In fact, we see the abilities at every time an Alverno graduate walks into a room, equipped with the skills she needs to succeed not just at her first job, but through every step of her personal and professional life.

The abilities-based curriculum celebrates its 40th anniversary this year. The innovative educational model was launched only after years of research, including in-depth collaboration with companies like AT&T.

The curriculum at Alverno integrates eight core abilities that every student must master for graduation from Alverno, which is in addition to the technical expertise students develop relative to their major discipline areas of study.

These abilities become central to an individual’s success as they move beyond the classroom and into the community, and are critical – both at home and at work – to the development of well-rounded, high-achieving women.

In fact, we see the abilities at work every time an Alverno graduate walks into a room, equipped with the skills she needs to succeed not just at her first job, but through every step of her personal and professional life.
Over four decades ago, Sister Joel asked the faculty two questions. The response to these questions changed the course of history at Alverno, and served as a catalyst for conversations on college campuses not only in America, but all over the world. “What should a college graduate know, and what should she be able to do?” These simple, yet provocative questions are asked and answered every day at Alverno! We remain committed to a liberal arts education that prepares our graduates for lifelong learning and a lifelong commitment to service.

Since its inception, our innovative curriculum has earned us an international reputation as an educational pioneer. Today, colleges and universities from all over the world are adapting our performance-based teaching methods. Why now? Simple – it is what employers state is needed for an effective workforce. As colleges and universities are pressured to prove the worth of a college degree, it is the world of work that has emerged as the place our worth is measured.

One recent survey* of employers concluded that the capacity to think critically, communicate clearly and solve complex problems is more important than the undergraduate major. In addition, ethical judgment and integrity, intercultural skills and the capacity for continued new learning are essential, and colleges should place more emphasis on critical thinking, problem solving, communication skills and applied knowledge in real-world settings.

In addition, the National Association of Colleges and Employers, Job Outlook 2012 survey, noted the skills employers are looking for most in their employees in addition to technical knowledge:

- Ability to communicate verbally and in writing with persons inside and outside the organization
- Ability to obtain and process information
- Ability to analyze quantitative data
- Ability to make decisions and solve problems
- Ability to plan, organize and prioritize work
- Ability to work in a team structure

Sound familiar? At Alverno we have known the importance and power of combining the technical expertise of one’s major with the above-cited skills for a long time. Other colleges and universities are just beginning to tackle how to teach for specific abilities. ALVERNO HAS BEEN DOING THIS FOR 40 YEARS.

I am proud that the learning environment at Alverno prepares students not just for the job they have today, but for the career they plan to build over a lifetime. And even more important, our graduates will continue to make a difference not only in their careers, but in our world.

Thank you for all you do to make this possible for our students today and in the future.

Mary J. Meehan
President

*American Association of Colleges and Universities, April 2013, survey of 213 employers.
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**The Abilities at Work**
- Communication
- Analysis
- Problem Solving
- Valuing in Decision-Making
- Social Interaction
- Developing a Global Perspective
- Effective Citizenship
- Aesthetic Engagement

**Reflections & Highlights**
- School of Arts & Sciences
- School of Business
- School of Education
- JoAnn McGrath School of Nursing
- Awards & Recognition
- Community & Campus Notables

**Our Strengths**
- Statement of Financial Position
- Statement of Activity
- Board of Trustees
- Alumnae Association Board
- Academic Deans & Administrators
For 40 years, Alverno’s ability-based curriculum has been described as innovative and revolutionary. Understandably, too, because while other colleges and universities mention the importance of abilities or competencies, only Alverno requires that students demonstrate their understanding of the abilities within the context of their discipline. At Alverno, it’s our philosophy that the real benefit of knowledge comes from knowing how to apply it. To this end, mastering eight essential abilities helps our undergraduate students prepare for the real world where solving problems quickly and communicating effectively aren’t just “nice to have,” they’re essential to succeed – both professionally and personally.

But don’t take our word for it. In the following pages, we’ll connect each ability to a real-world outcome, and take you beyond the classroom to explore the 8 Abilities through the eyes of recent students and long-time alumnae. Regardless of their current career path, professional background or community involvement, they’ll share how mastering the abilities continues to positively impact their daily lives.
Communication

Steps to Mastery

Assess your current communication performance.

Make connections among ideas and modes of communication to improve understanding.

Expand communication strategies to achieve better engagement through multiple modes to a variety of audiences.

“Alverno’s multi-dimensional approach to the Communication Ability – incorporating speaking, writing, reading, and listening as well as quantitative and information technology literacies – makes our graduates agile communicators who bring an array of knowledge and skills to the challenges of communicating in today’s world.”

Robert O’Brien Hokanson • Professor of English • Chair, Communication Ability

Effective communication is crucial to every element of our lives and especially important to a successful workplace. It is how ideas and information are exchanged and how organizational objectives are met. Yet despite its importance, effective communication continues to be one of the most pressing skills gaps in today’s American workforces. Much to the benefit of employers, Alverno graduates, upon mastery of the Communication Ability, are skilled in effectively communicating to a wide variety of audiences.

Prior to mastery, Alverno students first use self assessment to identify and evaluate their own strengths and weaknesses using various types of communication. After students personally identify with various communication methods, their next step is to recognize the unique communication process involved in each type, as well as how the various methods interact with one another.

As students continue to progress, they gain experience intentionally using communication processes within their own discipline, enabling them to apply learning within the context of their profession. Soon, students begin using and connecting distinct forms of communication, integrating them effectively within the framework of a discipline.

While students embark on the final steps leading up to mastery of the Communication Ability, they’re required to properly select, adapt and combine an ever-expanding list of communication strategies relative to the unique demands of their profession. Finally, mastery is complete when students showcase their ability to engage an audience of peers within their discipline, using an expansive list of communication strategies, theories and technologies.
This spring, Sarah Jackson, a Biology major and Chemistry minor, and Becka Anton, a Chemistry and Biology double major and Math minor, teamed up for an extracurricular CREST (Connecting Researchers, Educators and Students) project. Administered locally through MSOE and funded through the National Science Foundation, CREST projects engage educators and undergraduate students with projects that have the potential to transform undergraduate STEM education.

For the project, Sarah and Becka conducted research on the transcription activator-like effector (TALE) protein and how the protein interacts with DNA molecules. The pair created a model that not only showed how the protein wrapped around DNA, but also allowed for the removal of pieces to specifically indicate where interaction occurs within a certain DNA base.

“The reason we wanted to pursue the project was for the potential benefits to health care,” explains Sarah. “For example, you can engineer the TALE to influence how the DNA expresses itself. That’s important because if someone has cancer, researchers could potentially engineer a TALE that suppresses the expression of the mutated DNA that’s causing cancer.”

In addition to working collaboratively in their free time to research the project, Sarah and Becka also had to develop and present a poster, requiring the two to put into practice skills learned as a result of the Communication Ability. In this case, communication that was highly disciplined, structured and concise to an audience of undergraduate and graduate students, and researchers and professors from academic institutions throughout Milwaukee.

“I studied science at a local public university and it was after I transferred to Alverno that my confidence soared to where I could pursue a project like this,” shares Becka. “As a female scientist, there seemed to be a level playing field at Alverno where everybody had equal input. Once my confidence grew, I was more apt to take the lead on critical projects instead of just following.”

With the successful completion of the CREST project, both women are looking ahead to the future. Sarah is taking a year off to study for the Graduate Record Examination before pursuing a Physician Assistant program. Becka is working as an Emergency Medical Technician, providing her with practical medical experience as she pursues her dream of attending medical school.
we are surrounded by the many benefits of workplace analysis. For example, workplaces ranging from manufacturing to finance are routinely adopting methods—such as Six Sigma, Kaizen and 5S—connected to lean trends because of the time- and cost-efficiencies gained with proper implementation. Of course, these workplace improvements only occur as a result of employees who have highly effective analytical skills—traits that are gained as a result of mastering the Analysis Ability.

As a first step to mastery, students learn to observe accurately and, in particular, observe individual parts of a complex relationship and their relationship to one another. From there, students learn to draw reasonable inferences from their observations.

As students continue with the process, they use disciplinary concepts and frameworks to increase their understanding of the relationship between individual data points to the complete and complex structure. They continue to make sense of the relationship by analyzing structure and organization.

In the final steps leading to advanced mastery of the Analysis Ability, students further refine their understanding of disciplinary frameworks by identifying those frameworks best-suited to explain bigger concepts. Finally, students independently use and apply frameworks from within their discipline to analyze and make sense of complex relationships.
When Jesse Harrison-Noonan first opened the Alverno brochure, she remembers being blown away by a college applying the concept of abilities-based learning: “It was as if the school was speaking the same language that had been spoken to me my entire life.”

Jesse was home-schooled, and her parents integrated a full range of skills into their at-home learning curriculum. She also had the opportunity to learn extensively through family travels, so a global perspective was an integral part of her intellectual and cultural growth.

A natural helper and giver, Jesse pursued a degree in Psychology with Global Studies and Spanish supports. She’s thankful for the rigorous Alverno curriculum that forced her to focus on not just areas in which she excelled, but also to strengthen her weaknesses.

“When you look at the 8 Abilities, it’s reasonable that some come more naturally to you than others,” explains Jesse. “At Alverno, I was encouraged to put emphasis on the abilities that weren’t as natural, yet still essential for my discipline. Analysis was one of those for me.”

As part of the curriculum, Jesse was required to gain mastery by implementing a research project using data analysis software that is common in the Psychology discipline. “I loved the research, but was challenged when it came to converting data for analysis. I had numerous conversations with my professor about ensuring the hard data fully supported the research. I figured it out and, as a result, I’m more competent in my profession today.”

Jesse is currently an assistant program manager for Pacific Center for Special Care at University of the Pacific Arthur A. Dugoni School of Dentistry. Within this position, she is responsible for tracking, organizing and monitoring grants and deliverables. In this role, she oversees a grant-funded pilot program that aims to deliver much-needed oral health services to underserved populations, including children and disabled adults.

“Analysis is just one component of my current position, but it does help track the need for oral health services, as well as our ability to serve these important yet underserved populations,” explains Jesse.

Jesse adds, “In mastering the abilities, Alverno taught me the required mechanism that I can apply throughout my life to be successful. For instance, I continue to self-reflect and find opportunities for improvement. It’s a useful model that has served me well since graduation.”
Problem Solving

Think about some of the most impressive customer service experiences and, inevitably, a common factor among all of them is an employee who feels empowered to solve problems efficiently and to the satisfaction of customers. However, a reputation for unparalleled service doesn’t happen arbitrarily, but rather with a problem-solving company culture that brings out the best in employees.

The Ritz-Carlton is a great example. Each and every employee is equipped with a wallet card that includes the company’s 12 service values. Number six on the list is: “I own and immediately resolve guest problems.” To this end, each Ritz-Carlton employee is allowed up to $2,000 each day to correct problems to better serve the needs of customers. In addition, the company tracks and publicizes essential acts of customer service for the primary purpose of measuring customer engagement.

Of course, establishing a problem-solving culture is dependent on employees who have the knowledge to think critically, which is why mastery of the Problem Solving Ability is essential to solving a multitude of today’s business challenges.

Prior to mastery, students outline the many steps taken to effectively approach a problem. Once a process is established, students practice by approaching problems by using elements of disciplinary problem-solving processes.

The next step to mastery requires students to implement all steps of a discipline-specific problem-solving process, including final evaluation. In addition, students must explore the development of a variety of solutions by independently analyzing, selecting, using and evaluating various approaches.

As students embark on the final steps to advanced mastery of the Problem Solving Ability, they must demonstrate the capacity to transfer effective problem-solving strategy to elicit solutions within any professional situation. Finally, mastery is complete when students adapt problem-solving strategies to fit their unique discipline, thereby demonstrating the ability to infuse independence and creativity in carrying out problem-solving activities inherent within their profession.

Steps to Mastery

Assess your own problem-solving techniques while developing a more thoughtful process to approach problems.

Learn and apply new methods for solving problems and evaluate results.

Adapt problem-solving strategies and apply to fit the needs of your discipline.

“I think that what makes Alverno’s approach to problem solving distinctive is that we are not just focused on getting to an answer, but rather we are also interested in exploring the question fully and looking at it through different lenses and paying attention to the ramifications for different stakeholders.”

Lois Kailhofer • Associate Professor of Mathematics and Computing • Chair, Problem Solving Ability
While the abilities may have been “completely confusing” to Jennifer Streeter when she first enrolled at Alverno, she quickly came to see how the 8 Abilities contribute to a lifetime of learning. “I learned to be confident in what I know and how to put it into practice. As a result, I can problem solve on my feet, speak in front of others, and understand the importance of community service.” In fact, now an educator herself, Jennifer teaches in a learning community with many similarities to Alverno.

Jennifer enrolled at Alverno as a transfer student, ready to pursue an Early Childhood Education major and a minor in English Language Arts. In school, she gained the attention of Alverno faculty who, in fall 2012, nominated her for an exclusive internship at Walker Elementary in the West Allis-West Milwaukee School District.

“An internship works differently than a traditional student teaching assignment,” explains Jennifer. “The biggest difference is that with an internship, you teach 50 percent of the time without a teacher present. Ultimately, you’re more accountable to class lessons and preparation.”

For Jennifer, that pathway to Walker Elementary continued to a part-time position as a gifted and talented teacher, after graduation which was followed by a contract offer for the 2013-14 school year to serve as a full-time teacher in the 4th and 5th-grade classroom in the Next Generation Learning community.

“My role as a teacher in Next Generation Learning is to support children as a mentor,” shares Jennifer. “Every child in the classroom is given an iPad and is, in many ways, in charge of their own personalized learning environment that uses goal-setting and assessments for improved performance.”

To succeed as a teacher in the innovative learning community, Jennifer needs to rely on skills learned as a result of the Problem Solving Ability. In fact, each and every day is a problem-solving journey for Jennifer who isn’t given a curriculum to follow, but rather specific goals for her students: where they are now and where they need to be by the end of year.

“There are many avenues you can take to encourage a student to take responsibility for their own learning process, and every one requires a deep understanding of your students to know who they are, what they value, and how they learn best. My job as a mentor is to understand each of my 60 students, and use those avenues to direct their learning.”
Steps to Mastery

While assessing personal decisions, make connections to underlying familial, spiritual and cultural values.

Analyze values among other cultures and broaden your understanding of their ethical frameworks.

Examine and apply the value systems and ethical codes of your professional field.

“Valuing in Decision-Making at Alverno is dynamic and transformative. Students learn to evaluate how values inform decisions and demonstrate their learning through regular assessments that require them to engage in dialogue, reflect on real-life dilemmas and evaluate professional standards of ethics. The ability to understand one’s own and others’ values, where they come from and how they operate transfers to all aspects of students’ personal and professional lives.”

Jodi Eastberg  •  Professor of History  •  Past Chair, Valuing in Decision-Making Ability

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Fascinated. That’s the word Jasmine Conway, an International Business student on track to graduate in 2016, uses to describe her first reaction to the 8 Abilities.

“As a freshman, the abilities were discussed at student orientation; I remember being slightly puzzled by the concept, but also being completely fascinated by the expected transformation,” explains Jasmine. “Since then, the faculty at Alverno has been reassuring that, with practice and conditioning, we’ll understand the abilities and learn how to apply them to every element of our lives.”

While Jasmine, who is in her second year at Alverno, is still relatively new to the abilities, she recognizes that some concepts are inherently familiar to her. “The initial path to understanding is self assessing your own performance with regard to a specific ability. In doing that, especially as it relates to Valuing, I came to realize I was already valuing without even knowing what to call it.”

Jasmine explains that she tries to be sensitive and understand the perspectives and opinions of other people. “It doesn’t matter if I’m interacting with people on a school project, or having a conversation, or engaging with students during my volunteer work. I always look at what makes them different than me; attempt to understand how their background affects their decision making; and identify how that impacts their approach to a project or perspective. Those steps are the start of the Valuing Ability.”

The confidence she’s already gained during her brief time at Alverno is also what led Jasmine to pursue a volunteer position with Junior Achievement. There, Jasmine works with kindergarten-aged children, reading stories that begin to explore big-picture topics. “For example, one of the stories I was assigned focuses on economics. It shares basic information about the economy by explaining the concept through money and trade. After the story, I lead the children on a trading activity that helps to further instill the concept.”

Her work at Junior Achievement is incredibly rewarding and not only is she applying concepts learned through the Valuing Ability to her time at the nonprofit, she’s learning to apply other abilities as well.

“I wanted to improve communicating concepts to young children, so I talked to one of the teachers, and she offered some neat approaches to improve interaction. This helped to improve my storytelling, as well as ask questions that spark students to share stories, too.”
Fortune magazine as the country’s best place to work, Google spends a considerable amount of time studying how workplaces remain innovative. In response to the data, Google intentionally creates a work environment that fosters learning by interaction, collaborations, and fun. As a result, it attracts some of the nation’s top minds and generates close to $1 million in revenue for every person it employs.

The workplace benefits of effective group interactions are plentiful, ranging from insights that come from hallway or cafeteria discussions to an increased ability to overcome stereotypes and misconceptions. Although not every employee starts out with solid interpersonal skills, Alverno graduates – upon mastery of the Social Interaction Ability – are equipped to facilitate effective interpersonal and group interactions.

As a first step, Alverno students gain a deeper understanding of their own group behaviors by assessing their current performance against a set of established group standards. As part of the process to understanding, students factor ramifications of their social and cultural backgrounds.

As students continue through the process, they build upon interpersonal frameworks and enhance their own self-awareness in group interactions. Soon, students apply frameworks to improve decision making as a group member and contribute in any way necessary to maximize group interaction.

The final steps leading up to advanced mastery of the Social Interaction Ability finds students using multiple interpersonal models within their own discipline to effectively interpret group behavior and properly adjust their own interaction choices. Mastery is complete when students demonstrate the ability to achieve professional goals through effective interpersonal and group interactions.

“Much of the work that is accomplished in today’s society gets done through group and one-on-one interaction. The Social Interaction Ability helps students learn how to interact effectively in all areas of their lives: professionally, socially, and personally. The interpersonal skills students learn can be applied not only to face-to-face interaction, but also to online communication.”

Joyce Fey ’70 • Professor of Professional Communication • Chair, Social Interaction Ability
Prior to enrolling at Alverno, Lori Bauman, an Education and Studio Art double major, was only vaguely familiar with the concept of abilities. Now, however, she realizes a day doesn’t go by – even almost two decades since graduation – that she doesn’t apply the abilities to her personal and professional life.

“Without a doubt, you leave Alverno knowing how to communicate effectively, but an even bigger result of validation is that you become a good researcher,” explains Lori. “With that comes an element of resourcefulness, so even if you don’t know the answer, you know how to find the information, or find the people who can find the information you need.”

Soon after graduating from Alverno, Lori earned a master’s degree from New York University, completing the global study abroad program in Venice with an emphasis on video art. She worked as an artist and art educator for several years before taking definitive steps to launch RedLine Milwaukee.

In 2005, Lori and her business partner assembled a team of fellow educators and artists to discuss the business concept and model. As it turns out, it’s also when she relied extensively on the skills learned from the Social Interaction Ability.

“Lots of good ideas come from artists and educators, but you can’t be seduced by ideas,” explains Lori. “The social interaction skills taught me to assemble a solid team and listen to them, but then narrow it down to what could really work because, as you know, what sounds good and what looks good on paper aren’t always the same.”

Launched in 2009, RedLine Milwaukee is an art gallery and studio space, as well as an urban arts incubator that works with emerging local artists to help establish their careers, provide resources and encourage their stay in Milwaukee. The nonprofit organization, located in a renovated building at 4th Street & McKinley Avenue, currently serves 20 resident artists.

“It’s also our goal to teach Milwaukee what artists bring to the community,” says Lori. “A vibrant arts scene includes economic, aesthetic, cultural and political benefits. Plus artists use creative intelligence to solve problems – that helps us as a society to discuss a wide range of social issues which becomes a catalyst for change.”

Over the years, Lori also learned a profound lesson in leadership: “Whether at home, on the job, or in the community, I realized that sometimes the best way to lead is to let someone else be the leader. Doing it any other way wouldn’t have gotten me to where I am today.”
Developing a Global Perspective

Steps to Mastery

Assess your opinions regarding global issues and take steps to broaden your own perspective.

Draw on various disciplinary frameworks to deepen your understanding of global issues from a variety of perspectives.

Use select discipline theories to analyze the connection between complex global systems.

"Developing a Global Perspective is not about ‘appreciating other cultures.’ Instead, it helps our students handle complexity and work effectively within it to affect issues with global dimensions. For example, any college graduate may know about the ongoing conflict between Egypt and Ethiopia over precious water resources. An Alverno graduate, however, could not only tell you what’s happening in eastern Africa, but also call upon her knowledge of history, economics, politics, culture, geography and the environment to figure out how the varied perspectives of stakeholders affect the conflict. Then, she could create a viable action plan. The difference: Connecting analysis to action."

M.L. Cogar • Instructional Services • Chair, Developing a Global Perspective Ability

The United States is the world’s largest national economy and the second-largest trading nation, second only to China. Of the world’s 500 largest companies, 132 are headquartered in the United States – twice that of any other country. So it goes without saying, a global economy is vitally important to the continued economic success of the United States.

In order for businesses to succeed globally, companies will benefit from employees who have a deep understanding of complex global systems. Much to the benefit of employers, Alverno graduates – upon mastery of the Developing a Global Perspective Ability – are well-versed at understanding and approaching global issues from various perspectives.

As a first step to mastery, students assess their current knowledge about the world’s diversity and identify ways for further development. After students identify what shapes their own opinions and judgments, they begin to apply course concepts to better understand global issues.

As students continue to evolve, they use disciplinary concepts to identify implications of the world’s diversity and global interconnections. Soon, students use disciplinary frameworks to explore perspectives that vary from their viewpoints on a global topic.

The final steps leading to advanced mastery of the Developing a Global Perspective Ability find students using theory from their major discipline to generate logical approaches to specific global concerns. Finally, students apply theoretical and sensible solutions to precise and, very often, complex global issues.

“Developing a Global Perspective is not about ‘appreciating other cultures.’ Instead, it helps our students handle complexity and work effectively within it to affect issues with global dimensions. For example, any college graduate may know about the ongoing conflict between Egypt and Ethiopia over precious water resources. An Alverno graduate, however, could not only tell you what’s happening in eastern Africa, but also call upon her knowledge of history, economics, politics, culture, geography and the environment to figure out how the varied perspectives of stakeholders affect the conflict. Then, she could create a viable action plan. The difference: Connecting analysis to action.”

M.L. Cogar • Instructional Services • Chair, Developing a Global Perspective Ability
By the time Emily Joy Sielen graduated from Alverno with a degree in Art Therapy and minors in Spanish Language Culture and Spanish-English Healthcare Interpreting, the abilities had become interwoven into every element of her discipline.

“As a freshman, the introduction to abilities was more task-oriented to coincide with discreet tasks connected to an individual ability,” explains Emily Joy. “By graduation, instead of being discreet functions, it became an inter-supporting system where the abilities didn’t function alone, but rather, played minor and major roles into every portion of a project.”

Today, Emily Joy works as a Spanish language interpreter for Froedtert Hospital, and runs the DIY Art Studio at the Milwaukee Art Museum.

“As an interpreter in a health care setting, I’m a professional communicator. I need to make sure people understand each other, ensure that I’m being clear, and am accurately relaying information in another language. Plus, that interpretation doesn’t happen in a vacuum, so I need to have a global perspective to be able to act as a cultural bridge between the patient and provider.”

Although Emily Joy cites Communication and Global Perspective as two go-to abilities in her professional field, she is quick to acknowledge that she relies on elements of all 8 Abilities to be successful both at work, as well as volunteer activities.

Since two consecutive field placements during her studies at Alverno, Emily Joy has been an active volunteer at Kyle’s Korner, an organization that provides group support for children, teens and their families who are grieving the death of a loved one.

“At Kyle’s Korner, I work with teens who might have some initial hesitation coming to a grief group and may have difficulty telling a story that is very painful for them; it’s the art-making process that takes the focus off each other, eliminating some of that fear and much of that pressure.”

With involvement in so many areas of the community, Emily Joy recognizes the inherent value of an abilities-based curriculum: “Having to reach a level of mastery in each of the 8 Abilities, it makes you face your weaknesses, as well as develop your strong points. In that way, Alverno has been an enormous boost to me because I’m so much stronger in all of these vital areas.”
For more than 20 years, Deutsche Bank has supported corporate citizenship activities. Today, more than 19,500 Deutsche Bank employees contribute valuable time to the benefit of more than 2,500 community projects around the world. While the bank has found—and studies confirm—that volunteering can improve both morale and retention and provide an opportunity for staff to develop skills, benefits aren’t limited only to employees and community organizations.

Deutsche Bank confirms its Corporate Social Responsibility strategy is a key differentiator within the financial sector, noting that volunteering is an important component to the company’s commitment to responsible business. Indeed, employers benefit from a workforce comprised of engaged citizens, who act appropriately to make the community better and serve as stewards of the corporation.

As a first step to mastery of the Effective Citizenship Ability, students assess their own community involvement. While students expand their understanding of pivotal issues within their own community, they also develop data-gathering skills necessary to make sound judgments and become an active participant in the decision-making process.

Students continue through the process by taking a close look at individual and organizational characteristics, skills and strategies in order to establish mutual goals. From there, students develop a strategy for action, as well as criteria to evaluate the effectiveness of the plan.

The final steps leading to mastery of the Effective Citizenship Ability finds students working effectively in the civic or professional realm while taking a leadership role to encourage others to participate in the process. Advanced mastery is complete when students test their developing theories, anticipate likely problems and determine appropriate solutions.

“Effective citizenship develops the student’s capacity to feel socially responsible to her community and to take corresponding action to support its assets and to deal with its concerns through volunteerism and competent citizenship in our democratic republic. Students learn that citizens in the 21st century must be prepared to deal with rapid change; complex local, national and global issues; cultural and religious conflicts; and the increasing interdependence of nations in a global economy. Effective citizenship is integrated throughout the curriculum and through internships where students apply and practice the principles within their own profession.”

Julie A. Jutrzonka, RN, MSN/Ed, CNE • Assistant Professor of Nursing • Chair, Effective Citizenship Ability
When it comes to the 8 Abilities, it didn’t take long for Vicki Milroy, a Nursing major and Business minor, to move from “feeling overwhelmed” to seeing a seamless integration into the program.

“During orientation, I wasn’t quite sure how I could possibly learn everything I needed to know to be successful,” says Vicki. “As I got into the program, the abilities were easily incorporated into the program and actually made the technical knowledge more applicable to the discipline.”

As a case manager nurse for the Milwaukee Christian Center, Vicki uses many of the abilities – Communication, Problem Solving, Social Interaction, Analysis – throughout the workday.

“If a member is having health issues, we help them understand, or analyze the diagnosis and work with them to find resolution, or problem solve,” explains Vicki. “I interact with my team and members who use the services we provide, so communication and social interaction are vitally important, too.”

Vicki explains that the strength in mastery – especially as it pertains to problem solving – lies in the ability to analyze first to solve any problem, rather than just jumping to quickly find resolution. As a result, solutions are long-term as opposed to quick fixes.

It was actually an exercise in Effective Citizenship that initially led Vicki to the Milwaukee Christian Center. During her second semester at Alverno, Vicki saw a billboard announcement from the organization, requesting a Nursing student to assist with blood pressure screenings.

“I saw the posting and thought it would be a great way to get involved. The organization is largely focused on a portion of the population originally from Southeast Asia; since I’m bilingual in Laotian, I knew I could make a difference. Plus, it provided hands-on experience to all the skills I was learning in school.”

Vicki started first as a volunteer, helping out every Tuesday at the blood pressure clinic. She did that for a year and when an intern position became available, Vicki moved from a volunteer to a Nurse Intern. When a full-time position for an RN case manager became available shortly before graduation, Vicki applied and was offered the position, allowing her to remain with the organization on a full-time basis.

In this role, Vicki serves members by providing ongoing monitoring of their health care, translating information about their health assessment to increase understanding, and implementing understanding about disease management and prevention.

“I’m grateful I volunteered so many semesters ago, and am so very happy where I’m at now. I love being involved with the senior members – helping them make healthy decisions is really rewarding.”
While it’s easy to understand the aesthetic benefits of art, research is definitively proving the positive effects of art on the way we think, act and feel, as well as redefining how we approach problems.

More specifically, art introduces the brain to diverse cognitive skills, including reasoning, intuition and perception. Because art ignites the spatial and intuitive side of our brains – effectively side-stepping linear and logical thinking – art trains the brain to think differently. With that brain stimulation, we are in a better position to identify new solutions to approach problems.

As a result of mastery of the Aesthetic Engagement Ability, Alverno students have a greater appreciation of the arts, including the cognitive skills gained as a result of actively engaging in the arts.

Students start on the path to mastery by assessing their own interpretation of art. They quickly define their artistic choices and interpretations as a way to further understanding.

As students continue to progress, they expand their artistic and interpretive choices by incorporating disciplinary contexts. Learning continues as students develop a broader awareness of creative and interpretive processes and how art works in cultural and social contexts.

The final steps leading to advanced mastery of the Aesthetic Engagement Ability finds students redefining their personal aesthetic vision by immersing themselves in the creation of art or art interpretation. Finally, students must integrate their own aesthetic vision into other aspects of their life: academic, professional and personal.

“Aesthetic Engagement is an active participation in all elements of constructing a meaningful life. Through artistic and humanistic learning, students develop their preferred interactive style, expressive voice, observation skills, media sensitivity, and a broader understanding of making meaning across cultures. They explore the connections between the power of their own ideas and the intersection of multi-disciplinary problem finding and solutions. Contemporary careers require big ideas, creativity, collaboration and innovation. This ability helps students use their senses, intellect and emotions to adapt, tolerate ambiguity, take risks, suspend judgment, and purposefully act in experiential situations that are unscripted.”

Dara Larson • Professor of Art • Chair, Aesthetic Engagement Ability

Steps to Mastery

Find your own voice to define and/or describe what ‘art’ means to you.

Develop a broader awareness of art and how it works in cultural and social contexts.

Integrate your aesthetic vision and disciplinary concepts by creating works of art or art interpretation.

“Aesthetic Engagement is an active participation in all elements of constructing a meaningful life. Through artistic and humanistic learning, students develop their preferred interactive style, expressive voice, observation skills, media sensitivity, and a broader understanding of making meaning across cultures. They explore the connections between the power of their own ideas and the intersection of multi-disciplinary problem finding and solutions. Contemporary careers require big ideas, creativity, collaboration and innovation. This ability helps students use their senses, intellect and emotions to adapt, tolerate ambiguity, take risks, suspend judgment, and purposefully act in experiential situations that are unscripted.”

Dara Larson • Professor of Art • Chair, Aesthetic Engagement Ability
A Professional Communication graduate, Kristina Allen transferred to Alverno after spending the first year of college studies at a school in Kentucky. Although transitioning to a women’s college was an adjustment for Kristina, so was Alverno’s learning model.

“Once I let go of the concept of letter grades, it was a real breakthrough for me,” explains Kristina. “I realized that learning was more than a grade – it was about proficiency and your ability to display a certain level of understanding. I started to learn and grow as both a student and a woman.”

Kristina cites that the learning style made her more accountable. Rather than just doing enough to get by, she consistently reached for more than what was expected. “With each new assignment, I was forced to always do my best, or I’d have to do it over.”

While those traits made Kristina a stellar student, they also make her a stand-out employee.

Kristina started working at Kohl’s Corporation soon after graduation. Thanks to a recent promotion, she now works as a senior sustainability communications coordinator. It’s a great fit for Kristina, especially given a high-visibility project she proactively identified and tackled a year ago.

“I saw a lot of waste with regard to associate’s drinking water,” shares Kristina. “People were taking a new cup every time they filled up, resulting in excess waste of plastic and money. I put together a proposal that provided each employee with a branded reusable cup. The plan was approved, and I put it into motion with great results and positive employee feedback.”

While she routinely relies on skills learned as a result of mastering the Problem Solving, Valuing and Communication Abilities, it was an exercise in aesthetic engagement that proved to be most beneficial for her current role at Kohl’s.

“I took aesthetic engagement to a whole new level,” laughs Kristina. “After my father died, I was struggling to cope with grief, so I started writing and publicly presenting my own poetry. This helped in so many ways, and it definitely made me a better public speaker.”

Kristina now leads companywide sustainability workshops, and is able to transfer the confidence she gained reading poetry to presenting in front of large corporate audiences. “I come across as comfortable and at-ease because I was on a stage crying three years ago. Now I have a better sense of engaging with people from all walks of life.”
Active learning is key at Alverno. Rather than simply “exposing” students to ideas and concepts, Alverno immerses them in learning experiences that require action. Through action, students can apply knowledge to practical uses within their discipline or professional framework. This active learning experience starts in the classroom and quickly moves beyond the walls of Alverno to benefit every corner of the greater community. This impact — the rewards of educating and enriching the lives of thousands of young women — can best be seen as we thoughtfully reflect on the past academic year.

Our impressive teaching model is only as good as our educators. Alverno attracts faculty members from all over the world, thanks to our rich environment for learning. An impressive 93% of our full-time faculty members have the highest degree in their field. Our 200+ full-time faculty members are dedicated to making Alverno the best it can be.
New Structure, New Associate Deans

In an effort to better serve students, the School of Arts & Sciences expanded from four divisions to five: Humanities; Arts; Communication and Technology; Behavioral Sciences; and Natural Sciences, Mathematics and Technology. This structure enables Arts and Communication and Technology to function as two distinct divisions, offering increased disciplinary concentration for the benefit of students. Kathryn Gilbert is associate dean of Arts, and Jennifer Geigel Mikulay is associate dean of Communication and Technology.

Grant Funding for Advanced Academy

Alverno College received a College Ready grant in the amount of $72,600 from Great Lakes Higher Education Guaranty Corporation for continued funding of the Advanced Academy for Science and Mathematics. As a result, 38 high school female students – most from low-income, minority households and all first-generation college students – will engage in hands-on, project-based learning about the science of beauty to improve STEM performance and encourage matriculation to college.

Computers to Cameroon

Jill Moore, professor of Communication and Technology, led a community-wide effort to build a computer lab at St. Joseph Comprehensive High School in Mambu, Bafut, Cameroon. Comprised of three Alverno faculty members, three students from MSOE and Project: Community Computers, and a retired principal, the team traveled to Cameroon with 34 refurbished laptops for shared use among the school’s 300 students. They hope to return to Cameroon with equipment to build a second computer lab at a nearby rehabilitation center for use among children with disabilities.

Milwaukee Mobile Museum App

Under the direction of Jodi Eastberg, associate professor of History, the College partnered with Skyline Technologies and the Captain Frederick Pabst Mansion for work on a mobile app that will allow users to search and view local museum collections and archives, view photos of current exhibits and implement geo-location features. Eastberg organized a weekend development camp on Alverno’s campus and assembled a group of ten Alverno students and alums who helped create content for the app’s database and learned about programming and design.
Strategic Plan: Building Connections Objective

Among several objectives identified in the School’s recent strategic planning was Building Connections, comprised of increasing visibility with prospective students, alumnae and the broader community. The objective was addressed in several ways: partnering with BizStarts as host to the Extreme Entrepreneurship Tour; bringing faculty expertise to the Milwaukee World Trade Association Career Conference; hosting a campus visit from U.S. Senator Ron Johnson in conjunction with the MT-Regional Economic Organization; and collaborating with the Alverno Alumnae Office on several events. The School of Business also hosted three Alverno Forums, strategically involving community partners such as the National Society of Hispanic MBAs, Northwestern Mutual, Wisconsin Women’s Business Initiative Corporation and GE Healthcare, as well as media partner BizTimes Media.

Technology In the Classroom

The School of Business faculty participated in a focused effort to build personal abilities in the use of technology in the classroom. New ways incorporating advanced technology as an effective classroom tool were explored to enhance face-to-face instruction, as well as the development of a hybrid teaching capability that will benefit future and current students. A hybrid teaching model was put into effect with development and recent launch of the Associate to Bachelor’s Program, a new 18-month degree-seeking program geared to women who currently have, or will soon earn, an associate degree. Other faculty members attended blended and hybrid conferences sponsored by the Sloan Consortium and the University of Wisconsin to identify best practices and share within the School.

MBA Students Showcase Real-World Learning

Four Alverno MBA students merited recognition in the 2013 BizStarts Collegiate Business Plan Competition with a business plan that was brought to life thanks to the first class, MGT 600, of the Alverno MBA program. Their business plan, Life Works, competed against other student-run start-ups from colleges and universities throughout the region, becoming one of five finalists from nearly 20 entries, and earning them a cash prize for the winning entry. Alverno MBA students are also getting noticed for their consistent placement in a semester-long global business simulation. Each semester students in MGT 610 compete against more than a thousand teams from around the world, consistently ranking in the top ten percent.
New Leadership

An alumna of Alverno College and 12-year faculty veteran, Nancy Athanasiou ’90 was appointed dean of the School of Education where she will be responsible for providing leadership and partnering with faculty to foster student achievement. Prior to becoming dean, Athanasiou served as associate dean of Undergraduate Programs in Education. In that role she worked with faculty to review and revise curriculum, served as an advisor to all undergraduate students in the School, worked on several campus-wide committees, and consulted with multiple schools and school districts, both locally and internationally.

Partnering with Schools That Can Milwaukee

The organization Schools That Can Milwaukee (STCM) aims to put 20,000 Milwaukee students in high-performing schools by 2020 by replicating and spreading the practices found in the most successful urban schools throughout Milwaukee’s district, charter and Choice schools. Reaching this goal would mean at least 50 high-performing schools in Milwaukee. Alverno is partnering with STCM to develop the leadership needed for this network. Supported by a grant from The Burke Foundation, Alverno and STCM will prepare at least 30 urban school leaders by 2017 through a custom master’s program in educational leadership. Participants will complete coursework, seminars, field studies and leadership internships to build expertise needed to guide effective schools in the emerging STCM network. Program participants continue to work in their schools as teachers and leaders while completing the two-year program, and commit to working in the network for at least two years after completion.

Teach for America Training Site

Now in its second year, Alverno is working with a cohort of Teach for America (TFA) candidates who are placed in Milwaukee choice, charter and public schools. These individuals take classes at Alverno, and receive feedback from TFA coaches and Alverno faculty through in-classroom observations. Upon completion of the required coursework, TFA candidates are licensed as certified teachers by the state, and can opt to pursue master’s level certification in the field of Education through the Teach for America program.
School of Nursing

Since Alverno’s Nursing program began in 1932, the focus has been on students. Specifically, the JoAnn McGrath School of Nursing is committed to advancing the learner’s nursing abilities in teaching and clinical practice, preparing professional practitioners who are committed to meeting the health care needs of all people and prepared for the pursuit of graduate education. As a result of these efforts, The Alverno Nurse is well-respected throughout the community, recognized for her mastery of science and compassion to effectively serve a patient’s holistic health.

The use of clinical simulation allows students to respond to high-risk situations without incurring real-life risk to a patient. In addition, faculty can offer supplemental simulation experiences that focus on the student and specific learning outcomes, allowing the student time for critical thinking and problem solving in a real-time scenario.

In response to the needs of the local nursing community, the JoAnn McGrath School of Nursing is thrilled to offer the new RN to BSN Program. Targeted to practicing RNs who are looking to obtain a Bachelor of Science in Nursing (BSN) degree, the 18-month program integrates the best of critical, in-classroom instruction with online learning. The result is a truly unique hybrid program — flexible to fit into any busy lifestyle — from one of the most reputable nursing programs in the state. The need for a program like this is sparked by a bold goal set by the Institute of Medicine, calling for 80% of BSN-degreed nurses by the year 2020.

RN to BSN Program

Student Nurses Associations

Alverno Nursing students have options when joining the Alverno College Student Nurses Association (ACSNA). With three distinct ACSNA sub-groups - Black Student Nurses Association, Hispanic Student Nurses Association and the Alverno Asian Student Nurses Association — students can get involved in ways that benefit them and the community— at-large. In fact, the diversity of the College’s student nurse groups have garnered the attention of the Wisconsin Student Nurses Association (WSNA), earning the College WSNA’s 2013 Breakthrough to Nursing award. The award is designed to recognize nursing schools that promote transcultural awareness and community engagement while supporting the education of students of diverse backgrounds.

Expanding Graduate Program

The Master of Science in Nursing (MSN) program continues to evolve and expand, growing to 200 students and adding another in-demand specialty track: Psychiatric Mental Health Nurse Practitioner. Launched after months of collaboration with faculty from the Community Psychology graduate program, the Psychiatric Mental Health Nurse Practitioner is the third specialty track offered within the MSN program. It launched to meet the growing community need for advanced nurse practitioners in the psychiatric mental health field.
Strong Commitment to Teaching

The 2012-13 fiscal year marked the third consecutive year Alverno College – the only Wisconsin college in the category – ranked in the “Strong Commitment to Teaching” by U.S. News & World Report’s 2013 America’s Best Colleges guidebook. The designation relies on input from college presidents, provosts and admissions deans to “identify schools where the faculty have an unusually strong commitment to undergraduate teaching.”

Distinguished Achievement in Teacher Education

The American Association of Colleges for Teacher Education (AACTE) named Sister Mary E. Diez, SSSF, former dean of the School of Education, the recipient of its 2013 David G. Imig Award for Distinguished Achievement in Teacher Education. The award, given in honor of AACTE President Emeritus David G. Imig, recognizes achievement in the formulation, implementation, or analysis of teacher education policy or in the performance of distinguished scholarship in teacher education. Diez was selected for her outstanding background and dedication to the field of education, and her many achievements focused on improving educator preparation. The award was presented on February 28, 2013, at AACTE’s 65th Annual Meeting in Orlando, Fla.

Sacagawea Awards

Professional Dimensions, a Milwaukee business networking organization, honored Sister Kathleen O’Brien, senior vice president of Academic Affairs, and Tina Chang, chairman and CEO of SysLogic, Inc. and Alverno College Trustee, with its Sacagawea Award. Named after the only woman on the Lewis and Clark expedition, the Sacagawea Award honors women of multiple dimensions who have made significant career accomplishments. Award recipients are chosen for their commitment to community, support for the advancement of women, and embodiment of the trailblazing spirit of Sacagawea.

Sister Joel Read Outstanding Educator Award

On April 18, 2013, Alverno College presented the inaugural Sister Joel Read Outstanding Educator Award to Dr. Howard Gardner, one of the leading educational theorists of our time. Gardner is the John H. and Elisabeth A. Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education and is best known for his theory of multiple intelligences. His wide-ranging work has provided the foundation for innovations in teaching, understanding student progress and integrating moral development into school cultures and curricula. The award recognizes and honors innovators whose insights, leadership and practice have changed the practice of education for the better, and is named for Alverno College President Emerita Sister Joel Read, who is also widely considered a leader in education innovation.
Caring Counts

The culminating event of Alverno’s 125th anniversary celebration was Caring Counts: The Alverno College Volunteer Challenge. The goal of the year-long project was to engage the entire Alverno community – students, alumnae, faculty, staff and friends of the College – through volunteerism and collectively reach 125,000 hours of volunteer service in the year.

The greater Alverno community did not disappoint, far surpassing the initial goal with 307,268 volunteer hours. For perspective, this total is the equivalent of 150 individuals working full-time for an entire year.

“Service to others has always been at the very heart of our mission. Time and again, when the Alverno community is given an opportunity to serve, we respond in ways that exceed even our own expectations,” said President Mary J. Meehan. “I am deeply humbled by the generosity of the Alverno community.”

At the heart of Alverno’s mission is a commitment of service to others. Now in its 14th year, the College hosts an annual Community Day that joins together students, faculty, staff and friends of Alverno for a day devoted to volunteer community service. The most recent event involved more than 500 participants, benefiting nearly two dozen community organizations.

“We volunteered in food pantries, cleaned up Lake Michigan beaches, worked in schools as tutors, docents in museums, ushered at world music festivals, and, of course, churches,” Meehan explained.

One of the more than 200 organizations that benefited from Caring Counts was Hunger Task Force, one of Wisconsin’s anti-hunger organizations. The Alverno campus community organized food collection drives such as “Knockdown Hunger” and the “Mandarin Orange Challenge,” to benefit the nonprofit. In addition, the College’s participation in Cans Across the Conference, an annual food drive competition between the 14 schools in the Northern Athletics Conference, resulted in more than 500 pounds of food donated to Hunger Task Force.

“Everyone at Alverno College should be extremely proud of who we are,” shared Brad Duckworth, director of Athletics at Alverno College. “When you look at the unbelievable number of hours in Caring Counts, to over 25,000 nonperishable food items donated, to the countless other activities; this community is amazing.”

Community & Campus Notables
Our Strengths

Success starts with strong leadership and Alverno is proud to have a diverse and highly talented Board of Trustees, representing all facets of private, public and not-for-profit business enterprises. The College also benefits from the Alverno Alumnae Association, diligently working to preserve connections between Alverno and our 16,000 alumnae. These two distinct— but essential — leadership groups work with Alverno faculty and staff, playing a critical role in the College’s financial stability, volunteer support and community presence.

Alverno is fortunate to have strong leadership, guiding us through a multitude of economic challenges that surround each and every one of us. Contributing to the establishment of a solid financial foundation is Jim Oppermann, senior vice president for Finance and Management Services.
Statement of Financial Position

As of June 30, 2013

The College’s commitment to a strong financial foundation was strengthened as total assets increased by $10.3 million. The drivers of this increase were contributions and investments.

<table>
<thead>
<tr>
<th>Assets</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$463,675</td>
</tr>
<tr>
<td>Accounts and interest receivable, net</td>
<td>940,759</td>
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<tr>
<td>Inventories, at cost</td>
<td>353,264</td>
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<tr>
<td>Prepayments and other assets</td>
<td>1,181,476</td>
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<tr>
<td>Contributions receivable, net</td>
<td>11,989,523</td>
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<tr>
<td>Student loans receivable, net</td>
<td>1,486,938</td>
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<tr>
<td>Investments</td>
<td>41,964,955</td>
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<tr>
<td>Land, buildings and equipment, net</td>
<td>31,448,761</td>
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<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$89,829,351</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Liabilities</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>$1,414,482</td>
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<tr>
<td>Accrued liabilities</td>
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<tr>
<td>Asset retirement obligation</td>
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<tr>
<td>Deferred income and deposits</td>
<td>2,736,486</td>
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<tr>
<td>Annuities payable</td>
<td>113,956</td>
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<tr>
<td>Long-term borrowings</td>
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<tr>
<td>Advances from U.S. Government for student loans</td>
<td>1,307,438</td>
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<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>18,665,690</strong></td>
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<table>
<thead>
<tr>
<th>Net Assets</th>
<th>Amount</th>
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<tr>
<td>Unrestricted</td>
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<tr>
<td>Temporarily restricted</td>
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<td>Permanently restricted</td>
<td>15,799,299</td>
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<tr>
<td><strong>Total Net Assets</strong></td>
<td><strong>71,163,661</strong></td>
</tr>
</tbody>
</table>

Total Liabilities and Net Assets                                    **$89,829,351**
The financial results reflect the mission of the College with $12 million of institutional scholarships and financial aid being awarded to our students. Operating expense control was crucial as the College ended the fiscal year with an operating surplus for the eighth consecutive year.

### Operating Revenues

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Tuition and fees (net of tuition discounts of $11,971,444)</td>
<td>$33,425,902</td>
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<tr>
<td>Auxiliary enterprises</td>
<td>4,826,470</td>
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<tr>
<td>Contribution revenue</td>
<td>9,699,172</td>
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<tr>
<td>Investment income</td>
<td>1,242,632</td>
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<tr>
<td>Government grants</td>
<td>729,308</td>
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<tr>
<td>Other income</td>
<td>162,046</td>
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<tr>
<td><strong>Total Operating Revenues</strong></td>
<td><strong>50,085,530</strong></td>
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### Operating Expenses

<table>
<thead>
<tr>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>14,252,259</td>
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<tr>
<td>Student services</td>
<td>6,548,560</td>
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<td>Academic support</td>
<td>3,416,109</td>
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<td>Research</td>
<td>515,684</td>
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<tr>
<td>Institutional support</td>
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<tr>
<td>Auxiliary enterprises</td>
<td>5,917,207</td>
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<tr>
<td><strong>Total Operating Expenses</strong></td>
<td><strong>41,876,483</strong></td>
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### Operating Revenues in Excess of Operating Expenses

- 8,209,047

### Nonoperating Items

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Investment income in excess of amounts designated for current operations</td>
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<tr>
<td>Change in value of split interest agreements</td>
<td>87,931</td>
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<tr>
<td>Other nonoperating items, net</td>
<td>1,230</td>
</tr>
<tr>
<td><strong>Total nonoperating items</strong></td>
<td><strong>1,495,184</strong></td>
</tr>
</tbody>
</table>

### Change in Net Assets

- 9,704,231
On August 3, 2013, Alverno College lost a highly accomplished and dearly loved community member with the passing of Georgine Loacker. For more than 50 years, Georgine taught at Alverno, touching the minds and hearts of thousands of Alverno students, faculty and staff. Her work as an educator is legendary, forever remembered for standing beside her students through every step of the learning process (even into adulthood) and serving as a powerful – and always encouraging – presence to learners of all levels. In addition to teaching, Georgine became an internationally renowned scholar on assessment as learning and, as a result, countless educators teach better because of her writings, lectures and advice—all freely given. Her gentle soul and remarkable spirit will live on at Alverno long into the future.

The letter ‘H’ preceding the alum year indicates an honorary status.
Alumnae Association Board

Through June 30, 2013

Erica Gumieny ‘00, President
Manager of Corporate Development, University of Wisconsin-Milwaukee, School of Continuing Education

Judy Hurley ‘88, ‘00, President-elect
Retired, Northwestern Mutual

Linda Bay ‘01, ‘04, ‘07
Nurse Educator, VA Medical Center

Jeannie Berry-Matos ’06
The Parenting Network

LuAnn Bird ’01

Liz Burke ‘87, ’00
Manager, Diversity and Leadership, Time Warner Cable

Sandi Callaghan ‘81
Director of Development, Milwaukee Center for Independence

Kim Casey ’01, ’10
Senior Catering Sales Manager, Marcus Hotels & Resorts

Erica Garver ’10
Coordinator, Global Community Relations and Contributions, Rockwell Automation

Michelle Hinton ’02
W. Director of Community Partnerships, American Cancer Society

Melissa Hudson ‘02, ’11
Controller, DAAR Engineering, Inc.

Elizabeth Lingen ‘98
Dean of Students, St. Joan Antida High School

Rebecca Rick ’04
Writer, Zizzo Group, Inc.

Kris Strnad ’73, ’08
Transition Coordinator, Milwaukee Public Schools
Washington High School of Informational Technology

Mary Stull ’79
VP & COO, Birmnurst Memorial Hospital

Rebecca Surges ’09, ’12
Director of Admissions and Marketing Communications St. Joan Antida High School

Maricruz Talavera-Pettis ’99
Director of Administrative Services
St. Joan Antida High School

Tamikia Taylor ’10
Alverno College, Graduate Admissions Recruiter

Jessica Williams ’09
Admissions Counselor, Wisconsin National Guard Challenge Academy

Kay Wolfertstetter ’10
Manager, Employment Programs
Goodwill Industries of SE WI

Virginia Wagner ’69
Associate Vice President for Student Services and Dean of Students, Alverno College

Ex Officio

Virginia Wagner ’69
Associate Vice President for Student Services and Dean of Students, Alverno College

Academic Deans

Sandra E. Graham, PhD, Dean
School of Arts and Sciences

Daniel E. Horton, MBA, Dean
School of Business

Mary Diez, SSSF, ’67, PhD, Dean
School of Education

Patricia Schroeder, RN, MSN, MBA, FAAN,
Dean
School of Nursing

Jeana Abromeit, PhD
Interim Dean of Graduate Studies

Administration

Mary J. Meehan, PhD, H ’05
President

Vice Presidents

Kathleen O’Brien, SSSF, ’67, PhD
Senior Vice President for Academic Affairs

Jeana Abromeit, PhD
Associate Vice President for Academic Affairs

Kathy Lake, PhD
Vice President for Student Success

James K. Oppermann, MBA
Senior Vice President for Finance and Management Services

Julie Quinlan Brame, M.M.
Vice President for College Advancement and Marketing

Kate Lundeen, M.P.
Vice President for Enrollment Services

Virginia Wagner, ’69, M.R.E.
Associate Vice President for Student Services and Dean of Students

The letter ‘H’ preceding the alum year indicates an honorary status.
As one of the most affordable private colleges in Wisconsin, Alverno relies on a $39 million financial aid program, providing financial assistance to 100% of our full-time undergraduate students who filed the FAFSA and demonstrated need. With that, it’s true that, at Alverno, if you have the desire to learn and a willingness to work hard, we’ll make your educational dream a reality. So, on behalf of students, faculty and staff, thanks to all of our donors for their commitment, generosity and vision. This listing reflects contributions received between July 1, 2012 and June 30, 2013.
The St. Francis Society was created to recognize those donors who have a total lifetime giving to Alverno College of $1 million or more.

Anonymous

The Alfred Harcourt Foundation

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Established by the Alverno Alumnae Association in 1992 to provide scholarship assistance for students demonstrating financial need.

Alverno Classes of ’60 & ’61
Established by various donors in 1998 to provide scholarship assistance for students demonstrating financial need.

Alverno College Fund
Established by the Alvin & Marion Bimschien Foundation and was originally called the Bimschien Nursing Scholarship. In 1993, it was transferred to the general college endowment fund for scholarship purposes.

Alverno National Council
Established by the President’s Council in 1986 to provide scholarship assistance for students demonstrating financial need.

ANR Pipeline
Established by ANR Pipeline in 1998 to provide scholarship assistance for students demonstrating financial need.

Evelyn D. Arrend
Established in 2010 to provide scholarship assistance to needy students who have demonstrated their commitment to lifelong learning by their perseverance over time in pursuing their education.

Rita, Edward & Helen Barlow Nursing
Established by Edward Barlow in 1986 to provide scholarship assistance to nursing students who demonstrate academic promise.

Belhoff Music
Established by Belhoff Music in 1986 to provide scholarship assistance for music students demonstrating financial need.

Mary Bethune
Established by Patricia Wilde ’01 in 2001 to provide scholarship assistance for students demonstrating financial need.

Beatrice Biesik
Established by Beatrice Biesik ’66 in 2000 to provide scholarship support for students demonstrating financial need.

Barbara Mathews Blanton
Established by Barbara Mathews Blanton ’76 in 1999 to provide scholarship assistance for students demonstrating financial need.

Kathryn M. Bydalek Memorial
Established by Kathryn Bydalek in 1989 to provide scholarship assistance to students training to become teachers, nurses, or therapists who will work with troubled or deprived youth.

Robert F. Byrnes
Established by Robert F. Byrnes in 1998 to provide scholarship assistance for students demonstrating financial need.

Alfred & Hilda Case
Established by Alfred Case in 1986 to provide scholarship assistance for students demonstrating financial need.

Charlotte & James Casey
Established by Michael and Kathleen ’66 Gigli in 1998 to provide scholarship assistance for students demonstrating financial need.

Childcare Support Fund
Established anonyonymously in 1986 to provide scholarship assistance for students using Alverno College childcare services and demonstrating financial need.

Carolyn Treadt Christian Nursing
Established by Patricia Wilde ’61 in 2009 to provide scholarship support for students who demonstrate academic promise.

Class of ’62
Established by Class of ’62 alumnae in 2012 to provide scholarship support for students demonstrating academic success and financial need.

Carol Zinner Dolphin Arts/Communication Education
Established by Carol Zinner Dolphin ’62 in 2004 to provide scholarship assistance to students in Education (area of Communication or Fine Arts). In addition to education preparation classes, the student must be majoring in English, Professional Communication, Creative Arts, Theatre Arts or Dance and Movement Studies.

The letter 'H' preceding the alum year indicates an honorary status.

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Agnese Dunne Memorial
Established by Agnese Dunne in 1986 to provide scholarship assistance for students demonstrating financial need.

Sister Elizabeth Engel Memorial
Established by various memorial gifts in 2001 to provide scholarship assistance for education students demonstrating financial need.

Frank & Mary Ermenc Memorial
Established by Mary Ermenc in 1989 to provide scholarship assistance for fine arts students.

Sister JoAnn Euper Memorial
Established in 1958 to provide scholarship assistance for students demonstrating financial need.

Suzanne M. Felan
Established by Suzanne M. Felan '62 in 2007 in memory of Howard L. Felan and Marguerite E. Felan to provide scholarship support for students with majors in Elementary or High School Education who demonstrate academic promise.

Thom R. Fenera Excellence in Visual Communication
Established by Dr. Thom R. Fenera in 2007 to support partial tuition scholarships to students who demonstrate outstanding technical and aesthetic abilities in black and white and/or digital photography.

Helene Fuld Health Trust
Endowed Scholarship Fund for Baccalaureate Nursing Students
Established by the Helene Fuld Health Trust in 2003 to provide scholarship assistance for nursing students enrolled in Alverno’s baccalaureate nursing program.

Donna & Thomas Gaffney
Established by Donna Gaffney ’68 in 1996 to provide scholarship assistance for students demonstrating financial need.

Raymond Galvin Memorial
Established in 1986 to provide scholarship assistance for students demonstrating financial need.

Ellen M. Gardner & Michael Hansen
Established by Ellen Gardner ’69 in 1995 to provide scholarship assistance for students demonstrating financial need.

Georgiann and William Gielow
Established by William and Georgiann ’84 Gielow in 2011 to provide scholarship assistance for a junior or senior level nursing, music and/or education student with financial need.

Graduation Class Gifts
Established by various donors in 1998 to provide scholarship assistance for students demonstrating financial need.

Sister Bernarda Hardung Memorial
Established by various memorial gifts in 1996 to provide scholarship assistance for physical science students demonstrating financial need.

Barbara Frost Harkness
Established by Ralph Harkness in 2006. Barbara Frost Harkness was a fourth generation Californian who held a special regard and interest in the welfare of Hispanic people. The intent of this endowed scholarship is to honor her memory by encouraging more young women of Hispanic ethnicity to attend and complete a baccalaureate degree at Alverno College. The ultimate goal is to increase the number of Hispanic college graduates in Milwaukee with the hope that these graduates will serve as a role model and inspiration to other young Hispanic women.

Ralph & Melita Harkness
Established by J. Scott Harkness and Thomas J. Harkness in 2010 on behalf of the families of Ralph and Melita Harkness to provide scholarship assistance for first-generation students demonstrating financial need.

William Randolph Hearst
Established by the William Randolph Hearst Foundation in 1992 to provide scholarship assistance for disadvantaged non-traditional students.

Elizabeth N. Holcombe
Established by Louise Lux-Sions in 1994 to provide scholarship assistance for students demonstrating financial need.

Ronald & Bernadine Huber
Established by Bernadine Huber ’75 in 2000 to provide scholarship assistance for students demonstrating financial need.

Larry K. Hyde
Established by Kathleen Hyde ’92 in 2002 to provide scholarship assistance for students demonstrating financial need.

Sister Theophane Hytrek Memorial
Established in 1992 to provide scholarship assistance for music students demonstrating financial need.

Knights of Columbus - Father Zeyen Memorial
Established by the Bishop Henry General Assembly Fourth Degree Knights of Columbus in 1952 to perpetuate the memory of Father Zeyen and to provide a music scholarship.

Kohler Foundation
Established by the Kohler Foundation in 1984 to provide scholarship assistance for education students demonstrating financial need.

Mary Ann & Charles LaBahn
Established by Mary Ann and Charles Labahn in 1999 to provide scholarship support to assist Serbian immigrants in completing their higher education.

Sister Laura Lampé Memorial Fine Arts
Established in 1992 to provide scholarship assistance for music and fine arts students demonstrating financial need.

Grace & Thor Larsen
Established by Grace Larsen ’61 to provide scholarship assistance for students demonstrating financial need.

Eugene & Joyce Lawler
Established by Kenneth Lawler ’82 in 1982 to provide scholarship assistance for students demonstrating financial need.

Layton Foundation
Established by the trustees of the Layton Foundation in 1985 to provide scholarship assistance for art students demonstrating financial need.

George & Loretta Lux Memorial
Established by Louise Lux-Sions in 1993 to provide scholarship assistance for students demonstrating financial need.

Jeanne Lux
Established by Louise Lux-Sions in 2000 to provide scholarship assistance for students demonstrating financial need.

Margie Fund
Established by Margaret Wittkopp ’90 in 2000 to provide scholarship assistance for students demonstrating financial need.

Caroline S. Mark
Established by Caroline S. Mark in 1985 to provide scholarship support for students demonstrating financial need.

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Established in 2011 in honor of Jan Martin H ’11 to provide scholarship support for a student demonstrating financial need.

Eleanor Heake Mathews
Established by Barbara Mathews Blanton ’76 to provide scholarship support for nursing students.

Marjorie J. Maurice
Established by Margaret Cary ’60 in 2010 to provide scholarship assistance for students demonstrating financial need.

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Established under the direction of Sister Bernardin Deutsch ’53 in 1986 to provide scholarship assistance for math students demonstrating financial need.

Mary J. Meehan
Established by the Alverno College Board of Trustees in 2009 to provide scholarship support for students who demonstrate academic promise.

Mary Lee Meehan
Established by Mary J. Meehan H ’06 in 2009 to provide scholarship support for students who demonstrate academic promise.

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Established by J. Scott Harkness and Charles J. Jankens in 1999 to provide scholarship assistance for American Indian students.

Sister Theophane Hytrek Memorial
Established by various memorial gifts in 1992 to provide scholarship assistance for Hispanic students.

Eugene & Joyce Lawler
Established by Eugene & Joyce Lawler in 1986 to provide scholarship assistance for students demonstrating financial need.

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Established by Mary J. Meehan H ’05 in 2004 to provide scholarship assistance for students majoring in art who demonstrate financial need.

Eleanor Heake Mathews
Established by Barbara Mathews Blanton ’76 to provide scholarship support for students majoring in art who demonstrates financial need.

Mary Lee Meehan
Established by Mary J. Meehan H ’06 in 2009 to provide scholarship support for students who demonstrate academic promise.

Sister Augustine Scheele Memorial
Established by the Board of Trustees at Alverno in 1982 to provide scholarship assistance for religious non-traditional students demonstrating financial need.

Milton & Lilian Peck Foundation – Peck Scholar Program
Established by Bernard J. Peck and fellow recipients of the Milton & Lilian Peck Foundation to annually support four full tuition scholarships. The Peck Scholar Program seeks to recognize and reward students at Alverno who demonstrate outstanding leadership skills, effective citizenship, academic excellence and community participation. The Peck Scholar Program serves as a memorial to Milton and Lilian Peck who dedicated their lives and support to the Milwaukee community in appreciation for the support the community had provided them.

Robert G. Pitman Memorial
Established by Gerald Pitman in 1981 to provide scholarship assistance for students demonstrating financial need.

Charles & Rosalie Purporo Memorial
Established by Rose Sprang ’1966 in 1986 to provide scholarship assistance for students demonstrating financial need.

Ramusack Family
Established in 1997 to provide scholarship assistance for students demonstrating financial need.

Sister Joel Rea School
Established by various donors in 2002 to provide scholarship assistance for students demonstrating financial need.

Monica Samudio Memorial
Established by Keno and Mary Samudio in 1999 to honor the memory of their beloved daughter. This scholarship provides assistance for music therapy students.

Lawrence & Christina Schall Memorial
Established by S. Celestine Schall ’48 in 1981 to provide scholarship assistance for a young woman from a large family who needs financial assistance but because of the family’s income and assets, does not qualify for state or federal financial aid.

Sister Augustine Scheele Memorial
Established by the Board of Trustees at Alverno in 1982 to provide scholarship assistance for religious non-traditional students demonstrating financial need.
School Sisters of St. Francis - U.S. Province Faculty & Staff
Established by the School Sisters of St. Francis - U.S. Province in 1985 to provide scholarship assistance for students demonstrating financial need.

School Sisters of St. Francis - U.S. Province Minority & Nursing
Established by the School Sisters of St. Francis - U.S. Province in 1987 to provide scholarship assistance for minority nursing students demonstrating financial need.

Virginia Schulenberg Pathways
Established by Virginia Schulenberg in 1998 to provide scholarship assistance for students demonstrating financial need.

Laverne and Bernard Schulte Family Legacy Nursing
Established by the Schulte Family in 2010 to provide scholarship assistance to a nursing major returning to school after some life experiences who wants to earn a baccalaureate or advanced nursing degree.

Florence & John Schumann Award
Established by the Schumann Foundation and Caroline Mark in 1986 to provide scholarship assistance to minority students attending weekend college who demonstrate financial need.

Emer & Evelyn Seeley Memorial Scholarship
Established by Mary Ann Seeley ‘71 in 2005 to provide support to an incoming freshman who demonstrates financial need and outstanding academic achievement and who is enrolled in a full-time degree-track program.

Tricia J. Seidler Memorial Scholarship
Established by Andrew Seidler in 2011 to provide scholarship assistance for a master’s student in the Family Nurse Practitioner program demonstrating financial need.

Karen & David Sewall Nursing Scholarship
Established by Karen Sewall ’67 in 2000 to provide scholarship assistance for married nursing students demonstrating financial need.

Amy Shapiro Scholarship
Established by Karen Jansen ’99 to provide scholarship assistance for a weekend student.

Patricia M. Swadish Sibezer Nursing Scholarship
Established by Patricia M. Swadish Sibezer ’79 in 2006 to provide a partial tuition scholarship to an academically qualified Alverno junior nursing student who demonstrates financial need.

Lois J. Steffen Memorial Nursing Scholarship

Sister Seraphim Steececker Memorial Nursing Scholarship
Established in 1986 to provide scholarship assistance for students demonstrating financial need.

Milton Thomas Teets Scholarship
Established by Phelps Teets ’56 in 1996 to provide scholarship support for nursing students.

Judith Thompson Scholarship
Established by Judith Thompson in 1989 to provide scholarship assistance for one nursing student and one education student.

Sister Leona Truchan Science Education Scholarship
Established by Bonnie Kovis and other donors in 2001 to provide scholarship assistance to students majoring in a physical, biological, environmental or in other secondary education emphasis or to any student in elementary education with a science support.

Trustee Scholarship
Established by various donors in 1996 to provide scholarship assistance for students demonstrating financial need.

Julia and David Uhlein Scholarship
Established by the David and Julia Uhlein Charitable Foundation in 2012 to provide a full tuition scholarship to a student who is academically qualified and demonstrates financial need. Preference is given to students who graduate from a high school in the Milwaukee Public School system.

Jean Vollrath Scholarship
Established by Jean Vollrath in 1986 to provide scholarship support for students demonstrating financial need.

Kathryn Whittaker Memorial Education Scholarship
Established by Paul Whittaker in 1999 to provide scholarship assistance for education students demonstrating financial need.

Women of Color Scholarship
Established by the Alverno Alumnae Association in 1999 to provide scholarship assistance for students of color.

James O. Wright/Bagder Meter Foundation Scholarship
Established by Bagder Meter and James Wright in 1991 to provide scholarship assistance for foreign students demonstrating financial need.

Mary A. Vesen Scholarship
Established by William B. Vesen in 2007 to support a full tuition scholarship for an incoming freshman who is academically qualified and demonstrates financial need.

Youth Foundation of Milwaukee Board of Realtors, Inc.
Established by the Youth Foundation of Milwaukee Board of Realtors in 1986 to provide scholarship assistance for students demonstrating financial need.

Clement J. Zablotski Memorial Scholarship
Established in 1984 to provide scholarship assistance for students demonstrating financial need.

BOLD indicates newly established endowed scholarship between July 1, 2012 and June 30, 2013.
Volunteer Assessors continued

Elizabeth Nowacsynski ‘12
Patricia Ochs ‘99
Melissa Czurwinski ‘11
Claudia Owens-Johnson ’09
Marjorie Pagel
Keith Parker
Hannemarie Patterson-Smith ’12
Janet Peterson ’03
Katherine Peterson ’11
Susan Peterson ’10
Tanya Petersons ’10
Michael Phillips
Ellise Pierce ’95
Marie Elizabeth Pink ’51
Robin Pisnak ’08
Craig Pizak
Anthony Pochowski
Mary Poehls
Danise Portz ’95 ’11
Kathleen Poznek ’67
Charlyn Pozza
Susan Prescott ’07
Tom Pyne
Carol Reiners ’11
Lynn Revoy
Julia Rice ’54
April Richter ’12
Barbara Rickaby ’11
Kathleen Rickaby ’11
James Roth
Joseph Ruppel
Harry Russo
Cherie Samoleski ’12
Thomas Sattler
Chen Schadeberg
Mary Schulter
Mary Schuman
Barbara Seeger
Jennifer Seider ’10
Moira Semnett
Lori Sheets ’04
Sandra Sila ’97
Shenie Singer ’08 ’11
Carol Skoricka
Bari Stana ’17
Todd Smith
Jeanne Smores ’86
Bonnie Sorenson ’89
Russell Spahn ’04
Gret Stattelino ’80
Sherry Stadnitz ’87
Leah Steger ’11
Rosemary Stetzer
Barbara Stefermann ’04
Jennifer Stoltz ’09

Institute Connections

The Alverno College Institute exists to promote the ongoing development of Alverno faculty and curriculum, and to create national and global networks of collaboration within the educational community to improve teaching, learning and assessment. Through annual workshops and consultations, Alverno helps educators develop a greater understanding of the college’s ability-based curriculum and performance-assessment methods.

GEORGIA
Georgia Tech - Atlanta

HAWAII
Hawaii Teacher Standards Board - Honolulu

IDAHO
Brigham Young University - Rexburg

ILLINOIS
St. Martin de Porres High School - Waukegan

INDIANA
Kelley School of Business - Bloomington

KANSAS
 Haskell Indian Nations University

MASSACHUSETTS
Worcester Polytechnic Institute - Worcester

MINNESOTA
Bethel University - St. Paul

NEW MEXICO
Southwestern Indian Polytechnic Institute - Albuquerque

NEW YORK
United States Military Academy – West Point

OHIO
Bowling Green State University - Bowling Green

PENNSYLVANIA
Forum on Education Abroad

SOUTH DAKOTA
South Dakota School of Mines – Rapid City

TENNESSEE
Baptist College of Health Sciences - Memphis

TEXAS
Texas Southern University - Houston

WISCONSIN
ACRE Milwaukee Chapter #165 - Milwaukee
Brown Deer High School – Brown Deer
Brown Deer Middle School – Brown Deer
Carmen High School of Science - Waukesha
Catholic Memorial High School - Waukesha
CEO Leadership Academy - Milwaukee
Christ St. Peter Lutheran School - Milwaukee
Connects Learning Center – South Milwaukee
Dean Elementary School – Brown Deer
Greenfield School District
Greenfield School District
Hope Christian Schools Semper - Milwaukee
Kennedy Middle School - Glendale
Mid-State Technical College - Wisconsin Rapids
Milwaukee Public Schools
Academy of Accelerated Learning
Advanced Language & Academic Studies (ALAS) High School
Albert E. Kagel Elementary
Alexander Hamilton High School
Allen Field Elementary
Audubon Middle School
Audubon Technology & Communications Center
Bay View High School
Benjamin Carson Academy of Science
Benjamin Franklin Elementary School
Bradley Technology & Trade HS
Business and Economics Academy of Milwaukee (BEAM)
Byron Kilbourn School
Casimir Pulaski High School
Clarke Street School
Craig Montessori School
Edward A. MacDowell Montessori School
Eighty-First Street School
Elm Creative Arts School
Fairview Elementary School
Forest Home Avenue School
Franklin Pierce School
Frederick J. Gaenslen School
George Washington Carver Academy of Math & Science
Gilbert Stuart Elementary
Green T. Jackson Early Childhood & Elementary School
Harold S. Vincent High School
Harford Avenue Elementary School
Hawley Environmental School
Hayes Bilingual School
Humboldt Park School
James E. Groppi High School
James Madison Academic Campus
James Whitcomb Riley School
Jeremiah Curtin Leadership Academy
La Escuela Fratney School
Lincoln Avenue School
Lowell P. Goodrich School
Maple Tree School
Maryland Avenue Montessori School
Miracle - Marshall for the Gifted & Talented
Nathaniel Hawthorne School
Neenah School
Ninety-Fifth Street School
Northwestern Secondary School
Project Say
Ralph H. Metcalf School
Richard Kluge Elementary
River Trail School
Riverside University High School

Rogers Street Academy
Ronald Reagan Preparatory High School
Roosevelt Creative Arts, Middle School
Rutus King International School
School of Career & Technological Education
Thurston Woods Campus
U.S. Grant Elementary School
Vista Whittier School
Washington Hill Inf Tech
Wedgewood Park International School
Wisconsin College of Nursing-Learning
Milwaukee School of Engineering – Milwaukee
Non-Public Educational Services - Glendale
Racine Unified School District - Racine
Saint Gregory the Great – Milwaukee
Milwaukee School District
South Milwaukee High School
South Shorewood School District - Shorewood
St. Lucas Lutheran School - Milwaukee
St. Raphael School - Milwaukee
Tamarack Waldorf School - Milwaukee
Urban Day School – Milwaukee
UW Extension - Madison
Winnebago County Technical College - Pewaukee
Wisconsin Alliance for Fire Safety – Waukesha
Wisconsin Technical College System - Madison
Woodlands School - Milwaukee

AUSTRALIA
New Zealand Qualifications Authority
University of Auckland
University of Sydney
University of Wollongong

CANADA
Brescia University College

IRELAND
University College of Dublin

JAPAN
Aichi Gakusen University
Ryukoku University
Tokyo Women’s Medical University

POLAND
University of Silesia

PUERTO RICO
Aspira, Inc.

SWEEDEN
Luleå Tekniska Universitet

UNITED KINGDOM
Leeds Trinity University
University of Chester