

THE *Wisconsin* INDEPENDENT

Spring 2005

Newsletter of the Wisconsin Association of Independent Colleges and Universities (WAICU)

Vol. 37 No. 1

President's Letter

Reality Check

Dear Friends,

Wisconsin has a problem. It is not a lack of talent and brains; it is a lack of investment in talent and brains. In this issue of the *Independent*, we have included profiles and photographs of some of Wisconsin's best and brightest. Their achievements and ambitions are high, and their sense of community, outstanding.

But Wisconsin still has a problem, and I ask you to think of these students and thousands like them when you consider how to solve it. The percentage of Wisconsin's adult population with a college degree has declined when compared to other states, from 32nd place in 2001 to 35th place in 2003. The number of high school graduates in Wisconsin is expected to decline by 4.1 percent by 2017. The only growth will occur among minority and low-income populations. Yet these are the very populations that Wisconsin is failing to advance to postsecondary education. Also, lower percentages of Wisconsin high school graduates are attending college. Between 1992 and 2002, while college enrollments increased in other states, Wisconsin's share of high school graduates enrolling in college decreased by 2.6 percent.

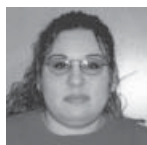
In 2001-2002, the percentage of students in the lowest income brackets enrolled in postsecondary education fell precipitously. *Continued on page 2*

The human faces of the WTG

Since 1965, the State of Wisconsin, through the Wisconsin Tuition Grant (WTG), has assisted Wisconsin students attending Wisconsin colleges and universities. These students' accomplishments are helping Wisconsin achieve the goal of becoming a significant player in the Knowledge Economy. Meet some of these students and learn about their challenges and dreams:

Cancer-free daughter inspires —

Veronica Barrales, Alverno College, a single mother of three, was inspired to go to college after her four-year-old daughter, Daisy, endured a harrowing battle with cancer. This experience taught Veronica that she wants to help children and their families. She is majoring in pre-med and plans to become a pediatrician. She already volunteers at Children's Hospital in the cancer unit. "It's very rewarding. I talk with parents, and I understand what they are going through." Veronica also is active in the Hispanic Women of Alverno organization. "The Wisconsin Tuition Grant is great to have, especially for single parents. It's tough sometimes, but my family motivates me."



Poverty and policy

— **Tori Key**, Beloit College, also was a first-generation student. Tori majored in economics and management, interned with the Beloit Domestic Violence Center, and later achieved a master's



degree in public affairs, specializing in policy analysis with a concentration in poverty and inequality. "Because women and people of color are disproportionately affected by poverty, I am concerned with how their experiences are remedied through governmental policies to decrease social and economic inequality."

Determined to succeed — **Justina Shaw**,



Cardinal Stritch University, is a "fighter." Her mother battled mental illness and drug addiction, and Justina found a favorite teacher was dealing drugs. But she overcame such obstacles with great perseverance. Justina is pursuing a triple major in psychology, business, and sociology. She received a President's Student Service Award from the White House for her volunteer projects. "I want to be an activist," Justina says. "The WTG helped me to afford a private education — something that I will always value."

**SPECIAL
ISSUE!**

Investment in his future — **Paul Steinke**, Carroll College, double majored in biology and chemistry *Continued on page 6*

Alverno College • Beloit College • Cardinal Stritch University • Carroll College
Carthage College • Concordia University • Edgewood College • Lakeland College
Lawrence University • Marian College • Marquette University
Milwaukee Institute of Art & Design • Milwaukee School of Engineering
Mount Mary College • Northland College • Ripon College • St. Norbert College
Silver Lake College • Viterbo University • Wisconsin Lutheran College

Viterbo launches servant leadership institute



Director of Viterbo University's Master of Arts in Servant Leadership program Carl Koch discusses with students what it takes to be a servant leader.

Three years ago, Viterbo University launched a Master of Arts in Servant Leadership program, the first of its kind in the nation, on its La Crosse campus. The response has been so strong that the program is being expanded to allow students from anywhere in the country to participate. Students now will be able to earn their master's degree by attending classes at Viterbo for two weeks each summer for four years, using the internet to complete their coursework, interact with faculty at a distance, and complete independent projects over the winter.

"The program has attracted attention, and the participants are from all walks of life," said Dr. Carl Koch, director of the Viterbo MASL program. "Bankers, teachers, accountants, and individuals working in church-related occupations are all sharing the same classroom and studying the servant leadership model and how it can work in their organizations.

"We knew the traditional classroom format wouldn't work for busy adults living hundreds of miles from campus," Koch said. "By using distance education tools with the on-campus summer coursework, we are able to create an institute that will be attractive to adults who want to study and practice servant leadership. We also believe the scenic

beauty of Wisconsin will be very attractive to students who will travel here for the yearly two-week, on-campus component."

Servant Leadership is a management style brought into the mainstream by former AT&T executive Robert Greenleaf. In practice, everyone in an organization is treated with respect, from the CEO on down. Members of all parts of an organization know that providing resources and support for the people they lead is central to their job. This philosophy is passed on to the customer or client and typically results in excellent customer service. The job of a salesclerk is to serve the customer, the job of the supervisor is to serve the salesclerk, and so on.

Many prominent companies use the servant leadership management style, including Southwest Airlines, Toro, TD Industries, Synovus, Aflac, SAS Institute, and the Vanguard Group. Servant leadership is rooted in the Golden Rule, but Koch warns people not to get the wrong idea. "Servant Leadership came from business, not from ministry," he said. "One of the mistakes people make is thinking this is a warm and fuzzy way to lead, and that couldn't be farther from the truth. It takes character and discipline and a CEO willing to make tough decisions for the common good."

Of course, servant leadership isn't just for business executives, Koch said. "The basic principles apply in all aspects of life," he said. "A good servant leader is going to be a good parent, school board member, or church member. It's not just a set of skills, it's who you are as a person. I've had several students say they've waited 15 to 20 years for a program like this to come along." ❖

President's Letter

— continued from Page 1



This inauspicious development occurred in years when state spending on public higher education was burgeoning and public tuition was low, or, in some cases, frozen. All of this suggests that it is not the amount of money, but how the money is spent, that is threatening Wisconsin's educational and economic future. The state-funded financial aid which Wisconsin provides directly to students is the lowest in the Midwest: the maximum grant in Wisconsin is 31 percent lower than the Midwest average, and the total grant aid per population ages 18-25 is 56 percent lower.

There is a ready-made mechanism, an obvious solution, to deal with the problem. The State of Wisconsin created the Wisconsin Tuition Grant (WTG) in 1965 to help financially needy Wisconsin citizens to succeed. Yet, the value of the WTG as a percentage of the average tuition at a Wisconsin private college or university has declined from 63 percent in 1977 to just 14 percent in 2004. Fully one-third of the needy students who apply for the WTG are turned away every year for lack of funds.

The Governor and the state legislature are right now considering increasing the Wisconsin Tuition Grant. Passage is not a certainty. Yet our future depends on it. Look at the faces and read the stories of these WTG recipients and ask yourself if the State can afford to waste their talents.

Rolf Wegenke, Ph.D.
President

School Counselors

College Seminar Tour, June 27-July 1. Tour colleges in Wisconsin and Minnesota, and earn three DPI-approved graduate credits. Call 920-923-7650 or email cst@mariancollege.edu for more information. You would visit Marian, Viterbo, and other private and public campuses •

Note: In order to highlight all twenty private colleges and universities in Wisconsin, the Independent follows a regular rotation featuring six or seven colleges in each quarterly issue. Each college or university appears in every third issue.

Carroll College's new Hispanic nursing project addresses shortage



Carroll health professionals to serve Hispanics

With the Hispanic population growing nationwide, analysts and health care officials agree on one thing — there aren't enough health care workers adequately trained to take

care of them. The National Alliance for Hispanic Health has also lamented what it calls a "critical shortage" of professionals able to work effectively in the nation's Hispanic communities. With that in mind and with \$680,000 in two federal grants, Carroll College has launched its Hispanic Nursing Project.

One phase of the project, funded with a \$120,464 grant from the U.S. Department of Education's Undergraduate International Studies and Foreign

Language Program fund and matched by Carroll, combines international study, foreign language, and career preparation to train students to be effective professionals serving the Hispanic population. Program students will receive professional training in nursing, psychology, sociology, or criminal justice; extensive training in Spanish; and training in understanding Hispanic culture. The program also will recruit students who are in pre-medical or pre-physical therapy programs.

A separate phase of the project, funded with a three-year \$559,450 Nursing Workforce Diversity grant from the U.S. Department of Health and Human Services' Health Resources and Services Administration, will allow Carroll to recruit and support Hispanic students who might not otherwise consider a college education. This grant includes \$115,500 in scholarships for Hispanic students. Carroll, one of 24 institutions that received funding this year, will contribute \$96,381, or 15 percent of the total project

cost. A total of 160 applications for the federal grant were considered.

Assisting Carroll in the recruitment of Hispanic students is La Casa de Esperanza, a social services agency that has served Waukesha's Hispanic population for 37 years, and Waukesha South High School, which this year began a charter school, Waukesha Health Academy. Carroll nursing students and staff will provide tutoring and mentoring to interested Hispanic students at both locations and involve students' families in their career planning. Hispanic students in this phase of the project will participate in a pre-college summer program and will be involved in tutoring, mentoring, and other support services at Carroll after they are admitted to the nursing program.

"We want to increase nursing education opportunities for individuals from Hispanic backgrounds to improve access to a culturally diverse, competent, and sensitive nursing workforce in Waukesha and beyond," said Dr. Diana Hanks, professor of nursing. ❖

Dr. George F. Arnold takes over the leadership of Silver Lake College



SLC Board of Directors Chairperson Charles Deibele (left) congratulates Dr. Arnold.

Dr. George Francis Arnold was inaugurated as the ninth President of Silver Lake College on Friday, October 28, in the campus chapel. The chapel was filled to capacity with more than 300 guests and representatives of SLC's constituent groups, many in full colorful academic regalia.

A combination of solemnity and ebullience characterized the procession, led by Grand Marshal John Keune, vice president for finance and administration at SLC, carrying a banner with the college

seal. Dr. George Grinde, vice president and academic dean, welcomed college employees and guests, also introducing the Most Reverend David Zubick, Bishop of Green Bay. Bishop Zubick described Silver Lake College as "a formidable Catholic institution in this diocese (with) the teaching and celebration of Catholic faith at its core." Then directing his comments to President Arnold and members of the audience, he continued, "As you begin your tenure as president, I promise you my support and prayer. And to you, the faith community of Silver Lake, I share with you my continued admiration and gratitude."

Sr. Louise Hembrecht, community director of the Franciscan Sisters of Christian Charity, spoke of Dr. Arnold's "commitment to further the purposes of Silver Lake College and the educational ministry of the Franciscan Sisters of Christian Charity, to deliver quality education and research in a manner which meets the personal and social justice

needs of the times and which witnesses to the commitment (of the FSOC) to human and community development."

Many dignitaries spoke, including Dr. Rolf Wegenke, president of the Wisconsin Association of Independent Colleges and Universities. On behalf of the other member institutions, he exhorted President Arnold to "advance teaching and learning, to transmit eternal values and contemporary skills, to develop the individual, and to foster community." State Assembly Representative Ziegelbauer called on Dr. Arnold to "support a vibrant learning environment, immersed in the search for truth and faithful to the legacy of those who have gone before you." U.S. Representative Petri described the SLC's mission as "infused with the ideals of its founders (and) a liberal arts-based curriculum (that) aims to educate students and also to empower them to be good citizens with values directed toward improving their own lives and the lives of others." ❖

Ripon College remodels historic home into welcome, admissions center



A construction worker rehabs a side porch at what is to become Ripon College's Evans Welcome Center.

The former president's home at Ripon College, known as Hughes House, is being transformed into the Evans Welcome Center.

Ripon President David C. Joyce said that the facility, located at the corners of Seward Street and Woodside Avenue and housing the welcome and admission center, will be part of the major entrance to campus. Completion of the \$600,000 interior and exterior project is expected this spring.

"The college has long needed an entrance to campus, and this will help

in creating that," Joyce said of the construction and renovation project. The welcome center, he added, "will help the college provide an appropriate setting to welcome guests to campus, including prospective students and their parents."

The upper floor of the Evans Welcome Center at Hughes House, constructed in 1863, will be renovated to house the college's admission offices.

Since the project started last fall, Joyce said, exterior renovations have included replacement of the roof and porches and tuck-pointing. New windows are also planned. A new circular drive will bring campus guests to the welcome center. In addition to the welcome and admission center, the first floor living room and dining room will be restored and used for meetings.

The Evans Welcome Center is named for Silas Evans and his wife, Nell. Evans was an 1898 Ripon graduate who served two stints as the college's president — from 1910-17 and 1921-43. The lead

gift for the renovation comes from a trust established by Evans' son, Richard H. "Harry" Evans, a 1938 Ripon College alumnus. Other gifts to the college are funding the rest of the renovation project.

"We are being sensitive to historic and architectural integrity," Joyce said, "respecting that the house is on the National Register of Historic Sites."

Originally constructed by the college's first president, William E. Merriman, the house changed hands when he left office in 1876. After being owned by several different Ripon citizens, the house was later re-acquired by the college under the leadership of President Richard C. Hughes in 1900, and it again served as the home of the college president from 1901 to 1966.

The current president's home was constructed in 1966. Since that time, Hughes House served as a women's residence hall in 1967 to 1968, and later, for six years, as home to the vice president and dean of faculty. ❖

Mount Mary's Midtown campus is gateway for low-income students



Cynthia Romero (left) and Marla Gonzales work on a project for Dr. Melody Todd's "Experiencing Art" class at Midtown Campus.

As the 2004-2005 academic year got underway, 16 new Mount Mary College students began their first semester of college studies at Mount Mary's Midtown Campus. The new satellite campus is located in the YWCA building at 1915 N. Dr. Martin Luther King Drive in Milwaukee. The program's goal is to provide access to higher education for lower-income students in Milwaukee by providing financial support, as well as significant student support mechanisms that contribute to retention and degree completion.

The first group of Midtown students completed courses in critical reading and thinking and college writing during the summer on Mount Mary's main campus. When the doors opened at the Midtown Campus in August, the group began work at that location on courses that are part of the college's core curriculum. The first-quarter courses, offered in a block-scheduling format, immersed students in Composition I and Experiencing Art. During the second eight weeks of the semester, they studied Search for Meaning (an interdisciplinary philosophy/theology course) and Composition II.

Midtown students also were enrolled in a semester-long Leadership Seminar that includes a service learning component. Students volunteered at such community service agencies as Pearls for Teen Girls, Hope House, Milwaukee Leadership Training Center, Inc., and Voces de la Frontera.

Midtown courses are taught by Mount

Mary College faculty, and Midtown students are encouraged to participate in all facets of college life, including clubs, athletics, and social activities held at the main campus. At the completion of their freshman year, the Midtown students move on to the main Mount Mary campus to complete their college careers.

"I think this first group has already formed a strong bond," said Dr. Choya Wilson, director of the Midtown Campus program. "It is wonderful to see them working together, encouraging each other, and growing in confidence as college women. They are potential leaders in Milwaukee."

In addition, a summer pre-college program is offered to high school students between their junior and senior years. Implementation of year-long college readiness activities is underway at area high schools. The Midtown Campus Program is funded by a grant from the Trinity Fund. ❖

MIAD's new 'Time-Based Media' major to offer moving experience



A MIAD student uses a cell animation screen to duplicate drawings. The drawings will be recorded as a digital image using a rotoscope and then pieced together into an animation.

Once they appeared only on movie and television screens.

Now animation and video clips enliven everything from bus signs to web sites, and a new "time-based" media major starting next fall at MIAD will equip students to move into these fast-growing fields. The phrase "time-based media" takes in a mushrooming list of computerized technologies that create and present images that move. Until

recently, only costly studio equipment could produce professional-quality moving images. Now specialized software that runs on everyday office computers and laptops can economically create the same results — and much more.

"It's not just that digital video and animation have cut production costs. These new technologies also offer new creative possibilities, and they're revolutionizing the fields of art and communications," said James Barany, a MIAD professor who teaches animation.

The result has been an explosion of animation and video appearing on computer screens, scoreboards, courtroom displays, outdoor signs, classrooms, cell phones, museum and gallery displays, and anywhere else that can display a digital image.

Students majoring in time-based media can follow one of three tracks, each emphasizing a different aspect of the field. The animation track focuses primarily on

technologies used to create drawn and computer-generated images that move. The video track focuses on technologies that convert images recorded with digital video cameras. A third track, called simply interactive digital media studies, equips students to use both technologies.

While other MIAD majors are classified as parts of either the Fine Art or Design divisions, the Time-based Media major is a joint effort by the two divisions.

"The lines between fine arts and design are shifting, but nowhere more so than in the fields of time-based media," said Richard Higgs, provost and vice president of academic affairs at MIAD. "One of the factors that makes time-based media popular is that the skill set is the same for both fine art and design applications. That means career paths look less like a fork in the road and more like multilane highways." ❖

Marian introduces educational administration, leadership doctorate



Richard I. Ridenour, M.D., president of Marian College, speaks to Marian's first group of Ph.D. students.

Marian College's School of Education began a new Ph.D. program in Educational Administration and Leadership in fall 2004. This is the college's first doctorate program and fourth postgraduate degree program.

The program is designed for active professionals and leaders across a wide range of fields, including K-12 education, higher education, health care, social services, law enforcement, government, and business. The cross-disciplinary program promotes scholarship and

professional leadership skills while promoting self-reflection and a deepened commitment to service.

Both areas of emphasis — Educational Administration and Leadership Studies — provide students the opportunity to enhance their professional, academic, and personal skills and abilities for increasingly demanding leadership roles in complex organizations, while maintaining their work and family obligations.

The Leadership Studies and Educational Leadership tracks have common core courses and research methods courses, plus a dissertation. The Leadership Studies track includes courses on personnel, including leadership and organizational theory and design, policy analysis, organizational communication, legal issues, and research management. The Educational Leadership track includes courses on educational superintendency, personnel administration, technology and educational reform, organizational culture, law and education, and program planning and organization. The program is estimated to take 3½ years to complete.

"This program will provide academic opportunities that didn't previously exist for large segments of the population," said Dr. Larry A. Robinson, dean of Marian's School of Education. "Marian's students will participate in a first-rate Ph.D. program. They can be scholars in the fields of leadership and educational administration."

"The approval of our Ph.D. in Educational Administration and Leadership is a realization of our mission as a quality institution of higher learning," said Dr. Sheryl Ayala, Marian's vice president for academic affairs and dean of the faculty.

"I am extremely appreciative of the immense amount of thought, work, and time put into this effort by our faculty and support staff in the School of Education," said Richard I. Ridenour, M.D., Marian's president. "It took leadership, vision, and planning. We deeply appreciate the help, cooperation, and support of so many elements of our Marian community in this important step for our college in living out the core values of our mission." ❖

Could someone you know qualify for a Wisconsin Tuition Grant?



and now plans to pursue an advanced degree in medicine. Paul took full advantage of all that Carroll had to offer in class and in extracurriculars, such as a biology society and pre-med club. “This grant has helped me reach my scholastic goals,” Paul says. “I am grateful for the grant. It means a lot to me that someone else recognizes my potential and is willing to invest in me.”

Money matters — **Darryl Norton,**

Carthage College, feared that a college education was beyond his grasp. He knew



his single mother struggled to make ends meet while caring for his autistic brother. But Darryl excelled academically in high school and then an admissions director showed him that college could be in his future. The WTG was part of the solution. “I want to do the best I can. I’m blessed to be in college,” says Darryl, who is a first-generation student. An accounting and business finance major, Darryl looks forward to a career in finance.

Will help children — **Teonja Jennings,**

Concordia University Wisconsin, found inspiration from her family. “Among my family, I will be the first to finish college.



And it is with the assistance of the WTG that my enrollment in such a great university has become possible,” Teonja says. She feels she carries with her not only the hopes and dreams of her own future, but also the care and love of her family. Her major in social work will lead to a career in helping young people. “I have always wanted to work with children. The Wisconsin Tuition Grant has given me a chance to fulfill this calling.”

Justice for good — **Leah Meyer,**

Edgewood College, has set some high goals for herself, i.e., law school. As an honors student and double major in Spanish and English, she hopes that her future work will be as a district attorney or even a judge. Meanwhile, she

has volunteered for projects at college including helping to build a school in a poor village in Mexico. Such great experiences and her preparations for a future career would not have been possible without the assistance of a WTG.



Need more like her — **Mercedes**

Ferguson, Lakeland College, is an elementary education major who has a passion for returning to her home district,



the Milwaukee Public Schools. Community service has been a cornerstone of Mercedes’ life. She has been involved in neighborhood cleanups, field trips with youngsters, and after-school programs. She participated in a “Stop the Violence. Stop the Drugs” peace march. She has also been active in the Lakeland Black Student Union and the College Student Association. Teaching is Mercedes’ calling, and she is grateful the WTG has helped her “answer the call.”

Change the world — **Jon Van Laahoven,**

Lawrence University, always had the academic credentials for a successful college career, but his family’s dire financial situation cast that in doubt. Receiving the WTG and achieving many academic honors reflect his hard work and abilities.



A mathematics major with sights set on an advanced science degree, Jon has goals that are as ambitious as they are altruistic: “I hope I can turn the opportunities I’ve had at Lawrence into dividends for others down the road. I would love to someday be in a position to influence a young mind to be the next Einstein or the next Pascal. That would be awesome.”

Wisconsin nonprofits to benefit

— **Melissa Beard,** Marian College, majors in business with an emphasis in human resource management. Her goal is nonprofit management, and she has already performed an internship with the Community Foundation of Southeastern

Wisconsin. Melissa says, “I wrote one of our state legislators about what the Wisconsin Tuition Grant means to me. He wrote back that he has three children who rely on the grant as well. That was a



surprise to me. The WTG helps you, as a student, stay in Wisconsin and get the education you’re looking for. You may hear that financial aid isn’t available, but when I heard about the Wisconsin Tuition Grant, I learned otherwise. It helped me choose the college I wanted, and I will continue my education at graduate school.”

Holds self ‘account’able — **Peavy**

Holmes, Marquette University, is an accounting and business finance major who knows the value of the WTG he receives and hasn’t waited until graduation



to begin giving back. He works with high school graduates in the university’s Educational Opportunity Program, partly because he once needed help, too. The EOP provides financial and social assistance to low-income, first-generation college students. Peavy also volunteers with Urban Day School, tutoring in math and reading. He will become an accountant upon graduation. However, Peavy says, “Wherever I go in life, I want to be involved in the community and do volunteer work.”

Art that works — **Maggie Woelfel,**

Milwaukee Institute of Art & Design, graduated with a major in communication design in 2004. But before that, she was able to put her art and design skills to



work for real-world clients. She volunteered in a class project to create banners and signs to draw hundreds of customers weekly to the Fondy Farmers Market on Milwaukee’s north side, where Hmong families peddle fresh produce. “I enjoy working with real clients, meeting real needs,” Maggie says. “You know your work has to be effective.”

Tuition Grant invests in Wisconsin one student at a time

World opens up — **Joshua “Boone”**

Sesvold, Milwaukee School of Engineering, is a first-generation, small-town student who overcame many obstacles to achieve success in college.



But with a natural aptitude for all things technical, he now applies his creativity to a major in technical communication. Adjusting to the big city and college expectations was a struggle at first, especially since he had to work halftime at college and fulltime during the summer. “I have learned to be social, seek good advice, and to study hard,” says Boone, who was nominated for the Student Worker of the Year Award in 2003. “I appreciate those gifts that are given to me — like the Wisconsin Tuition Grant.”

Dynamic mom — **Paulette DeLoney**,

Mount Mary College, is a nontraditional student who works and attends college at



the same time. Relocating to Milwaukee after her mother’s death, Paulette was coping with full-time employment and two small

children, one of whom had recently been diagnosed with autism. She knew she needed a college degree to provide for her family. Paulette aims to maintain her 3.5 grade point average and, after graduation, to go into human resources. When asked what would change without the WTG, Paulette says, “That is a scary thought. My decision to return to school makes us a single-income family. Although the sacrifices we have made have worked so far, financial aid such as the Tuition Grant is enabling me to secure a better future for all of us.”

Managing all resources — **Michael**

Bulgrin, Northland College, took 15 years off between high school and college,

but with the assistance of the WTG, was able to pursue his love of the outdoors

and enhance his career. Michael majors in natural resources management, with a specialty in wildlife. He plans to help



private landowners make ecologically sound decisions about their property. After working for so many years, Michael is delighted that he took the plunge to return to college. Without the grant, he would not be able to attend Northland. “It has made something I’ve dreamed about become a reality,” he says.

Perspective and free press — **Craig**

Sauer, Ripon College, has a passion for mass media that he has put to full use on



Ripon’s campus. He is the general manager of the college’s student-run video organization and an editor for the student newspaper. “Coming in, I didn’t think of myself as a leader, and now I’m the leader of two organizations,” Craig says. He spent a semester in Washington, D.C., where he observed national journalism up close. Craig understands the importance of financial aid in providing these opportunities. “I wouldn’t be able to go to Ripon without financial aid.” He is a history major and is interested in either writing for a newspaper or being an AmeriCorps volunteer after graduation.

Med school bound — **Peter Bernardy**,

St. Norbert College, looks forward to medical school after he completes a stellar college career. An interest in sports medicine led to a biology major, where Peter was named a Research Fellow as a freshman. He has already observed surgeries at area hospitals and has coached 12-year-old soccer — activities that



combine his fields of interest. The Wisconsin Tuition Grant played a key role in allowing Peter to pursue his educational goals. “The WTG made it possible for me to attend St. Norbert,” Peter says.

Education that is special — **Kellie**

Webster, Silver Lake College, has a dual major in special and elementary education. She sees what a difference teachers can make. “I feel that I have many gifts to share with children,” Kellie says. Wisconsin’s teacher shortage,



including in special education, will make her expertise and preparation all the more valuable. “My classes have taught me the importance of tuning into each student’s specific needs,” Kellie says. “As a nontraditional student with three children of my own, I would not have been able to return to school if it weren’t for the WTG.”

Thoroughly grounded nurse — **John**

Sheski, Viterbo University, took full advantage of all his college education had to offer as he completed a three-year nursing program. He was able to intern at a regional clinic and had a job waiting for him upon graduation. Wendy Wegner, a Viterbo nursing professor, says, “Students



are required to take all clinical rotations — child care centers, community health agencies, long-term care facilities, medical/surgical units, pediatrics, psychiatric/mental health, and critical care units.” As a well-trained nurse, John is a sought-after commodity in Wisconsin. His eventual goal is to become a certified nurse anesthetist.

Help for Hmong — **Palia Vang**,

Wisconsin Lutheran College, was the first member of her Hmong-American family to graduate from a four-year college. The WTG has helped to allow Palia to focus on academic and career goals while she supported her family by working 20 hours a week at a health care



center. A communications major, Palia uses her skills to provide social services to the Hmong community, especially those in Milwaukee. She

volunteered at a radio station, translating weather and other reports from English into Hmong. “It was a great experience, allowing me to see the importance of helping Hmong people understand modern society and current events,” Palia says. ❖

The Wisconsin Independent

Vol. 37, No. 1, Spring 2005

Rolf Wegenke, Ph.D.
President

Mari McCarty, Ph.D.
Senior Vice President, Editor

Paul Nelson
VP for Public Policy

Rodney Opsal
VP for Administrative Services

Tom Sanew
VP for Purchasing

Deborah Holbrook
VP for Communications, Editor

The Wisconsin Independent is published quarterly by the Wisconsin Association of Independent Colleges and Universities (WAICU). To be placed on the mailing list without charge, contact:

WAICU

122 W. Washington Avenue, Suite 700
Madison, WI 53703-2718
608/256-7761, fax 608-256-7065
info@waicuweb.org

For more information, call 1-800-4-DEGREE or visit www.wisconsinmentor.org.

– **WAICU BULLETIN BOARD** –

WISCONSIN PRIVATE COLLEGE WEEK will take place July 11-16, 2005. Tours and open houses on each campus. Application fee waiver for visitors.

KUDOS – St. Norbert College was awarded the Senator Paul Simon Award for Campus Internationalization . . . Through its new Office of Servant Leadership, **Milwaukee School of Engineering** students donated hundreds of blankets for tsunami survivors in southeast Asia . . . **Marquette University** is participating in a makeover of an abandoned stretch of asphalt called Norris Park into a neighborhood friendly recreational space . . . **Alverno College** received the 2004 Pride and Excellence award from Project Equality of Wisconsin for its leadership role in establishing a campus that embraces diversity in its recruitment and programming . . . Associate

professor of languages **Mimi Yang** of **Carthage College** received a Friends of International Education Award for her work bringing Chinese educators to Carthage and being an ambassador to colleagues in Huairou, China . . . **Cardinal Stritch University's** Leadership Center will offer a Latino Nonprofit Leadership Program, an eleven-month program designed to help nonprofit leaders increase their impact in Latino communities.

GRANTS – Silver Lake College has been awarded a \$173,484 grant from the U.S. Department of Education to support the college's Projects for Deafblind Children and Young Adults Program . . . **Concordia University Wisconsin** was awarded an \$8,800 NCAA Division III Initiative Grant to fund a program called Raising Athlete Awareness for Wellness. ❖

—William Butler Yeats
Irish poet and playwright
1865–1939

“Education is not the filling of a pail, but the lighting of a fire.”

Address Service Requested

122 W. Washington Avenue, Suite 700
Madison, WI 53703-2718

Non-Profit
U.S. Postage
PAID
Permit #1508
Madison, WI