The one-room school, educator of prairie children, is one of North Dakota’s iconic historical images.

A scattering of them still stand, silent reminders of those pioneer families who risked everything for a new start, tethering their roots into an unknown land with the cords of homestead, church and school.

As North Dakota today becomes home to another generation of newcomers, schools again are called on to be the cradle of community cohesiveness.

With innovative programs, including the university’s new Doctorate of Education, the University of Mary continues to evolve to meet the educational challenges of the new frontier.
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Cover photo taken at Buckstop Junction in Bismarck.
Photo, opposite page, of one room school courtesy of McLean County Historical Society

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A round the flickering light of ancient campfires, in medieval monasteries, country schoolhouses and modern universities, learning has been the cradle and conveyance of culture and a powerful, binding agent of human community.

When the Benedictine Sisters founded Mary College in 1959, education was one of two inaugural academic programs. We have been teaching teachers from the very beginning.

When the University of Mary confers the title of “teacher,” it does so with a full understanding of the power and responsibility of that word.

When the University of Mary confers the title “teacher,” it looks first, always, to the example of Christ.

Throughout his ministry on earth, Jesus taught. He taught in homes and on hillsides, in fields and on dusty roads.

When strangers or followers, the sly or the seeking, asked profound questions, they would often address Jesus as “teacher.”

The Gospels tell us that Jesus could illuminate the dim interiors of theological thickets by plucking and holding up a story about the humble thing, the daily task, the ordinary person.

Jesus’s profoundest lessons often began with the words, “The kingdom of heaven is . . .”

... tenderness for a single sparrow, beautiful as a lily of the field, humble as a widow’s penny, faithful as a steward of a vineyard, to be found in the compassion of a stranger, the forgiveness of a father, like seed on fertile ground, a healthy fig tree, salt, light, a pearl of great price.

In story, Jesus taught his listeners that the true neighbor is the stranger who tends the wounded. That God’s love is deep enough to joyfully accept back the foolish, broken, repentant.

To a rich young man, he teaches that to be saved means to give all.

Jesus’ stories asked his listeners to consider each other mutual children of God and brothers and sisters to one another.

Multitudes, the Gospels say, followed Jesus on his itinerant ministry, absorbed his stories, let them gestate, transforming their hearts and elevating their understanding.

And such were the power of those parables, that 2,000 years later, his teaching has lost none of its potency.

This is the ideal of education — transformation, elevation and blossoming of understanding, making the connection of what is now with what is eternal.

In the University of Mary’s Lifrigr Family School of Education and Behavioral Sciences, top-quality faculty and staff work rigorously to educate ongoing generations of educators who are eager to unfold for their students a universe pulsing with possibilities.

Because beyond the practical uses of education, Jesus’ way of reaching and teaching reveals the way we are imbedded in creation, interwoven within the elegant inventiveness of God that spans the unimaginably vast to the infinitesimally small.

Emulating Jesus’ story of the Good Steward of the Vineyard, our university believes that education is a vocation of nourishment, of cultivation and tending, for a sacred purpose — the flourishing of all the generations to come.


FROM THE PRESIDENT

“The larger the island of knowledge, the longer the shoreline of wonder.”

Monsignor James P. Shea
President
A horse or a pronghorn antelope struggles up a few minutes after it is born and begins to behave, well, like a horse or a pronghorn antelope. Undoubtedly its mother “teaches” it how to be an adult — how to graze, flee from danger, settle disputes, find water. By the end of its first year it is more or less fully formed for life.

We humans spend a much longer time getting our young ready for the world. Our civilization engages children in formal education when they are just three or four or five years old, and continues to engage the majority of their time until they are in their early twenties. Sometimes longer. Here at the University of Mary, we “finish” them for life and work. Then, with great fanfare, they graduate, and stride off into the world.

In every educational institution, there is a balance between self-help and instruction. As the twenty-first century unfolds, I believe we will increasingly become “learning coaches” rather than teachers in the old “sage on the stage” sense that existed before the coming of the Internet revolution.

We teach them skills — physical therapy, nursing, accounting, management. We help them master a body of knowledge — organic chemistry, calculus, anatomy. We certify that they have the discipline to show up every day and perform the tasks we have set for them. We fit them with “lenses” with which to observe civilization — economics, philosophy, political theory, Catholic studies, literature. We make sure that they have a working acquaintance with subjects other than their principal occupational or intellectual pursuit.

St. Augustine said that he would consider himself fully educated when he could read anything he wanted to read, write anything he wanted to communicate, and understand any concept he wanted to understand. If we had a way of measuring the skills of the 3.7 million students who graduate from American colleges and universities each year, how many would pass the Augustine test?

By Augustine’s standards I would have to conclude that I am only marginally educated. A few years ago I read five or ten books on Quantum Mechanics hoping to understand the life and achievement of J. Robert Oppenheimer. But after all that work I could only say a few mostly muddled things about the Quantum universe. I can’t pretend to understand advanced calculus, and there are times when I stumble as I try to calculate how much to tip. No week goes by when I don’t feel the frustration of knowing what I want to communicate, but not being able to formulate adequate language. Some days I make lists of things I don’t know (and believe I should know).

It’s one thing for an institution of higher learning to help form a good accountant or a competent physicist. In that enterprise, we have ways of measuring our success. Our graduates either can or cannot pass their boards, apply successfully to graduate schools, or find employment. But we all know, especially at a place like the University of Mary, that higher education is not just about workforce training. We are also helping to form adult North Dakotans, good citizens of the United States, citizens and workers who live in a global community, and — most mysterious and elusive of all — complete human beings.

From a Christian perspective we are never complete. We are on a journey that never ends, because our fallenness never ceases to have the capacity to trip us up or divert us from our goal. Nevertheless, if we are brought up well, at the hands of our families, our faith communities, and our educational mentors, we can expect to lead lives of productivity, integrity, and satisfaction.

The challenge for educators at a liberal arts college is to design a path — a curriculum — that makes it possible for every student to move forward towards becoming a complete, unique, human being.
With the phenomenal growth in North Dakota’s regional economy, the states need for educators has soared as well.

“The philosophy of the school room in one generation will be the philosophy of government in the next.”

— Abraham Lincoln, 1809-1865, 16th President of the United States.
With the phenomenal growth in North Dakota’s regional economy, the need for educational leaders has become acute, said Dr. Brenda Werner. Werner is the Director of Graduate Education at the University of Mary.

Today, critical shortages exist in every area of teaching from elementary to secondary levels, she said. Technology — the ability to take classes online, for example — has only partially helped manage teacher shortages, she said.

The university’s new Doctorate of Education degree will be a big step in meeting the challenge of the area’s burgeoning need for educational leaders, she said.

“We conducted a needs assessment in our area and state and we knew there was definitely a need for this doctorate,” she said.

The doctorate will open doors to positions that are needed in schools, in school districts and at the state and university level, she said.

The book, “Engaging the Rewired Brain” by David Sousa proposes that this generation of students has a different brain — a brain that’s been rewired, due to technology and so much visual stimulation, she said.

“As we learn more in schools about brain-based learning and how kids learn best, and have students from many more diverse backgrounds, we have to be very purposeful in how we meet their needs and how they learn best,” Werner said.

Today’s schools are looking to fill positions with curriculum specialists and instructional coaches in areas such as reading and math, she said.

The Doctorate of Education program was launched in August with its first class.

“It was absolutely fascinating to sit with all of (the applicants), to see the gifts they all have to bring to the table,” Werner said.

Of the applicants, 16 were selected, as well as three alternates, who will be invited to be part of the 2017 class, she said.

“Selection was difficult; this is a rigorous challenge,” Werner said. “The cohort is so diverse. That diversity strengthens ideas and enriches thinking and is an element of support needed in such a rigorous program.”

Fall and spring classes will be online, and the group will be brought to campus for two weeks for a summer residency, she said.

A unique feature of this doctoral program is that parts of the student’s dissertation are actually embedded into the coursework, Werner said.

This means that people taking the University of Mary’s doctoral program will leave after two years with their dissertation finished, Werner said.

“We are really committed to having that rich relationship with our (doctoral) students, to give them the support they need,” Werner said.

The Benedictine value of community plays out in today’s new models of education.

“We want those Benedictine values as a part of our program — hospitality, respect for persons, and so forth — and that’s what sets our program apart,” she said.
Nora Salveson played school as a child, a natural pastime for a child of two educators.

But it was only in her last years of high school that it became clear to her that teaching is what she wanted to do, as well.

“It’s where I belong,” she said. “I always wanted a job where I helped people.

“I’m so happy,” she said. “I enjoy working with students. There’s an energy to it.”

In the process of choosing a thesis topic for her Master’s of Education in Curriculum, Instruction and Assessment at the University of Mary, she brainstormed with the university’s education faculty and searched her own passions, as well.

“I’ve always been interested in local history,” she said, and it seemed natural to research and write about the rural schools of McLean County where her mother grew up.

Along with an intense amount of reading and research, Nora conducted interviews with 19 people who had stories to tell about their experiences with one-room schools.

Along with a recorder, she would bring treats and cookies to her interviews, and in that comfortable atmosphere, listen to people share their stories, laugh and remember.

The stories were the best part, she said. “It was wonderful.”

The rural school — one room, one teacher — encouraged independence and self-reliance, her storytellers told her. They said they learned to seek help from each other and older students when the teacher was busy with others.

It was amazing the vividness with which people remembered their schoolhouse, Salveson said. She was also struck by the strength of the relationships that were formed in those schools.

In Salveson’s teaching world today, she strives to do project-based learning — putting forward a real-world problem and having students work together to solve it.

“We saw that happen in country schools,” in everything from putting on a Christmas program to learning from each other.

“Everyone had a part, finding a way to work together.”

This habit carried forward and made them successful even as adults, she said.

The idea of fostering relationships is a valuable one even in today’s big schools, with masses of students.

“We will never go back to a school of 15 or 20,” she said, “but we can keep that feeling and spirit.”

Nora Salveson, ’06, majored in social and behavioral science and history, and minored in Native American studies and theology. Salveson teaches seventh grade global studies at Simle Middle School in Bismarck and works during the summers at Fort Lincoln State Park and the On-A-Slant Village south of Mandan.
Liberty Elementary School in north Bismarck has been shaped to a cutting-edge vision of education. Students, parents, teachers and principals worked together to design Liberty to be an ideal learning environment, said Terry Kuester, Liberty’s principal.

Liberty is truly state-of-the-art, said Alivia Wamboldt, formerly an instructional coach at Liberty and now the new principal at Jeannette Myhre Elementary in Bismarck.

The cafeteria, for example, features a wall-sized pull-down screen and voice amplification – space enough to launch a school-wide study series or let 100 kids Skype with a zookeeper.

“We have technology at our fingertips,” Wamboldt said. “It’s used to differentiate our instruction, make it authentic, compare it to real life, encourage collaboration.”

Each piece of technology integrated into Liberty has a purpose, Kuester said — “to offer a deeper sense of inquiry, student engagement and … connections.”

But Liberty is about more than technology — it’s about the thoughtfulness that goes into trying to meet the needs of each student.

“Every child learns differently,” said Kendra Clark, first grade teacher at Liberty.

Because today’s students know so much more than in the past and bring so much more to the student-teacher conversation, Clark builds flexibility into her lesson plans, remaining agile enough to respond to the student’s individual development.

In Liberty’s library, shelves are elbowed and cornered to provide nooks for children to work together collaboratively. Today’s work world is looking for those teamwork skills, Kuester said.

Even a break room is provided with equipment — a child-size stationary bike, mini-trampoline, rope swing — to stimulate the deep-muscle motion that some children need to regulate their behavior, she said.

Desks are shaped to allow flexible work pods, and balance balls and Hokki* chairs are seating options for students who need motion to help them focus.

Spaces at Liberty are designed to enhance learning on many levels, Kuester said.

For example, first- and fourth-grade classrooms are sited near each other to foster collaboration between younger and older students.

And the benefits go both ways, Kuester said. Younger students naturally learn from the older, but the older students also learn, particularly how to communicate well, she said.

“Communication must be practiced,” she said. Practicing how to explain, how to take turns, how to listen, benefits those older students as well, she said.

The goals of the innovative practices are intentional — to build creators, inventors, problem-solvers, Kuester said.

*See page 9

“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.”

—Kofi Annan, b. 1930, Ghana diplomat, seventh Secretary-General of the United Nations.
INTERACTIVE BOARD
The next generation of the blackboard – a projector and Smart Board takes the typical dry-erase board to the next level.

TOUCH SCREEN TABLET/NETBOOK
Small touchscreen tablets and notebooks allow students access to the resources of a virtual library at their desks.

STOOLS/CHAIRS
Ergonomic stools, such as the Hokki stool here, let students keep moving while seated, and work well for group brainstorming, circle lessons or reading time.

STABILITY BALL (not pictured)
Stability balls help students to focus on lessons and staying balanced helps students stay alert and strengthens their core muscles.

CLASSROOM SPECIALISTS
Classrooms today have evolved from the 'one teacher, one room' model, bringing in curriculum specialists and instructional coaches in areas such as reading and math.

VIRTUAL FIELD TRIPS
Virtual field trips allow teachers to stream what they see through augmented reality (AR) glasses to students thousands of miles away.

3-D PRINTING/MODELS (not pictured)
3-D printing can print out 3-D models in classrooms for a wide range of uses, from engineering projects to illustrating abstract concepts.

Photo illustration: Classroom of the 1950s, with appreciation to adult model, Medora Sletten, and students Kaylee and Dylan.
Back in 1987, the declining population of the northern plains was spurring talk about the region reverting to a ‘Buffalo Commons,’ returning the land to prairie grasses and roaming bison.

Three decades later, the situation has changed dramatically.

With the state’s energy boom, populations in many areas of North Dakota have surged and schools are consequently begging for more teachers.

“(Schools) need teachers and they can’t find them,” said Dr. Rod Jonas, Dean of the Liffrig School of Education and Behavioral Sciences at the University of Mary. Furthermore, teachers already on the job need professional development opportunities, he said.

“The world of education has changed so much, and I think (the university’s) new Doctorate of Education is a big way we adapt to that change.”

Without enough fully credentialed staff members, growing numbers of school districts are turning to ‘provisionally licensed’ administrators — staff members who are learning ‘on the fly,’ said Dr. Carmelita Lamb, the university’s chair of Graduate Education in Counseling.

“What we (at Mary) are doing is providing the courses they need while they’re actually in the field.”

Schools today must also perform to higher expectations, Jonas said.

In other words, Jonas said, “a teacher no longer teaches a class of 20, but teaches 20 individuals.”

“In the past, the idea was that one model would accommodate all students. In this post-modern era, however, the idea is that each student is unique in the way they navigate learning,” Lamb said.

“That’s the part of the university’s mission that truly resonates with individual students,” she said. “We are optimistic as to what we can accomplish.”

Today’s students have a world of information at their fingertips — good teachers can use technology to create greater opportunities for learning, Jonas said.

“Technology is not an enemy if it’s used as a tool,” Jonas said.

With one proviso — “we also need to tell students that they have the right to pause and think.”
“Business partnerships have always been an essential part of the university’s success as an organization,” said Rachael Brash, Director of Graduate Admissions at the University of Mary.

The range of the university’s business partnerships reaches from nursing to education, and include valuable experiences through internships and practicums, she said.

“We are setting the expectation that students need to be interacting with business early on in their career, preparing them to enter the workforce,” she said.

Workforce needs have shifted, Brash said.

“The standard (need) for employers used to be bachelor’s degrees or master’s degrees.

“What we’re seeing now is that businesses are asking for something different, courses that will make a more immediate impact for their employees.”

The University of Mary works to provide the type of education employers demand, she said, for example, by frontloading high-impact courses, then adding others to round out the employee’s skills.

With choices that include weekend, online, face-to-face or blended classes, students can learn the way they want, she said.

“Partnerships, such as that with Arizona State University, where Mary has built courses specifically with a Catholic faith lens, “is something unique that we can provide,” Dr. Carmelita Lamb said.

Q. Museum?

“The Commemorative Air Force Airbase Arizona in Mesa. I love history, especially history associated with World War II. My dream is to visit Normandy Beach someday.

Q. The most fascinating field of science?

“Life Science. I love reading articles on wildlife biology, especially dealing with upland game birds, such as sharptail grouse and ringneck pheasants.

Q. Historical characters that would be fascinating to have a conversation with?

“General George Patton. I would love to know how he viewed leadership and how he motivated soldiers to do the impossible.

Ronald Reagan, because I believe he had the unique ability to communicate with almost anyone. He had the ability to negotiate and get things done. I would love to know the ‘art’ of how he did this.

Q. My handwriting is …?

“Good when I want it to be. I once had a handwriting expert read my handwriting at the Minnesota State Fair. She said my handwriting indicated a strong aggressive personality and a willingness to take risks. Seems to have been true for me throughout most of my life.

Q. The language I’d be interested in learning …?

“Korean. My wife and I lived in Korea for two years in the early 1980s and I would like nothing more than to go back and be able to converse with everyday Koreans. I missed that opportunity when we lived there and only could surmise what they were saying to me.

Q. A favorite fictional character?

“The Lone Ranger. Growing up, he was my hero. He seemed so brave and a nice man who fought against evil.”
Before she began her step-by-step journey towards the religious life, Idelle Badt had always lived on her own and enjoyed it.

Solitude was a natural way of life for Idelle. Growing up in Savage, Montana, with two considerably older sisters, Idelle had always felt a bit like an only child. And dorm life, when she was majoring in music at Dickinson State, was something she hated.

So her introduction to the idea of community — to a life in company with the Benedictine Sisters of Annunciation Monastery — has been a revealing journey.

Now a novice at the monastery, Idelle made her first profession in August. For the next three years, she will spend her time of formation in preparation for her final vows, as well as studying nursing.

When Idelle made a decision to join a religious community, several communities were picked out for her to visit. Annunciation was her first visit, and her last.

“They set up a week for me to come (here),” she said. “I never went to any other place.”

For this Montana girl, the prairie landscape, the winding Missouri, felt very familiar. Among the Sisters were, also, the German women of her mother’s, aunts’ and grandmothers’ generation. It felt like family.

“I lived in New York and other places, but it never felt like home. This felt like home.”

There’s another reason she knew this was home, she said. Because, for one who had always preferred to live alone, it didn’t feel odd to live with 40 other women, she said.

In the community, Idelle said, “there’s somebody here for anything, for everything, whatever I need to talk about ... People don’t have that luxury in other places.

“Whatever (the topic) is, I know exactly the person to go and talk to.

“That is a blessing.”

With time, Idelle has found that her heart is with the elderly and aging. She became a certified nursing assistant as an affiliate at St. Alexius three years ago.

“I really got to know the patients, most of whom are elderly.

“Educating the mind without educating the heart is no education at all.”

— Aristotle, 385-822 B.C., Greek philosopher and scientist.

“And it’s turned out so well. It’s the best job I’ve ever had. I loved it.”

“Presence. That’s the big thing here in community.

“We’re not on cell phones (with each other) all the time, but the old-fashioned way. On Sunday nights, we get together and play games and cards.”

Idelle has given the gift of her presence to the other Sisters.

At one point, while spending time with a Sister who struggles with memory difficulties, Idelle felt it would be sensitive to ask whether Sister would just prefer her to leave.

“Just stay with me,” Sister said. “Your presence is all I need.

“I kept that in the back of my head when I worked in the hospital,” Idelle said. “I got to sit there with patients. I got to be with them during the worst time of their lives.”

There’s another reverberation in community that is vivid to Idelle.

“When everyone is in chapel, and there is utter silence, you can’t hear anything, not even breathing,” she said. “That is the best sensation.

“You can feel everybody’s energy, but you can’t hear a thing.

Everyone prays at the same time, with one voice. And you get goose bumps. You can’t get that by yourself.”

Because she is into music, “I can literally tell, in chapel, if someone is missing,” Idelle said, “because I’m not hearing their voice.

“How many people get to experience that?”
Let the morning bring me word of your unfailing love, for I have put my trust in you. Show me the way I should go, for to you I entrust my life. — Psalm 143:8 (NIV)

Kathy Miller has this verse as her license plate number, and that’s the guide by which she and her husband, Brad, live their lives.

Brad is the president of Miller Insulation in Bismarck, founded by his father in the early 1970s.

Today, Miller Insulation is licensed to do business in 25 states, serving clients such as power plants, refineries, commercial and residential installations, hospitals, schools, and the oil field.

The company employs 500 to 600 people in seven locations, as well as other businesses under the umbrella of Miller Holdings.

Miller’s business philosophy is “always try to treat your employees right, give them a fair wage.

“And treat your customers right. Do the job right, for the right price, on time and safe,” Brad said.

In 2008, the U.S. Small Business Administration recognized Brad’s achievements by naming him the SBA Small Businessman of the Year for North Dakota.

Brad and Kathy are generous in their support of Christian education in places such as Shiloh Christian School in Bismarck and at the University of Mary.

When people ask why they live in North Dakota, Brad has a joke: “Because I sell insulation,” he’ll say. “If I sold shoes, I’d live in Florida.”

In all seriousness, however, “we love the seasons and love the community,” Kathy said. “The people of North Dakota are nicer,” Brad said.

The couple has two daughters, Toni and Kylie, adopted from Guatemala, and two sons, Joshua and Klint.

Kylie earned both her undergraduate and master’s degrees from the University of Mary. Her husband, Tony Wood, also attended Mary, as did Joshua’s wife, Rachel. Klint will graduate from Mary in December and plans to then earn his master’s degree.

“Education is very important,” Brad said. “My heart is really in Christian values and that’s why I’m involved.”

“All businesses should support the university system,” he said. “They are the incubators of employees.”

In addition to their leadership and fundraising roles at Shiloh, Brad coaches basketball there and Kathy, a registered nurse, acts as the school nurse, as well as the parish nurse for her church.

Each works 60 to 80 hours a week, focusing their time and energy on business, faith, family and education in a myriad of ways, from creating scholarships to sponsoring youth sports team, to supporting youth on mission trips.

Brad grew up in Tioga, where his father worked the oil boom of the 1950s. In 1972, the family moved to Bismarck and founded Miller Insulation.

Kathy, who is from Stanley and attended Dickinson State University, worked in nursing for 30 years, serving in leadership roles at St. Alexius (now CHI St. Alexius Health) in Bismarck.

After three years of an empty nest, Brad and Kathy’s home will again be filled this year with a high school sophomore from Nigeria coming here to study.

Brad is always there for kids, Kathy said, and has supported the education of many, many students.

Kathy chose her verse from the Psalms because, as she and Brad think about their success, they believe that “anything we have is a God-given blessing. Nothing we have is really ours. We are just gatekeepers.”
a 6,000-mile leap of faith
On the map, the Chinese cities of Beijing and Shanghai are 6,019 and 6,433 miles from Bismarck, respectively. That’s a lot of global distance, and even more cultural distance.

So when five University of Mary students and two faculty members from the Liffrig Family School of Education and Behavioral Sciences spent 11 days in China this summer, they brought back insights from their new experiences along with their souvenirs.

In a country where the chaos of driving reminded Dr. Kristi Bitz of playing a game of Frogger, and where signage and directions are written in unfamiliar Chinese characters, just catching a train requires taking a leap of faith, she said.

“But everything went smoothly and everyone got back safe and sound, which was my main concern,” said Bitz, an assistant professor and director of Liffrig’s Psychology and School Counseling programs.

“I wanted (the students) to have exposure to another culture,” she said. “I wanted them to see some history, get that lived experience, broaden our view, and have experiences they could share with their students — spread what we learned,” she said.

“I loved being able to immerse myself into a new culture,” said student Alyssa Steiner, a 2015 Mary graduate in business education. “It was tough not being able to always communicate, but when we were able to find common ground and connect, it was beautiful.”

“We did not speak or read Chinese,” said Jessica Melander, a psychology major who graduated in 2015, “and that helped me understand what it’s like to not be able to effectively communicate with others.

Lucia Shelley, M.Ed., instructor and Student Teaching program director, said she expected to see a more ‘traditional’ China — “the cities and the lifestyles of the public were extremely contemporary.”

The cities were remarkably safe and the people open and friendly, Melander noticed, and that the Chinese love taking pictures with tourists — “especially blonds.”

Steiner found climbing the Great Wall of China especially memorable.

“I wore a shirt (there) that says ‘Team Shari’ for my aunt who is battling cancer,” she said. “Being able to wear her shirt to a special place meant a lot to me.”

“The China Wall is breathtaking,” Shelley said, “but what kept part of my heart is the Will Foundation, an orphanage for children with physical impediments, where we went to serve for a day.”

The entire group was profoundly moved by their visit to the Will Foundation.

“I really felt that these kids were loved,” Bitz said. “There is so much love and attention poured upon them.

“I left feeling so happy that they were there, while still aching for all the (other) children (like them),” she said.

Visiting the orphanage was one of Steiner’s most memorable experiences, as well, she said: “We were able to play with them, teach them math and English, and open our hearts to those kids.”

Melander said that working with kids with cerebral palsy was amazing, because cerebral palsy is something that hits close to home, she said.

Reflecting on the trip, Steiner said that the experience showed her “that there are millions of opportunities out there for me to pursue.”

“And don’t be afraid to try new things,” Melander said, “whether tasting bugs (which are actually delicious) or bargaining in a market. You never know until you try.”

“Mostly, this trip helped me to be thankful for the United States, my second country,” Shelley said. “When we arrived at Seattle and Customs told us “welcome to the United States,” we wanted to cry with gratitude to the Lord for bringing the students home safely, but also because “the land of the free” provides so many opportunities to all immigrants like me.”

Above: Jillianne Rising with a child at the Will Foundation.

Below: faculty members Lucia Shelley and Kristi Bitz took five University of Mary students to China – Kasi Reis, Jordon Hahn, Alyssa Steiner, Jillianne Rising and Jessica Melander.
1980s

PENNY (HOFF) TAYLOR, ’82, welcomed her first grandchild in February 2015. Penny states, “How wonderful to be a grandmother, and how special that a mother and her son are both alumni of the University of Mary.”

1990s

DAVID SCHALL, ’92, retired on April 30, 2015 after 36 years of military service. Colonel Schall’s final assignment was the Deputy Chief of Staff for Logistics for the North Dakota Army National Guard. He will return to the civilian workforce in the fall of 2015.

MICHAEL HUTCHINSON, ’95, owned and operated the Washington Dubois Christian Leadership Academy, a private Christian school for students in Pre K-6 grades in Milwaukee, WI for over nine years. Michael recently stepped down from his ownership due to health issues.

2010s

ARIANA (WALKER) KINNISCHTZKE, ’13 & ’15, is currently completing fieldwork in Occupational Therapy in the states of Montana and Washington through November 2015. Ariana recently completed her Master’s degree in Occupational Therapy.

LEVI KINNISCHTZKE, ’12 & ’14, completed his second degree (MBA) at the University of Mary, and is currently employed by Brady Martz & Associates.

IN MEMORY

SR. RITA TAGGART, ’67, Rapid City, SD, on January 11, 2015

SMALL BLESSINGS

STACIE KELLOGG, ’00 & ’01, & David Johnson, a girl, Piper Jean, born January 22, 2015

ERICA (TANG) HOUN, ’08, & Joseph Houn, a boy, Camden Joseph, born October 7, 2014

MICHAEL TAYLOR, ’11, & Alissa Taylor, a boy, Nolan, born February 2015

THOMAS SEIFERT, ’11, & Elizabeth Seifert, a boy, George Patrick, born November 28, 2014

TO HAVE AND TO HOLD

ELIZABETH (ODERMANN) WATSON, ’08, to Travis Watson on August 9, 2014

ARIANA (WALKER) KINNISCHTZKE, ’13 & ’15, to LEVI KINNISCHTZKE, ’12 & ’14, September 2014.

HARRY ANDERSON, who holds a master’s degree in leadership from the University of Mary, has been named dean of students at the University of Wisconsin-Superior.

“Harry’s experience in oversight of the Yellowjacket Union, campus recreation and housing combined with his passion and commitment to student involvement, development and partnerships across campus will serve the university well,” Chancellor Renée Wachter said.

The Association of Benedictine Colleges and Universities elected University of Mary President, MONSIGNOR JAMES SHEA, to its board of directors’ executive committee.

Shea is honored to continue the mission of the pioneering Benedictine Sisters of Annunciation Monastery, the founders and sponsors of the University of Mary.

Shea also joins retired University of Mary faculty member Jeanine Saabye, who serves as the new executive director of the ABCU, a leadership consortium of 14 Benedictine colleges and universities throughout the United States and Canada. The ABCU is committed to academic and professional excellence while holding true to the Gospel values as interpreted by the Rule of Saint Benedict.

KEEP IN TOUCH! HERE’S HOW.

Submit your information at: www.umary.edu/forms/alumni or mail to:

Alumni Office, University of Mary
7500 University Drive, Bismarck, ND 58504
alumni@umary.edu

Please include: Your name, address, email address, year of graduation, home and work phone number, alumni spouse’s name and class year

Photos sent electronically should be print quality. Sorry, we can’t return photos sent by mail.
We have created a tradition of excellence in track and field at the University of Mary. Our athletes’ dedication, work ethic and passion to excel is unmatched.

— Coach Mike Thorson

READY. SET.
GO FOR IT.

Preparing you for the long run.

Hurdler Jay Cooper
Rapid City, S.D.

COACH MIKE THORSON
Coach, Men’s and Women’s Track & Field and Cross Country, University of Mary.

2015 and 2011 U.S. Track & Field and Cross County Association’s Women’s Indoor Central Region Coach of the Year.

Momentum

For more information or to become a Marauders Varsity Club member, contact

Kevin Becker  |  (701) 355-8170  |  kmbecker@umary.edu
Mike Offerdahl  |  (701) 355-8200  |  mlofferdahl@umary.edu

The purpose of Varsity Club is to promote and encourage an interest in, and loyalty to, the intercollegiate athletic programs at the University of Mary, and to support the university’s athletic department in its efforts to develop, improve, and maintain superior intercollegiate athletic programs at the university.

The University of Mary’s Athletic Department aspires to be a model of excellence, while enhancing the lives of student-athletes and preparing them for life beyond athletics.