, discussing what was to be the university's spring musical, Romeo+Juliet (A Cover). The following episode illuminated an interdisciplinary art exhibit created by biology professor Susan Lewis, art professor Amy Cropper and student Alyssa Wolf.

"We have a good little following," said Meyer, who tracks the downloads of each episode.

If you have any suggestions for future episode content, email Meyer at smeyer@carrollu.edu.

MAKING THE CROP

GRAPHIC DESIGN RANKED SEVENTH

Carroll University's graphic design offerings have been ranked No. 7 on a list of the 25 top schools offering bachelor's degrees in the subject, according to the 2020 Best Colleges list by GradReports.

The list is based on median salary one year out of college, and GradReports says the rankings are based on more than 10,000 college degree programs and the starting salary data of more than five million graduates covering more than 70 majors at the bachelor's and master's levels, as well as the 20 most popular online degree programs.

Carroll's graphic communication major is interdisciplinary, involving the graphic communication, art, business and computer science programs. This major is offered in conjunction with an internship and a capstone experience in which students independently create real world projects.

The inaugural PIOS Awards recognizing student-athlete achievements in and out of competition were announced this spring.



2019 All-American Recognition: Grant Marton, David Lembke, Emily Uitenbroek (track and field)

2019-20 Team GPA award: Women's tennis

Team of the Year: 2019 Women's lacrosse

Play of the Year: Grant Marton's second place finish at the 2019 Outdoor Track and Field Championships

Game of the Year: Women's basketball's win over Wheaton

...
(continued on page seven)

LOG IN

NEW ONLINE MBA PROGRAM OFFERED

When Anthony Viera '18 was looking for an MBA to advance his career, he found it at Carroll.



Learn more about the MBA program and view a video of Anthony's story, as well as other MBA alumni, at carrollu.edu/mba

"Since I completed my program at Carroll, I have received a promotion, which is something that was very exciting for me. The education I got was very valuable," said Viera, who works in General Electric's healthcare division.

Students now can experience that same quality education, completely online, with the same superior faculty and small classes that are a hallmark of the Carroll experience. With classes starting every eight weeks, the online program offers maximum flexibility, letting students begin their studies and continue their education at their own pace.

Carroll's online MBA program also offers three emphases: business management, business analytics and healthcare administration, which allows students to choose the track that meets their professional goals. By choosing an emphasis, MBA students can concentrate on the program with courses most relevant to them and their career goals, making them immediately more valuable to their employers.

Like many students, Viera found the highly trained faculty, opportunities to meet and network with peers, and convenience all made it an easy choice when searching for the best MBA program.

"I was in my career for about five years before I decided to go back for my MBA," he said. Working with professors at Carroll, there was a wide range. There were some folks who were still in their field professionally and teaching, and some were full-time teaching staff. It was a nice blend. The way it fit into my lifestyle—it's what worked for me."





Unmanned Aircraft Minor Added for Fall **TAKING OFF**

Once upon a time, the only drones to be encountered at Carroll were the low hums of bagpipes at commencement, but these days you may also find a few buzzing overhead. Drones, not bagpipes.

In fall, the university will officially launch a new minor focusing on the use of drone technology. The new Aviation Science and Unmanned Aircraft Systems Minor is designed to tap into the booming interest in drones and provide an additional skill set which students in many majors may find useful.

Mike Mortenson, distinguished lecturer and aviation sciences director, said the minor would help keep Carroll at the forefront of this growing field. “There really is a demand for this,” he said. Mortenson, who has been involved with drones for several years, said the technology has advanced far beyond hobby use and that drones are now routinely utilized by a growing

number of industries, in construction, insurance, environmental science, real estate, and even the film industry.”

Mortenson believes students from a number of programs can benefit from pairing their major with this new minor. “For example, someone interested in law enforcement who might be interested in a criminal justice degree, might use training in drone threat mitigation, offered in this minor, to enhance employability. Or an environmental scientist might find drones a valuable tool in studying habitat loss or in mapping shoreline erosion. In short, we see this newly designed minor as a way our students can gain a valuable set of employable competencies, that will add and compliment those gained in their majors.”

One example of that sort of integration will happen this summer in a Pioneer Scholars project Mortenson

will oversee. Two students, one a chemistry major and the other an environmental science major, are studying water quality issues on a lake in southeastern Wisconsin and will utilize a drone to gather data for their research.

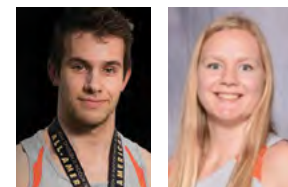
“This is a great example of how this can fit in with our other programs,” said Mortenson. The students will incorporate drone footage shot with a thermal camera with their other research methods to monitor the health of the lake. “We’ll be out there a couple of times a week over the summer.”

The 16-credit minor will consist of four classes and cover aviation basics, safe drone operation, software coding, data analysis, and drone design and flight.

TRACK AND FIELD

Fast Company

In the challenging world of collegiate track and field, success can often be solely measured by an individual’s uncanny ability to deliver consistent, jaw-dropping performances when the pressure is at its greatest.



LEMBKE

UITENBROEK

For David Lembke and Emily Uitenbroek, two of the Carrolls premier student-athletes, the true definition of success was about much more than capturing victories, record-breaking marks or national recognition, but instead centered around the ongoing, determined quest to become the best athlete possible.

That goal was ultimately achieved through a relentless pursuit for excellence, selfless team-oriented leadership and passionate drive to improve on a daily basis. Although COVID-19 brought the spring season to an abrupt, startling conclusion as the talented duo prepared to compete in the NCAA Division III Indoor Track and Field Championships, it couldn’t overshadow the lasting legacies the pair established over the course of the last four years.

Lembke, a Pewaukee, Wisconsin, senior who set the Carroll school record in the men’s high jump to win last year’s national indoor, had seven individual first-place finishes this season. The two-time All-American, three-time College Conference of Illinois and Wisconsin champion and four-time national qualifier finished his career tied for third nationally.

Uitenbroek, a senior from Kaukauna, Wisconsin, was a two-time national indoor qualifier in the women’s weight throw. She placed 17th at the prestigious competition in 2019 and finished this season ranked seventh in the nation, having set a school record eight times in the event during her standout career. She claimed four first-place finishes in the event this season.

“Both David and Emily have been the faces of our track and field teams the last couple of years and were great ambassadors for the program,” said Carroll head coach Shawn Thielitz ’98, of the tandem’s lasting contributions. “The heartbreak for me was that our final moment together was one of sorrow and sadness. As a coach, you always want that last moment of an athlete’s career to be one of celebration. They both will be dearly missed by their teammates and coaches.”



Comeback Athlete of the Year:

Andy Golden, men’s soccer

Rookie of the Year in a Male Sport:

David Burgess, men’s track and field

Rookie of the Year in a Female Sport:

Sarah Gomez, women’s track and field

The Buschkopf Award:

David Lembke, men’s track and field

The Kilgour Award:

Lisa Harwardt, women’s soccer

Athlete of the Year in a Male Sport:

David Lembke, men’s track and field

Athlete of the Year in a Female Sport:

Emily Uitenbroek, women’s track and field



AWARDED
HORIZONTES EN CARROLL PUBLICATION RECOGNIZED

Horzontes en Carroll, the student literary magazine of the Carroll University Pre-College Program, received the rank of Excellent in the 2019 National Council of Teachers in English (NCTE) Recognizing Excellence in Art and Literary Magazines (REALM) Program.

The mission of NCTE’s REALM Program is to publicly recognize excellent literary magazines produced by students with the support of their teachers. REALM is designed to encourage all schools to develop literary magazines that celebrate the art and craft of writing.

“I am really thrilled for all of our students and the program! I hope we can continue this tradition this summer,” said Elizabeth Jorgensen ’09, faculty advisor for the Horzontes en Carroll program.

Horzontes en Carroll is a residential, weeklong summer program. It gives high school students an opportunity to explore university life and gain academic, social and life skills that will help them succeed in a college setting. Program participants spend the week experiencing mock classes, working with current Carroll students and taking college preparatory workshops all while staying overnight in our residence halls and enjoying fun activities each evening.

ON STAGE

MUSICAL THEATRE MAJOR ADDED

Carroll’s theatre and arts management program has added a new undergraduate degree, a bachelor of arts in musical theatre. The major is designed to create and cultivate ‘triple threats’—graduates versed in the areas of acting, singing and dance. Students can audition to declare this new major beginning in the fall of 2020.

“This new major was inspired by both our students and our audiences, as our musicals are consistently our most popular productions,” said professor Jennifer Dobby, chair of the department of visual and performing arts. “Carroll is committed to providing our students with a challenging and well-rounded theatrical education.”

BEST EVER

National Service Project Delivers Big

In this time of intense need, the Carroll University community went above and beyond—way, way above! The 2020 edition of our annual National Service Project raised 232,347 meals. That total nearly quadrupled our original 60,000 meal goal. The drive ran throughout the month of April and was organized by Carroll’s Office of Alumni Engagement.

Thank you to the 537 donors from 42 states that made the 2020 campaign the most successful in the effort’s 11-year history.



PIONEERS
FEED AMERICA

STRENGTH AND CONDITIONING

VIRTUAL CLINIC; BIG ATTENDANCE

Carroll University’s first virtual hosting of the National Strength and Conditioning Association (NSCA) Wisconsin State Clinic drew a record crowd and got a world-class rating. The clinic was held online with almost 400 attendees from 42 states and seven countries. Carroll’s clinic received a 71 rating out of 100, which puts it in the world-class category. Results were based on a survey of participants.

In addition, Tim Suchomel, assistant professor and program director for sport physiology and exercise science, was recently granted a second term as the NSCA Wisconsin state director, which will run through 2023.

SOFTBALL

PROMISING SEASON CUT SHORT

Through the softball team’s first 14 games, the Pios racked up an incredible 13 wins for a .929 winning percentage. It was the best start in team history. Paced by a punishing offense and stand-out pitching, the Pios looked ready to dominate.

Until the season disappeared. The Pios had run their win streak to ten by defeating Simmons University during their Florida tour and were getting ready for the next game, against Becker College on March 13.

“The team was not only performing, but they were becoming a real family—which is crucial to championship teams,” said Head Coach Amy Gradecki M.Ed. ’12. “They respect each other. Play for each other and not themselves. And have a really good time—all while being committed to working hard and winning. They are talented, fun, caring, smart and respectful.” Those same qualities would help team members weather the gathering storm.

“As the week in Florida progressed we were hearing bits and pieces of what was happening...with the pandemic,” said Gradecki. “Quickly, the serious tone escalated and before we knew it, we were heading home as fast as possible.”

The players retrieved their belongings and scattered to the safety of their homes. Within days, collegiate athletics across the nation were shut down. The Pios’ season was over.

“Since then, the team has been dedicated to keeping our distance, but keeping our social closeness intact,” Gradecki reported. “The message to the team is that while our season was cut short, what we did accomplish can’t be taken away and it will serve us positively next year.”

In Isolation, a Lesson in Interdependence

“No more shall there be an infant that lives but a few days, or an old person who doesn’t not live out a lifetime... for like the days of a tree shall the days of my people be, and my chosen shall long enjoy the work of their hands... They shall not hurt or destroy on all my holy mountain, says the Lord.”
—Excerpts from Isaiah 65:17–25

The “new normal” has become a frequently used phrase. I hear colleagues, friends and journalists say it. I even hear myself say it from time to time. Yet every time I do, I feel myself resist a bit. I’m not ready for this to be the new normal, nor am I able to envision what “normal” will look like on the other side of COVID-19. These days, normal seems more like a far off dream, a fantasy, an alternate universe where we would like to dwell, but no longer do.



THE REV. MCCORD

The truth is that normal has always been more elusive than we’d like to think. Yes, we have our routines. We wake in the morning, brush our teeth, read the paper, go to work. And yes, there are many things we count on without thinking about them: a monthly paycheck, a car that starts, a quick stop by the grocery store. But in reality, none of us is far away from crisis at any given moment. A lost job, a lost loved one, a loss of mobility, an accident or act of violence—in a flash the veil of normalcy may drop to reveal the frailty of our human bodies and the feebleness of our human systems.

Furthermore, those things many of us take for granted as “normal” are actually privileges. Around the world and even in our own communities, many people face each day without surety of income or educational opportunities, of good healthcare or leisure time, of a roof or a meal, or even of basic safety. If COVID-19 has reminded us of anything, it’s that our individual well-being is entirely dependent on the well-being of the whole, and for the whole to be well, everyone needs equitable access to basic goods and services, healthcare and economic opportunity.

Our religious traditions also remind us of our interdependence and vulnerability. The prophets of the Hebrew scriptures and the teaching of the Gospels continually call humanity to a reordering of systems and structures, so that wholeness belongs to the many and not just to the few. Such spiritual visionaries hold before humanity images for an entirely new “normal,” one we’ve never before witnessed, one marked by equity and grace, mercy and justice. This vision is sometimes called the New Creation, or the Peaceable Kingdom, or even the Commonwealth of God. It is the alternate universe for which our souls long. It is the dream so wondrous that our hearts and minds cannot fully conceive of it.

God’s normal is not our normal. It is not routine or for our convenience. Instead, it exists for the glory of the One who is creating it, and so that all creation may find wholeness in it. We are beyond a doubt far from that Peaceable Kingdom today, and yet my prayer is that humanity will hear through these current fear-inducing, heart-rending cries of crisis, a gentler, reassuring voice of promise. May this be a moment when together we lean toward wholeness for all people. May we see our shared humanity and accept our interdependence more fully. And may we come just a bit closer to the Commonwealth of God, the dream, the vision for an altogether new normal.



HOMECOMING 2020 UPDATE

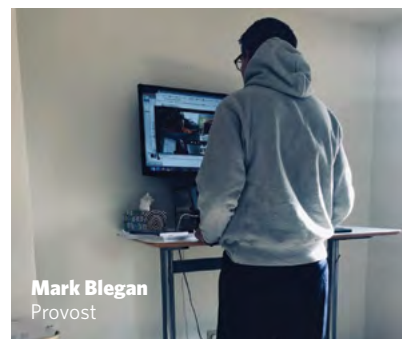
We know Homecoming and Reunion Weekend is a cherished part of our Carroll tradition and that many alumni, students, faculty, staff, emeriti and friends make this milestone event a yearly occurrence. With so much uncertainty at this time, we want the Carroll community to know that the safety and the well-being of all of our guests is our top priority and that we are working diligently to ensure safe plans for the fall. We are....

- Working with reunion committees to get their feedback on celebrating their milestone reunions safely and in the best interest of all guests.
- Still waiting to hear from the CCIW if there will be fall sports, including a football season in which a game is highlighted during Homecoming & Reunion Weekend.
- Adhering to federal, state, and local laws and guidelines about group gathering sizes. As of June 10, Waukesha County is able to have groups to 100 people.
- Making wonderful plans for virtual reunions and other Pioneer celebrations and entertainment in case we can’t gather in person for 2020.

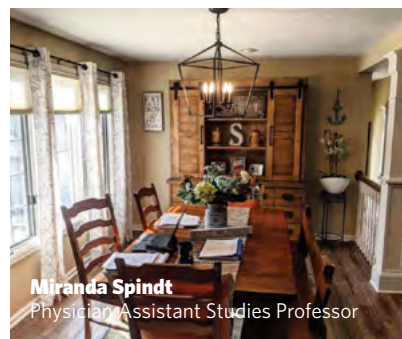
Stay tuned for more information about our fall plans. Thank you for your patience and understanding.

Office Hours

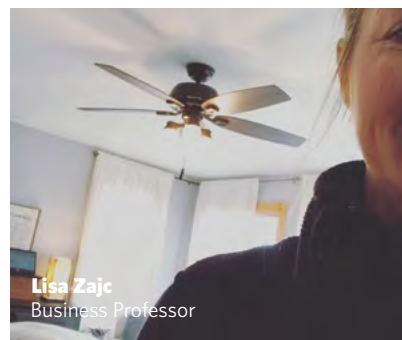
When COVID-19 forced most of the Carroll community off campus this spring, it left a lot of us scrambling to cobble together work spaces in our own homes. Below, a look at some of Carroll's improvised offices, via social media posts.



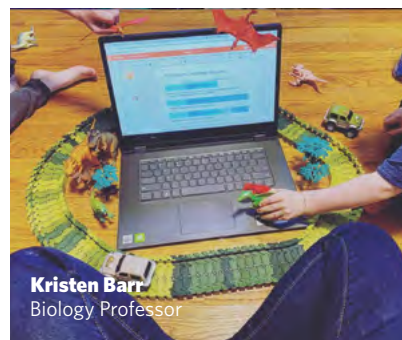
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Provost



Miranda Spindt
Physician Assistant Studies Professor



Lisa Zajc
Business Professor



Kristen Barr
Biology Professor



Cindy Gnadinger
President



Julio Rivera
Business Professor



All Business

Dr. Hamid Akbari joined Carroll University as the dean of the School of Business in January, after serving as the dean of College of Business and professor of management at Winona State University since 2014.

We asked him to discuss his first impressions of Carroll, and his plans for the new school under his leadership.

By Sue Pierman

Why did you choose to come to Carroll?

I was excited about Carroll University because of its excellent reputation, pioneer roots and spirit, and its strong liberal arts tradition. Moreover, I was energized and inspired by the vision of working together with the faculty, staff, students, alumni and community partners for developing a world-class school of business under the leadership, support and guidance of President Gnadinger, Provost Blegan and the Board of Trustees. Moreover, upon further studying Carroll, I found out how passionate and supportive business alumni are about the future success of the School of Business. This was another main factor.

How have your first few months been?

I certainly expected to be welcomed at Carroll, but I was pleasantly surprised and felt that, as a newcomer, I was truly and warmly embraced. There's something special about a culture of giving care to each other at Carroll. The kindness given to me by everyone, including students, faculty, staff, fellow deans, administrative leaders and alumni has been incredible.

How has the pandemic affected the School of Business?

Like the entire Carroll community and indeed most of the world, we were quite unexpectedly challenged to adapt to the rapid and sweeping changes brought upon all of us by moving our entire teaching and learning online. Yet even this upheaval has served as one more reason to feel proud about being at Carroll, with such resilient students and faculty and staff colleagues. Everyone has faced the challenges of this pandemic with grace and grit. In my view, what's been most helpful amid these COVID-19 times, is Carroll community operating via its core values and its focus on showing care and empathy.

What goals have you set for yourself and for the School of Business?

The ultimate goal is to develop a premier School of Business in this region, nationally and in the world, a school that lives up to the Carroll's enduring pioneer spirit. To reach this goal, we are guided by the strategic plan of the university and School of Business. Both of these plans emphasize the transformational power of experiential learning. That's the kind of curriculum and co-curricular set of programming that we aim to further develop and implement over the next few years. In this ongoing work, we are keen on developing data, technological and human literacies in every one of our students. Towards these goals and within the context and content of the strategic plan, we need to discover our own unique answer to the 'why' question for the School of Business.

Of those goals, which is the most important, why?

Every goal above is most important. However, in my view and based on my years of experience, finding our own 'why' and accentuating it is the most important initial step. In other words, among the School of Business faculty and students and other critical constituencies, we need to discover a common expression for our 'Why?' I am not suggesting it doesn't already exist. I am saying we must answer it in a conscious way in a few words, and be ready to include this answer in everything we do. The answer should become a part of our DNA in all of our decisions and activities.

What kind of experience should students expect?

First, students should know that I'm here to listen to them and learn about their ideas, hopes and dreams, and about how we can facilitate their learning and



A recent analysis by LinkedIn's Economic Graph team spotlighted Milwaukee, Wisconsin and 14 other U.S. cities for being especially well-suited for new grads.

Milwaukee, placed second on the list based on the strength of its job market, affordable rents and good starting salaries.

The analysis corroborates other recent reports of Milwaukee's appeal to new graduates and its place as a hub for business start-up success.

The Carroll University School of Business offers seven undergraduate programs and a graduate Master of Business Administration (MBA) with concentrations in business management, business analytics and healthcare administration.

Learn more about Carroll's online-only MBA program on page five.

development in new and innovative ways. I want them to know that as a student-centered dean, I want to get to know students more closely and will interact with them actively and in an ongoing way. I need their help to develop a distinct engaged and vibrant culture in the school to serve as a strong context and springboard for empowering them to lead their lives as Pioneer business leaders in the world. They should expect me to often ask them: What's your inner Pioneer? How have you or will you put it in action?

What kind of value does the online MBA add?

Our online MBA will give a platform to the School of Business for serving a rising segment of professionals who are seeking a high-quality online graduate program in business. Online education was already on the rise, and it will only rise higher in terms of demand because of the COVID-19 pandemic. The MBA online also demonstrates and reinforces Carroll University's School of Business pioneer spirit and drive, and its commitment to adapting to technological advances.

What does success look like?

As stated in the strategic plan under the vision statement, we will be successful once we emerge as a leading School of Business known for graduating students with the state-of-the-art data, technological and human literacies and competencies.

Yet we must continue to remain a school known for its finest tradition of having business alumni who underscore their allegiance to ethical and inclusive conduct, care for their communities and humanity. In my short time here, I've learned that these are indeed the values that are being taught and upheld at Carroll.

And we will be known and prominent as a truly pioneer School of Business through our innovative and high-quality academic and co-curricular programs.

Last fall, Carroll welcomed its second-largest class ever—nearly 800 students. Today, things look a little different due to COVID-19. How's the team in the Office of Admission adjusting? **We asked Vice President of Enrollment Teege Metille.**

By Sue Pierman

Admission Adjustments

How is admission adjusting?

As a general rule, we've done all right. We've been fortunate. On March 5, we had a directors meeting and walked through an activity that seemed crazy at the time: Imagine coronavirus closed campus and we couldn't recruit students—what would we do? It gave us a head start.

What's different now as opposed to last year?

Everything is different. I can't think of a thing that hasn't changed. At this point (mid-April) seniors are doing their last college visit, and usually it's an overnight. Juniors are just starting their search and can't visit campus, so they need to explore virtually. We're thinking: What can we do to stay out in front of student?

We're looking at things other than having them watch a video. We need to keep pushing for more interactivity. We're looking for more and more opportunities like that. The Facebook Live sessions I'm doing are designed to have me talking directly to a camera addressing high school juniors. We have a different topic every week, such as: "How do you visit campus now?"

We're experiencing things now that result in ideas we will keep forever. Virtual tours will become a part of what we do forever, as well as interactivity.

What have Carroll's counselors been using to work remotely?

Big Blue Button, Zoom and Teams. We're trying them all to see what works, what provides the best student experience and lean into that. Big Blue Button has the ability to project the presentation and the speaker's face throughout the whole two-hour session. Admission, Financial Aid and Student Success are doing one-on-ones with students and parents. Some prefer phone, Zoom, Skype, etc.

! *Due to the disruption caused by COVID-19, Carroll will be "test optional" for most fall 2021 applicants. Applicants will not be required to submit SAT or ACT scores.*

What are students and parents asking about?

Financial aid. It's comforting but surprising how normal some of the questions are. But we're getting more questions about how campus handled (the COVID-19 outbreak). We led pretty early with this, and we explained what we did. We're just beginning to get questions about next fall, and we're hearing a lot more from Waukesha students about commuting than we did a month ago.

How is COVID-19 affecting the families you're working with?

We're starting to hear from parents who've lost jobs, but we've seen this before with the housing crisis of 2008 and when Act 10 happened, and there was a huge change in take-home pay of public service employees. We saw more financial aid appeals. Colleges have choices to make, which are offering more aid or knowing that some students who would have come won't be able to. We're also closely watching federal relief packages. Carroll, as an institution, will do our best to leverage state, local and national resources to help families as best we can.

Is there any good news to come out of the COVID-19 pandemic?

I think Carroll is well-positioned. Any time there is a crisis, like 9/11, there is a knee-jerk reaction to stay closer to home. We have a good chunk of students in Milwaukee who are more likely to stay home, and we can benefit from that. We're also willing to be flexible about on-campus housing requirements.

MOVING CARROLL UNIVERSITY ONLINE GETTING IT DONE

By Sue Pierman

On Feb. 25, as news of the coronavirus continued to spread worldwide, Chief Technology Officer Mohammad Samarah began evaluating how quickly the university could react when the virus arrived here. The first confirmed Wisconsin case was three weeks away.

"Since I was new, I already was doing an audit for security, compliance, capacity and scale. I thought, 'Let's see what systems we have that power the university: online teaching, learning, operation, finance, communication, and let's come up with a plan to ensure we can keep everything up and running if there is an increase in usage overnight,'" he said.

Next came simulation and testing the systems' capacity and demand to see if they could hold up to a five- to tenfold increase in usage. "It's one thing to say we can and another to know we can," Samarah explained. "We quickly realized there were not enough VPN (virtual private network) licenses, and the video conferencing and recording platform was not going to cut it."

The team left MediaSite to examine a second option, Big Blue Button.

"Big Blue Button was our answer to virtual classes and online classes. During the second week of spring break, we did training for all faculty members. Toward the end of week, Big Blue Button declared it was not going to be able to handle capacity," Samarah said.

That meant finding another platform—fast. Online classes were scheduled to begin March 23. The office turned to Microsoft Teams, which Carroll had, but had never used for online learning. In a very short time, Teams had to be thoroughly tested, and its Canvas plug-in deployed.

"Our team had to become not just users, but experts," Samarah said. "I'm really proud of what our people accomplished with Microsoft Teams. That did not fully replace Big Blue Button until the Saturday night before we went live."

The Office of Information Technology also handled another critical piece of ensuring online learning

could go smoothly: creating a virtual computer lab. "Our students need 60 or more software apps, and those are available in the physical lab in Shirley Hilger Hall. But if no one is there, they can't access them."

A virtual computer lab typically takes two to three months to deploy, but Carroll's team had to accomplish it in a week to 10 days. "It took really deliberate, thoughtful discussion with calmness. The effort was ongoing; it didn't matter what time of day or day of the week it was; we had a mission to get done," Samarah said.

Technical support was critical, so the office extended its hours from 8 a.m.–8 p.m. weekdays and 10 a.m.–4 p.m. on weekends. "We redirected resources working in other areas to full-time support staff. We knew this was going to be critical for our success. We increased our Help Desk staff by a factor of three or four," he said.

They also created a Virtual Campus on the portal home page to house new tools for training and support, including a chat function and videos created by the office specifically for Carroll employees. Courses in Teams and other applications are offered weekly to faculty and staff.

By the third week of April, Samarah said the demand on the team was "becoming more manageable. Much of it is due to very patient, very dedicated folks," he said.

The lesson learned? Be calm in the face of a storm. "Keeping myself and the team calm was critical; there were times where we could have declared this could not be done. There was not enough time, not enough resources, not enough money. So, I said, 'OK, let's think through this, looking at what can we do, instead of what we can't do. Let's try for excellence, even under pressure, and if we come up a little short, it will still be OK,'" Samarah said.

"The credit goes to the team for coming together, being resilient, putting in the effort, keeping an open mind and just carrying on. Our users are great users, and understanding. Both helped us deal with these difficult times much more easily," Samarah said.



Each year, Carroll students make history. *Literally.*

MAKING HISTORY

Story by Malcolm McDowell Woods | Building Illustrations by Kaitlyn Shanks '22



We tend to think of history as a series of grand personalities and earth-changing events: a parade of Churchills, Roosevelts, Rosa Parks and other men and women familiar from our history textbooks, and the days of infamy and/or acclaim: Pearl Harbor, Lincoln's Gettysburg Address and the War of Independence. And it is, in the sense that these pivotal events and outsized individuals do alter the course of civilization. But history is both broader, and deeper, than that.

It is the advisor to Winston Churchill, writing love letters, in vain, to the young woman who had stolen his heart. It is the enlisted young man who drowns when the ship delivering him and hundreds of other soldiers to the front, sinks. It is a mother's son, another enlistee, a veterinarian student, who spends the first world war safely out of harm's way, tending horses in California.

It is an accumulation of stories, millions upon millions of them. Stories of chance, of decisions, of fateful moments, of accidents. Stories of people.

History is the recording and the telling of stories. And in Carroll's history classes, students each year learn to find and tell those stories. They make history.

Last fall, students in Dr. Kimberly Redding's Kennan Seminar dived into the personal stories behind some of the landmarks in Carroll's neighborhood. They researched and created a walking history tour of the neighborhood. The

Carroll University Historic District Walking Tour

Download the Clio app on your smartphone. Search for Carroll University. The app will display individual entries first; scroll down to Walking Tours and Heritage Trails and look for Carroll University Historic District.

Waukesha World War I Heritage Trail

Download the Clio app on your smartphone. Search for Waukesha. The app will display individual entries first; scroll down to Walking Tours and Heritage Trails and look for Waukesha World War I Heritage Tour. The tour begins at the Waukesha County Historical Society and Museum, housed in Waukesha County's old courthouse, but you can start wherever you want.

tour can be accessed through Clio, an educational website and mobile-based app that houses thousands of scholarly produced, crowd-sourced entries about landmarks and other sites of historic or cultural significance.

The Kennan Seminar is a class for students who are members of the George F. Kennan History Fellowship Program. It is taught by rotating faculty each year and typically attracts juniors and seniors in the history program.

"The class is all history majors, who know one another pretty well and who are curious and vested in the history program," said Redding. She sees the class as an opportunity to engage these students, many of whom will pursue graduate studies or teaching positions, with field research opportunities.

"This project gets the students thinking about communicating history in a more 21st century manner, as a way to engage the public," said Redding.

Students began by sampling an existing walking tour of Waukesha's historic sites, but found it heavily oriented toward the architecture. While many walking tours similarly focus primarily on architecture, the Clio project looks at buildings as hooks into stories about the people who built and lived in them. "The Clio project in general focuses on locations as windows into local history," said Redding.

To develop the walking tour, students utilized several local history resources, including the Waukesha County Historical

Society and Museum and the archives at Carroll's Todd Wehr library. At the Historical Society, they discovered how street names and numbered addresses may have changed over the years, as well as gathered information about the original occupants or function of the buildings. Carroll's archives contained valuable information about the history of many of the campus buildings.

"My initial plan was to have the students do some fact checking, but the challenge then became to build on that information," said Redding. The Clio site has specific guidelines about what types of information is required and how the material is to be presented. The students had to build a historical narrative for each that had a beginning, a middle and an end. For their tour, students began each listing with a brief description of the building's architecture, in part to help walk participants identify the structure, then pivoted to tell the story of its occupants.

The Carroll University Historic District tour is an easy neighborhood walk with nine stops, most of them university-related buildings, all brought to life, all steeped in history. But it's not the only Clio tour curated by Carroll students.

The Waukesha World War I Heritage Trail, as its name implies, offers a glimpse back at the lives of Americans during the first world war and was created by students in Redding's research methods class. "One of the challenges of that class is to turn the students from being consumers of history into prosumers of history—producers and consumers both," Redding explained.

Redding chose to focus on World War I and how it impacted Waukesha families. The students' research began at the Waukesha County Historical Society and Museum, where they leafed through a collection of draft registration cards. Their task: track down the person on each card. Find and tell their stories.

"You start with something very small, such as a draft registration card," said Redding. "That can lead you down multiple research paths." Some were dead ends – there just wasn't enough information to be found. "Some of the students found it frustrating at the beginning, because they kept hitting dead ends. But that's just what research is."

The history books tell their story and the tale moves from start to finish with a feeling of inevitability, but projects like this teach us that there were millions of people making millions of individual choices all the time. "It highlights the role of contingency in life," said Redding. "One soldier's boat went down and he never made it to France. One was a vet student and he spent the war in California, caring for infantry horses."

It's all history. And everyone has a story. And sometimes it helps to have someone find the forgotten stories, and tell them anew.

Students Contribute to Traveling Holocaust Exhibit

A traveling exhibition exploring the American response to the Holocaust will include the contributions of several Carroll University students.

"History Unfolded: U.S Newspapers and the Holocaust" is a special undertaking of the United States Holocaust Memorial Museum in Washington D.C. The museum asked researchers across the country to document how local newspapers covered the rise of Nazism and the Holocaust. More than 3,500 people across the nation contributed to the research effort, including, for the past several years, students in Dr. Kimberly Redding's history classes.

The museum recently announced a new traveling exhibit, Americans and the Holocaust, based on that research, which will visit 50 libraries across the country, including the Milwaukee Public Library next summer.

The exhibit features an interactive display focusing on 150 articles and includes submissions by current and former Carroll students, Jeffrey Schultz, Katelyn Lombardino, Madeline Bohan and Kristina Lamm.

Szymon Kaczmarczyk / Shutterstock.com

Unity IN Isolation

█ The COVID-19 pandemic has drastically altered life across the world. For many of us, it has meant a new way of living—avoiding crowds, wearing masks, working from our homes, socially isolating, staying in place. █ For universities such as Carroll, it meant navigating a huge transition in the middle of a semester, in a sea of uncertainty. Before an extended spring break had expired, the school had moved online, for all practical purposes closing the campus. █ The “new normal,” as some called it, was anything but. Home offices were carved out of dens, bedrooms and basements. Lectures, discussions, tests and meetings moved online. Countless spring activities—concerts, games, exhibits, plays, celebrations, even commencement—were postponed or morphed into online activities. █ Everyone has stories. Of learning new software on top of lessons, of troubleshooting a home computer network, of first donning a mask, of the fear and anxieties, of the utter weirdness of life, of how completely transformed our lives became overnight. █ But mixed in with those tales are stories of perseverance. Pioneer perseverance. Stories of faculty, staff, students and alumni, making do, making it work, making it better. Because that’s what Pioneers do.

PIONEERS PERSEVERE

Carroll University’s story is one of perseverance. It’s a trait that’s in high demand and very much on display right now. The COVID-19 pandemic has upturned our lives and changed our priorities. But facing these unforeseen challenges and moving forward with grace, ingenuity and determination has also brought out our best.

Read more stories of Pioneering Perseverance at carrollu.edu/pioneers-persevere



Alumna Helps
Bring Japan to Students

Teaming Up

Graphic communications professor Dan Becker’s class on Japan is a campus favorite.



BECKER

Students spend a semester studying Japanese life, capped by a two-week immersive trip to the island nation, where they experience the culture firsthand. They spend most of their time in Tokyo and the immediate surrounding area, paying special attention to arts, fashion, language, food, historical events, music, religion and popular culture. Past trips also visited Osaka and Kyoto, experiencing the oldest and newest Japan has to offer. For many, it’s an experience of a lifetime.

This spring, that opportunity vanished when Carroll canceled all student travel due to COVID-19. The students in NCE329: Japan – A Culture of Contrasts would not be embarking on a breathtaking, 13-hour trans-Pacific journey; instead, they were headed home.

Becker shared in their disappointment, but he was faced with an additional challenge: continuing to provide a meaningful cultural



Shaping Success

If all it took to learn how to sculpt a bust or use a potter’s wheel was watching a video, anyone who has seen “Ghost” would be an artist.



IMES

But learning to work clay—pinching, pulling, prodding and slowly drawing the desired shape—well, that takes a learned touch. Fortunately, by the time spring classes at Carroll moved online, the students in Michael Imes’ two ceramics classes had already spent time in the studio, learning firsthand the proper techniques for working with clay from Imes.

“It was really advantageous that we got half the semester in so that I could give an intro to many of the techniques,” he recalled. “I could introduce pinching, and pinching coil work and soft slab and stiff slab and the use of the potter’s wheel.”

Figuring out the remainder of the semester was a matter of technology and materials. Imes spent some time trying to determine the best platform for conducting virtual classes. Most of the online meeting options hosted lectures easily, allowing a moderator to lead discussions. But Imes needed a setup that allowed the students to see and interact and to present their work to the full class. He ended up buying a month’s subscription to one service.

“I managed to do some online demonstrations,” he said. “And we set out clay outside behind the studio so that students could come in and pick it up without entering the building.” The department even lent out a couple potter’s wheels to students interested in pursuing that technique. Students living farther afield secured materials online.

The one concession to the pandemic was forgoing the requirement that the work be fired, though Imes is hoping to schedule individual appointments when students can drop their work off and have Imes supervise the firing. ■

education to his students, from his own home to theirs.

Fortunately, he had an ally. Marissa Garretto '17 was a former student of Becker's who had gone on that trip several years earlier. Its impact truly changed her life—Garretto, who we met in the previous issue of **FIRST**, now lives in Japan, teaching at a school there. Becker was able to arrange a 6,200-mile Microsoft Teams meeting.

So, at 7 a.m. one morning in April, Becker and his students logged in from their homes and Garretto and her fellow teachers signed in from Japan and what followed was a lengthy first-person discussion of life in Japan. "The technology was awesome," said Becker. "Everything worked great. It streamed quite well. I deeply appreciate all the efforts made by ITS (Carroll's Information Technology Services) and everyone else for the work they put in getting us ready to go online and for the training they provided. It made all of this possible." ■

"I didn't at first have any idea what I was going to do. It's a very different experience than a regular physics class in the lab," said



WILSON

Dr. Tate Wilson, senior lecturer in physics.

"It was stressful thinking of what to do, but I learned about my own psychology. At first, I stewed about it, and I thought, 'I can't do this.' Then I contacted Carroll's provost. I said, 'I just don't have any idea what to do about this,' and I asked if he had suggestions. In five minutes, I had some perfect ideas. I just had to talk it out."

For his Advanced Electronics Laboratory, Wilson learned to think inside the box. He ordered 13 microcontrollers online. "These are simplified version of what an engineer would really use as microcontroller, and you can make any electronic device," he said.

"Microcontrollers are like a computer that doesn't use an operation system; it only runs one program at a time, and they're everywhere in engineering," Wilson said. "For instance, your microwave has one in it to figure out the programs on the keypad."

The question was, what would the students' microcontrollers actually control? "That's the part they need to build," Wilson said. "At school we have lots of parts and equipment they can use."

Not having access to those, Wilson also bought kits online that include parts like a variety of sensors and resistors.

"They come with tutorials on how to use the parts in kit, and the goal is to have them build circuits. It's what we would

have done at the end of the year is have them build a project of their own."

And it seems to be working. "The students are so great. I haven't gotten a complaint about anything from anyone. They all seem to be taking it with a spirit of adventure, saying 'Okay, let's try this.' They think of this as a big adventure. I think they kind of like it," he said

For Wilson's part, he's disappointed. "I don't get to see all my students. But they don't have that same problem because they do get to see me every day on video. To them, it's just like being in the classroom."

That's not to say everything went smoothly.

Because a Carroll credit card was used, the kits couldn't be shipped directly to students—they were sent to Carroll. And they came in multiple boxes. So Wilson repackaged everything, throwing in some extra parts he had at school and shipped them to each student in flat-rate boxes.

In addition to the lab, Wilson teaches other courses, which all are synchronous video lectures.

"I needed to acquire some gear at home. I bought a nice webcam and microphone on Amazon," he said.

It was just in time, because when Wilson decided to order a second webcam two days later, Amazon was fresh out.

Otherwise, he has a great setup in his basement, including a chalkboard salvaged from Maxon Hall when it was demolished.

"That's where I write out problems, and it's working very well. I'm also recording short videos of me solving problems. Now that I've got kind of a workflow, it goes quicker. But (teaching remotely) takes a surprising amount of time. I'm pretty pleased because the students don't seem to be missing out on any content."

"Like the provost said early on, take it easy on yourself," he said. "Recognize that (class) is not going to be as good as if this never happened. Once you change your expectations, anything you can deliver to your students in a positive." ■

Prof Draws Ire from Condo Association

Dance Party

The note James Zager received from his condo association was to the point:



ZAGER

you can't have a dance party at 10 o'clock. Apparently, some of his neighbors took umbrage at the music and dancing coming from his condo two mornings a week. A dance party? During a pandemic?

But Zager, a professor of theatre arts, wasn't hosting bass-thumping raves in his condominium, he was actually trying to teach his theatre dance class. Online.

When Carroll announced in March that the remainder of the spring semester would be taught online, Zager had mixed feelings. He teaches Intro to Theatre Arts, a big lecture class, and he could envision that being taught digitally, with recorded lectures, assigned readings and homework assignments all completed online. But his other class? Theatre Dance? Here is how the course is described in the course catalog: "Exploration of various dance styles within the context of dance performance. This course will include the analysis and practice of dance techniques from various periods of theatrical dance."

Zager had been teaching the class in a dance studio on campus. It's a semester of demonstration, rehearsal, observation and performance, all done in a large, open space surrounded by mirrors. It's a choreography of gestures small and grand, of jumps, runs and drops.

Lectures, he could move online. But the dance class?

"When you are in a studio together with mirrors, it's one thing, but when you are in your basement or bedroom, it's another thing altogether," Zager said. In this class, the 10 students learn and practice about various styles of dance through history. How could he properly demonstrate the choreography and observe their attempts to learn it?

The answer came to him in a training session Carroll



presented to faculty during the extended spring break. The seminars were created to help teachers move their classes online and determine best practices for delivering content to students. The lecture class could be taught asynchronously, with readings and assignments spread out over the course of the week. But the dance class would work best presented live to students at the regular class time, twice a week.

At ten o'clock on Tuesdays and Thursdays, Zager and his students gathered together virtually. The students see Zager; Zager sees all of the students. He demonstrates choreography, moving farther from the camera to highlight larger moves, the moving closer to demonstrate smaller gestures.

It is not ideal. The confines of his condo limit the scope of the movements he can perform. And his students deal with similar issues—one tunes in from his parent's basement and others have improvised studio spaces in bedrooms and dens.

Yet, being apart has in some ways brought the class even closer together. He has met his students' boyfriends and girlfriends, parents and pets online. One student performed a duet with their dog.

"There is a real bonding that goes on," Zager said. "Best practice is that you log in and turn your mic off. We did away with that. In each class as everyone is gathering, we have this personal conversation. Chat with me, chat with each other. And at the end of class, I make sure everyone can see each other and talk to one another."

They are, after all, in this together.

As for Zager's neighbors? "Once they knew what I was doing, that I was teaching a class, they were very sweet." ■

Thinking Inside the Box

By Matt Sherman '21

DOGGED DETERMINATION



CARROLL'S
FURRIEST
STUDENTS
GRADUATE
TO FOREVER
HOMES

When Carroll opened its campus for the 2019–20 academic year, students were not the only ones eager to earn their education. After years of preparation, biology professor Sue Lewis and Humane Animal Welfare Society (HAWS) associate Leann Boucha '12 M.Ed. '19 were ready to introduce their new dog training course to Carroll's animal behavior program. The course, taught by Boucha, saw students working with dogs to prepare them for adoption.

Lewis was inspired to create the course when she noticed many of her students were interested in working with animals. When Lewis began researching similar programs, she saw that Carroll College in Montana had begun a dog training course that involved fostering local shelter dogs. Lewis asked Boucha at HAWS to be a partner in the program, and the two started to design the Introduction to Canine Care, Behavior and Training course.

In the fall, students in the course learn “how to read canine body language, positive reinforcement and force-free training methods” said Lewis. Then, in the spring, students get an “immersion experience in animal training as they take in a foster from HAWS for the full semester.”

Four students and four canines were enrolled in the course this academic year. Animal behavior major Kim Holland enrolled in the course and was paired with three-year-old Jack Russel mix, Ora. Holland enrolled in the course to get a “hands-on experience in training.”

When Holland began training Ora, the dog was “extremely shy and aloof, she was nervous around everyone and it wasn't uncommon for her to growl to communicate that she was uncomfortable.” Now, after three months of hard work, Ora “allows strangers to pet her and she explores new environments with curiosity instead of fear,” according to Holland. “It's an amazing transformation to see!”

Lindsay Green is another animal behavior major who registered for the course. She was paired with a one-year-old boxer named Bowie. Green took interest in the course because of her lifelong passion for dogs.

Green describes Bowie as “a bundle of energy” and “one of the sweetest, most personable dogs.” Still, Green said it was a challenge to balance her own needs while taking care of Bowie. “Most of the time, I was putting my foster dog's needs first.”

When Carroll's campus closed due to COVID-19, students enrolled in the course were worried about how it would affect their education and the dogs' training. Before quarantine, students in the program would bring their dogs to their Monday and Wednesday courses and would have a three-hour lab each Friday. This helped the dogs socialize and get used to everyday life.

However, students in the program still filmed training videos and completed assignments online like they had



been doing prior. There weren't any drastic changes to the course, according to Green. Although the students missed interacting with their peers, the campus shutdown may have helped the dogs. According to Holland, “having online classes allowed me to train and prepare Ora better. It was such a big factor in decreasing her anxiety.”

While a planned and highly anticipated dog graduation ceremony was cancelled due to the campus closing, students and their dogs were able to do a meet and greet at HAWS, where the Carroll students helped screen potential adoptive families.

While students enrolled in the new animal behavior course faced many challenges, it's safe to say it was a major success. “This course is a rare experience in an already uncommon undergraduate major, which is amazing to see at Carroll,” said Holland.

LEARN MORE ABOUT OUR NATIONALLY-RANKED ANIMAL BEHAVIOR BEHAVIOR PROGRAM ONLINE:



Leann Boucha '12 '19 was featured in the of the Office of Alumni Engagement's CU in the Workplace video series.



Kimberly Holland '20 tells her unique path to studying animal behavior in a CU in 60 feature.

Profs Pen Haiku

At the prompting of **Provost Mark Blegan**, professors across Carroll's three divisions—stepped away from the computer screen and penned haiku about their experiences teaching online. The traditional Japanese-style poems, composed of three phrases of five, seven and five consonants, produced some unexpected and creative results—it *also proved that some professors are better at counting consonants than others!*

Ellen Barclay

Robins weave nests outside
Kitchen table is my view
Spring, forbidden us

Dan Becker

Canvas, Loom, and Zoom.
Gaining confidence daily.
My webcam's on? Sigh.

Jason Bennett

Isolation
Virtual Interaction
Intellect (dis)connect

Colleen Brown

It touches the soul—
The simplest act of kindness—
A smile—deep—grinning!

Dolores Greenawalt

Carroll's faith is stong
This spring as we are online
All of us shall thrive

Kevin Guilfoxy

I've asked many kids
They do not know what to do
If they should get sick.

Timothy Hannon

My student asks me
I reply eloquently
They smile virtually

Rebecca Imes

I teach my students
My kids run amok on screen
Modern parenting

Lara Karpenko

Working in isolation
And speaking to screens.
Still, we manage to connect

Peggy Kasitmat

Birch glow, tulips nod.
Earth is secure in her strength.
She suffers us fools.

Barb King

My thumbs are tired now.
Or simply too big to type.
No more emails. Cheers.

Kristi Lampe

Days blend together
Technology overload
Missing my students

Marie Schwerm

Late, “on-line on-time”
New technology breaks neck
Chill, when steaming up

Gail Vojta

Nine a.m. meeting
Have coffee, clean shirt, then click
May the tech gods smile

Mary Ann Wisniewski

Carroll Pioneers
Tackling this new frontier
In pajama pants!

James Zager

COVID-19 came
COVID tried to stop CU
COVID-19 failed

CLASS NOTES

Please send news of weddings, births, deaths; new jobs and promotions; academic and professional degrees; church and community service activities; awards and achievements; and changes of address to the Office of Alumni Engagement at alumni@carrollu.edu or via mail to Carroll University, 100 N. East Ave., Waukesha, WI 53186.

1974

Ricardo Diaz '74 received a Lifetime Achievement Award from the Milwaukee Business Journal's 2020 Diversity in Business Awards at a luncheon in March. Diaz is the executive director of the United Community Center in Milwaukee and a past recipient of Carroll's distinguished alumnus award.

1977

John Macy '77, an attorney with the Municipal Law & Litigation Group in Waukesha is to receive the 2020 Celebration of Giving award from the Waukesha County Community Foundation in recognition of Macy's philanthropy. Macy, who lives in Oconomowoc, is a long-time supporter of the foundation, having served on its board various committees.

1978



Douglas Mazique '78 and his partner Dwight have moved to Washington state. Mazique is retired after 22 years in the telecommunications industry and 12 years in amusement park management.



Voices of Choir Alumni Unite to Perform Campus Favorite

Sing Together

The idea arose during a virtual happy hour in the first few days of Wisconsin's Safer at Home initiative: Wouldn't it be cool to get some alumni choir members to join a virtual chorus and sing a well-known song?

That suggestion grew into an inspiring online event, as 75 alumni sang the hymn "Children of the Heavenly Father," conducted by Professor Emeritus of Music Dr. Mark Aamot.

Sara (Thorne) Meyer '09 '16, Carroll's promotion and events manager, had been chatting with Dr. Joel Matthys '97, assistant professor of music, and Mark Wampfler, a 2019 graduate with a degree in music education, when they came up with the plan. It seemed like a nice gesture that might brighten peoples' spirits. "And we realized we had just the right skillset to pull it off," said Meyer.

Meyer would recruit singers through various social media accounts she managed. Matthys would arrange the music and Wampfler could edit together any contributions they received.

The choice of music was an easy one. "(Children of the Heavenly Father) was basically our theme song all through the Doc Aamot years," said Matthys, a Carroll alumnus himself. "Doc was choir director for 30 years, so it's a song that was hugely important to everyone that was involved with choir and to many of the people that came after because we sang it at every homecoming and other alumni gatherings."

Meyer put out an appeal on Facebook and went to bed. When she logged on the following morning, there were upwards of 70 responses from people eager to participate.

With that interest in hand, they next needed a recording that each person could listen to and sing along with, recording their own part. "So, the next morning, I went and recorded on piano the choral part," said Matthys. "I sang with Doc many times, so I tried to match exactly the way he did his phrasing. And then we distributed that to everyone in the alumni choir."

And waited for submissions. Would people actually bother to take the time? It was one thing to click "like" on a Facebook post, quite another to actually take the time to rehearse and record it.

Wampfler, who had been in choir himself, had put together a few multi-track recordings and done some editing. Weaving together several recordings wouldn't be too difficult.

And then they received recordings from seventy five alumni!

"I didn't expect 75 videos to come in!" Wampfler remembered. "I was really happy to have so many people who wanted to be involved. And that happiness superseded the fear of having to edit together 75 people."

"When we shared it that night, we had 100 shares in the first hour," said Meyer. "It really brought back memories."

75

Choir alumni participated in the virtual performance

100

Social shares within the first hour of the performance's debut



A recording of the livestreamed performance is available with the digital version of this article at carrollu.edu/magazine

1982

Fast Company has recognized rCup, a company founded by **Michael Martin '82**, as one of the ten most innovative live events companies of 2020. Martin's company replaces the single use cups typically used at concert venues with reusable and recyclable cups. Working with acts like U2 and Radiohead, Martin's idea has displaced a half million plastic cups in its first year.

1989

Michael McNamara '89 and co-author J. Michael Gillette released the seventh edition of their book, *Designing with Light*, the most widely used college textbook on the subject. McNamara notes he studied the first edition while a student at Carroll. He continues as an associate professor at Purdue University.



Scott Mindel '89 has been awarded the 2020 Veterans of Foreign Wars Department of Wisconsin State High School Teacher of the Year. Mindel organized a project to collect the names of photographs of alumni and staff of West Bend high schools who have served in the U.S. military.

1990

Jennifer (Mayer) Wilson '90 has been selected to serve as an Obama Fellows executive coach in 2020. The Obama Foundation Fellowship supports outstanding civic innovators—leaders who are working with their communities to create transformational change and addressing some of the world's most pressing problems. The program selects 20 community-minded rising stars from around the world for a two-year, non-residential program, designed to amplify the impact of their work and inspire a wave of civic innovation. Wilson is the founder and principal at New Leaf Coaching and Consulting.

PIONEERS PERFORM:
FRIDAY NIGHT LIVE!
facebook.com/carrollualumni

Join us for Friday Night Live performances, career and life advice or participate in a book club! Check out our virtual classes, events and performances throughout the summer and fall at carrollu.edu/alumni/events

2003

Joe Dorn '03 and his wife welcomed a baby girl, Molly Claire Dorn, on Feb. 21, 2020. Dorn currently works as a technical training senior specialist at Northwestern Mutual.

2004

Sandie (Springer) Giernoth '04 has been appointed Washington County Circuit Court Judge by Wisconsin Governor Tony Evers. Giernoth lives in West Bend with her family. She is an active member in the community, serving on the boards of United Way of Washington County, Froedtert West Bend Hospital and Emerging Leaders of Washington County. She is the past president of the Washington County Bar Association.

2006



Melanie Foreman '06 wed John Paul Peterson in Door County Sept. 29, 2018. She is the daughter of Fred '70 and Stephanie (Lancaster) Foreman '70. She currently works as a counselor at Kettle Moraine High School. The couple reside in Milwaukee.

2009



Amanda (Vanevenhoven) Camacho '09 and her husband Esteban welcomed a baby girl, Reyna Lupe Camacho on March 4, 2020. She joins big brother Elias at the family's home in Waukesha.

2013



Casey Migacz '13 has joined H.J. Martin and Son in Green Bay, Wisconsin, as a purchasing lead, overseeing purchasing for the company's residential and commercial divisions.

2015



Hanna (Weinke) Holzer '15 married David Holzer on June 29, 2019.



2016



Missy (Heschke) Barker '16 and her husband, Josh Barker '16, welcomed a baby girl, Joselyn Marie, on Feb. 26, 2020.

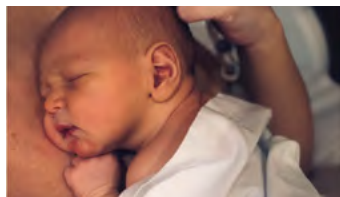


Kelly Pearse M.Ed.'16, director of human resources at Carroll, and her husband, Richard, welcomed a baby boy, Nashton Richard Pearse, on Dec. 23, 2019.

2017

Kayla (Kuntz) Kane '17 wed Christian Kane on Sept. 28, 2019.

Faculty and Staff



Quinton Miller, public safety officer, and his fiancé Ashley welcomed a baby boy, Grayson Alexander Miller, on Jan. 24, 2020.



Laila Azam, clinical assistant professor for public health, and her husband, Ahmed, welcomed a baby boy, Omar Azam, on Feb. 13, 2020.

Vice President Steps Down After 11 Years of Relationship Building

Kuhn Retires

Stephen Kuhn is retiring this summer after an 11-year tenure as Carroll's vice president for institutional advancement, but his presence on campus will be felt for years to come.

Steve Kuhn began his time as the vice president of institutional advancement at Carroll University in February 2009. Upon Kuhn's arrival in 2009, he re-tooled the advancement staff and soon began work on a \$50 million campaign. Many members of the board of trustees were skeptical of a campaign that large—and actually thought it was impossible for Carroll.

Then president of the university, Doug Hastad, recalled the size of the task. "(Kuhn's) most important challenge as the vice president of advancement was to move the Carroll campaign to its goal of \$50 million. This was a huge initiative for Carroll, one that would far surpass any previous capital campaign," said Hastad. "Well, as most remember, this was the depth of the great financial recession, a time at which large donors were reluctant to make big gifts. Nonetheless, Steve trudged forward. When the dust settled a few years later, and the campaign was officially closed, he did not hit \$50 million. Yes, he missed the target! Truth be told, he and his colleagues raised more than \$52 million dollars in gifts and grants. This is a fine testament of his leadership."

Campaign Carroll: The Common Thread was indeed the largest, most ambitious fundraising initiative in Carroll's history. It did exceed its original target of \$50 million—raising over \$52.7 million from 7,533 donors, to support facilities, programs, endowment and operating needs.

"It is hard to sum up what Steve's impact on Carroll has been," said President Cindy Gnadinger. "Obviously, we can point to the fact that he led the most successful campaign in Carroll's history. In addition, he helped to cultivate the largest single gift in Carroll's history. These are not insignificant contributions."

The Michael and Mary Jaharis Laboratories marked two significant firsts for Carroll. It was the first new academic building constructed in over 50 years and most importantly, it was the first all-gift/grant building in Carroll's history.

While the Jaharis Laboratories and Prairie Springs Environmental Education Center were two of the most recent and largest projects during his tenure, there have been over 65 construction projects and dedication of new spaces, including the Crofts Morava Pavilion, Doug and Nancy Hastad Hall, the reopening of Rankin Hall, Richard Smart House and Shirley Hilger Hall, amongst others.

Gnadinger added that Kuhn's impact extended beyond the fundraising. "Steve has been a valuable member of our senior leadership team," she said. "He has decades of experience in higher education and those experiences have enriched our discussions and assisted the senior team at times when we have had to make difficult decisions. His wisdom will be missed."

"Additionally, I am grateful for Steve for helping to orient me to Carroll three years ago when I was named president. He has been extremely supportive to me in making outreach and introducing me to many of our wonderful

alumni. We have traveled together across the country for alumni events, and for all these years, his wife Kathy has been part of those events. She has been a true partner in his work at Carroll. John and I will certainly miss them and I know for a fact they will be missed by many in our extended Carroll family."

Kuhn said he had been thinking of the timing of his retirement for a while. "For me, it was always a question of best timing to benefit Carroll," he said. "With a comprehensive campaign in the making to support a new and essential strategic plan, it was important to me that Carroll—and Cindy, have the best advancement team available for the duration of a lengthy campaign."

Kuhn said he was proud of his team's accomplishments in strengthening alumni engagement, building programming and fundraising—for the Common Thread campaign, the general endowment and other initiatives. "However," he added, "none of this was even conceivable without the very generous support of many, many donors. Carroll constituents—alumni, parents, friends, foundations and corporations—have stepped up big-time for Carroll's strategic initiatives. And they will continue to do so into the future."

Stephen Kuhn and his wife, Kathy, have been fixtures at Carroll alumni events for the past 11 years.



IN MEMORIAM

1940s

Helen (Bradfield) Friedli '43 passed away Jan. 4, 2020, in San Antonio, Texas, at the age of 97. Before earning her master's degree, Helen spent two years in Cuba on a scholarship and taught Spanish for one year at Carroll University.

Gordon Sperl '44 passed away Oct. 8, 2019, in Dousman, Wisconsin, at the age of 97. Gordon served for five years in the United States Navy during World War II.

BettyAnn M. (Leiser) Kronwall '44 passed away Oct. 13, 2019, in Lake Geneva, Wisconsin, at the age of 96.

Charles "Wesley" Kramlich '44 passed away Feb. 24, 2020, in Sister Bay, Wisconsin, at the age of 97.

Claire (Richter) Ehrenberger '46 passed away Dec. 20, 2019, in Lincoln, Nebraska, at the age of 95. She is survived by her niece Barbara Horner-Ibler '80 and Barbara's husband John Horner-Ibler '81.

Mary Jean (Graney) Goeres '49 passed away Feb. 15, 2019, at the age of 91. She is survived by many family members including her husband Ted Goeres '49 and her son Robert Goeres '80.

John G. Koehler '49 of West Bend passed away April 1, 2020, at the age of 92. John studied dentistry at Marquette following his graduation from Carroll and practiced dentistry for many years in West Bend. He is survived by his wife, Barbara (Otto) Koehler '51 and many other family members.

Lucille (Ennis) Shanks '49 passed away July 10, 2019, in Oconomowoc, Wisconsin, at the age of 91. She is survived by son, Scott Shanks '88.

1950s

Robert Vyvyan '50 passed away Jan. 14, 2020, in Union Grove, Wisconsin, at the age of 96.

Helen (Bennett) Murphy '50 passed away Jan. 20, 2020, at the age of 91.

John F. Townsend '51 passed away June 24, 2019, in Hadley, Massachusetts, at the age of 90. John was an accomplished artist, having his work displayed in galleries in Massachusetts and New York.

Joyce C. (Stelter) Miller '51 passed away Nov. 26, 2019, at the age of 90. She was preceded in death by her husband Richard Miller '51.

Roberta J. (Anderson) Bertacchini '51 passed away Jan. 21, 2020, in Waukesha, Wisconsin, at the age of 90. Her survivors include her granddaughter Elizabeth Bertacchini '20.

Donna E. (Jacobson) Nylander '52 passed away Nov. 28, 2019, in Ellensburg, Washington, at the age of 89.

John Kuckuk '52 passed away Jan. 19, 2020, in Columbus, Ohio, at the age of 89.

Robert E. Hegland '55 passed away April 14, 2019, at the age of 88. Robert served in the United States Navy during the Korean War.

George Schussler '56 passed away June 11, 2019, in Lake Mills, Wisconsin, at the age of 85. George was inducted into the Carroll Athletic Hall of Fame and went on to play for the Green Bay Packers.

Everett Marvin Farwell '57 passed away Feb. 14, 2020, at the age of 84. He was preceded in death by his wife Mary (Rickert) Farwell '58 on Dec. 1, 2019. He is survived by sister Elizabeth (Farwell) Hunt '62.

Harriet A. (Peterson) Goetluck '58 passed away May 9, 2019, in Venice, Florida, at the age of 82.

David W. McClugage '59 passed away Dec. 16, 2019, in Blairsville, Georgia, at the age of 82. David was a veteran of the U.S. Army and worked with the FBI for 27 years.

PIONEERS

1960s

Keith D. Hamilton '60 passed away Nov. 19, 2019, in Avon, Ohio, at the age of 80. He is survived by nephew **Roger Hamilton '84**.

Donald F. Belman '61 passed away Dec. 17, 2019, in Sun City West, Arizona, at the age of 81. Don was an entrepreneur and built hundreds of homes in the Waukesha community with his company Don Belman Homes, Inc. He is survived by his wife **Carol (Schmidt) Belman '62** and son **David Belman '98**.

Giorgian "George" Zekay '61 passed away in November 2019 in Boulder, Colorado.

John R. Claybaugh '62 passed away July 11, 2019, in Kaneohe, Hawaii, at the age of 79. He is survived by his wife **Karla (Wotrang) Claybaugh '63**.

Donald Natalizio '62 passed away Dec. 1, 2019, at the age of 80. Donald was inducted into the Carroll Hall of Fame for football for his accomplishments playing defensive backfield. He is survived by family including his wife **Eloise (Wendell) Natalizio '61** and brother **Dick Natalizio '58**. Donald was preceded in death by his father, **Anthony '30** and uncle, **Joseph '36**.

Carl A. Stecher '63 passed away Nov. 24, 2019, in Georgetown, Massachusetts, at the age of 78. He is survived by brother **Peter Stecher '75**.

Dennis W. Menzel '63 passed away Dec. 21, 2019, in Menomonee Falls, Wisconsin, at the age of 78.

Judith M. (Jarvis) Born '63 passed away March 5, 2020, in Sheboygan, Wisconsin, at the age of 78. She is survived by her sister **Jill (Jarvis) Dwyre '66** and brother **Jack Jarvis '66**.

John W. Johnson '64 passed away May 16, 2018, in Marinette, Wisconsin, at the age of 79.

William L. Larson '64 passed away July 3, 2019, in Rio Grande City, Texas, at the age of 77.

Louise M. (Schroeder) Hansen '65 passed away Oct. 12, 2019, in Green Bay, Wisconsin, at the age of 76.

Irie D. Grant '65 passed away Dec. 23, 2019. Irie was inducted into the Athletics Hall of Fame in 1976.

Thomas Short '65 passed away April 26, 2019, at the age of 75. He is survived by his wife **Marilyn (Pilling) Short '66** and numerous other family members who attended Carroll.

Peter J. Mason '69 passed away in December of 2017.

Stephen E. Quast '69 passed away Dec. 8, 2019, in New Orleans, Louisiana, at the age of 72. He is preceded in death by brother **Phil Quast '61**.

1970s

Nicolas Doneff '72 passed away June 1, 2019, at the age of 68.

James E. Nijoka '72 passed away Dec. 21, 2019, in Rockford, Illinois, at the age of 69.

Jane L. (Hansen) Gulbransen '75 passed away Nov. 14, 2019, at the age of 67.

Christopher R. Brookshire '78 passed away Nov. 29, 2019, in Panama City, Florida, at the age of 63. While at Carroll, Christopher was president of the Sigma Phi Epsilon fraternity and held an active role with the Carroll Players.

Juliana (Van Susteren) Johnson '79 passed away Nov. 12, 2019, in Oconomowoc, Wisconsin, at the age of 62. She is survived by sister **Linda (Van Susteren) Waller '73**.

1980s

Mark A. Roys '87 passed away Aug. 21, 2019, at the age of 54. He is survived by his wife **Julie (Fehr) Roys '90** and his father **Paul Roys**, faculty emeritus.

Sheryl (Kurek) Phillipson '88 passed away Jan. 10, 2020, at the age of 53.



Sandra A. Merfeld '89 passed away August 10, 2019, at the age of 78. Sandra worked for many years in the Milwaukee County Hospital and the Milwaukee County jail system.

1990s

Jennifer "Jenna" M. Bowser '95 passed away July 31, 2019, in Brookfield, Wisconsin, at the age of 45.

Faculty and Staff

Sylvia George passed away Oct. 22, 2019.

Thomas F. Selle, associate professor emeritus of art, passed away Feb. 23, 2020, in Waukesha, Wisconsin, at the age of 71. Thomas is survived by daughter **Rachel (Selle) Simpson '99** and son in law **Scot Simpson '99**.



CARROLL COUPLES RECOMMIT

I do, Two


The Carroll Couples Vow Renewal Celebration on Feb. 14 marked a first for the university but had somewhat been 10 years in the making.

It was 2010 when the Office of Alumni Engagement first started soliciting Carroll couples to share their stories each Valentine's Day in written essays with tales told of "How We Met." As staff planned for the 10th year of the story feature and realized that Valentine's Day of 2020 would come on a Friday, they decided to invite Carroll couples with their stories back to campus for a wedding-style event, complete with a ceremony, buffet dinner, flowers, cake and a live band to spark a night of dancing.

Dolores Ocampo Brown '99, M.Ed. '10, senior director of Alumni Engagement, said, "We thought it would be a perfect way to be able to take that sharing of love to a different level. It is a very unique kind of once-in-a-lifetime event."

The event attracted 31 Carroll couples from Wisconsin, Pennsylvania, South Carolina, Illinois and Mexico. Class years spanned from 1960 to 2015.

Carroll's chaplain, The Rev. Elizabeth McCord, joined by special guest and former Carroll chaplain, The Rev. Bill Humphreys, shared words of wisdom about marriage and relationships before couples renewed their vows. Carroll musicians played "Can't Stop Falling in Love with You," by Elvis, and couples, lined up side by side down the center of the chapel, joined in with singing the song together.

"Carroll did a lot to shape and form our adult lives through the relationships we built there," said John Harrits '76, who renewed wedding vows with his wife, Sue (Carroll) Harrits '76, celebrating 43 years of marriage on June 4, 2020. "This is where we met. This is where our life and our adult work started." 



In Line

Here are just a few of the completed coloring pages from the last issue of **FIRST**. For a few more fun diversions, you can download a Carroll activity book at carrollu.edu/social/activity-book.



The world changed this spring, as the shadow cast by COVID-19 darkened our world. At Carroll, the pandemic emptied our classrooms, labs, athletic fields, residence buildings and dining halls. Outwardly, our bustling, vibrant campus fell silent.

RISE TO MEET THE CHALLENGE

But behind the scenes, Carroll sprang to life. IT staff devised efficient and innovative ways to create a digital Carroll experience. Faculty improvised broadcast studios in their homes and worked tirelessly to keep learning happening. Everyone pitched in to ensure that the essence of what it means to be a Pioneer could continue. Creativity and ingenuity kept classes running and our community connected and, in May, we celebrated our first-ever virtual commencement.

But rising to meet these new challenges has been costly. Students were forced to make sudden travel arrangements, secure needed technology and rearrange their lives. The COVID-19 disruption carried a price and continues to, as we scan the horizon for what the near future may bring.

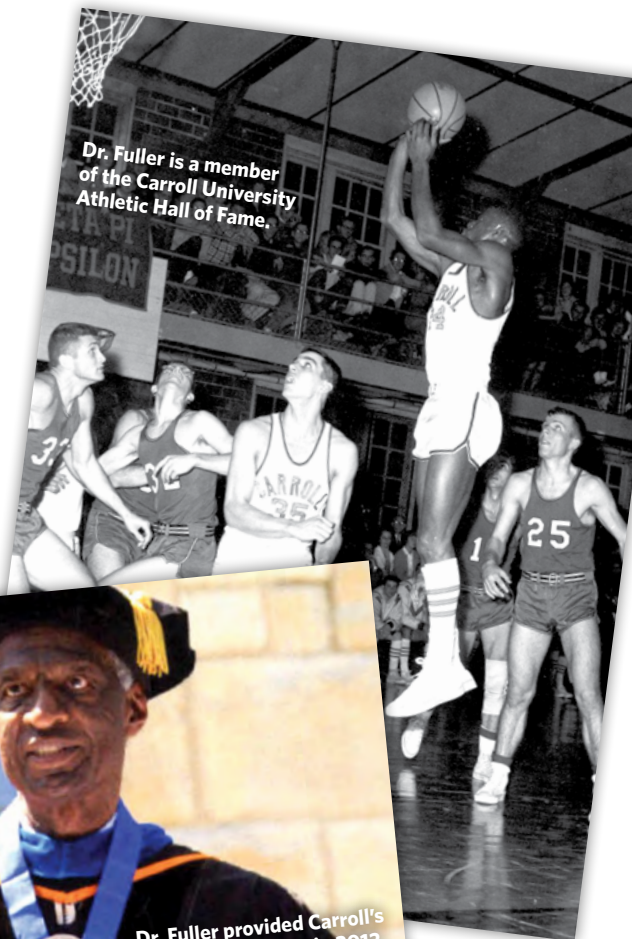
Your support now of the Carroll Fund, the Carroll Cupboard or the Student Emergency fund can help our students cope with the very real challenges of this pandemic and help us as we continue to fulfill our mission to offer a life-changing education.

- ☉ The Carroll Fund helps to bridge the gap between the actual cost of a Carroll education and what students pay to attend.
- ☉ Carroll Cupboard is a food share program aimed at addressing food insecurity.
- ☉ The Student Emergency fund offers assistance to students dealing with financial issues related to COVID-19.

Each one is critically important to our students' welfare and the success of our mission. Find out how you can help at carrollu.edu/giving-back/ways-to-give

A Civil Rights Pioneer Reflects

A true Pioneer, Howard Fuller graduated as part of one of Carroll's first racially integrated classes in 1962. His life and career have been devoted to advocacy, and he has long served on the national stage, fighting for civil rights and educational reform. Upon his retirement this summer, the former distinguished professor of education at Marquette University sat down with us for an interview. Read the full article online at: carrollu.edu/articles/alumni/2020/07/fuller



Dr. Fuller is a member of the Carroll University Athletic Hall of Fame.

Dr. Fuller provided Carroll's Commencement keynote in 2012.