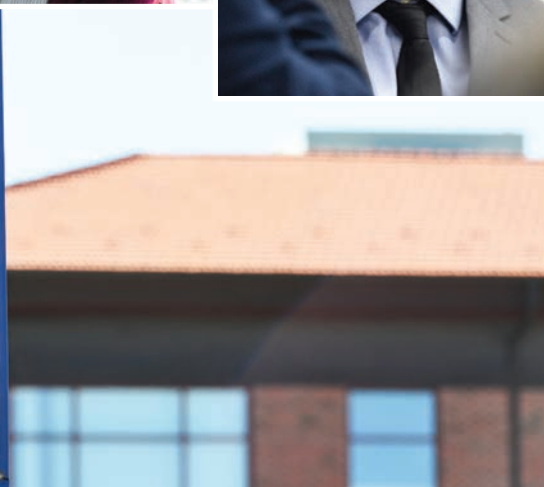




AURORA UNIVERSITY

MAGAZINE ————— VOLUME 5, ISSUE 1 — SPRING 2019



DISCOVER WHAT MATTERS. AND BUILD YOUR LIFE AROUND IT.

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About the Cover
Spring 2019 caps off a packed celebration of Aurora University’s 125th anniversary.

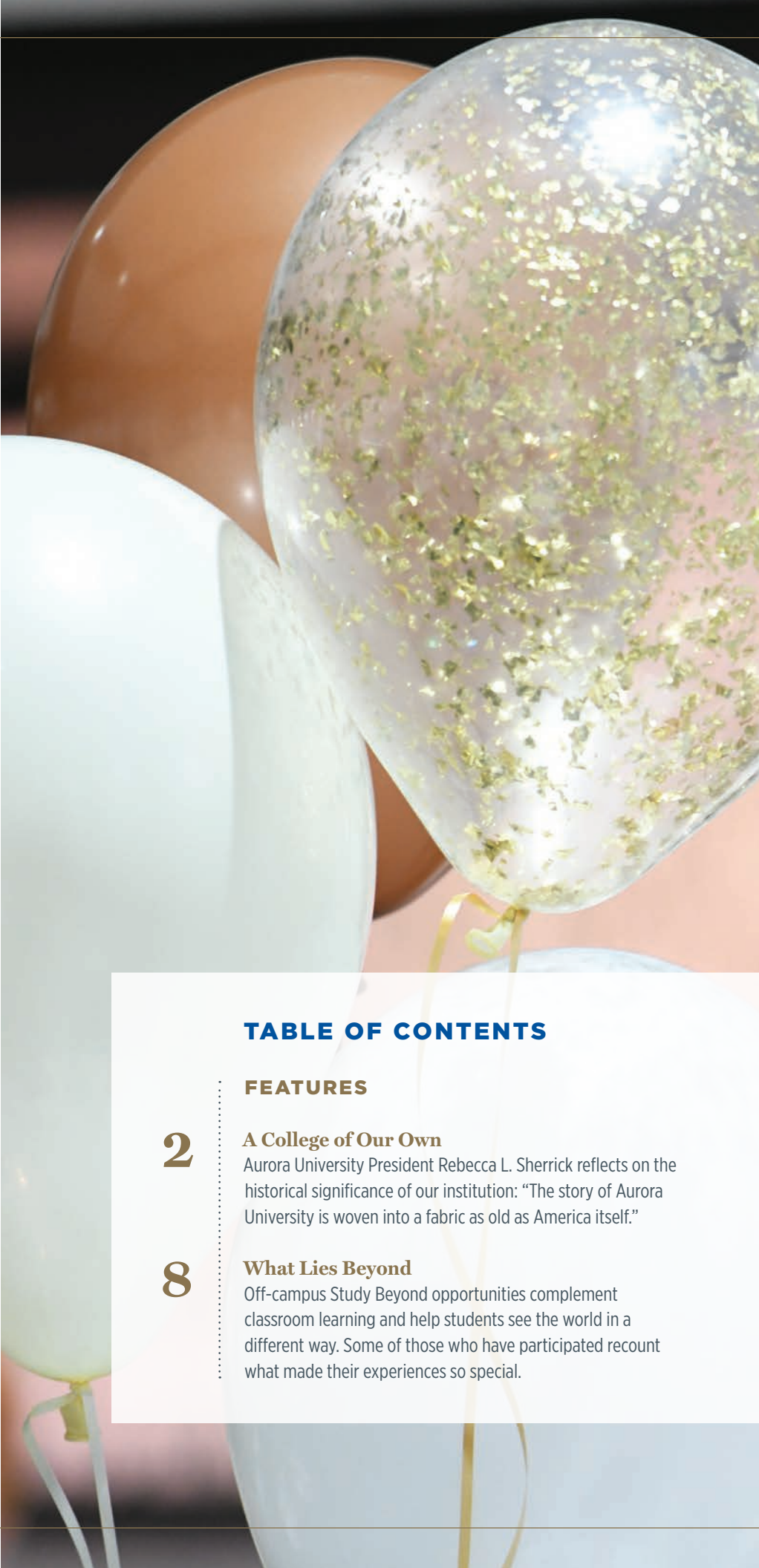


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REBECCA L. SHERRICK
PRESIDENT

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PRESIDENT’S LETTER

As Aurora University’s 125th anniversary celebration draws to a close, I am reflecting. The beginning of the 2018 fall semester marked the unveiling of the university’s extraordinary birthday gift to the student body . . . the dramatic renovation and expansion of the AU dining complex. This \$10 million project created the gathering places and amenities that will serve the AU community well for many years to come.

Our 2018 Homecoming saw a record number of alumni return to the campus. The weekend ushered in several new events, such as the party on the Quad that followed the Founders Convocation. For the first time, we pitched a Homecoming tent at the Spartan Athletic Park. Later we gathered in Crimi Auditorium for the choir reunion that featured all known versions of the university’s *alma mater*. Let’s mark our calendars (4–6 October) and plan to do it again in 2019!

The university community gathered in November for our first fall lectureship. Dr. Peter Hayes, retired Northwestern University Professor of History and German and author of *Why? Explaining the Holocaust*, guided participants through an examination of one of the 20th century’s greatest tragedies. An annual fall lectureship will continue to be an important component in the university’s freshman year experience program, where students are challenged to discover what matters.

We conclude our celebration with the Honors Convocation, where student achievements are recognized. This year, we also will install outstanding colleagues in distinguished chairs and professorships, consistent with our heritage of excellence in the classroom. April also will be the time for a once-in-a-lifetime student event, *AU’s Egg-stra Special 125th Birthday Party*, which will feature a campuswide hunt for prize-filled eggs, including free tuition and designated parking.

Our goal throughout the year has been to create memorable moments for the Aurora University community. My hope is that students, faculty, staff, alumni, parents, and friends will recall for years to come that they were part of our 125th anniversary celebration. Toward this end, we have launched a sequel to the *Storyteller* project that carried staff across the country a number of years ago to capture alumni memories on film.

The new initiative is called *In Our Own Words*. Current members of the AU campus community are being invited to reflect on film upon the institution’s distinctive culture and dedication to students. We look forward to sharing these interviews online and with prospective students and family. It is especially heartwarming to hear current faculty and staff sound the same themes we heard from alumni a number of years ago.

This kind of congruence is rare in our rapidly changing world and bespeaks the authenticity of the Aurora University culture. We truly are united by a shared belief in the transformative power of learning. It was the desire to have “a college of our own” that prompted the founding of tiny Mendota Seminary in 1893. Today, 125 years later, we continue to cherish our college-turned-university. So happy birthday, Aurora University. And many, many happy returns!

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A College of **Our Own**

Aurora University President
Rebecca L. Sherrick delivered
the following remarks during
the Founders Convocation
on October 12, 2018.



Mendota College President Orrin Roe Jenks (in the front passenger seat of the first car on the left) leads the procession to the new campus in Aurora on April 3, 1912.

“

We arrive at this particular Convocation in Aurora University’s 125th year, drawn by common beliefs, bound in shared tradition, thankful for an enduring mission, and hopeful about the days to come.

”

Once a year, the Aurora University family gathers to celebrate the work and lives of those who preceded us. And then, as our Homecoming festivities unfold, we recall also the classmates and mentors who inspired our individual journeys. We renew friendships and tell familiar stories. We laugh at old jokes; recollect favorite experiences; share photos of children, grandchildren, and dogs on iPhones; and pause to remember those who did not — or could not — return to the campus. We arrive at this particular Convocation in Aurora University’s 125th year, drawn by common beliefs, bound in shared tradition, thankful for an enduring mission, and hopeful about the days to come.

The story of Aurora University is woven into a fabric as old as America itself. The first chapter began with these words: “After God had carried us safe to New England and we had builded our houses, provided necessities for our livelihood, reared convenient places for God’s worship, and settled the civil government: One of the next things we longed for and looked after was to advance learning and perpetuate it to posterity . . .” The year was 1636 and the source the charter of Harvard College. Only six years after the settlement of Massachusetts Bay Colony, the Puritans viewed a school and a college as necessary. They understood education as a bulwark for safeguarding the beliefs that compelled a treacherous ocean crossing and for communicating these ideals to new generations.

During the Revolutionary era, a broader vision for higher education emerged. Benjamin Franklin, founder of the University of Pennsylvania, argued that students of ability from all social strata should have the opportunity to attend college in order to prepare for productive work and for their roles as citizens in the new

democracy. Thomas Jefferson wove this concept into the Northwest Ordinance of 1787. The document required each new community in the territory to set aside one section in every township to support education. The inextricable link between learning and democracy was forged with these words: “Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.”

The early decades of the 19th century saw the nation push westward and a surge in the growth of colleges in the new territories. On the frontier, small colleges flourished as clergy and reform leaders blended their efforts with those of community boosters. Several beliefs inspired the founders of these early Midwestern colleges. They viewed higher education as a tool for civilizing the frontier, perpetuating religious traditions, advancing a reform agenda such as abolitionism, and ensuring the future of their children and their communities.

All of these themes were evident in the founding of Mendota Seminary and the move to Aurora two decades later. In January of 1890, an Auburn, Illinois, bank president phrased the case for a new college this way: “We have a great need of a college to educate the rising generation of the church in the doctrines advocated by our people. This is paramount to all other claims; it is the great need . . . Our old ministers are passing away; who will take their places unless we prepare for the emergency? If we had a college of our own, we would now have a company of young men to take the places of those passing away. Now I propose a college for the purpose of educating young men and women in the doctrines of our faith, said institution to give a liberal course of instruction as is given in other colleges.”

As some debated the wisdom of establishing a college, others moved forward. A building constructed initially by the German Lutheran founders of Wartburg College was located “at the wonderfully low price of \$2,500” in Mendota. A prospectus announcing the opening was circulated: “The Mendota Seminary shall open to all applicants and the profession of no particular religious faith shall be required of its pupils. There shall be four departments: academic, normal, art and musical.” And so it was that on a cold and blustery January day in 1893, the doors were opened to welcome the first three students of Mendota Seminary.



A college of our own. This is our inheritance, and we are stewards of this legacy. We trace our beginning to the tumultuous decade of the 1890s, a period of considerable economic, political, and social volatility . . . a time not unlike our own. In the midst of uncertainty and unrest, our founders invested in the future of their children, their causes, and their country.

They believed.

They opened their doors to all — shunning the orthodoxies and

prejudices that limited the missions and impact of some peers.

Our founders believed in hospitality, in the biblical tradition of welcoming the stranger . . . the immigrant, the first in a family, the refugee, the student without means or documents or pedigree.

One college educated for character and scholarship; the other served body, mind, and spirit. Both were intent upon educating whole persons for rich, meaningful, faithful, and productive lives — in service to the greater good.

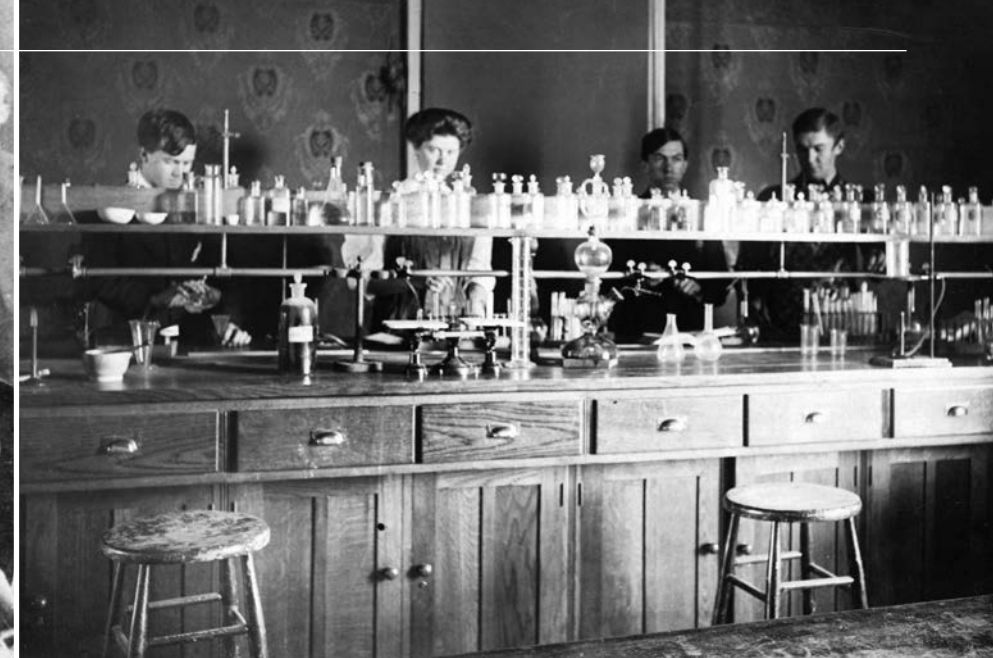
On the strength of their beliefs, our predecessors recruited talented faculty from the ranks of refugees fleeing Nazi, Soviet, and Chinese Communist oppression. They welcomed veterans home from World War II with an innovative night school program that allowed GIs to blend work and family with higher education. They helped drafted soldiers complete their degrees before departing for Vietnam. They marched in Selma.

They built upon the bedrock of a higher calling and measured their own success in the light of their students’ success. They opened their homes on holidays, surprised their families with hungry students at the dinner hour, caught the train to Chicago to help a student far from home select a wedding dress, loaned money, tutored at the kitchen table, and loaded their growing families into cars for recruitment road trips.

They rubbed nickels together to produce an abundance of learning and a wealth of social impact.

Our founders did all of this, as we do today, because they believed in the “transformative power of learning.” And thanks to them, we have a college of our own.

A



“

In the midst of uncertainty and unrest, our founders invested in the future of their children, their causes, and their country. They believed. They opened their doors to all — shunning the orthodoxies and prejudices that limited the missions and impact of some peers.

”

What Lies Beyond



Like generations of earlier students, today's Aurora University undergraduate students **believe** a college education is a crucial investment in the future. They work hard and often fund a significant portion of the cost of attendance themselves. The purpose of our new Study Beyond Endowment is to help our students afford participation in off-campus learning opportunities.

Research tells us that graduates who complete internships are better positioned to get their first jobs. Likewise, those who live and study in other cultures, participate in extended mission programs, or spread a message of joy during choir tours possess special advantages. We want to ensure that AU students have access to these distinguishing experiences.

Our goal is to raise funds for the Study Beyond Endowment to provide fellowships to exceptional applicants. We encourage recipients to make similar investments in classmates by sharing details of their adventures — what they did, how they benefited, how others can benefit. With that in mind, students who participated in off-campus opportunities recount their experiences on these pages. And since faculty often encourage students to take the first step on their journey, some of their reflections are included here, too.

Turn to page 16 to find out how you can contribute to the Study Beyond Endowment and make a difference in students' lives.

On studying at the University of Costa Rica:

"Not only was I in class every day, but I was immersed in the culture and picked up more Spanish by interacting with locals and my host mother. I think that knowing a second language and having the cultural knowledge of another country will be very useful in any future job I have."

—Sabrina Semeria '19
Marketing

Matthew Alan Emrick '20

Finance

My experience:

The president of the Aurora University Finance Association recommended me for an internship at a brokerage firm — an excellent example of how staying connected on campus can help you in your career. The internship has proven to be an excellent learning opportunity for me and has helped bolster my résumé for future internships and job hunts.

How I have benefited:

Having an internship in wealth management, not surprisingly, set me up quite well for the wealth management class I took my junior year. As a result, I was already well-informed on most of the topics that we discussed in class over the course of the semester.

Why others should participate in an internship:

To me, Study Beyond represents the opportunity to go above and beyond the typical college experience. It is the opportunity to better yourself outside of class and to set yourself up for a successful career upon graduation.

Matthew Dabros

Assistant Professor of Political Science and Public Policy, Chair of Public Policy and Administration, and Master of Public Administration Director

Why students pursue internships:

Although political science and public policy majors might pursue a number of internship opportunities — for example with government and law enforcement agencies, nonprofits, lobbying firms, and international organizations — Aurora University students most

frequently secure internships with law firms and political campaigns. They do so because many of them aspire to be attorneys and public servants, and they view these internships as excellent opportunities to acquire valuable skills in their future career fields.

How students benefit:

Program majors generally report that through their internships, they can connect theory to practice, develop a more thorough understanding of the disciplinary content, and acquire valuable human capital that will aid them in their careers.

How this experience impacts their career:

From my experience, students' internships affirm their career decisions only about half the time. This is not to suggest that these students are “turned off” by the major due to their internship experience, only that their internship reveals that a career in politics or law is not the best fit. This, in turn, encourages them to look at other careers relevant to public policy. In other cases, students redouble their efforts in pursuing political or legal careers due to the nature of their internships.

On interning with a law firm:

“I am very excited to be transitioning into the public accounting industry, where I can continue to grow as a professional. I am grateful to have had this experience. Building connections and establishing relationships are important, as they can open the door for various professional opportunities.”

—Nathan Hopkins '19
Accountancy and Finance



Photo courtesy of Monica Vasquez (shown third from left)

Monica Vasquez '21

Global Leadership Studies and Sociology

My experience:

I volunteered at Love Inc., which is located in Burlington, Wisconsin, at the beginning of spring break. Our group sorted clothes for the organization's thrift shops and organized toys into different age groups. A few of us made food for the people in the community.

How I have benefited:

Volunteering at Love Inc. ignited my passion for becoming a missionary. Working hands-on with people in communities excites me because I believe I am changing the world a little bit. I want to help low-income and impoverished communities rise and flourish.

Why others should participate in alternative spring break:

These opportunities open our minds to a different perception of life. We are so used to living comfortably, but we do not realize that there are communities that are struggling. These types of trips help us understand the world around us.



Photo courtesy of Eva Challen

Eva Challen '19

Communication and Graphic Design

My experience:

I traveled to Aix-en-Provence to immerse myself in French culture. I have been speaking French since age 6 and was able to speak with and learn from students from around the world. I also went on phenomenal day trips, traveling across southern France to famous cities and landmarks.

Why I wanted to go:

My parents admit that their biggest regret in school was not studying abroad, so they encouraged me to do so. I knew a May term study abroad would be the perfect opportunity because I could travel without missing soccer competitions. In addition, Dr. Terri Schroth encouraged me to challenge my French language skills in their native country.

Why others should study abroad:

If you are able to learn French on the streets of a famous French city, interact with its inhabitants, and make lifelong connections, what more could you want?

Amir St. Clair

Assistant Vice President and Director of the Wackerlin Center for Faith and Action

Fears students may have:

Sometimes students have a time or financial commitment that can be challenging, but it is often the fear of embarking on something new that gives them pause. For students traveling on a mission trip — the area we oversee at the Wackerlin Center — we offer several ways to help minimize concerns. Many students who have already participated in these types of trips are great advocates for showing the benefits of such an experience. We also provide multiple training sessions where students can learn more about their upcoming experience and meet other students who will be traveling. Ultimately, we try to show students the value of becoming “comfortable with being uncomfortable.”

One of my favorite student stories:

In Costa Rica, our students volunteered in an orphanage in San Jose, spending time playing and interacting with children. The experience was certainly meaningful for everyone who participated. One student was so impacted by working in this environment that he changed his major to social work upon returning to campus. For him, this was truly “discovering what matters.”

Why students should participate in a mission trip:

I participated in a mission trip in college, and for everyone on that trip, it was a life-changing experience that provided opportunities to discover their interests based on what they saw, felt, and experienced in a new part of the world. These trips are literally discovery expeditions,

where students take a leap of faith to experience something new with the hope of finding out something about themselves.

Ally Van Bogaert '19

Elementary Education

My experience:

I lived with a host family in Caen, France, for a month. I spent 15 or more hours a week conversing with and teaching them English. My host brothers, who were 11 and 14, learned some English at school, so I tutored them. I spent time at their school teaching English classes about America.

How I have benefited:

I learned skills to work with students who are studying English. Many students in America are English-language learners, so I will be able to use these skills in my future work environment.

Why others should study abroad:

Study abroad is something that everyone should try. It allows you to grow as an individual. I experienced my time studying abroad alone and really reflected upon who I am.



Photo courtesy of Ally Van Bogaert

My Story | Alissa Evans

Psychology (Aurora University '13)
Master of Arts in Events and Conference Management
(University of Westminster '17)

In 2010, I went on a May Term trip to Rome, Florence, and Naples for a psychology course about human emotion. We spent our days exploring, visiting historic sites and museums, and eating really good food. The evenings were open for us to do as we pleased. The trip was a nice balance of tying what we were experiencing into our academic studies while also simply having fun. It was my first real international trip as an adult.

Going abroad with May Term strengthened my appreciation for Aurora University and gave me a deeper sense of pride in being a member of the AU community. It made me to appreciate my psychology studies and increase my involvement on campus.

May Term also made me feel like I was a part of not only a small, tight-knit community, but also something bigger. This was the first point in my life where I was confronted with the challenge to view things from a lens other than my own Midwestern American roots and encouraged to look at things with a global perspective. It led me to study abroad with Semester at Sea, to volunteer with abused women in the Philippines, and to embark on several solo backpacking trips while I was still a student at AU.

My Italy experience was the catalyst that shifted my path in life. I know that sounds extreme, but I genuinely don't have a clue what my life would look like today had I not enrolled in May Term. International travel and cross-cultural exchange have become core facets of my identity. May Term was the beginning of everything for me, opening my eyes to how small my existence was compared to what was out there for me to see and learn. It gave me a thirst for travel and exploration that multiplied the more I saw and experienced.

I left AU and needed some time to figure things out for myself — who I was, what I

wanted, all the higher-level questions. I spent the three years after graduation traveling. I was an au pair in London, I backpacked throughout Asia and Europe, and I roadtripped across the United States. In 2016–2017, I received a scholarship to study at the University of Westminster in London and graduated with an MA with Distinction in Events and Conference Management. In 2018, I moved back to the United States and headed west to California. I am now living in San Francisco and working in corporate event planning.

Travel has given me the ability to empathize and work with a diverse population of people, to think on my feet, and to find creative solutions to problems. Most important, my travel experience gave me the courage and the confidence to know I can do anything and face any challenge put in front of me. I am more sure of myself and my place in this world. And I learned that I am allowed to pursue paths in life simply because they're what I desire, as opposed to what I thought was expected of me. All of these lessons and realizations have led me to where I am in my career and given me the skill set to bring out the best in my work.

While my time on campus at AU was invaluable, the best thing I did for myself during my collegiate education was to study abroad. AU gave me both roots and wings. My recommendation to current AU students is to get out of Illinois, get out of the United States, and see what else is out there. There is a whole world of beautiful places, people, and ways of thinking that cannot be understood simply by reading a textbook. Take what you learn in the classroom and watch it come to life in front of you, then take those lessons and let them enrich what you continue to learn in the classroom.

A



Photos courtesy of Alissa Evans



Photo courtesy of Lea Wantuch (shown at left)

Lea Wantuch '20

Musical Theatre

My experience:

I have been on two choir tours with Aurora University. While on tour, people have come up to me after a performance to tell me how wonderful we sounded. Hearing those words from people has changed me and lit a fire in me to make the music speak for not just me but the school I'm so proud of.

How I have benefited:

In my time traveling, I have found that I have grown immensely as a person, student, and performer. When we go on tour, I gain a better understanding of myself as a performer. I see how different places receive different music and how people are always so impressed with Aurora University.

Why students should participate in a choir trip:

I have a fantastic time on choir tours and always come back with more friends and wonderful experiences to carry with me. This world we live in is so big, and choir tours are just a glimpse of the options open to us after school.

Lisa Fredenburgh

Music Department Chair and
Director of Choral Activities

Fears students may have:

Fear usually arises because of the unknown. Upperclassmen answer questions as they hear younger students voice them. The student workers that go on tour also answer questions and quell fears. We are very dedicated to letting all singers know what happens on tour. This information is disseminated during freshman visit days and continues until we set foot on the bus. By and large, students feel very comfortable by the time they are singing their first concert.

One of my favorite student stories:

Students tell me stories of people with whom they ate dinner at churches, of getting to know someone who has a different background than theirs. They get time to sit and talk and make lifelong friends. One year, a soprano determined who her bridesmaids were going to be at her wedding, and one of them was someone she barely knew until the tour.

Why students should participate in a choir trip:

Students return to campus and stand taller because they went on a tour. In the end, it is about overcoming obstacles, achieving excellent performances, and relying upon learning. We provide opportunities and guide them. But the self-esteem will remain for their entire lives, empowering them to take on the next challenge, the next expectation. Touring with the Aurora University Chorale annually layers this growth from freshman year to the day they receive their diploma.

Ryan Roberts '20

Business Administration
and Marketing

My experience:

For my eight-week internship in Barcelona, Spain, I worked with a company that was developing in a new market. My program included 41 other interns with different companies and areas of focus than my own.

Why I participated:

I have always wanted to travel. I want to work in international business, but never had the courage to take action. Once we graduate, we start full-time jobs, and a lot of people start families, making it nearly impossible to pack up for months to live in another country.

How this experience impacted my career:

This experience affirmed that I want to pursue a career in sales that will then translate into building my own business. I met people from all over the world, almost all of whom had their own startup or company. I learned from them that I can chase my own dream.



Photo courtesy of Ryan Roberts



Photo courtesy of Taha Din



Photo courtesy of Naki Jones (shown at right)



Photo courtesy of Natalie Ferrufino

Taha Din '19

Finance

My experience:

For my internship, I spent 10 weeks in the heart of Chicago gaining insight in the back office of a global consulting and technology firm's corporate functions division. I helped create reports and analyze project performance.

Why I participated:

An internship is absolutely essential for college students. While it may seem counterintuitive, we really do need experience for those entry-level jobs waiting for us after graduation. I wanted to build my experience beyond the classroom.

What was unique about my experience:

As an intern, I didn't go on a single coffee run. Instead, I got to have coffee with people from various departments. The interns had webinars with senior management from various fields within the finance division. The experience gave me a holistic view of the firm, as opposed to one specific job at the firm.

Naki Jones '20

Exercise Science

My experience:

During my freshman and sophomore years, I participated in an alternative spring break trip to South Bend, Indiana, for Habitat for Humanity. A group of us built house frames, painted, put up siding, and assisted with yardwork and interior fixtures. We stayed there for a week.

How I have benefited:

The spring break trip made me realize I would like to pursue a career in leadership. I decided to add nonprofit leadership as a minor to my major. My goal is to become a health care administrator at a nonprofit hospital.

Why others should participate in alternative spring break:

Aurora University does an excellent job providing students with a way to explore their passions outside of the classroom. The spring break trip allowed me to further my love of volunteering.

Natalie Ferrufino '19

Biology

My experience:

I studied abroad in Aix-en-Provence, France. It was the full cultural experience — for example, living with a host family and taking French courses. As a group, we went on beautiful excursions that added to learning about France.

What was unique about my experience:

I took advantage of being in Europe and stayed after the program ended. I booked an eight-country tour and had the time of my life. I got to see the differences in cultures and made incredible memories.

Why others should study abroad:

Study Beyond is about not being afraid of taking risks and being unique. We all get the same education in a way, but what you choose to do beyond or outside of Aurora University is what will help you stand out.

On studying at the University of Costa Rica:

"Not only did I want to improve my Spanish-speaking skills, I wanted to take the opportunity to experience a different culture and obtain a global perspective."

—Kurtis Chione '19 | Criminal Justice

My Story | Christine Emma-Ann Williams '19

Political Science and Business Administration

As a freshman, I attended the Democratic National Convention in Philadelphia. The first part of this two-week experience was dedicated to academic writing, lectures from guest speakers, and participating in class discussions on presidential nominations. I interviewed state delegates, governors, constituents, Secret Service agents, and so many more people. During the actual convention, I was a security guard. I met important figures and strengthened my communication skills.

One of the things I am most proud of was when a reporter from WGN News reached out to me to conduct an interview that was broadcast worldwide. During the interview, I was able to be a positive voice representing my Austin neighborhood. I was also able to represent my university and let the world know my ultimate goal of becoming President of the United States.

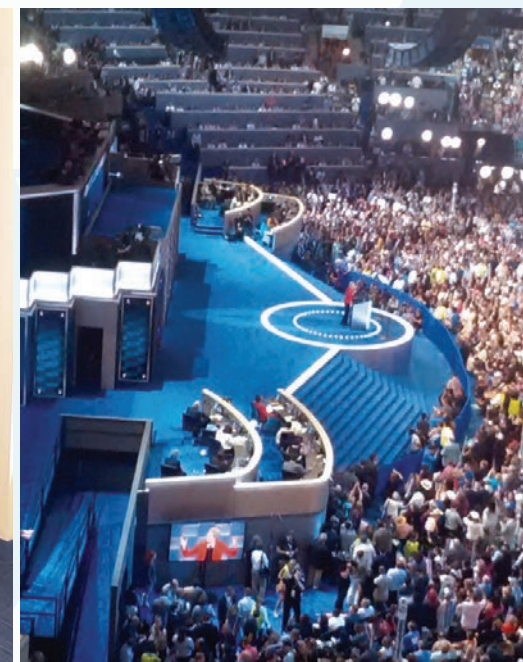
I worked with other students who came from around the globe. I became a better listener and was able to understand many different viewpoints and why these viewpoints matter. I will never forget the many conversations I had with students who are now my friends. Many shared what it was like coming to America and how they did not understand why paperwork asked for their race or ethnicity because where they come from, everyone is seen as one.

I also knew that engaging in this program would provide me with new political knowledge and allow me to hear the voices of people who had different perspectives but the same goal of changing the world for the better. I did not know much about the political process because my family rarely discussed politics. I was not sure if I would be able to develop the level of understanding I did, and for that I am thankful. This experience definitely assisted me in many of my classes.

There was so much that took place at the convention, from conversations about the hacking of the DNC, to state officials being accused of spending money on all the wrong things, to beautiful speeches. I wouldn't trade in this experience for anything in the world. It inspired me to become better at my craft, to study hard, and, most important, to make a difference in this world.

Studying beyond AU is exactly what it says: students having the chance to study outside of their required classes, ranging from attending conventions, like I did, to studying in a different country. I recommend that all students participate in at least one Study Beyond opportunity, if not more. They can learn so much about themselves. It is an experience they will not regret!

A



Photos courtesy of Christine Emma-Ann Williams

Study Beyond Endowment

Internships, choir tours, study abroad experiences, and mission trips — all adventures *beyond* the classroom — give students the opportunity to help others, think on their feet, meet remarkable people, and learn vital skills. All of which will help them in their careers. Yet many students struggle with the financial obligation of paying for these Study Beyond opportunities. The Study Beyond Endowment has been established to help students with the monetary foundation they need to step outside of and augment their classroom education.

In keeping with the opportunities for our students, donors may designate their Study Beyond gift toward internships, choir tours, study abroad, and/or mission trips. Donors of \$1,000 or more will be recognized on a plaque in historic Eckhart Hall. Contributors of \$25,000 or more may create a named fund within the larger Study Beyond Endowment.

If you would like to help provide life-changing opportunities for our students, contact Vice President for Development **Meg Howes** at **630-844-5256** or **mhowes@aurora.edu**. You may also return your gift using the enclosed envelope or give online at **aurora.edu/give**.

A

On teaching English to a family in Italy:

“It is very important for me to understand my students and their backgrounds. Not only did this experience help me understand other cultures, I have also gained a better understanding of our world’s history, government systems, and cuisines — all of which I’ll be able to share with my future students.”

—Mackenzie Bell '19
Elementary Education

The Gift of a Lifetime

In the late 1970s, Aurora College undergraduate Julianne (Julie) Clow '81 became immersed in college life. An only child, she saw AC as a family environment where she met many other students, some of whom became lifelong friends. Observant as she was, she easily noticed that many acquaintances worked hard to attain a college degree but then had to discontinue their studies because of a lack of financial resources.

Many Aurora University alumni reflect on the difference they can make in the lives of current students. Julie had the same thoughts, which she put into action by making provisions in her estate for student scholarships. She felt that the way to make a difference with the greatest impact was to provide resources for otherwise thriving students who were struggling to pay for college, especially in their final years of study.

In fall 2018, the first recipients of the Grace Miranda Clow Scholarship benefited from Julie’s forward thinking. The scholarship — named for her great-aunt, an Illinois teacher who cherished her education at a time when women rarely went to college — was life-changing for several worthy AU students. Each received funds to cover their full tuition, as well as expenses for books and fees, for up to a year. For these students, the Clow Scholarship has opened up opportunities that may have seemed impossible.

“Events have left my family on a financial tightrope,” said Candelaria Barrientos Jiménez '19. “This scholarship will allow me to focus my career on helping youth in underrepresented communities



“This scholarship will allow me to focus my career on helping youth in underrepresented communities surpass the language barrier and financial limitations that prevent them from pursuing higher education.”

surpass the language barrier and financial limitations that prevent them from pursuing higher education.”

The Clow Family Foundation, established after Julie passed away in November 2016, will steward her wishes into the future. Foundation Board member Mary Totz '80, who was a classmate and close friend of

Julie’s, believes that “Julie would be delighted to see she’s left an enduring legacy of helping worthy students stay on track to complete their degrees in cases where seemingly insurmountable obstacles would derail them.”

A

A Nursing First

Imagine standing in front of a throng of attendees of the Student Nurses Association of Illinois (SNAI) annual convention. You have two minutes — and only two minutes — to prove to them why you should serve on their next board of directors. You sigh with relief when your time is up. But you can’t get too comfortable yet. Live voting will take place once the last candidate finishes.

That’s what senior Kirsten Mueller, senior Kristy Britton, junior Shea Demonteverde, and sophomore Alexis Hodges experienced as they were elected to the 2018–2019 SNAI board of directors as the president, first vice president, nominations and elections committee chair, and breakthrough to nursing director, respectively.

This accomplishment was impressive not only for each student but also for the Aurora University School of Nursing. This is the third consecutive year that AU nursing students have served on the SNAI board of directors but, more important, the first time in school

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“The mission of the AU School of Nursing is to prepare a diverse population of professional nurses for ethical practice, transformational leadership, and lifelong learning. Having four AU nursing students serve on the SNAI board is evidence that the program is meeting its mission.”
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In an unprecedented accomplishment, Alexis Hodges '21, Shea Demonteverde '20, Kristy Britton '19, and Kirsten Mueller '19 (from left) have been elected to the Student Nurses Association of Illinois board of directors.

history that four members were elected to serve during the same term. The SNAI bylaws state that there cannot be more than three members per school unless voted on otherwise. The decision to include all four AU nursing students was unanimous.

“The mission of the AU School of Nursing is to prepare a diverse population of professional nurses for ethical practice, transformational leadership, and lifelong learning,” said Jan Strom, dean of the School of Nursing. “Having four AU nursing students serve on the SNAI board is evidence that the program is meeting its mission.”

Involvement in SNAI offers students opportunities to gain insight on topics that are important to the profession; to become involved

with larger organizations, including the American Nurses Association, the American Red Cross, and the Illinois Nurses Foundation; and to sharpen skills — such as problem-solving, communication, and teamwork — that will help them provide better care for their patients once they begin working in the field.

“The SNAI is one of the greatest blessings I have encountered since starting nursing school,” said Mueller. “I’ve been able to step out of my comfort zone to run and serve on the board the last two years, as well as to work with mentors who have helped me develop the confidence I’ll need as a registered nurse to speak up for change for my patients.”



The Power of One

Earning a college degree — whether undergraduate or graduate — is to be celebrated. Earning a new *type* of degree is truly special. For 32 Aurora University students, that moment of pride is not too far away.

That’s because they’re among the first to pursue the university’s new Plus One programs. These allow students to dramatically expand their career opportunities by fusing undergraduate and graduate curricula. In just five years, students earn both a bachelor’s degree and a master’s degree. This past summer, the first of a planned suite of Plus One programs launched, in Business Administration and in Public Administration.

Students attend class Monday through Thursday “while participating in highly structured professional development activities designed to prepare them for the successful launch of their careers upon graduation,” said Toby Arquette, dean of the Dunham School of Business and Public Policy. Activities have included attending conferences of the Chicago Foundation for Women and the Illinois Municipal League.

The demanding, fast-paced curriculum prepares students to be competitive in securing their first job postgraduation.

Rebecca Einhaus is completing her MPA in spring 2019 and considers the program to be excellent career preparation. She believes that “if we can successfully manage completing a one-year master’s program, we can succeed in any career. This program forces us to develop our time management, organization, and teamwork skills, all of which are essential.”

Einhaus — who earned her undergraduate degree at AU — chose the Plus One program over other master’s programs also because of its price and timeline. “It was the only MPA option that would allow me to finish in a year at a reasonable price,” she said. “Most other universities expect it to take two to three years for more than double the price.”

Fellow MPA student Ashley Werner adds that the program has greatly improved her ability to market herself. It has also provided her with a close-knit cohort that has made her experience in the Plus One program all the more enjoyable. “I am happy that I was able to be a part of this milestone for AU,” she said.

This summer, two programs will be added to the list of Plus One degrees: Master of Recreation Administration and Master of Accountancy.





Expert Reflections

Incoming Aurora University students know that enriching educational experiences await them. What they may not realize, though, is the *variety* of those experiences.

Some of those opportunities come from the *Celebrating Arts and Ideas* series, which brings speakers, ensembles, art exhibits, and student productions to the community. AU students often get special closed-door access to presenters, allowing individual curiosity and in-depth conversation to flourish.

One of the best recent examples was the November visit by Northwestern University professor, author, and Holocaust historian Peter Hayes. While the public learned from his one-night Crimi Auditorium lecture as part of *Arts and Ideas*, students engaged with him directly through a number of campus events over the course of two days.

Hayes's latest book, *Why? Explaining the Holocaust*, is representative of his love of teaching and his commitment to understanding this dark chapter in history. The book is based on the nine most common and vexing questions he has received as a professor, from "Why the Jews?" to "Why didn't more people stand up and help?" The book received widespread acclaim, including from George F. Will, who wrote in the *Washington Post*, "Peter Hayes

says the subject 'continues to resist comprehension.' Resist but not defy. His many conclusions include the awesome — for better or worse — power of individual agency: No Hitler, no Holocaust. But Hitler began tentatively, with small measures. Hayes concludes his book with a German proverb: *Wehret den Anfängen* — beware the beginnings."

A simple concept like that — *beware the beginnings* — is emblematic of the way Hayes breaks down the complex topic of the Holocaust into an accessible exploration of ideas. "It's always an appropriate time to try to make sense of the Holocaust," said associate professor and History Department chair Mark Soderstrom, who helped organize Hayes's visit. "Many people are troubled by trends in our own time that recall those of the early decades of the 20th century."

Lectureships like this one are new to AU and enable students to interact with experts who are at the pinnacle of their careers and passionate about sharing their work. Thinking hard about the past is essential in an educational journey, and lectureships like these show how AU students discover what matters.



Looking Ahead

During Homecoming 2018, a record number of alumni celebrated Aurora University's 125th anniversary. Special events, including an alumni choir concert and historical displays, showcased the enduring values of those who founded and sustained the college.

This semester, the Office of Alumni Relations looks to the next century with two new initiatives.

First, Alumni Relations staff are working with recent graduates to enhance career services. They spoke with more than 500 members of the Class of 2018 to better understand what students need to transition from campus to the professional world. Services have already expanded: career counseling is now offered in the evenings and on weekends, and a second career services office location is

now operational. Plus, students now receive a monthly email newsletter that includes financial and career planning tips.

The second initiative is *In Our Own Words*, a storyteller project that features students, faculty, and staff sharing their own stories of transformation. This "living archive" will weave together a tapestry of perspectives for students, families, and alumni.

The Office of Alumni Relations is eager to help students succeed. We welcome your feedback and ideas at alumni@aurora.edu or 630-844-5428.



Honoring the Past by Investing in the Future

Warm memories flow easily when Mary (GWC MS '69) and Ed (GWC '65, MS '69) Langbein recall their early days as students on the George Williams College campus in Hyde Park. They muse about many wonderful qualities of GWC life, including the companionship of good friends and outstanding faculty who embraced the YMCA philosophy of mind, body, and spirit as a significant component of the college mission. The campus itself, located near the University of Chicago, provided innumerable opportunities to serve others through part-time employment and internships. It was a close-knit community of students learning to work with and for others. Mary and Ed plugged into the scientifically rigorous approach taught there and later at the Downers Grove campus before graduating to successful careers in teaching, coaching, health care research, and administration. (And, of course, Hyde Park is where they met.)

Today, the Langbeins have a well-rounded attachment to GWC, having been students, alumni, faculty members — and now investors in the success of today's students. A significant demonstration of their attachment includes donating to capital projects on the GWC campus, as well as providing support for student scholarships. They see their philanthropy as a way to honor former students and colleagues and to assist current students preparing for careers in human service, teaching, and health sciences. Most recently, they supported a project to honor their dear friend and one-time advisor, the late Dr. Jeanne Norris.

.....
“Just make sure you finish. And never stop learning.”

Although they spent their student days elsewhere, they believe the Geneva Lake campus continues to integrate the philosophy of mind, body, and spirit in both academic and student life experiences. The credit for that, they say, goes to Aurora University President Rebecca Sherrick. In their view, she has done an extraordinary job of keeping alive the college's history — one of vision, service, and dynamic change as a response to the needs of the world.

Those are characteristics they suggest any student should look to cultivate during their college career and beyond. But they also have more prosaic advice for students.

“It's a full experience. Don't be afraid of taking risks,” said Mary.

“Expect to get bruises. But bruises heal,” agreed Ed.

“Just make sure you finish. And never stop learning.”

That's sound guidance from lifelong learners who know.

A



During Coming Home in 2014, Ed and Mary Langbein received the Spirit Award lantern for their devotion to the ideals and people of their *alma mater*.



Chemistry Develops

Since the John C. Dunham STEM Partnership School opened on the Aurora University campus in 2014, its third- through eighth-grade students have consistently demonstrated outstanding growth in science skills. To strengthen undergraduate science offerings at AU in a similar way, Chetna Patel, professor of chemistry and chair of Physical Sciences, and her colleagues, including assistant professors of chemistry Ami Johanson and Kyle McElhoney, initiated a chemistry major using the same model: working with external partners to develop the curriculum. The classes, which kicked off in fall 2018, are part of a hands-on program that is

better preparing AU students for careers in the chemical industry.

“We developed our curriculum collaboratively with insights from industry and federal laboratories, including Cabot Microelectronics, FONA International, and Argonne National Laboratory,” explained Patel. “We are working with them to bring relevant content and skills to our students in the major.”

Undergraduate students have already found themselves immersed in innovative activities with these partners, helping the students bridge real-world application and what they have learned in the classroom.

For sophomore chemistry and health science major Zach Ferris, learning chemistry this way has made a significant difference.

“As a hands-on learner, I've always benefited more from working in labs than listening to lectures,”

he said. “Learning how to apply the lecture material outside of the classroom, like we did at the FONA lab in Geneva for my course on instrumental methods analysis, is great in reinforcing our learning.”

On the FONA International visit, students experienced and learned about analytical instruments on-site. They also participated in a lab that allowed them to use the instruments to analyze and identify unknown samples of essential oils.

“It was very cool to see everything we have been talking about in class come together and also to see the instruments operate,” Ferris said. “If the rest of the chemistry courses are like this, I will be more than prepared to start a career in chemistry.”

The FONA International visit was one of three experiences that were coordinated for students during the first semester of the chemistry program. Cabot Microelectronics and Argonne National Lab visited campus to present on topics in general chemistry and organic chemistry that aligned with course content. Partners are also working with faculty to introduce lab experiments that align with work done in industries.

Patel hopes to eventually develop mentoring and internship opportunities for students through these partnerships.

“These interactions not only provide a richer experience for our students and help us prepare them for life after graduation but also benefit our partners,” said Patel. “AU provides a diverse student population for industries looking for diverse and local talent.”

A



Photo courtesy of Don Beebe

Spartans Score Super Bowl Champion

Don Beebe has spent his career in the spotlight, surrounded by roaring crowds and adoring fans. A former NFL wide receiver, he played for the Buffalo Bills, the Carolina Panthers, and the Green Bay Packers. He holds the record for the most touchdowns in a Bills game (four). He astounded viewers of Super Bowl XXVII when he relentlessly pursued a Dallas Cowboy who was prematurely celebrating a defensive touchdown, knocked the ball loose, and prevented the score. And he played in five other Super Bowls, including beating the New England Patriots while a Packer in 1997.

Now he's bringing that experience and tenacity to Vago Field at Aurora University.

It's something of a full circle for Beebe, who grew up in Sugar Grove, Illinois, before attending Aurora University and playing one season with the men's basketball Spartans. He eventually transferred to Chadron State College (Nebraska), which is where he caught the eye of NFL scouts.

After retiring from the NFL, he served as athletic director at Aurora Christian High School, where he coached the football team to two state championships.

Beebe recently sat down with *Aurora University Magazine* to talk about his coaching style, building the next generation of student-athletes, and his aspirations for Spartan football.

Q. What is your vision for the Spartan football program?

A. As a younger player, my dream was to play in the NFL. As lofty as that dream may have been to many people, it

wasn't to me. I continue to have the same mentality as a coach. We have one goal from a football standpoint, and it's to win the national championship.

But that is not my number one goal for being at Aurora University. My number one goal is to cultivate discipline in young men. To teach them character, morals, values, and that never-give-up attitude that they will need in life. Most of them will be husbands and fathers. It's part of my job to help them become great ones. In teaching these principles, I believe they will win more than they will lose because of their work ethic.

I'm a firm believer in Vince Lombardi, and one of my favorite quotes of his is: "Winning is a habit. Watch your thoughts, they become your beliefs. Watch your beliefs, they become your words. Watch your words, they become your actions. Watch your actions, they become your habits. Watch your habits, they become your character." I told our young men, "We have one goal — obviously there are a lot of goals that we set for ourselves — but on the field it's to win a national championship. We're going to start thinking it, breathing it, training toward that goal, and eventually it will happen."

The reason I say that is when I took over the Aurora Christian program in 2004, I had the same mentality. They had 17 students in the program, freshmen through seniors. I looked at those 17, their parents, and the athletic director at the time and I said, "We have one goal. That's to win the state championship." At that time, nobody in

Aurora, let alone Aurora Christian, had ever been close to a state championship game or had ever won one. Aurora Christian had only been to the playoffs twice. They never won a conference title. There were teams on their schedule they had never beaten in school history. I told the players that they were going to win the state championship. Over the course of the next 10 years, they went to the semis five times, the quarters seven, the playoffs every year, and the state championship game three times, winning two of them. They were the first team in Aurora history to win a state championship. That will never be taken away from them. That same approach and that same mentality can be used for AU. Let's be the first ever.

Q. How did the players respond to your message?

A. It's been an overwhelmingly positive response. Everybody wants to be a part of something great. These young men are ready to train hard and to become the best that they can be, whatever that might be. I've always told my son and three daughters this: "You don't have to be the best at what you do, just be the best at what you can be." That means you really work hard and you train a lot. If you want to play the piano, be the best piano player that you can be. Whatever goal you have and talents that you believe that you have, use those to be the best that you can be.

Q. What is your coaching philosophy?

A. My number one thing is to create an atmosphere of great chemistry. These student-athletes need to know two things. One, they need to know the line they can't cross. I never discipline out of anger. I discipline out of love because I care

about them. I care about their future. For example, if I'm in a meeting with a professor and a student-athlete who wasn't attending class, I would let the athlete know that I'm on the professor's side 100 percent. It's the student-athlete's job to be in class. It's his job to turn in his homework. Those things a student can handle. Not doing that is not trying. Chemistry is the number one ingredient in winning. We have to love each other and we have to carry each other.

That brings me to the second thing. They need to know that I really care a lot about them. Sometimes that just involves putting my arm around a player after practice and saying, "Hey, buddy, you're doing great. Keep working hard. I'm watching you." Sometimes a few words of encouragement from a coach are all it takes. Every great coach that I've ever played under, I just knew: don't cross that line. Be on time. Turn it in. But at the same time, I knew that coach really, really cared a lot about me. And part of caring means being fair. For example, if a star quarterback does something foolish off the field, don't brush it under the rug. He faces the same penalty as would the worst player on the team. That's one thing I never wanted to do as a coach — to treat players differently based on their talent. They're all the same. They're all human beings. They're all college athletes striving to be the best that they can be.

Q. What are your long-term and short-term coaching goals?

A. If I have high expectations for my athletes, then I can set the same for myself. That means I watch films until my eyes can't stay open. I design plays and I work with the athletes to make sure they're ready for their opponent.

What wins football games are athletes who just love to play. They love to play for each other. They love to play for the school and the community. So my long-term goals and short-term goals are one in the same: to win a national championship.

Q. What do you want your players to take away from their experience playing on the team and for you?

A. I want to create an atmosphere that when a student-athlete is done after four years, he can look back on those days and say, “That was the time of my life.” Obviously, winning is a big part of it because no one likes losing. At the same time, winning isn’t the depth of a player’s satisfaction and enjoyment, either. That comes down to one thing and one thing only: relationships. He enjoys his teammates. He enjoys the coach, the school, and the atmosphere. That’s what we’re trying to build here and we will build.

Q. How is recruiting going?

A. Our number one thing for recruiting is character. When I’m watching film, I focus on the reaction of the other guys on the field when someone scores — not so much on the athlete who scored the touchdown. I want to see that the other guys are enjoying somebody else’s success. That tells me a lot about a player’s character — that he’s not a selfish guy and that he’s rooting for his teammates. I also look for the flat-out hustle — when the play is going one way and what the guys on the other side of the field are doing. Are they running? Are they trying to make a block? Are they trying to make a tackle or are they leaving it up to their teammate? That’s character. If we can fill our program with a bunch of athletes like that, not only will we win, but it will be more fun. So we’re looking for those types of student-athletes, those with character.

Q. How will you ensure that academic responsibilities remain important to student-athletes?

A. Academics to me demonstrate what kind of effort a student-athlete will put forward. I really look at the GPA. If an athlete has a 3.5 GPA and he earned an 18 on his ACT, it tells me that this student tries really hard in the classroom to get good grades; he’s just not that great of a test taker. That’s why I’m not a big fan of test scores alone. I’m a living example of that. I was a high-GPA student, but I wasn’t a great test taker because my motor was always going. Now if a student is getting a 2.5 GPA or under, that tells me that he’s not trying very hard in the classroom. When a student-

athlete gets here and I see that he’s an effort guy on film, then I will try and talk to him. I’ll say, “Listen, you have to get good grades because other guys are depending on you. If you’re going to let them down in the classroom and you can’t be on the field because of your academics, that’s a major problem.”

Q. How do you think your time in the NFL and coaching high school football will benefit the Aurora University football program?

A. I think it brings credibility. I can share my experiences with student-athletes, many of whom dream of playing in the NFL. They want to be on television on Sunday afternoons, which is great. I admire that. Obviously, they know the odds, so did I, and I tell them, “Try to achieve what you want to achieve and be the best you can be at it. If that doesn’t work out, you’ll be good at something else. Because that innate ability to achieve things and try is built in you.”

It’s the other ones that I get frustrated for, and the sad thing is, there are more of those than the other. These are the athletes who have a goal, they dream it, but they are not willing to do what it takes to be great at whatever that is,

and then they’ll end up being what I call the “regret guy.” Because they always say — and I meet fathers who say it, too — “I wish...,” and as soon as they say “I wish,” I think, “Oh, boy, here we go.” Because I’ve never been a guy to say “I wish” in athletics. Certainly there have been things in life where I have

made mistakes and wished I wouldn’t have done something, but when it came to athletics, which was my gift, I don’t have any regrets. I’ve lost a lot of games, but I’ve been around some great coaches. My parents are amazing people. They taught me a lot, like never give up and just try. If you have a goal, be the best that you can be.

Because of that, the last losing team that I have been on as a head coach or player was my junior year in high school. That was 36 years ago, so I don’t plan on starting at Aurora University. Will we win? I hope so, that’s the goal. But it won’t come before teaching young men the right way how to win. There’s a wrong way and there’s a right way. I feel like that’s my calling in life: to teach young men the right way to win, the right way to be a good father and husband one day. When my coaching career is all done and I stand before the Lord, He won’t ask me how many wins I have. He will ask me, “How many lives did you affect?”

A



Queens of the Volleyball Court

The Aurora University women’s volleyball team served up a historic winning season in 2018. The team finished with a 26–9 overall record, captured the Northern Athletics Collegiate Conference (NACC) Championship and NCAA Division III Chicago regional championship, won the first conference tournament title in program history, and finished in the NCAA Division III Championship quarterfinals (Elite 8). The accolades earned the team the highest ranking in program history when the American Volleyball Coaches Association released its final Division III poll, ranking it sixth in the nation.

“Finishing sixth in the final poll is a huge accomplishment and the icing on the cake for this great group of student-athletes,” said James Seitelman, head women’s volleyball coach. “It has always been a goal of our program to compete on the national stage. That became a reality because everyone contributed to the team. From a two-time All-American to a freshman JV player, they all helped AU reach this historic high.”

Making their second appearance in the NCAA Division III Tournament, the Spartans began their record-

setting run by winning the first match for AU and a NACC school by defeating Trinity University 3–0. AU then went on to defeat top-seeded University of Chicago 3–2, followed by Illinois Wesleyan 3–1, capturing its first NCAA Tournament regional championship. AU lost a closely played match to top-ranked Calvin College in the national quarterfinals.

In addition to the team’s success, Spartan student-athletes received significant postseason honors. Emily Lines was named to the Google Cloud CoSIDA District VII Academic All-District Team for her combined performances in the classroom and on the field. Katie Vondra and Lines were named AVCA Honorable Mention All-American for their performances on the court. Julia Wood received the Elite 90 Award for the 2018 NCAA Division III Women’s Volleyball Championship. The award recognizes her national championship-level competition and high academic achievements.

A



Jumping at Opportunities

Senior women’s basketball player Adriana Ramirez would never want to be called for traveling, but off the court, it’s a different story. She has been intrigued with travel since she was a child, so attending college 2,000 miles from her California home was almost to be expected. Ramirez became interested in Aurora University after an online search for universities with reputable academic and athletic programs. That led to telephone conversations with Spartan coaches, who assured her

that she could participate on both the women’s basketball and track and field teams — an aspect that was important to Ramirez, who was dedicated to both sports in high school. “The coaches talked to me about being from California and the differences between there and Illinois,” she said. “I never toured the campus. I didn’t even do a virtual tour. I saw pictures of the surrounding neighborhood and it reminded me of one of my hometowns when I was younger. After seeing pictures and talking with the coaches, I just had a good feeling. AU appealed to my sense of adventure.” It’s been quite a journey since she made the decision to attend AU.

As Ramirez puts it, she’s been too busy to miss California. “I’ve made a home here,” she said. That sense of belonging began with teamwork both on and off the basketball court. Ramirez began bonding with fellow players through practices and volunteer activities in the community, including serving at a local food pantry and homeless shelter. Such team-building exercises improved how Ramirez competed during games. “I play with a group of women who are just as passionate about basketball as I am,” she said. “We never gave up on one another. We worked to better ourselves inside and outside of the gym.” Her Spartan spirit, impressive record on the court, and love for travel made her an ideal candidate to represent the United States on the 2017 USA D-3 Women’s Basketball Team in Brazil. After receiving an unexpected invitation to participate, Ramirez consulted with her coach and parents and soon found herself at a team orientation in Florida. She then began practices in São Paulo to prepare for the sports tour, which included games against professional and student-athlete teams from other countries. She also helped conduct a youth clinic at Clube Jundiaense, a nonprofit sports and social organization. “Playing for AU provided me with the opportunity to compete abroad,” said Ramirez. “Even though I went by myself, my AU team made me a better player, which is why I think I stood out to the recruiter. I was proud to represent the university and to be considered one of the best.” Ramirez was grateful for what she learned about being a center, a position she has played since high school. In Brazil, she played with other centers who had a different take on the position. “They were everywhere

“I’m definitely open to new experiences, in large part because of what I have discovered at Aurora University. . . I’m looking forward to exploring more and finding where my path leads after AU.”

on the court,” she said. “I realized that if I wanted to become a better player, I needed to broaden my range. So coming into my junior year at AU, I made more of an effort to make wider shots. I became more aware and appreciated what other players were doing.” Ramirez found that perspective helpful when she worked as a basketball specialist for a summer camp in Pennsylvania. Her view on track and field changed too, recognizing that each competition contributes to the whole team’s success. She made more of an effort to support her fellow athletes and to recognize the role each has in earning points for the team. This new attitude inspired Ramirez’s efforts to expand her horizons on campus. She served as a Spartan Ambassador, meeting with prospective students, answering questions, and giving tours. Her goal was for students to feel welcome like she did when she first arrived on campus.

As a Spartan Ambassador, Ramirez began to feel even more outgoing and confident when interacting with people. The experience also affirmed her decision to major in communication. Now she’s looking to continue her studies at AU as part of the Master of Public Administration Plus One program. Beginning shortly after graduation in May, the program will allow her to earn a graduate degree in one year. (See page 19.) “I’m definitely open to new experiences, in large part because of what I have discovered at Aurora University,” said Ramirez. “I’ve learned to take on new challenges and consider different ways I can improve upon my skills as a student and an athlete. I’m looking forward to exploring more and finding where my path leads after AU.”

From Athletics to Academics
There are now 26 Spartan Academic All-Americans, an honor recognizing outstanding academic and athletic achievement by student-athletes. Senior finance majors Collin Foreman and Jacob Lysik were named to the College Sports Information Directors of America (CoSIDA) 2018 Google Cloud Academic All-America Division III Men’s Soccer First-Team and Second-Team, respectively. Foreman finished the 2018 season as a Northern Athletics Collegiate Conference (NACC) First-Team All-Conference selection. He led AU offensively, picking up eight goals, with one of those coming as a game winner, and one assist. Lysik was named Second-Team All-Region honoree in the Central Region, NACC Defensive Player of the Year, and First-Team All-Conference member by the NACC. He led the AU defense that allowed 1.48 goals against while posting four shutouts and limited opponents to one goal or fewer in 10 contests. Individually, Lysik dished out 12 assists.

Spartan Softball Hall of Fame
Congratulations are in order for the 1982 Spartan softball team, the newest Aurora University Athletic Hall of Fame inductee. The 1982 softball season was an exciting year of wins for the team — 24 in all — resulting in its fifth consecutive conference win. The team went on to play in the 1982 NCAA Division III championship series in New Jersey, finishing fourth in the nation. Records still stand from that team, including for most victories in a season, for hits and at bats, for bases on balls (a whopping 56-career total for a member of the team), and for pitching records. The 1982 team’s collective batting average was .300. Six of the team members were named All-Conference performers.

- Roster:**
Holly Suchan Brow ’84
Beth Sparks Butt ’83
Lori Jolit DeRaedt ’85
Michele Doucette ’84
Deb Fitzgerald ’82
Amy Freund ’85
Donna Tomasello Halloran ’84
*Katie Keller ’83
Carol Engstrom Klett ’85
Kathy Lang ’82
Leslie LaPrise ’85
Missy Loyd ’84
Christine Martner ’84
Carol Navarro ’83
*Therese Plachetka Nelson ’83
Janine Perle ’83
Sharon Wohlers ’85

*Team Co-captains

Jack Barshinger, university professor, is president of the Illinois Council of Professors of Educational Administration. He also serves on the Board of Directors for the Illinois Association of School Administrators.

Brianna Britton, a 2015 graduate who went on to complete an all-expenses-paid degree at Cambridge University, is a history and social studies teacher at St. Charles East High School, in one of the top districts in the state.

James Cain, assistant professor of biology, is chair of the Health Science Division of the Illinois State Academy of Science.



Lizzette Cambrom '13 completed a course on insect genetic technologies, funded by the National Science Foundation, at the Institute for Bioscience and Biotechnology Research facility in Maryland.

Denise Hatcher, professor of Spanish and chair of foreign languages, participated in the historical project "Hoover Dam and the Shaping of the American West," supported by the National Endowment for the Humanities. Among other goals, she completed research that compares and contrasts Hoover Dam and the Panama Canal.

Doctor of Education students earned a 100% pass rate on the Illinois State Board of Education certification exam for superintendents. Since August, five EdD graduates have been promoted to superintendents in Illinois.

Kara Fenne, assistant professor of nursing, is one of the 19 Illinois Board of Education 2019 Nurse Educator Fellows. She is an expert in population health and health care improvement science.

Martin Forward, professor of history, delivered a presentation to Cambridge University's Faculty of Divinity. He focused on differences in the Greek texts of Lukan and Matthean accounts of the healing of the centurion's servant or son and attitudes toward homosexuality.

Between the first and second year of its existence, the **Health Professions of the Future** student organization saw its membership jump from around 10 to more than 60.

Jessica Heybach, chair of EdD programs and associate professor of education, is president of the Ohio Valley Philosophy of Education Society and is executive secretary-treasurer of the John Dewey Society.



The new student improv team, **Home Improvement**, competed at the College Improv Tournament in Chicago. Improv teacher and coach Nick John teaches at Second City.

Brandon Kooi, professor of criminal justice, spoke about problem-oriented policing at the 2018 Stockholm Criminology Symposium. His presentation was made in support of University of Wisconsin Law School professor Herman Goldstein, who won the 2018 Stockholm Prize in Criminology.

Cristian Pastorello, associate professor of music, has recorded the complete solo piano works by composer Sy Brandon. This is the first time Brandon's works have been professionally recorded.

Hernan Ramirez '19 was awarded Aurora University's Student Lincoln Academy Medallion from The Lincoln Academy of Illinois. One senior from every four-year degree-granting institution in Illinois earns the Medallion each year.

Cast and crew of the fall play ***She Kills Monsters*** participated in a two-day workshop during which they learned stage combat techniques from Chris Smith and Maureen Yasko, certified instructors from the Society of American Fight Directors.

The Fox Valley Special Recreation Association recognized **therapeutic recreation students** as its Volunteer Group of the Year.

Dylan Wozniak '20 completed his second summer researching Krabbe's disease at the University of Illinois at Chicago. The disease affects the nervous system during infancy.



Reading Recs

Faculty and staff are enjoying — and recommending — these books.

Being Mortal: Illness, Medicine, and What Matters in the End By Atul Gawande

According to the author, “Modern scientific capability has profoundly altered the course of human life. . . But scientific advances have turned the process of aging and dying into medical experiences. . . Our reluctance to honestly examine the experience of aging and dying has increased the harm we inflict on people and denies them the basic comfort they most need.” The author asks his readers to reflect on current health care practices that extend life but prolong human suffering, in comparison to hospice and other forms of care that help ensure that the last weeks of the dying are rich and dignified. *Submitted by Jan Strom, Dean of the School of Nursing.*

The Undoing Project: A Friendship That Changed Our Minds By Michael Lewis

This book is a joint biography of two Israeli psychologists who collaborated to understand human behavior and influence social science. They discovered patterns of human irrationality and how to avoid being fooled by our own minds. Their work has been applied to many areas, including professional sports, and this describes the creation of the guiding principles of *Moneyball*, a bestselling book by Lewis. *Submitted by Jim Hamad, Athletic Director and Assistant Vice President for Student Life.*

The Call of the Wild and Other Stories By Jack London

London wrote these works based on his experiences during the Yukon Gold Rush in the 1890s. I read *The Call of the Wild* as a kid and have wanted to read more of his work ever since the Schingoethe Center hosted Wendell Minor, a local artist who illustrated a more recent edition. I had always wanted to go dogsledding (which I've since done), and I attribute that to reading

The Call of the Wild. Rereading it and other stories brought back a lot of fond memories. *Submitted by Mark Woolfington, University Chaplain.*

Resilience: Two Sisters and a Story of Mental Illness By Jessie Close

This is the story of Jessie and her life struggles with bipolar disorder and alcoholism and her ability to overcome the stigma associated with mental health issues. She and her son, Calen Pick, who lives with a schizoaffective disorder, are ambassadors for Bring Change to Mind, an organization that was cofounded with Jessie's sister, Glenn Close. It is a dedicated mental health advocacy group that provides resources and inspiration to people and families in need. Jessie and Calen will be on the Aurora University campus in March 2020 to share with our community their insights about living with a mental illness. *Submitted by Sarah Russe, Vice President for Community Relations.*

Gift from the Sea By Anne Morrow Lindbergh

Anne Morrow Lindbergh (wife of Charles) takes a brief vacation by the sea. Her first week is spent in solitude. Her sister joins her for the second week. As she walks along the beach, Anne uses the shells on the shore to reflect upon the stages of her life. She stresses the importance of finding a space for contemplation and creativity in an increasingly complex world. This book is beautifully written and rhythmic. Originally published more than 60 years ago, it transcends time. *Submitted by Catherine Peterson, Dean of Woodstock Center.*

Dominion: The Power of Man, the Suffering of Animals, and the Call to Mercy By Matthew Scully

Matthew Scully challenges readers to re-examine long-held assumptions about the

role of animals in politics, public policy, and contemporary society. In arguing that past human-animal relationships were driven primarily by demands that are no longer relevant, Scully contends there is room for a recalibration of our collective moral compass to better fit the philosophical underpinnings of American society. If necessity or domination were the watchwords of yesteryear's bond between human and animal, *Dominion* offers up mercy and stewardship as our new standards without resorting to utopian thinking or falling back on tired jeremiads. *Submitted by Mark Petersen, Assistant Professor of Public Policy and Administration.*

A Prayer Answered ... Immediately

In the summer of 1886, William Lewis bought four acres of what would in time become George Williams College. On August 12 of that year, he, Robert Weidensall, and Isaac Eddy Brown lit a campfire there to celebrate the origin of what they called the Western Secretarial Institute, intended to help young men learn the principles of the YMCA movement.

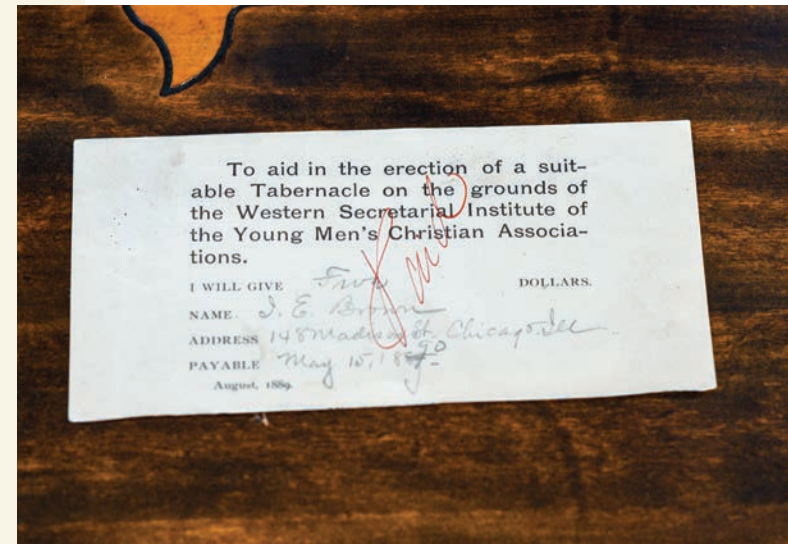
Within two years of its incorporation, the Institute had an administration building, kitchen, and dining hall and 30 tents on the lakefront campus. By decade's end, the need for a large gathering space was evident, so the three founders began fundraising. Brown gave \$5, as evidenced by his pledge card from August 1889, with the \$5 to be paid by the following May. Weidensall's record of contributions shows progress, with pages of gifts between \$1 and \$10. Nevertheless, they built what would become the jewel of the campus: the Tabernacle.

By the time it neared completion in summer 1890, construction costs reached \$918. The founders had not raised enough money, so on Sunday, August 10, 1890, William Lewis stood before a congregation in the new building and offered a prayer that read, in part, “We have built this Tabernacle and we need \$1,000 to finish paying for it. We would like it this morning if it is best. If it is not, we will gladly wait until some other time.”

The prayer worked. Within 20 minutes, \$1,170 was pledged to finish paying for the Tabernacle. Sadly, Lewis fell ill two days later and passed away in his sleep on August 25. The Tabernacle was renamed Lewis Auditorium in his memory, and his funeral was one of the first events held in the building that bore his name.

Lewis Auditorium stood on the lakefront for more than 100 years and was home to the original Music by the Lake concert series. The Ferro Pavilion now stands in its place.

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In August 1889, I. E. Brown made a pledge of \$5 — a healthy sum in those days — toward the new Tabernacle building on the George Williams College campus. Just a year later, the funeral of his business partner, William Lewis, would be held in the same building.

Memories from Homecoming 2018



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