

A group of children and a woman in a rural setting. The woman has long blonde hair and is smiling. She is holding a young child in a red sweater and a yellow hood. Other children are wearing colorful clothing and hoods. The background is slightly blurred, showing more children and a building.

carroll

MAGAZINE SUMMER 2015

INSIDE

Advancing Global Education

Alumni Trip Reflections

Service Abroad in India

Innovation in the Lab

Archaeology Field School



CARROLL MAGAZINE

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Carroll Magazine welcomes letters to the editor.

Tell us what you think of the magazine and its articles—we'll print letters in the next edition of Carroll Magazine.

Sarah Lawlor

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COVER PHOTO: Karina Cuskey '15 with local children in Varanasi, India. Karina traveled to India as part of the "Varanasi India: Serving in the Holy City of Ganges" service trip (story on page 12). Photo by Halstyn Stief '16

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Carroll Magazine is published for the college's alumni, students, faculty, staff and friends by Carroll College, 1601 N. Benton Ave., Helena, MT 59625, phone 406-447-4300, fax 406-447-4533.

Located in Helena, Montana, Carroll College is a leading Catholic, diocesan, liberal arts and pre-professional four-year institution. The college provides its 1,500 students an academically rigorous, affordable education incorporating service outreach and study abroad. Carroll is nationally ranked and award-winning for its academic quality and outstanding programs, including pre-med, nursing, civil engineering, natural sciences and mathematics.





Dr. Tom Evans and Lisa Evans salute the class of 2015 at the President's Toast

Dear Alumni & Friends,

You may notice a new look to the *Carroll Magazine* this issue. Drawing inspiration from the many exciting developments happening on campus and abroad, we wanted our magazine to properly reflect this excitement and the impressive experiences being undertaken by our students, faculty and alumni.

Our hope is that the new design draws you in and connects you with the stories and achievements that enlighten us, shape us and make us proud Carroll Saints. The features and photographs in this restyled issue provide a perfect introduction to the diverse, innovative, and transformative experiences that have come to define Carroll College.

We begin by sharing the new and compelling global initiatives taking shape through the recently established Artaza Center for Excellence in Global Education. Artaza Director Cheri Long explains her vision for the Center, while we also hear from two students who have made study and service abroad a key tenet of their education at Carroll.

While the pictures themselves speak a thousand words, in "Indelible India," Megan Planck, class of 2015, relates her poignant experiences from a service-learning trip taken this past winter by Carroll students and leaders to Varanasi, India. This spring, following a celebratory commencement weekend, my wife Lisa and I joined alumni and friends of the college for a beautiful and blessed tour of the Marian Shrines of France. My fellow travelers share their "Reflections from Abroad" to accompany the postcard perfect pictures from our journey.

And while global experiences figure prominently in this issue, we also take time to recognize the pedagogical innovations occurring on campus which enrich the student experience and strengthen Carroll's place as a leading academic institution. We round out the issue celebrating the achievements of our graduates, our faculty and our student-athletes. People truly are the heart of the college.

In addition, please join me in welcoming four new members to the Carroll Board of Trustees: Lisa Bullock '89, First Lady of the State of Montana; Patricia Chvatal '72, attorney at Chvatal Law; Eric Phillips '93, Senior Vice President, Pricing and Revenue Management for Delta Airlines; and Willis Wetstein, past President and Director Emeritus for Morrison Maierle, Inc. I am excited for our work ahead and I extend my deepest gratitude to outgoing board members: Caroline Boitano, Shaun Corette, Mary Ann Milhous and Mark Semmens '82 for their steadfast commitment to the mission of Carroll College over the years.

As president of this exceptional place, I am pleased to share with you through the pages of our magazine a snapshot of who we are, where we've been and where we are going.

All the best,

Thomas M. Evans, Ph.D.
President

While global experiences figure prominently in this issue, we also take time to recognize the pedagogical innovations occurring on campus which enrich the student experience and strengthen Carroll's place as a leading academic institution.



Rock climbing near MacDonald Pass



Rafting on the Clark Fork River's Alberton Gorge



Backpacking in the Bob Marshall Wilderness Area



Hiking Mt. Helena with students from Beppu, Japan



Fly fishing the Missouri River



Snowshoeing near Marysville, MT



Kayaking at the Gates of the Mountains



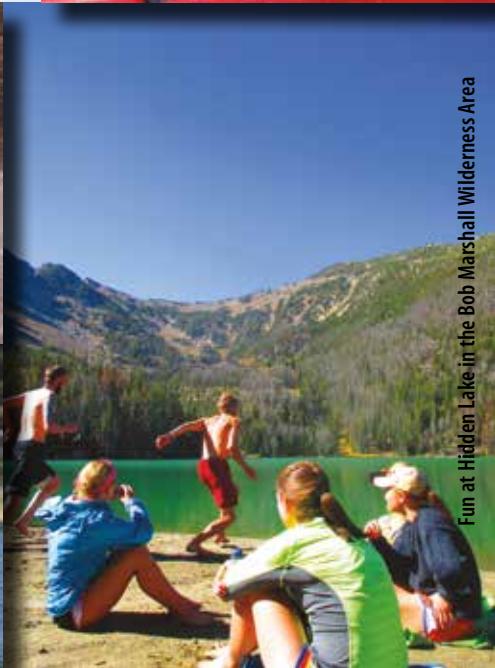
Biking in Moab, UT



Rock climbing in Moab, UT



Kayaking at the Gates of the Mountains



Fun at Hidden Lake in the Bob Marshall Wilderness Area

The Carroll Adventure and Mountaineering Program (CAMP) shares the love of the outdoors with Carroll students through a variety of activities ranging from day trips to weeklong excursions. Here are some highlights of their adventures from this past school year. Learn more at www.carroll.edu/camp and www.facebook.com/CarrollCAMP.



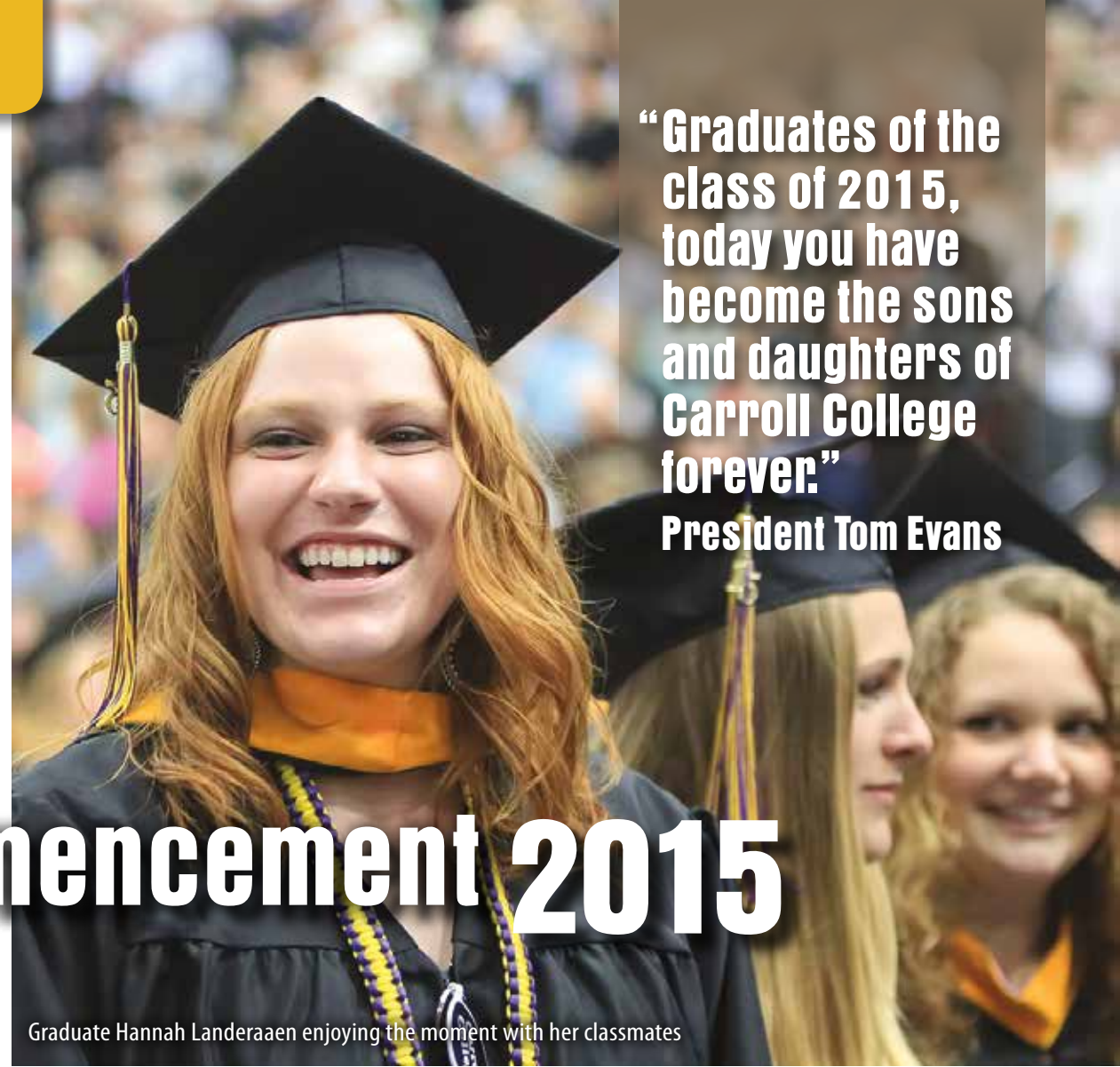
Hiking in Glacier National Park



Professor Maria Brosnan and graduate Gerald Arroyo at the Nursing Pinning Ceremony



Jay Bouchard delivering the Class of 2015 Response



Graduate Hannah Landeraen enjoying the moment with her classmates

“Graduates of the class of 2015, today you have become the sons and daughters of Carroll College forever.”

President Tom Evans

Commencement 2015



Seniors with their friends and families at the President's Toast

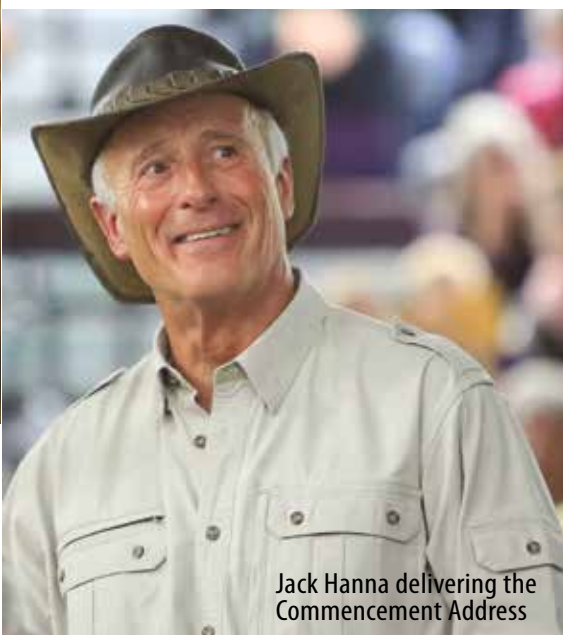
“Carroll changed my life—as I know it has changed many of YOURS.” Jay Bouchard '15



Jubilarians from the classes of 1945, 1955 and 1965



Baccalaureate Mass in the Cathedral of St. Helena



Jack Hanna delivering the Commencement Address

“Be prepared. Things will happen. Keep your dream. Keep your passion alive. People who excel do more than expected.”
Jack Hanna

On Saturday, May 16, family and friends gathered to celebrate the **300** cap and gown adorned graduates at **Carroll College’s 105th Commencement ceremony.**

Jack Hanna, conservationist, television personality and Director Emeritus of the Columbus Zoo and the Wilds, served as commencement speaker. Never far removed from animals, Hanna partnered with the Montana Fish, Wildlife and Parks’ Montana WILD Outdoor Education and Wildlife Rehabilitation Center to share some of their ambassador wildlife with the audience, including a golden eagle and peregrine falcon. Carroll president Dr. Tom Evans presented Hanna with an **honorary degree** in recognition of the considerable achievements and contributions Hanna has made over his lifetime in respect to wildlife education and conservation.

Also recognized during the ceremony was **Jay Bouchard** of Goffstown, New Hampshire, who received the **Michael Murphy Award for Collegiate Citizenship** in addition to having been elected the senior class speaker. The college’s **Bishop Gilmore Memorial Award for Outstanding Scholarship** was awarded to seven seniors who had attained the highest grade point average after four years at Carroll: **Colton Ard** of Lewiston, Idaho; **James Dorosh** of Mead, Washington; **Alisa Dowling** of Burlington, Washington; **Brianna Eaton** of Billings; **Faith Kjosa** of Helena; **Jaclynn Mee** of Libby; and **Kathleen Mulligan** of Des Moines, Washington.

In recognition of Carroll’s faculty, retiring professors, **Dr. Tomas Graman** and **Mr. Jack Oberweiser, Jr.**, were both conferred the title of **professor emeritus**. In addition, the **Outstanding Teaching Award** recipient was **Mr. Gary Fischer**, assistant professor of engineering, and **Dr. William Parsons**, associate professor and chair of the department of political science, was presented with the **Distinguished Scholar Award**.

Also participating in the ceremony, were Carroll’s 50, 60, and 70-year jubilarians, who returned to Carroll to receive their “golden diplomas” and pins, totaling 30 in all.

#WhatsNext

We asked the Carroll College Class of 2015, “What are you doing? Where are you going? What are your plans? What’s next?” Here’s what they told us . . . Watch the video at www.youtube.com/carrollcollegemt.



Seniors Justine Songey, Jenessa McElrath and Olivia Erickson at the President’s Toast

IT'S WHAT SAINTS DO

TRANSFORMING LIVES THROUGH GLOBAL EXPERIENCES

The Artaza Center for Excellence in Global Education at Carroll College was the result of an unprecedented \$1.5 million gift from Gustavo Artaza, president and CEO of International Studies Abroad (ISA). Mr. Artaza's vision is to create a space that provides the resources for Carroll College to develop and sustain networks with partner universities and programs around the world while creating unique programs that incorporate experiential components, such as service learning and internships, as part of the experience.

"BY HELPING OUR STUDENTS TO VALUE AND RESPECT OTHER CULTURES, AS WELL AS HELPING THEM TO PROMOTE THE SAME WHILE THEY ARE ABROAD, WE CREATE A MORE ACCEPTING, KNOWLEDGEABLE, AND OPEN GLOBAL SOCIETY . . . AND WHAT CAN BE MORE IMPORTANT THAN THAT?"

GUSTAVO ARTAZA, Dedication ceremony for the Artaza Center, September 2014



GLOBAL

Learn more at www.carroll.edu/global

The Artaza Center was dedicated in September, a director came on board in January, and vision, goals and action plans have since been quickly taking shape.

Carroll Magazine sat down with Artaza Director Cheri Long, as well as Carroll students, Rita Stevenson and Kerri McInnis, to learn how the Artaza Center is making a difference and changing lives. Here is what they shared.



Long with a child from the Santa Maria del Mexicano Orphanage

Cheri Long was appointed as the director of the Artaza Center after having served as an adjunct professor, Alpha instructor, Prestigious Awards and Fellowship advisor, EWB faculty advisor and designer of the Best of the West Academy, all at Carroll. Cheri has extensive international experience having spent time working and studying abroad in England, Kenya, South Africa, Namibia, Poland, Russia, Costa Rica, Nicaragua and India.

What are the current priorities for the Artaza Center?

The Artaza Center was created through a six-year grant. We are currently working from a 2-year vision plan. Our priorities in these first two years are: (1) Carroll College is branded locally, nationally and internationally as a hub of global education, (2) Carroll students, faculty and staff are invested in the value of global education, (3) Artaza Center is valued on campus, in Helena, and in Montana as a global education resource center, (4) The Artaza Center promotes international programming that generates revenue for Carroll College and provides optimal opportunities for students

and faculty, and (5) Artaza Center programs are vetted for the highest quality, are respected both locally and internationally, and are built upon a solid foundation. Along with each of these five vision statements, we have a clear plan for specific goals and the action steps needed to reach those goals.

Why should a student make study or service abroad a component of their four years of college?

This is the new reality—the world is interconnected and we are working and living in a global economy. Study and service abroad is no longer a “time out” from a student’s 4-year plan, but rather, it is an integral part of an undergraduate’s education. Students who live, study, serve, and work abroad have been proven to be more creative in the workplace, to be more easily trained into new tasks and skills, and overall more tolerant and flexible. Our graduates will be entering workplaces where they will encounter many patients, customers, colleagues and bosses who are from a different culture, a different country and/or speak a different first language. Being able to work effectively with them will be essential, and it is our goal to prepare students for success!

What is Carroll’s defining difference in terms of the global education experience?

There are many colleges and universities out there that have a “signature” study abroad program. We hope to be different, and to appeal to potential students not because we have one study abroad destination, but because of the wide variety of experiences we provide. We understand that the international experience is not a “one-size-fits-all.” Each student will have different goals and needs for his/her international experience, and the Artaza Center is developing partnerships and programs that range from credit-bearing traditional study abroad semesters or years, to short-term service projects shadowing in hospitals, building new water systems, teaching in poor rural schools, etc. We believe that the experience should be well-suited to the student’s needs, just as much as the student’s skills should be well-matched to the placement. With that in mind, what defines the global education experience at Carroll is that we offer so many options from which to choose, and a staff that is willing to

work with individuals to find the right fit.

We also know that it is important to offer global education opportunities in the classroom here on our campus, and are working with digital technology to find ways to connect classrooms around the world to our students here in Helena. We also recognize that having a global faculty is essential if we want to offer a global education. We are offering grant opportunities to faculty for professional development, research and teaching abroad.

Leaving their comfort zone, to go out into the world, to learn from and serve others who are different from themselves, and to be personally transformed as a result: It’s What Saints Do!

What are the various components of global education that the Artaza Center oversees at Carroll?

At the institutional level, we are working to create a more global atmosphere on our campus, by bringing in more international students, by creating a more global curriculum, and by working with partner institutions locally, nationally and internationally to create opportunities for our students, faculty and staff.

In the academic area, we are working with faculty and department chairs to find creative new courses focused on global issues, to create new major requirements in various degree programs, and to find ways to make it possible that each major can include a study or service abroad program in its published 4-year plan.

We are also working with student organizations, Student Life, Campus Ministry, and other co-curricular areas to develop global programming. This includes service learning placements abroad as well as campus programs such as World on Wednesday and our International Speakers’ Series.

And of course, we have grant and scholarship money available to students, faculty and staff who want to take advantage of the opportunity to travel abroad to study or serve others.

It is an exciting time to be working at Carroll College. There is a lot of enthusiasm for the development of global education here on our campus and with international partners. I am so pleased to be a part of this important work.

**GO OUT INTO THE WORLD. NOTICE. LEARN.
REFLECT. SERVE. COMMIT. CHANGE. GROW.
IT’S WHAT SAINTS DO!**

Rita Stevenson is a rising sophomore biology major from Silesia, Montana, who participated in a 2-week medical internship in Tanzania this summer.

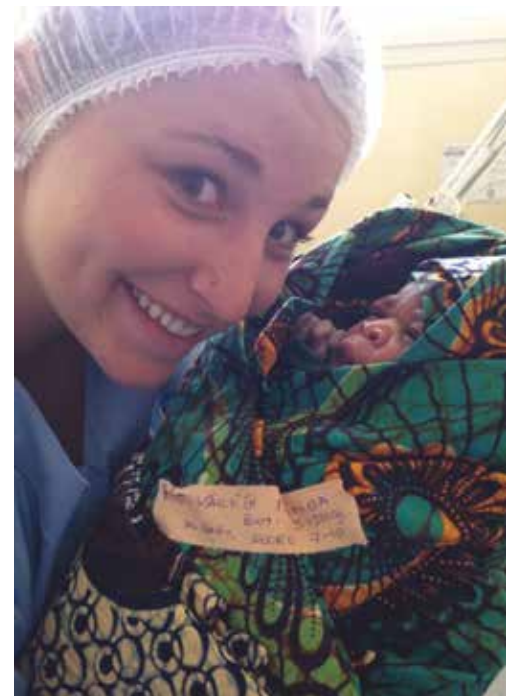
Tell us about your experience and your impressions of Tanzania?

I traveled with a program through GapMedics, a UK based organization that offers international shadowing experiences for pre-medical, pre-nursing, pre-dentistry, and pre-midwifery students. It's an amazing program where students work alongside doctors in a hospital setting and get to see and experience first-hand fascinating medical procedures. The local staff also provides cultural immersion and opportunities to see the area that you're staying (for example, students have the option of a 2-day safari where you also get to meet a native tribe of Masai people).

I spent my time in a city called Iringa, working in a regional hospital. I spent one week in pediatrics and the second week in obstetrics and gynecology. Not only were the medical experiences amazing—I dealt with cases of HIV/AIDS, severe malaria, extreme malnutrition, sat in on surgeries, and even got to help with some minor tasks in a cesarean section delivery of twins—but the country itself was astounding. The scenery was gorgeous and the locals were some of the most kind and welcoming people that I have ever had the pleasure of meeting. Compared to American standards, these people have so little but would be happy to share whatever they do have with you. I learned so much about gratitude, community, and love from them.

What did you expect from your experience? Any surprises?

Going into my experience, I expected an amazing medical experience, a new cultural and world perspective, and the chance to make some new acquaintances. I came away with so much more than that. I left Africa with lifelong friendships not only with the remarkable local staff but also with fellow students from all over the globe. I found a new career direction which now includes wanting to become a midwife rather than an MD. I was given an entirely new perspective on world issues, medical care, and even an entirely new perspective on myself. It might sound cliché, but I can honestly say that it was an altogether life-changing experience. I did not expect to be as profoundly impacted



and changed in a way that really cannot be described.

What would you tell a fellow Carroll student who is considering studying or interning abroad?

To any student who even has an inkling that they may want to go abroad: do it. I know that school is busy and stressful but find a way to have an experience outside of your comfort zone; it only adds to your education in a way that you will never regret. Volunteering, studying, or interning abroad give you experiences much deeper and more meaningful than simply being a tourist . . . why not get your hands a little dirty while your there? If you're worried about finances or missing too much school, Carroll has a top-notch staff in the Artaza Center that will do everything they can to make an international experience happen for you.

Do you have plans to do any further study or service abroad during your time at Carroll?

I plan on traveling to Uganda with Carroll's Engineers Without Borders chapter in the coming years and would love to spend a semester studying abroad also. I also hope to continue doing shadowing with GapMedics throughout my college years.



Stevenson (shown at right) assists in the delivery of twins in Iringa, Tanzania

TRAVELING THE WORLD

IN 2015, CARROLL COLLEGE HAS OVER 130 STUDENTS WHO HAVE BEEN TO GLOBAL EDUCATION PROGRAMS AROUND THE GLOBE. VISIT OUR INTERACTIVE MAP – WWW.CARROLL.EDU/GLOBAL – TO SEE WHERE THOSE STUDENTS HAVE LANDED AS PART OF STUDY ABROAD PROGRAMS, ENGINEERS WITHOUT BORDERS SERVICE TRIPS, CAMPUS MINISTRY TRAVEL, COLLEGE CHRISTIAN FELLOWSHIP PROJECTS, MEDICAL SHADOWING, ROTC LEADERSHIP TRAINING AND JOB INTERNSHIPS.



McInnis with new friends from St. Lucia

Kerri McInnis from Bozeman, Montana, is a rising sophomore who is double majoring in biology and Spanish with a pre-med emphasis. In addition to having studied abroad during high school in Cordoba, Argentina, Kerri is involved with EWB and has plans to study in Chile during her junior year at Carroll.

What service abroad opportunities did you participate in this past year?

During my freshman year, I got involved with the Engineers Without Borders chapter at Carroll College. I was a member of the inaugural travel team for the St. Lucia project, which just began this past year. We are working with the Marian Home for the Elderly to assess their inadequate water system and eventually draft and implement an improved system. Since this was the first trip for the group, we were trying to both assess the current system and create personal connections with the local community of Castries, St. Lucia. This is an ongoing project and we plan to return this coming year.

What motivated you to become involved with EWB? As a non-engineering student, what was your experience like?

Engineers Without Borders really stresses that non-engineering students are welcome to join. It helped that my Alpha Seminar professor and advisor during my first semester was Cheri

Long, project leader for the EWB St. Lucia project. I started getting involved with the club and then was asked to join the St. Lucia team. There were two non-engineering students on our eight-person team. I found the engineering aspect of the project really interesting and, even with my limited knowledge, was able to help out with different engineering assessments and plans. Another huge part of EWB is creating a connection with the local community. I spent quite a bit of time socializing with the workers and residents at the Marian Home for the Elderly and also at the adjacent preschool. Non-engineering students can bring a different yet integral perspective to the travel team, no matter the engineering project.

You have already made plans for your junior year—tell us what those are.

Since one of my majors is Spanish, I'm actually required to study abroad for a minimum of six weeks in a Spanish-speaking country. Carroll has a really cool reciprocal exchange program with the Universidad Técnica Federico Santa María in Valparaíso, Chile. My advisors and I have been working to put together a class plan in biology and Spanish that includes a year abroad. The Chilean university is science and technology-based so I'll be able to fulfill some of my requirements for my biology major while abroad.

As a freshman you became involved right away in travel and service abroad programs. Were opportunities for global experiences a significant factor in choosing Carroll?

Yes, the international programs and study abroad opportunities were definitely big factors when I was trying to decide on a college. I knew that Dr. Evans was really working towards expanding the international programs and providing more travel abroad opportunities for students. Thanks to the Artaza Center, there are more global opportunities at Carroll every year and I'm sure that they will entice more prospective students in the coming years.

Why have you chosen to make global education an important part of your college experience?

It would be ignorant to think that students can learn the skills necessary to be successful through books and in the classroom alone. Instead, we need to recognize that every citizen in the world holds a stake in our society's future. No matter one's college major or profession, a multicultural education is and will be crucial to solving global issues. Global education provides students with a more cultured worldview that better promotes tolerance and cooperation.

WE NEED TO RECOGNIZE THAT EVERY CITIZEN IN THE WORLD HOLDS A STAKE IN OUR SOCIETY'S FUTURE.

Reflections from Abroad

Carroll Alumni & Friends
Tour the Marian
Shrines of France



LISIEUX

Photos by John Ramirez '82



LOURDES

Wish you were here!

This year's alumni trip was born out of a meeting between Benoit Patier, program director for St. Edward's University in Angers, France, and Carroll president Dr. Tom Evans, as they worked to establish a reciprocal educational exchange between Carroll and the Université Catholique de L'Ouest in Angers, France. Benoit Patier shared his knowledge of the "M Tour" by explaining that if you plot out on a map all the places in France that the Blessed Mother has appeared, it makes an "M". Alumni Relations was drawn to the idea and designed a trip to include a mix of culture, art, historical landmarks and four of the five Marian apparition sites. Twenty-five Carroll alumni and friends joined the tour and many share their reflections and most memorable moments here. When Carroll Saints travel together there are places to explore to enrich the mind, refresh the soul and share enjoyable experiences that create lasting memories.

MONT SAINT-MICHEL



Notre Dame Cathedral

Built between 1163 and 1345, Notre Dame is one of the finest examples of French Gothic architecture. It was one of the first buildings in the world to use the flying buttress. Gargoyles were placed on buildings to serve the dual purpose of scaring away evil spirits and serving as a "gutter system" to direct rain water away from the building.

Ken Follett's "Pillars of the Earth" are on full display at the Notre Dame Cathedral. Most impressive were the flying buttresses which were used to support the lateral forces exerted on the outer walls by the arches. The rose windows are spectacular— incredibly detailed and magnificent. ~ RAY MESSER '69

Eiffel Tower

Built by Gustave Eiffel to celebrate the 100th year anniversary of the French Revolution in 1889. The tower is 324 meters high, has 20,000 light bulbs, 120 antennas and over 7 million visitors each year.

The Eiffel Tower is truly the most iconic of Paris' landmarks. It was the highlight of my adventures in Paris and better than I imagined. I first walked to the Eiffel Tower during the day, but then viewed it from the River Seine cruise we took, and WOW! What an amazing sight with all of the twinkling lights in all of its grandeur. ~ KARIN OLSEN

CHAPEL OF OUR LADY OF MIRACULOUS MEDAL



Palace of Versailles

While it began as a hunting lodge in 1624 under King Louis XIII, the Palace of Versailles became the center of political power in 1862 under his successor, King Louis XIV. After the beginning of the French Revolution, the royal family was forced to return to Paris in 1789.

Such opulence, it is no wonder the French revolted against the ruling class. Most impressive was the gravity fed fountain system which feeds the multitude of fountains throughout the massive gardens. Once per day the water is turned loose from holding tanks upon the high ground, and feeds the fountains for over an hour. Very impressive.

~ BILL WAR '65

Giverny

The water and flower gardens of Claude Monet (1863 to 1926) are works of art which inspired his paintings.

I came on this trip specifically to visit Monet's gardens. My dad (artist Bob Morgan) had such an appreciation for painting and art that I just had to see this. The colors were brilliant. The water garden is more beautiful than I expected.

~ JEANNE AHMANN '94

Lisieux

On October 19, 1997, Pope John Paul II named St. Thérèse a "Doctor of the Church." She became only the third woman in the church to be so honored, joining St. Catherine of Sienna and St. Teresa of Jesus, foundress of the Discalced Carmelites. St. Thérèse died at age 24. Her writings were published in "The Story of a Soul" and were distributed worldwide through the Carmelites.

It was remarkable to go to Lisieux and see the home and Basilica of St. Thérèse. She was my confirmation saint. ~ BETSEY WAR '66

Beaches of Normandy**Omaha Beach & the American Cemetery**

Known as D-Day, June 6, 1944, the Allied invasion of Normandy during World War II was the largest seaborne invasion in history and the operation began the liberation of German-occupied northwestern Europe.

Paris is so beautiful with many historical artifacts. But for me the beaches at Normandy had the biggest impact. It's difficult to envision those beaches in June 1944. However, the Allies were able to pierce the defense with overwhelming force. It was a matter of logistics, an overwhelming supply of munitions and men. Even in today's world, this

would be almost an impossible task. The result, they saved the world. ~ JOHN DONNELL

Saint-Malo

Saint-Malo is a walled port city in Brittany in northwestern France on the English Channel.

The visit to Saint-Malo was one of the highlights of our trip. It was at Saint-Malo that we had the best almond croissants of the entire trip. We walked the cobbled streets of the walled city, shopped at numerous boutiques, and had an unforgettable lunch at an outside café. Thanks to Tom and Lisa, we found an underground supermarket that had wonderful wine at fabulous prices. What a memorable way to spend our anniversary!

~ JON & KATE RUNNALLS '73

Mont Saint-Michel

One of France's most recognizable landmarks Mont Saint-Michel is an island (during high tide) in Normandy, France. According to legend, the Archangel Michael appeared in 708 to St. Aubert, the Bishop of Avranches, and instructed him to build a church on the rocky islet. Aubert repeatedly ignored the angel's instruction until Michael burned a hole in the bishop's skull with his finger.

We walked through the King's Gate and up the narrow windy Grande Rue past shops and houses dating back to the 15th and 16th centuries. The parish church consecrated to St-Pierre, the patron saint of fishermen. The view from the top entrance of the Abbey Church was incredible. The trip was a highlight every day.

~ BRUCE & KERRIE ROBERTSON '78

Our Lady of Pellevoisin

On February 14, 1876, Estelle Faguette lay dying of pulmonary tuberculosis. She experienced a vision of the Virgin Mary. During the fifth apparition, Estelle was completely healed instantaneously. She experienced 15 apparitions. During the final vision on December 8, 1976, the Solemnity of the Immaculate Conception, Estelle had a vision of the white scapular uniting the Sacred Heart of Jesus with the Immaculate Heart of Mary. Estelle was instructed to have this white scapular made and distributed.

I must confess that when I read our Marian tour itinerary, I did not recall hearing of Pellevoisin or Sister Estelle. It was with great delight then, as we approached the tiny village on our motor

“ After watching my mother say the Novena to the Blessed Mother and the Miraculous Medal in our family home ever since I was a young boy, I have carried that same devotion forward to this day. The Carroll trip to the Chapel of the Miraculous Medal was an opportunity for me to thank Her for answering my prayers for my beloved wife. ”

SAM PRESTIPINO



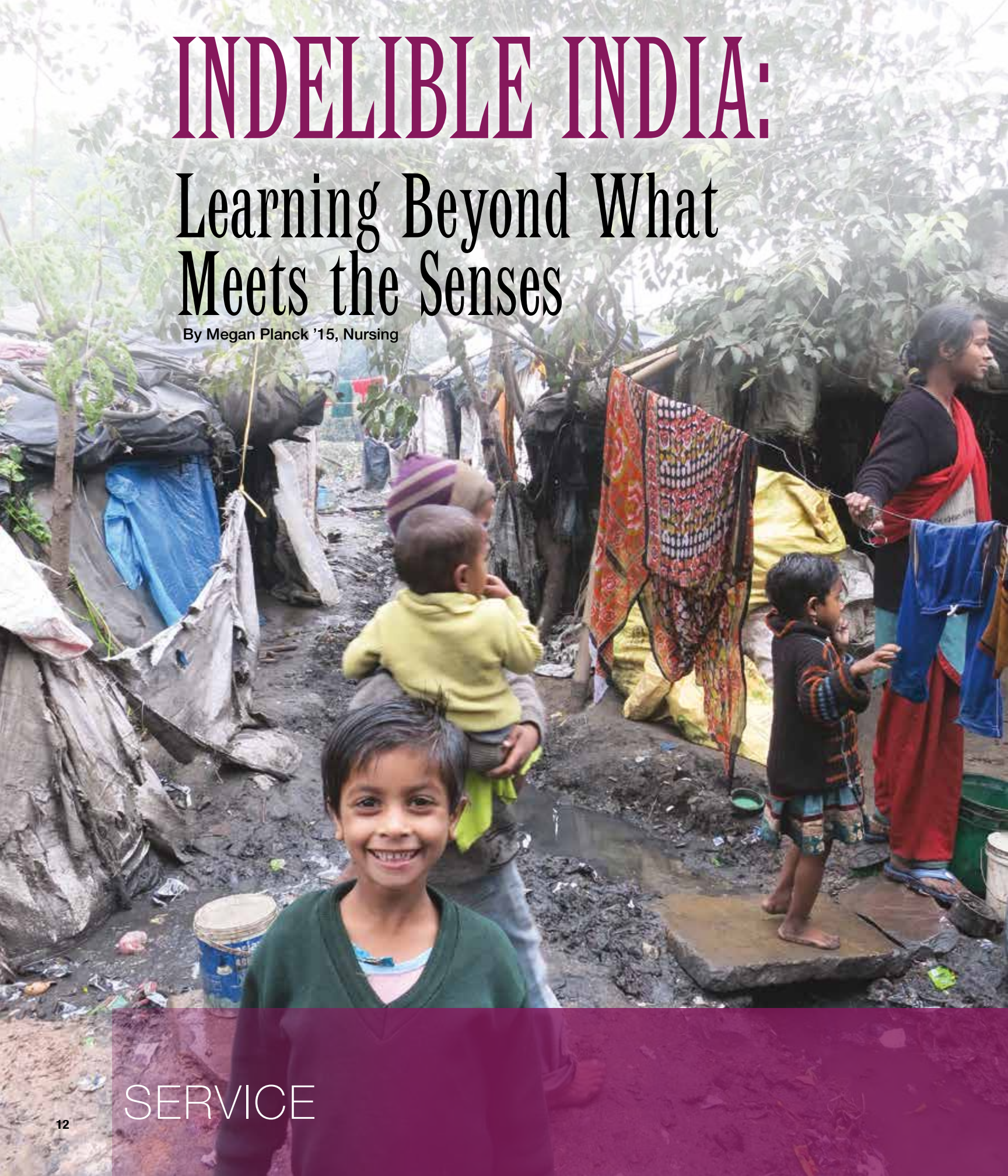
continued on page 28

Our trip was such an incredible mix of culture, history, geography, art and spirituality. It was totally awesome. Lourdes was my favorite. There is such an incredible feeling of peace in Lourdes. You can feel the presence of Our Lady. ~ SALLY SOVA

INDELIBLE INDIA:

Learning Beyond What Meets the Senses

By Megan Planck '15, Nursing



SERVICE



The assault to the senses hit me first upon landing in Delhi with the pungent scent of diesel, overpopulation and waste stinging the back of my throat, eyes and nose. The culture shock struck immediately and I froze—a minority for the first time in my life. Our large group immediately drew attention to ourselves with our awkward sense of direction upon exiting the airport. We had finally arrived, and India was waiting for us.

Plans for a trip to India evolved quickly at Carroll. In early October, 22 students signed up, but little did we know what our hurry to fill the open spots would bring us. In the remaining months until our departure in December, we began preparing with meetings to discuss the trip's logistics. We received the proper immunizations, read *The White Tiger*, and shared our hopes for this time of service and exploration in the holy city, Varanasi. We attempted to cook Indian food and explored some of the realities of India including the poverty, wealth inequality, child labor, and issues of healthcare. As the date of departure neared, we wondered what this experience of service would teach us. For the three weeks of our winter break spent in India, we would volunteer at the Saraswati Education Center (a school in the slums for children who cannot afford public school), an ashram established by Mother Teresa and the Sisters of Charity, as well as a children's hospital and a leprosy colony.

When I try to describe India, words fail and instead I find myself sinking back into the damp days we spent along the Ganges. How do you describe the extent of the poverty, with sanitation and health problems far worse than anything experienced in the U.S., or a culture that has people believing they are “untouchable?”

Overstimulating: a word that captures the essence of India. It would be easy (or at least easier) to describe India simply on the surface level, to let the physical struggles dictate the memories of the trip. Every day, we found ourselves buried in sights, sounds and scents. From beautiful to horrifying, we gained insight into the daily lives of those living in Varanasi.

I can't deny that experiencing India with each of our senses was challenging and not always pleasant. However, it would be wrong to leave it at that. Our senses gave us a greater understanding of the life there. We found meaning and significance in our trip by using the physical stimuli to enhance the intellectual and emotional dilemmas we faced and worked through each day. To learn and hear about the poverty and culture is one thing. Without the senses, without the ability to walk



The sense that affected me the most was sound. Clanging bells, yelling, persistent shop owners, cows “mooing” and the honking of cars and rickshaws never stopped.

through the muck, look into the eyes of the people living on the streets, inhale the grey saturated air or touch the walls of the temples and silk and chapatti, India would have been more of an idea than a place that touched our hearts.

There were the sights that made me cringe. From the garbage collecting at every street corner, to the villages of people living in the slums on the outskirts of town, there were many sights I would have rather not seen. But we went beyond observing, walking between weak shelters that families used for homes, encountering malnourished children, and maneuvering around cows and goats feeding out of large trash heaps. Every day we saw something new—often extreme wealth and deep poverty in one glance. Some days, games of cricket took up the space beggars had been the day before. We watched men splashing themselves “clean” in the Ganges and we looked into the eyes of children who longed to be loved. We observed flags turning in the breeze, women wearing saris of every imaginable color, and monkeys stealing food.

The sense that affected me the most was sound. Clanging bells, yelling, persistent shop owners, cows “mooing” and the honking of cars and rickshaws never stopped. Despite the constant commotion, sounds also brought us humor. The accents of the children who yelled, “Heellllooooo” in our passing and the men who asked us every day when we trekked along the ghats “Boat? Boat madam? Very cheap . . . Helicopter?” always brought a smile to someone in our group, because no time soon will there be any helicopter seen near Varanasi. But we appreciated these clever attention-getting tactics.

As you can imagine, the smells of India are particularly memorable. Compared to the fresh air of Montana, the hazy and thick air of Varanasi led to black soot in our noses by the end of each day. Mixed scents of food cooking, human urine and feces, incense, fires (including the ones burning dead human bodies to purify them), dying animals and their waste, combined with the polluted air caused havoc to our noses and lungs. A walk through the streets meant picking up five distinct odors in a few short feet.



SERVICE



About halfway through the trip, I began to dread Indian food and determined that I would always be thankful for meat and protein in my diet. My appetite shrunk considerably, and I found I was more concerned with sleeping and preserving my energy than eating dinner some nights. The ever-present chill, due to the foggy mornings and humidity, became taxing, despite wearing a down coat almost every day and often to bed. I won't miss walking through streets of mud, knowing that despite the effort to walk on clean ground, I was stepping in swirls of human and animal feces, paan (a form of Indian tobacco) and dirt.

Eventually the non-stop stimulation from every imaginable source got the best of me. The physical challenges were one obstacle, but the emotional and mental exertion it took to try to process the poverty and inequality was more than I had expected. The built-up excitement I had had before we left home had converted into confusion, anger, sadness and frustration. Thoughts and emotions raced through my head when I gave myself time to acknowledge them. How are there still people living this way? Why has no one done anything to educate or help them? Or change the system? And why am I here when there is so much that can't be fixed? Second guessing myself, I thought about all of the reasons I shouldn't be in India. It took the entire three weeks of living in India, and even more time back home, for me to see why it is I needed to go. Even months later, I find myself still continuing to process it all.

The physical tests were very tangible and an honest truth about adjusting to life in India. However, it is not fair to classify our trip only as a collection of the difficulties we faced, because it was so much more. Experiencing India was discovering how to see beyond. To look further than the poverty, the lack of support, the social injustice, the pollution, the lack of health and nutrition, the gender inequality, the spiritual beliefs different than my own and the pain, to see a culture and country that is more than the challenges and disparities. The city of Varanasi and its people are not merely what first meets the eye . . . the nose . . . the mouth . . . or any sense for that matter.

I saw and experienced so much beauty and life in India. The families in the villages, who were so desperate to be recognized, showed me that our true value is not determined by others' ideas and perceptions. The children at the Saraswati School had some of the most joyful hearts despite their material poverty. In the hours I spent coloring, playing and laughing with one boy who didn't speak, I learned that you don't always need words to communicate. The mornings we woke up early and walked along the ghats were full of a different peace than I was used to finding at home. It was worth the early alarm to see the time when Varanasi was just waking up for the busy day ahead. India showed me some of the lessons I needed in ways I didn't want to see, but helped me live in a way that values what matters. India gave me a new perspective on life, and a reason to be thankful and feel blessed for all that it is.

Since returning to Montana, we continue to process our India experience by sharing our stories, writing travel essays, presenting to the Carroll community, and even forming a new student organization on campus: the India Development Project. Next year's trip is scheduled and full, and we're excited to continue building a lasting relationship with Varanasi and the people. Future Carroll students will benefit from experiencing India, a country of life and spirit. The vibrant city of Varanasi is a powerful, moving place I will never forget. I'm reminded of an Ann Landers quote: "When life's problems are overwhelming, look around and see what other people are coping with. You may consider yourself fortunate."

MEGAN PLANCK graduated in 2015 with a degree in nursing. Originally from Moscow, Idaho, Megan begins work in August as an RN on the oncology floor at St. Luke's Boise Medical Center in Boise, Idaho.

Transformative Travel

*Twenty-six Carroll community members traveled to Varanasi, India, for a 20-day service trip over the 2014-15 winter break. The trip, **Varanasi, India: Serving in the Holy City of Ganges**, was led by nursing professor Erin Kuntzweiler, her husband Dr. Doug Kuntzweiler, and admission counselor Stephanie Pung.*

While many of the students were nursing majors, a variety of other academic disciplines were represented as well including biology, health sciences, psychology and mathematics.

It was an exciting, emotional, eye-opening and life-changing experience for many of the students. Those in India described the Carroll students as "open hearted, compassionate and engaged."

*As part of their participation in the trip, each student was asked to write an essay about their experience. **Megan Planck**, a 2015 nursing graduate, shares her reflections for the **Carroll Magazine** on these pages.*



Chemistry Unleashed

Carroll's new Integrated Lab inspires innovative learning and research for upper-level chemistry students

By Jay Bouchard '15

It began with a vision meeting in 2010. Carroll's chemistry department was in the midst of a new hire and Dr. Colin Thomas, associate professor and chair of the department, called a meeting to address an important question: **where do we want this department to be in ten years?**



Victoria Kong, Erin Hanson, Meghan Benda

RESEARCH

“One of the main ideas that came from that meeting is that we needed more involvement in open-ended chemical research,” Thomas said. “We needed to create an environment where students develop their own experimental protocols to answer real chemical questions.”

Four years and three substantial grants later, Carroll has built a state-of-the-art laboratory, commissioned cutting edge instruments, and redesigned the chemistry curriculum. In an effort to create a uniquely innovative laboratory experience and inspire undergraduate research, the chemistry department designed a lab unlike many in the country. This past year, seven upperclassmen chemistry students participated in the department’s inaugural, year-long Integrated Lab.

According to Dr. John Rowley, assistant professor of chemistry, the department agreed to strip the lab component from nearly all of the upper-level chemistry classes including physical chemistry and advanced organic and inorganic chemistry. The department then took these labs and combined them into one: the Integrated Lab, an experimental learning lab that typically meets for about eight hours each week.

“It is a less contrived environment than is typical of many undergraduate chemistry courses,” Rowley noted. “Students are no longer working on cookie-cutter type labs where they already know what the result will be.”

“Science is a process by which we create new information, and that is what we are trying to do in the Integrated Lab.”

During the first semester of the course, each student is assigned their own unique research project. The research projects are inspired by faculty research interests and are designed to incorporate several of the subdisciplines of chemistry. The students spend four weeks on their given research project in which they create experimental objectives, develop protocols, and begin searching for answers to their newly created questions. At the end of the four week period, the students rotate to another project and pass on their findings to the other students in the class.

“The students have a lot of ownership over the direction of the research,” Rowley said. “When the module rotates to a different student, they don’t start over. The projects evolve and grow throughout the course of the semester, like a real science project in an industry lab or in graduate school.”

The lab also requires and encourages collaboration between the students because

The E.L. Wiegand Integrated Research & Learning Laboratory also plays an important role in undergraduate summer research.

Biology major **Victoria Kong** '17 and **Erin Hanson** '16, a chemistry major, worked with Professor Rowley to investigate the fundamental chemical mechanisms behind the harvesting of renewable solar energy.

“During the summer I worked with Dr. Rowley on the Shark Project,” shared Kong. “It gave me a good idea of how self-driven lab research differs from lab classes during the school year. The research was eye-opening. I had to learn how to creatively solve problems that I encountered. It was a new experience discovering that there is no ‘right answer’ in research, but a whole range of correct solutions that vary in success. Working with Dr. Rowley during the summer made me realize how much freedom there is in research and how important it is for us to continue working towards educating ourselves on the plethora of information that still remains undiscovered.”

“During the summer I was able to dive head first into the world of chemistry,” said Hanson. “Beyond learning the methods and instruments of research, I was able to see firsthand how research breathes life into the scientific process. Science does not merely live on a page in a textbook, but is instead a creative and interactive process.”

The Integrated Lab is the reason I will be prepared for graduate school. It’s probably the most challenging class I’ve ever taken in my life, but undoubtedly the most gratifying.”

MEGHAN BENDA

while each student works independently with freedom uncommon in undergraduate labs, the students must rely on each other's work, guidance, and support.

"In the Integrated Lab the seven of us became a family," said Meghan Benda, a 2015 chemistry graduate who plans to pursue graduate studies in sustainable energy or pharmaceutical research. "It was a challenging class, but we were all in it together with and for each other."

In the first semester of the course, students focus on creative problem solving, mastering laboratory technique, and effectively communicating their experimental data in a schematic or graph. In the second semester of the course, students write full manuscripts to document their research. The second semester constitutes the writing intensive component of the course and every four weeks the students write a full journal article.

"It's not typical of an undergraduate curriculum," said Dr. Caroline Pharr, associate professor of chemistry. "So I think it affords our graduates different and better opportunities before they go on to graduate school and medical school."

Benda echoed Dr. Pharr's observation.

"The Integrated Lab is the reason I will be prepared for graduate school," she said. "It's probably the most challenging class I've ever taken in my life, but undoubtedly the most gratifying."

While Benda appreciates the challenging and collaborative nature of the lab, what she liked most was that there was "no leash."

"In lower level chemistry courses you are kept on such a tight leash and if you stray from the course goals too much you really won't succeed, but in the Integrated Lab there is absolutely no leash," Benda said. "It's the first time I was allowed to be more than a student, but a true scientist. We were able to use every single instrument Carroll has available. We got to decide what was an important use of our time and we got to make our own discoveries and mistakes along the way. It is that type of learning that inspires a higher level of thinking and responsibility as a scientist."

As Benda explained, she and her fellow students had the opportunity to work with cutting-edge technology and brand-new instruments. The most treasured of these new instruments is Carroll's Nuclear Magnetic Resonance Spectrometer—the NMR.

From the viewing window of the laboratory, the instrument can be



Dr. Pharr assists Meghan Benda in the Integrated Lab

RESEARCH

seen in the back left corner. To spectators unversed in the natural sciences, it might be mistaken as a time machine. But for those who understand advanced chemical research, the NMR is a beacon of innovation.

The machine provides structural determination for molecular compounds. As Dr. Pharr explains in layman's terms, "it is essentially an MRI machine for molecules. It has been amazing in the lab. It has helped me so much with research and has been tremendous for our students."

At the most basic level, the NMR allows students in the Integrated Lab and in the organic chemistry lab to determine the identity and structure of molecules. According to Dr. David Hitt, assistant professor of chemistry, "NMR allows us to answer one of the most fundamental questions a chemist can ask: how are the atoms in a molecule connected? It's one thing to look at a house from the street, but another to have the blueprints in your hands to see how it was built." Carroll is one of the first undergraduate institutions in the country to have this particular model of high efficiency refrigerated, self-cooling NMR instrument.

"While it is easy to get caught up in how expensive and impressive the NMR instrument is, what is truly amazing about Carroll is that the students in the Integrated Lab use all the chemical instrumentation themselves," Dr. Rowley said. "Learning how to gather and analyze high quality experimental data is an essential skill for graduate school and advanced research."

Carroll's NMR is a nearly half-million dollar machine which was commissioned as part of a grant from the E.L Wiegand Foundation—the same foundation that funded the biology department's Wiegand Undergraduate Research Center in 2008.

The E.L Wiegand Foundation was the major donor for the Integrated Lab and was the first funding agency Dr. Thomas approached in 2012. Carroll also received a grant for lab equipment from the Fortin Foundation—which in 2000 funded the construction of the Fortin Science Center on Carroll's campus, an addition to Simperman Hall where the Integrated Lab is now housed. The Integrated Lab's curricular innovations were funded by a grant from NASA.



Tyler Zimmer '17 with Dr. Rowley

JAY BOUCHARD graduated in 2015 with a major in English writing and a minor in political science. Originally from Goffstown, New Hampshire, he will begin graduate school at the Medill School of Journalism at Northwestern University in Evanston, Illinois, in the fall.

Most of the lab's funding came through in late 2012 and early 2013. By late 2013, the lab was finished and in early 2014, the NMR was commissioned. In the fall of 2014, Meghan Benda and her classmates boarded the Integrated Lab's maiden voyage under the instruction of Drs. Hitt and Rowley. What began with a vision meeting in 2010 materialized by 2014 into one of the most impressive undergraduate laboratory experiences in the country.

The conception and creation of the Integrated Lab demonstrates Carroll's continued commitment to academic innovation. "Carroll has been an academically rigorous and valuable institution for many, many years," reflected Dr. Thomas. "And we are still innovating—we are still being an excellent school."

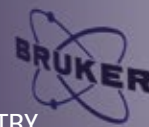
The chemistry department is using the Integrated Lab to depart from the traditional

pedagogy found at most institutions. Through experimental learning, Carroll's chemistry graduates are challenged to do high-level research and they emerge from the program equipped with the skills necessary to perform in graduate school and in the professional world.

Benda and her classmates were the first of many students who will have the opportunity to grow in the Integrated Lab. Dozens more students will enjoy this opportunity in the years to come. And thanks to the design of the Integrated Lab, they will do so without a leash.



"It's not typical of an undergraduate curriculum. I think it affords our graduates different and better opportunities before they go on to graduate school and medical school." DR. CAROLINE PHARR, ASSOCIATE PROFESSOR OF CHEMISTRY



Unearthing 8,000 years of history:

Students find ancient artifacts in the Big Belt Mountains

By Alexander Deedy, Helena Independent Record

One of the sharp projectile points discovered this summer by a team of Carroll College students in the Big Belt Mountains could have been used as far back as 8,000 years ago.



The excavation responsible for the finding was the latest in a seven-year partnership between the Helena National Forest and Carroll College. Each summer, anthropology professor Lauri Travis leads a team of students into the Big Belts for 10 days to unearth artifacts that help weave a history of the region.

“What we’re really looking at is change in climate and how people adapted to that climate,” she said.

So far, they’ve found repeated evidence of a dry period that occurred about 2,000 years ago. It’s a finding consistent with arid periods identified in Europe and Africa, but is relatively new Montana knowledge, Travis said. As far as she knows, the only other time it’s been found in Montana was during a study in Yellowstone National Park.

Artifacts suggest indigenous people had to alter their diets during the dry spell from subsisting on big game to targeting smaller animals like grouse — possibly because the parched ecosystem couldn’t sustain the big game it carried through wetter years, Travis said.

It’s an exciting finding that ties Montana history in with global trends, but the work means something different for the Forest Service.

Helena National Forest Archaeologist Arian Randall’s chief responsibility is to ensure that any potentially Earth-damaging projects, like logging, don’t ruin a critical historical site. There’s not time to excavate every site, but clues left on the surface can hint at what likely lies underground.

Each year that the Carroll class flags a new site, documents what’s on the surface, then digs and documents what’s in the Earth, it paints a better picture for Randall. That way a

hike across a potential logging operation can tell her if the ground holds key historical artifacts.

"It can just help with long-term management," Randall said.

The discovery of a large stone used to grind plant material and numerous arrow, atlatl and spear tips made it evident that indigenous people had repeatedly used the spot excavated this year.

"This site was used over and over," Travis said.

Senior Jessica Ackeret is a sociology major and learned about the summer camp when she took a class from Travis. On top of needing credits, Ackeret said she couldn't pass up the "fascinating" opportunity to dig up artifacts like the spear points.

"The last time that was seen, someone was using it," Ackeret said as she scraped through a layer of dirt that could hold the next discovery.

Halstyn Stief, a senior studying elementary education, said it's those discoveries that keep you going after sifting through endless dirt and rocks. Though she has no plans to pursue archaeology, Stief said she could use the experience to help her set up a class project in the future.

Her sifting partner, junior Ellen Postlewait, plans to pursue archaeology after finishing her undergraduate degree in history.

"This is experience you just can't get any other way," she said.

Everything the students found was meticulously cataloged, and each night they had to journal about the day's work. The projectile points and grinding stone will be taken back for dating and analysis. The students also kept each piece of coal they pulled out for carbon dating the layers.

Travis said it's not unusual for students who have no intention of pursuing archaeology to change their mind after the excavation.

"It's interesting, exciting stuff," Travis said. "People want to think about the past."

This article was originally published in the Helena Independent Record, June 29, 2015.



Dr. Lauri Travis, adjunct professor of archaeology and anthropology, leads the Carroll College archaeological field school each summer. *Carroll Magazine* sat down with Dr. Travis to learn more about the project.

This is the seventh year that you have brought students to this area of the Big Belts for this summer archaeological field school. What is it about this particular location that makes it ideal for this project?

Carroll College and the Helena National Forest formed a research partnership designed to investigate the relationship between paleoclimate change and human adaptation. We are especially interested in changes through time and diverse ecosystems. This ongoing project in the Big Belt Mountains is designed to gather archaeological and paleoenvironmental data from three diverse ecosystems within one drainage basin: high altitude park areas, mid-altitude conifer forests and low altitude locales along the Missouri River.

Do you conduct additional research in this area outside of the 10-day trip in the summer?

Following the summer field school, students can participate in an Independent Study to help evaluate the data collected during the excavation. Past students have conducted research on prehistoric diets, changes in stone tools through time and isotopes of prehistoric snails to gauge changes in the past environment. Some students have published their research in professional journals or presented their work at conferences.

Why is this study important?

Results from this research will help refine our interpretation of paleoenvironmental records and identify long-term relationships between vegetation, sedimentation rates, forest fire regimes, paleoclimatic change and human adaptations over long periods of time. During the late Holocene (the last 4,000 years), the mechanisms and climatic variability were approaching those of the last few centuries. This period is therefore highly relevant in determining a background reference for many climate change and current fire management issues. Monitoring how climatic variability has changed the environment in the past, as well as how prehistoric humans adapted to those conditions, can aid modern researchers in modeling possible outcomes and designing appropriate action plans for the future.

What do you hope your students gain from this experience?

The archaeological field school is a unique opportunity for students to enjoy and explore the Montana wilderness while participating in on-going research. Few classes can offer these kinds of hands-on opportunities. Learning through participation can be very powerful and effective. Students not only learn cutting-edge science, but develop friendships that last a lifetime.

Special thanks go out to the Helena National Forest, the Montana Institute on Ecosystems and local merchants without whose contributions this project would not be possible.

The discovery of a large stone used to grind plant material and numerous arrow, atlatl and spear tips made it evident that indigenous people had repeatedly used the spot excavated this year.

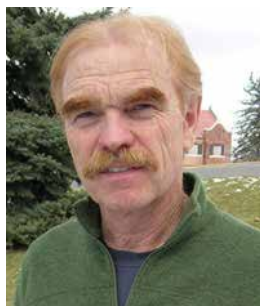
Much of what makes such Carroll such an exceptional institution is the quality and caliber of our faculty and staff. In this section we have highlighted some of their accomplishments from this past academic year. The achievements featured here only tell a very small part of the story of their collective success. A more complete narrative can be found in the *2015 Faculty Accomplishments* booklet located online at www.carroll.edu/academics/faculty.

Professor Emeritus

At Carroll's May 16 commencement exercises, the college announced that two retiring faculty members, **Dr. Tomas Graman** and **Mr. Jack Oberweiser, Jr.**, have both been conferred the title of professor emeritus.

Dr. Graman has served the college for over 26 years as a professor of Spanish and Linguistics. His energy and vision shaped the Spanish program at Carroll. In his scholarship as well as his teaching, Dr. Graman has been a tireless advocate of critical pedagogy and intercultural understanding. His professional achievements include being a senior Fulbright scholar in Xalapa, Mexico, publishing numerous scholarly articles and giving scores of presentations at national and international conferences throughout the U.S. and in Mexico, Spain and Cuba. He is known as an active scholar, enthusiastic professor, and stalwart colleague.

During his 26 years at Carroll, **Jack Oberweiser**, associate professor of mathematics, has not only been an effective, popular and beloved teacher, he has been a caring and engaged participant in the Carroll community. In addition to always making himself available to students in need, he has been on six trips to Mexico with Engineers Without Borders and has traveled seven times with a team led by a Montana dentist to Haiti, Columbia, Ecuador, and Argentina to assist with providing dental care in impoverished communities.



Distinguished Scholar Award

The Distinguished Scholar Award was awarded to **Dr. William Parsons**, associate professor and chair of the department of political science, for his significant scholastic work as a foremost authority on Machiavelli along with his recent success in securing a grant to expand Carroll's constitutional studies program.

Outstanding Teaching Award

Mr. Gary Fischer, assistant professor of engineering, whose active learning opportunities, strong mentoring skills and steadfast commitment to the success of his students earned him the 2015 Outstanding Teaching Award presented at commencement.



25-Year Forensics Award

Talking Saints coach and Carroll professor **Brent Northup** received a career award at the National Individual Events Tournament (NIET) at Lewis & Clark College in Portland, Oregon, in April. At NIET, Northup was honored with the 25-year award—only the 16th coach so honored in NIET history—and the first ever from the Western area, which includes Washington, Oregon, Alaska, Idaho, Montana, Arizona and California.



Visionary Voice Award

Kelly Parsley, chair of the Carroll Department of Health Sciences, was awarded the Visionary Voice Award by the National Sexual Violence Resource Center (NSVRC). NSVRC offers the Visionary Voice award, in conjunction with Sexual Assault Awareness Month each April, to recognize the creativity and hard work of individuals around the country who have demonstrated outstanding work to end sexual violence.

As a leader in her field, Parsley was also invited to participate in the Think Tank on Sexual Violence Prevention on College and University Campuses held May 5-6, 2015 in Atlanta, Georgia. The think tank is sponsored by the Centers for Disease Control and Prevention's Division of Violence Prevention and the American Public Health Association, and is in collaboration with the U.S. Departments of Education and Justice.



Outstanding Educator Award

The Montana Society of Certified Public Accountants named Associate Professor of Accounting **Mel McFetridge** the 2015 Jack Kempner Outstanding Educator. This award honors an educator who is distinguished for excellence in classroom teaching, motivating students and educational innovation and contributions to the accounting profession.

Keynote Speaker

Dr. Marie Suthers, professor of anthrozoology at Carroll, was the keynote speaker at The Human-Animal Bond Symposium held on the Virginia Tech campus in Blacksburg, Virginia this spring. From 1999 and 2006, Suthers served as the founding director of the Center for Human-Animal Relationships (CENTAUR) at Virginia-Maryland Regional College of Veterinary Medicine at Virginia Tech.



JACK OBERWEISER ENDOWED SCHOLARSHIP THE MAN, THE SAINT, THE LEGEND

By Nick Dietzen, Major Gifts Officer

Among Carroll College's most lasting legacies is the longevity and influence that many of the professors have had throughout Carroll's history. A veritable "hall of saints" could be erected honoring the vast array of contributions and service to the college, the students and the community provided by our faculty over the years.

Perhaps no more of a diverse tenure at Carroll College has existed than the one of Jack Oberweiser.

Oberweiser, originally of Anaconda, Montana, came to Carroll College in the late-60's and shared his lively personality, musicianship and caring nature with his classmates. Fortunate for many, Oberweiser returned in 1993 as an educator and spent 35 years as a faculty member in the math department.

While his educational prowess and love of learning are substantial, Oberweiser's contributions extended beyond the walls of the classroom as he was a mentor and more importantly, a friend to many of the students on the hilltop.

One such friend, a student of Oberweiser's and practicing physician in Helena, Dr. Andy Gilbert '99, upon learning of Jack's impending retirement was determined to start a legacy that was befitting of the contributions Jack has made throughout his time at Carroll.

Gilbert established the *Jack Oberweiser Endowed Scholarship*, which will be awarded each year to deserving students who might not otherwise be able to attend Carroll College without assistance.



"Oberweiser taught us more than calculus and statistics. He taught us about life and what unselfish giving is. He is a true Carroll legend!" Gilbert said.

Jack or "Obie," as he is sometimes referred to by his students and friends, has been a fixture both in and out of the math department. He continues to play guitar, keyboard and sing in various bands and has lent his talent over the years to many community events including Carroll College football tailgates.

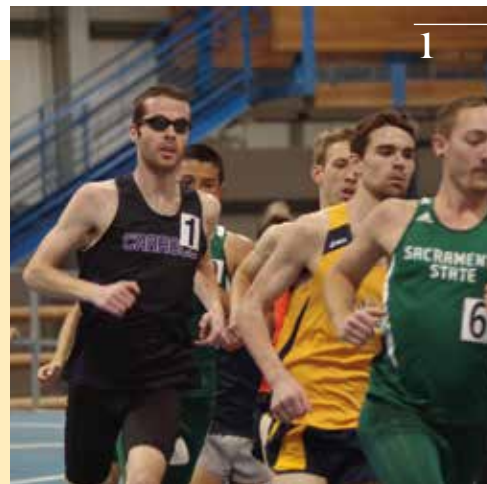
He has volunteered and helped lead numerous service trips abroad including travel with EWB and the Montana Dental Outreach Team to the Carribean, and Central and South America. Jack's commitment to service and inclusive nature has won him many friends throughout the Carroll College community, the Helena community, and beyond.

Oberweiser was recognized and inducted into the Carroll College Alumni Hall of Fame in 2012 and this past May was conferred with the title of professor emeritus for his outstanding achievements in the classroom.

While his imprint is significant at Carroll College, Jack's kindness and compassionate nature extend well beyond campus. Jack and his wife Patsy, have taken in numerous foster children over the years and adopted two through the Montana Foster and Adoptive Parents Association. Additionally, he volunteers at the Florence Crittenton Home rocking babies for a few hours every week—just one of the many examples of his generosity of time and spirit.

Despite wrapping up his duties as associate professor of mathematics, Jack will be no stranger to Carroll, attending athletic events, teaching an alpha seminar class to freshman and always lending a hand where needed.

Actions of a man, stories that have become legend, all done with the heart of a saint!



Saints Athletics

Highlights

1 Indoor Track & Field

Leah Esposito '17 won the 1,000 meter final and 13 Carroll track and field athletes were named All-Americans at the 2015 NAIA Indoor Track and Field Championship. ■ Esposito won the 1,000 meter with a time of 2:52.04 more than a second faster than the second-place finisher and more than four seconds faster than her previous personal best.

2 Women's Basketball

For the second time in two years, the Carroll College women's basketball team advanced to the NAIA National Tournament, but fell in the first round of the tournament. ■ The Saints finished with an 18-11 record and Carroll center Cassidy Hashley was named the 2014-15 Frontier Conference Freshman of the Year and joined senior guards Bailey Snelling and Kalee Junkermier on the Frontier All-Conference second team.

3 Men's Basketball

Two years after finishing with just two wins, the Carroll men's basketball turnaround under head coach Carson Cunningham is ahead of schedule. The Saints went 18-11 on the season and just missed out on the NAIA National Tournament. ■ Sophomore Guard Zach Taylor received NAIA honorable mention All-American honors and first team Frontier All-Conference. Oliver Carr was named Frontier Conference Freshman of the Year.

4 Spring Football Scrimmage

Carroll football hosted the University of Montana for a dual scrimmage at Nelson Stadium this spring. Over 4,000 fans attended the scrimmage to see the Saints and the Griz, led by new coach Bob Stitt. ■ UM plays their annual spring game at different locations around the state every year. This was the first time since 2004 that the Griz have played in Helena.

5 Outdoor Track and Field

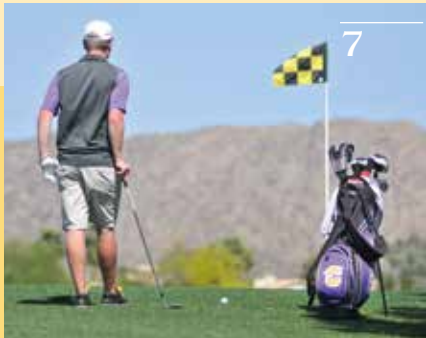
Twenty-five Saints qualified for the NAIA National Championship and 11 earned All-American honors after the three-day meet. Carroll was led by Stephen Delaney '16, who finished second in the 400 meter hurdles, and Leah Esposito '17 who finished third in the 1,500 meters and was a member of the third-place 4x800 meter relay team.

6 Softball

Saints softball started strong with a win in just their second game in the history of the program against Concordia (Oregon), who advanced all the way to the NAIA World Series and finished the season as the sixth-ranked team in the country. ■ The Saints finished 13-27 and won five-straight games towards the end of the season.

7 Golf

Carroll College women's golf finished second at the Frontier Golf Championship. Senior Jackie Mee tied for third place in the tournament for the highest individual finish and freshman Rachel Miles had her best tournament of the season to



finish in ninth. ■ The Carroll men finished fourth with Connor Hausauer '15, Chace Daskalos '18 and Justin Galiher '17 in a three-way tie for 11th place.

Academics

Carroll College athletics turned in a stellar academic performance for the spring semester. Overall, the nearly 400 Carroll student-athletes had a 3.27 spring GPA, which brought the overall combined cumulative GPA to 3.24. ■ Of Carroll's 15 sports, 14 had a GPA over 3.0. Women's golf led the way with a team GPA of 3.563, just edging out women's cross country who came across the line with a 3.561 team GPA. ■ Football had an outstanding showing with a 3.21 GPA, women's basketball earned a 3.35 GPA and men's basketball came in at 3.16 GPA.

Bandy Award

Carroll College was named the winner of the 2014-15 Frontier Conference Bandy Memorial All-Sports Award for the 11th time. ■ The Bandy Award is presented to the league's top athletics program each academic year. Carroll earned regular-season conference championships in football and men's cross country to lead the Saints to the victory.

Cascade Conference

Carroll has been approved for associate membership to the Cascade Collegiate Conference (CCC) for men's soccer and women's soccer and softball beginning in the fall of 2015. ■ The inclusion in the CCC provides an improved athletic experience for our students by ensuring that they can play their schedules closer to home in Montana and the Northwest and experience better opportunities for post season play. With the addition of these schools, the CCC anticipates having 14 men's soccer teams, 12 women's soccer teams and 10 softball teams.

2015 CARROLL COLLEGE ATHLETIC HALL OF FAME

Congratulations to the following teams, athletes, and individuals who will be inducted into the Carroll College Athletic Hall of Fame during the 2015 Homecoming weekend.

Warren Nelson Award

Visiting professor Dr. John Runda has been a loyal and generous supporter of Saints Athletics for many years. Not only does he create strong and supportive relationships with student-athletes both in and out of the classroom, he graciously donates annually to the SAA auction and his gifts have enabled post-season play for various athletic teams. He is a staple at many of the college's sporting events and he has generously provided opportunities for fans to cheer on our Fighting Saints.

Gary Cooper, '07, Football

Two-time All-American and single season record holder for tackles, Gary Cooper was a four-year player and starter on three national championship teams. His junior year was his best. Individually, he tied Joe Horn for the school record in tackles at 146 and was named the Frontier Conference Defensive Player of the Year and the NAIA.net Defensive Player of the Year. He helped lead the Saints to their third consecutive national championship, ranking third in the country for scoring defense and fourth in total defense. ☆ His senior year he again led the Saints with 126 tackles, and anchored a squad that led the nation in total defense and scoring defense.

2000-01 Men's Basketball Team

The 2000-01 Carroll College men's basketball team set school records in wins and earned the highest ranking in school history in route to the third Frontier Conference championship in school history and a trip to the NAIA Tournament in Tulsa, Oklahoma. The Saints finished second in the regular and closed out a memorable season for players, coaches and fans alike.

Tyler Emmert, '06, Football

Arguably the best quarterback in NAIA history, Tyler Emmert led the Saints to four-straight national titles and still holds the all-time record for all divisions for completion percentage, a staggering 70.4 percent. ☆ Emmert was named to the NAIA All-American first team three times and was twice named the NAIA Player of the Year. He was also a two-year captain and his leadership was an important factor in the team's success. ☆ He holds single-season school records for touchdowns, total yards, passing yards and passing touchdowns. He also holds career records for total touchdowns, touchdown passes, passing yards, attempts, completions, total offense and completion percentage. He also holds the single-game record for touchdowns.

2005 National Championship Football Team

The 2005 Carroll College football team went 14-0 to win the fourth consecutive national championship, a feat that was unmatched at any level until North Dakota State won their fourth straight in 2014. The championship was the culmination of a season in which the Saints were number one in the nation in total defense and scoring defense and second in the nation in scoring offense and scoring defense.

2015 Grants

“These grants are a testament to the tremendous efforts of our Carroll faculty in embracing innovative teaching methods, working collaboratively across disciplines and seeking opportunities to actively engage with our students. Through these gifts, very prestigious national foundations are recognizing the excellence of our institution, our faculty and our programs.”

– Carroll President Tom Evans

W.M. Keck Foundation — \$200,000

In support of an initiative to **integrate statistics across the curriculum**, the W.M. Keck Foundation has awarded Carroll College a grant in the amount of \$200,000 for **Project InterStats**. The project will provide interdisciplinary experiences for students, involve more students in undergraduate research, and provide funds for professional development for a wide cross-section of faculty.

The purpose of Project InterStats, an **interdisciplinary collaboration** of five faculty who teach statistics and twelve faculty from disciplines that regularly employ statistics, is to design and implement strategies that help students to more effectively relate their statistics coursework to research activity in their own fields of study.

William Randolph Hearst Foundations — \$100,000

The William Randolph Hearst Foundations has awarded Carroll College a grant in the amount of \$100,000 to further develop the humanities program at Carroll. The funding for “**Humanities for the 21st Century**” will support faculty professional development and training with respect to interdisciplinary course development and implementation of undergraduate research opportunities for humanities students.

The Carroll faculty involved in developing this project ultimately envision the creation of a **Center for the Humanities** as a forum to examine the intersections of local and global issues and a regional resource for scholarly thought. Activities of the



Irrigation work in Santa Maria, Mexico



BeppuStudents: The students spent time visiting with Lt. Governor Angela McLean at the Capitol

Hilltop News

SAINTS HOCKEY

Carroll students will have a **new club sport** on campus beginning in the fall of 2015. Saints Hockey plans to take to the ice with a **co-ed ice hockey program** open to all students.

Saints Hockey will compete in the **Mountain West Collegiate Hockey League** (MWCHL), a conference within Division 2 of the American Collegiate Hockey Association (ACHA). The current schools within the conference are Boise State University, Brigham Young University, University of Denver, Montana State University, Montana Tech, Utah State University, and Weber State University. Practices and home games will be played at the Helena Ice Arena.

FINESSING FITNESS

The college completed a major remodel of the **Carroll College Fitness Center**. The new center features a half-court gym with basketball and volleyball courts, an expanded workout room with cardio equipment, multiple televisions, new flooring, water stations and other aesthetic improvements.

The remodel was a joint initiative between college administration, the facilities department and ASCC.

MONETARY SPICE

Carroll’s **Engineers Without Borders** program received a **\$5,000 grant** for their “**Spices to College**” project at the Santa Maria Orphanage in Mexico. Carroll EWB was one of two schools nationwide to receive a grant as part of the **ITT Corporation’s** ongoing initiative to expand its partnership with EWB-USA.

“We are very much honored by ITT Corporation’s recognition of how EWB uses infrastructure projects, like Carroll’s “Spices to College,” as a “**force for good**,” said Dr. John Scharf, professor of engineering and faculty advisor for CC-EWB. “While our work at Santa Maria has focused on sanitation and irrigation projects, we have allied these efforts toward broader community development focusing on education, health, and business, in addition to infrastructure.”

JAPANESE JOURNEY

Carroll College hosted **ten Japanese students** and one teaching assistant from **Beppu, Japan**, for two weeks of intensive English language studies over spring break.

Student Success

NO DEBATING WHO’S THE BEST

Carroll’s top World Debate team, juniors **Ryden Meyer** of Portland, Oregon, and **Mark Schmutzler** of Helena, won the Western Regional Debate Championship held at California Polytechnic State University in San Luis Obispo, California, in March. The tournament featured 56 of the best world debate teams in the western United States.



Thumbs up to Ryden Meyer and Mark Schmutzler on their World Debate win

MATH MINDS

Carroll’s teams achieved exceptional results in this year’s **MCM/ICM (Mathematical Contest in Modeling/Interdisciplinary Contest in Modeling)**. All nine of the Carroll teams competing in the competition placed, at a minimum, in the **top third** of all participants.

The MCM/ICM is a unique international contest for undergraduate students. Student teams are given 96 hours to analyze a single open-ended problem, develop a model of the problem, solve the model, and write a report.

Five of Carroll’s nine teams were ranked as “**Meritorious Winners**,” placing them in the top 11% of all teams. The four remaining teams

Carroll partnered with **Asia-Pacific University** in Beppu, Japan, to create this ACCESS program. These students participate in two classes each day along with cultural experiences throughout their stay, including dinners provided by the Helena community during their first week in Helena, time spent with Carroll students, and excursions to local museums, historical sites and more.

END OF AN ERA

In early March, the college made the difficult announcement that the Carroll **indoor swimming pool** was being **closed permanently**.

Recent assessments of the pool facility had found that the walls and roof of the building housing the pool did not meet current building codes and could pose a significant safety risk given a seismic event. After evaluating the costs associated with reinforcing the structure, replacing the aging pool, and taking into consideration the historical use by the college student body, it was determined that it was economically unfeasible to keep the pool operational. The official decision to permanently close the pool was made by our Board of Trustees.

“Carroll is proud to have been able to provide an indoor swimming pool as a community resource for over 44 years and we value the community partnerships that have developed as a result,” said Tom McCarvel, Carroll College Vice President of Facilities and Community Relations. “Our hope is that the community can come together to find an alternative location so that Helena’s strong swim tradition is maintained.”

A SEA OF SCOUTS

Carroll College hosted over **450 Boy Scouts** and 100+ scout leaders from 63 troops across Montana and Wyoming during the **3rd Annual Merit Badge University** in March. The 10-18 year old boys roamed the campus on Friday night enjoying time in the observatory, movies in Simperman, games on the practice field and a giant slumber party in the PE Center. They spent Saturday in their choice of the 40 merit badge classes, many of which were taught by Carroll faculty, staff, and students.

ZOO TOUR

Renowned wildlife expert **Jack Hanna** hosted President Evans, his wife, Lisa, Anthrozoology Department chair Dr. Anne Perkins, and Board of Trustee members Paul and Mary Ann Milhous, at the Columbus Zoo, where he serves as Director Emeritus.

Along with a tour of the zoo, they spent the visit discussing ways in which Carroll’s anthrozoology program could partner with the zoo on research and internship opportunities.



Boy Scouts enjoying their time spent with Anthrozoology students and dogs



Paul & Mary Ann Milhous, Dr. Perkins, Jack Hanna, Lisa & Tom Evans, Suzi Hanna

were ranked as **“Honorable Mention,”** placing them in the next 33% of teams. The majority of all teams participating (57%) are ranked as **“Successful Participants,”** thus, all of the Carroll teams outperformed the majority of the teams worldwide.

A SPIRITED EFFORT

While participating in the ASCE Pacific Northwest Student Conference held at Idaho State University in April, **Carroll’s ASCE Student Chapter** competed in the steel bridge, environmental, and technical paper competitions along with 18 other universities.

Carroll received the conference **Spirit Award** given to the chapter that embodies the ideal of sportsmanship and positive attitude while participating in several areas of competition.



Carroll College students Lizzy Younce, Chase Eaton, Subin Sapkota, Colby Prince, and Jessica Simkins with their steel bridge prior to competition

Center will include interdisciplinary study and degree programs, faculty-mentored undergraduate research, and opportunities for public discourse between the campus and regional communities.

M.J. Murdock Charitable Trust — \$98,196

Carroll College received two grant awards totaling nearly \$100,000 from the M.J. Murdock Charitable Trust’s Murdock College Research Program.

Dr. Jennifer Lowell, assistant professor of health sciences at Carroll College, received a **natural sciences three-year award** in the amount of \$56,108 to undertake a project to determine whether high arsenic levels in the Upper Tenmile watershed, a mining-impacted watershed that supplies Helena with over fifty percent of its drinking water, can maintain and propagate reservoirs of antibiotic resistant bacteria and genes to downstream environments.

Dr. Stefanie Otto-Hitt, assistant professor of biology at Carroll, received a **two-year life sciences award** in the amount of \$42,088 to continue her molecular neuroscience research examining how proteins in the brain affect the strength of communication between brain cells.

Carroll students are very involved in both of the research studies, carrying out the majority of the experiments outlined in the grant proposals.

Apgar Foundation — \$24,000

Carroll College’s Constitutional Studies program was awarded \$24,000 from the Apgar Foundation to support a yearlong program entitled, **“Constitutionalism, Ancient and Modern.”**

This newly funded program expands upon the recent efforts of Carroll College’s faculty and administration by creating a yearlong series of events that will heighten awareness of constitutionalism within the community and help develop a sustainable and active **Constitutional Studies Center**. Made available to students in the fall 2014, the constitutional studies’ minor is an interdisciplinary program taught by the history, philosophy and political science departments.



Greetings fellow Carroll alumni,

On May 16 2015, members from the classes of 1965, 1955 and 1945 reunited sharing memories of their college days and graduations 50, 60 and 70 years ago, while welcoming the 300 members of the class of 2015 into the prestigious

fold of Carroll College alumni. As the jubilarians processed in purple and gold robes following the class of 2015 into the 105th Carroll College commencement ceremony, their presence was an unspoken testament to Carroll's motto, "Non Scholae sed Vitae - Not for School but for Life."

Congratulations class of 2015! As I said during the brick unveiling, each one of you is a beautiful, multi-colored thread which is being woven into the magnificent tapestry of Carroll College through your Carroll journey. Your Carroll experience does not end at graduation for you are now a Carroll College alum for life. Think of your diploma as a stock certificate. As the quality of our alma mater grows, so does the value of our degrees. Therefore, the more we stay involved, the greater Carroll's success. I encourage all Carroll College alumni to continue to support Carroll through your prayers, by referring potential students, mentoring current students and recent graduates, attending reunions and events, and by supporting the IMPACT Annual Fund.

Everyone is invited to return to campus September 18-19 for Homecoming, as we remember the past, celebrate the present and look forward to the future. Special anniversary reunions will be held for the classes of 2005, 1995, 1985 and 1975. There will also be a reunion of all those who were involved in ASCC. Visit the alumni website www.carroll.edu/alumni for more details.

We hope to see you in September!

Yours in service,
Kathy (Sova) Ramirez '87

continued from page 11

coach, that I realized perhaps others had not learned about them either. As I came to find out, even an Archbishop who was invited to preach at Pellevoisin in 1981 knew nothing of the visions of Mary that occurred here. After the beautifully ornate Chapel of the Miraculous Medal in Paris and the enormous Basilica of Saint Therese in Lisieux, both of which afforded me aesthetic and spiritual fulfillment, the simple shrine chapel and monastery brought me an incredible sense of peace. When we entered the shrine and found ourselves in the presence of at least a dozen Dominican Sisters, I was overcome by the simple beauty of the marble plaques thanking our Blessed Mother for the graces believers had received. Learning about Sister Estelle, her healing and the visions of Mary that appeared in Pellevoisin, gave me an opportunity to remember that as we glorify Our Lady, we are recognizing that she has an extraordinary ability to intervene in the ordinary circumstances of our lives. We do not have to struggle through difficult times on our own. Mary is always by our side. Whether we honor her with gilded churches and intricate tile work or with our simple prayers and devotions, our Blessed Mother is constantly providing us with her grace.
~ LISA EVANS

Chenonceau

The Château de Chenonceau is a French château spanning the River Cher, near the small village of Chenonceaux in the Loire Valley in France. It is one of the most well-known châteaux of the Loire valley and it is the second most visited château in France, next to Versailles.

I have been on many trips but traveling with Carroll is first class. Every time we think a site tops the list we visit another incredible place. ~ PATTI CASNE '13

Lourdes

In 1858 Lourdes rose to prominence in France and abroad due to the Marian apparitions seen by the peasant girl Bernadette Soubirous, who was later canonized. St. Bernadette was 14 years old and barely literate when she began having visions of the "Immaculate Conception". On February 25, 1858, a spring emerged from the cave and waters were discovered to be of a miraculous nature. Those who drank the water felt happy and at peace. The spring has produced 27,000 gallons of water each week since emerging during St. Bernadette's visions.

There were many highlights on our trip to France. The place that took my breath away was Lourdes, the village of St. Bernadette. The candles aglow at the Grotto, the rosary as we walked and sang the Ave Maria truly left a divine feeling.
~ BILLIE JO MEGLLEN, '64

YESTERDAY
TODAY
TOMORROW

Carroll College HOMECOMING

SEPTEMBER 18-19, 2015

All are welcome and encouraged to attend. Special anniversary reunions will be held for the classes of 2005, 1995, 1985 and 1975 and all former ASCC members.

For more information visit: www.carroll.edu/alumni or call 406-447-5169

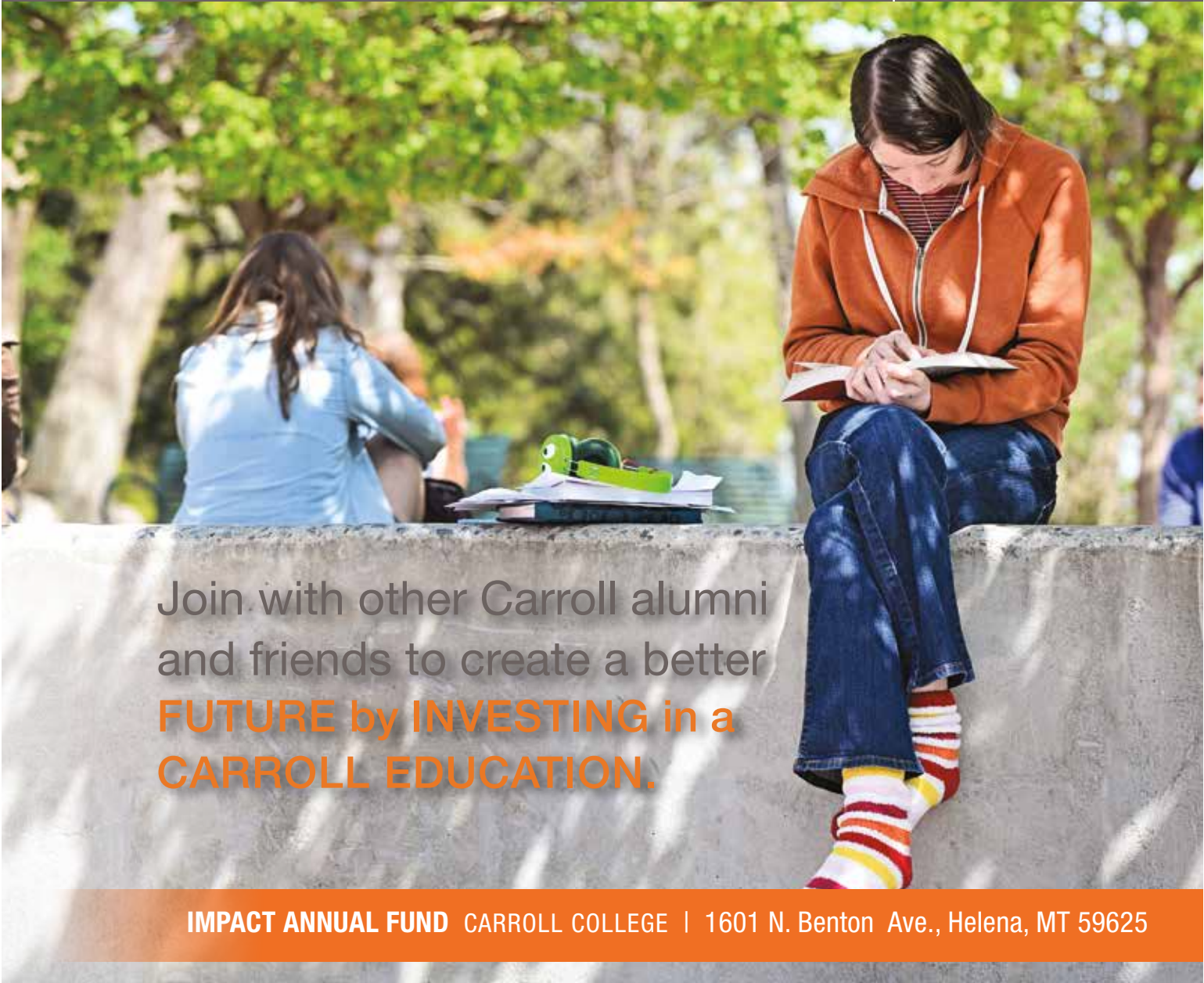




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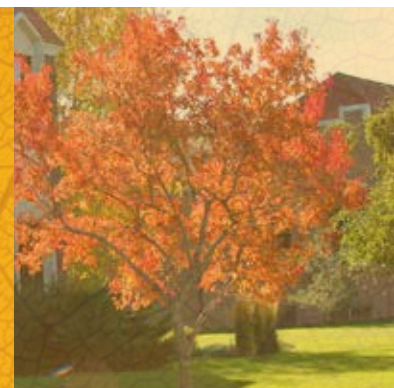
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