

fall 2018

Concordia

UNIVERSITY TEXAS MAGAZINE



The evolution of
Teaching &
Learning



Ashley Alaniz-Moyer, '14

Ashley knew she wanted to earn her MBA and Concordia was the right fit. Concordia prepared her for leadership roles by helping to fine-tune her management skills and giving her real-world experience, such as a capstone project with Student Loan Genius. Now, she is serving as the Executive Director of the Hispanic Scholarship Consortium, where she oversees financial, program and development activities.

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ABOUT CONCORDIA

Concordia University Texas is a private, coeducational institution of liberal arts and sciences offering undergraduate and graduate degrees. Concordia offers adult as well as online degree programs for part-time students and adult returning students. CTX is accredited by the Southern Association of Colleges and Schools Commission on Colleges and is affiliated with the Lutheran Church—Missouri Synod.

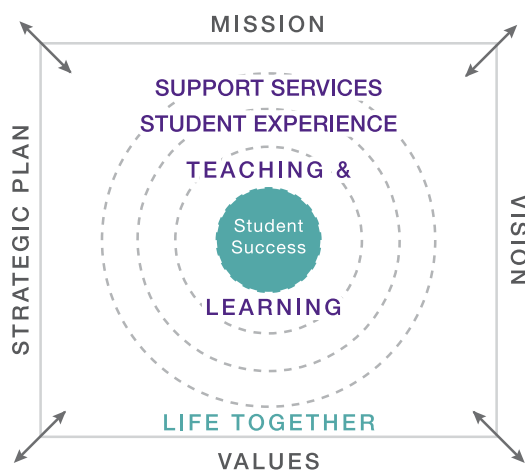
ABOUT THE
MAGAZINE

The magazine is published twice a year by the university's Marketing & Communications office. It is provided free of charge. Please send comments, letters to the editor or story ideas to lisa.kessler@concordia.edu.



When I think about the work we do at Concordia University Texas, it is teaching and learning that is at the core of our vocation. At least once a year, I share the model below with our faculty and staff, which places student success at the very center of our work with teaching and learning having the most direct impact on that success.

For many people, when they think about teaching and learning, the picture of a classroom emerges, with a faculty member standing in a classroom of students sitting at



tables. While that is often the case at Concordia, I invite you to imagine the following scenarios of teaching and learning:

- ▶ A student sitting at their computer reading reflections from fellow classmates and commenting on them as a part of their online studies.
- ▶ An athlete listening to instruction from a coach and then changing their approach to how they play the game.
- ▶ A senior student, during their internship, working alongside their mentor to learn a new way of thinking about their work.
- ▶ A student worker observing how their supervisor works with fellow employees and gaining a new skill in communication and relationships.
- ▶ Students dialoguing together in the local Starbucks about the assigned reading from their honors English class, which challenges them to consider people different from themselves.
- ▶ A graduate student who, after completing multiple group assignments, is recognized for the way they more fully engage in their place of work.
- ▶ A faculty member, after having attended a workshop on diversity and inclusion, changes their reading list to present writers and characters who more reflect the students they see in their classroom.
- ▶ A young person, having regularly attended daily chapel at Concordia, confesses a deeper understanding of the mystery of God and His love for them.

At Concordia University Texas, teaching and learning is ever present in all our action as we live out our vocation as an institution of Lutheran higher education. It is my prayer that you will see that displayed over the course of these pages. Through your prayers and support, teaching and learning will continue to happen at this place for many years to come.

Dr. Donald Christian
PRESIDENT AND CEO

WHO IS YOUR FAVORITE PERSON AT CTX AND WHY?

@MIGHTYMOUSE_21

Pat Fick!

@BOSCHMIDT3

Dr. Erik Green

@TORITHIB

Dr. Carey and Dr. Youmans of the DCE program. They're like the mom and dad of their departments.

@LANELEAR

Ms. Michelle in the cafe! She's an angel and will always take care of people.

@DANIELLECLARK

Cindy Barber because she's always there to listen. She's my mom away from home.

@GENNA_ELLINWOOD

Dr. Nick Chittester!! He has been a blessing with advising me on how to prepare for grad school!

WHY DID YOU CHOOSE TO BE A TORNADO?

@BRIJANEETORRES

Everyone comes together like a big family!



HOW IS CTX PREPARING YOU FOR LIFE AFTER CTX?

@BOSCHMIDT3

Our great professors push us to have real conversation about real things that we will be doing in our careers.

WHAT'S YOUR FAVORITE CAMPUS EVENT AND WHY?

@ITSME_YAZMEEN

Favorite event would have to be Tornado Tuesday; All you can eat junk food!

@BOSCHMIDT3

Basketball games because we ball out!

@MIGHTYMOUSE_21

Mister Twister. It's the funniest event of the year!

@BECCAANN_99



@DANIELLECLARK

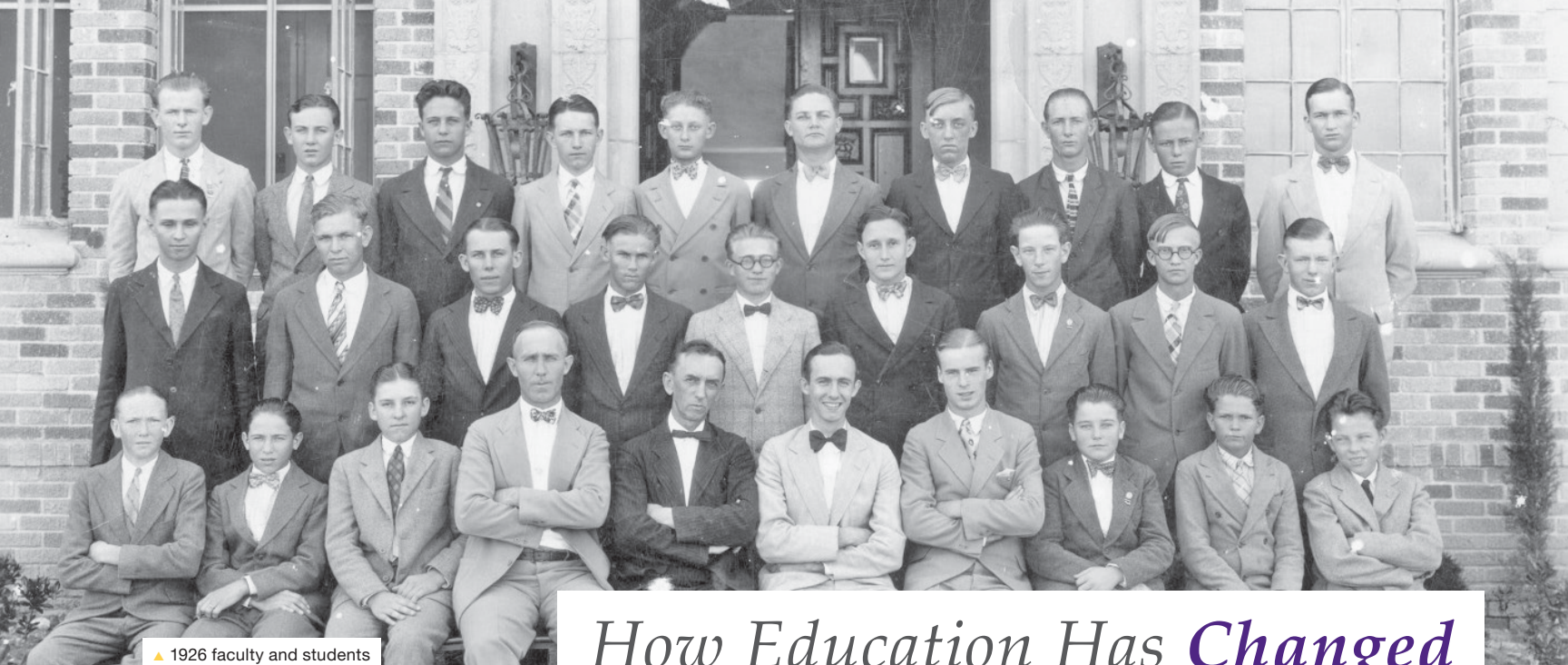
3 countries in 2 weeks. So thankful to have been a part of this trip and the new friends I made! #Hungary #Romania #TheNetherlands #CTXsocial



Follow Concordia

Connect with CTX via our many social media platforms, where we document the daily goings-on of campus on Instagram, Twitter, Facebook, and more.





▲ 1926 faculty and students

How Education Has Changed at CONCORDIA UNIVERSITY TEXAS

BY CLAUDIA TEINERT, PHD
PROFESSOR OF ENGLISH

“
A commitment
to unmasking and
developing the
potential of every
entering student is
one of the great gifts
Concordia strives to
offer its students.”

Sometimes when the word “change” is uttered, a camp divides into “for it” or “against it.” We have had that experience on occasion here at Concordia, but the intention of the challenging changes put to us have always been driven by a desire to create greater relevance in what we offer students academically, and greater institutional security. This need for change and adjustments over 20 years has shaped us into an institution with excellent course offerings across its curriculum and greater stability. That should inspire satisfaction and gratitude to God in everyone associated with Concordia University Texas.

Regarding changes in students at Concordia, the vast majority of students in the 1990s and 2000s who entered my classrooms or acted in the plays I directed were motivated, good-hearted, intelligent and joyful. The vast majority of the students today who fill my classes are motivated, good-hearted, intelligent and joyful. I have been blessed a hundredfold to have heard the best of young adult thinking and seen the best of young adult conduct in

my classrooms. Conversations about the Greeks or the Victorians or Willa Cather or H.P. Lovecraft continue to be rich and invigorating, not always conclusive, but almost always peppered with fine insights because of the intelligence and motivation our students possess. A change did occur in the student body during the mid and late 2000s when we realized a significant number of students were entering college unprepared to complete college level work. This was a nationwide phenomenon that many universities experienced; this lack of preparedness seldom had to do with the intelligence of students; rather, it concerned insubstantial reading and writing skills.

Instead of revising existing entry level courses to make them passable for this group of students, we created pre-college courses, particularly in English and Math, to prepare those students to succeed in the entry level courses they would take their second semester. Those pre-college courses underwent continual adjustments over about eight years as we studied and assessed the needs of students entering college poorly



▲ current CTX students

prepared. Now in 2018, those pre-college courses, in English at least, can barely be filled. Students are arriving with the knowledge base and skills they need to succeed in the college classroom. Likely, middle schools and high schools have made their own changes in curriculum. Looking back, the curriculum of some universities seems to modify itself cyclically as attentive faculties like our own observe the needs of both their entering students and the professional goals of upper level students. A commitment to unmasking and developing the potential of every entering student is one of the great gifts Concordia strives to offer its students.

In these past 10 years we have also seen more and more students finding balance working two jobs, or a 25-hour-week job, in order to meet tuition and cost of living demands, family demands and long commutes. Although this creates difficulties both for working students and their instructors, finding a middle ground between maintaining a course's integrity and helping a student complete all the course's requirements is more important than ever. This is something we are fortunate to be able to offer in an

institution that dedicates itself to personalized instruction and care of the whole student.

Most people are keenly aware of Concordia's change in location - from one where the background hum of traffic on I-35 filled our ears to one where the background hum of wild creatures on a wilderness preserve fills our ears and eyes, and a nature preserve contributes to contemplation and deeper learning. What also came with that change were classrooms with glass doors and glass walls allowing any passerby to watch as instructors moved through their day's lesson. It was the strangest thing at first. People waved at you, pointed to information on your PowerPoint slide, motioned for you to call them or stood and pondered what you had written on the board. Now, years later, we wave back, gesture a promise to call or even invite people in to comment on what they are pondering on the board. In an unexpected way, I hope it has made us more comfortable teaching and more committed to doing it well. You never know who might drop by – not to criticize or judge you, just to sit and listen, maybe offer a perspective. For example, Concordia's new Dinda Center for Excellence in Teaching and Learning allows our faculty to

celebrate pedagogy characterized by creativity, willingness to take risks, collaboration and development of educational innovations. That is a healthy teaching and learning environment. Faculty and students at ease with thoughtfully and respectfully expressing their ideas publicly, regardless of who is in attendance, are fortunate indeed. We have gotten closer and closer to that mark.

Finally, through the difficult challenges I have experienced here at Concordia, I have to say that faculty members have not changed over the years in spirit or collegiality. We have been, almost without exception, encouraging, supportive and compassionate to one another, on and off campus. That should be a treasured truth for us. It is evident that what has not changed in 20 years is the university's core of goodness and concern for the students and employees who come to our campus. It has always been understood it is a servant institution operating in the spirit of Christ.

WWLT?

WHAT WOULD LUTHER THINK *about online education?*

BY DR. JOEL HECK
PROFESSOR OF THEOLOGY

The Protestant Reformation began at a university, the University of Wittenberg, so it should come as no surprise that a Lutheran university would ask what Luther would have thought about higher education today, especially since the small liberal arts college offers what some have called the best education at the university level in America today. The small Christian liberal arts college—and every CUS institution fits in that category—offers the best education because of the focus on the liberal arts, the inclusion of a Christ-centered theology, and, often, the relatively small class size that makes interaction between student and faculty much more possible than it is in larger institutions.

What would Luther have thought of the state of higher education and especially some of its more innovative developments? Certainly, for Luther, a Christ-centered theology was paramount, and the subjects of the liberal arts were the subjects he especially prized, including the biblical languages. Indeed, in those days, every undergraduate student took a course of study in the Liberal Arts. Those who moved on to graduate school had three choices: Medicine, Law or Theology. When the University of Wittenberg opened in 1502, it had 416 students, and the total enrollment during Luther's lifetime never exceeded 900. Small class size, especially in comparison to the larger institutions of higher education today, was guaranteed.

Among the major twentieth and twenty-first century developments are online education, extensive use of the Internet, PowerPoint and data projectors, course management software (such as Blackboard), and many other electronic tools. Eric Metaxas calls Luther "the first celebrity of modern culture," and Concordia Seminary professor Robert Kolb has called the posting of the 95 Theses "the first modern media event." I think they are right. Luther used the tract, the Flugschafft, as a broadside, both a mass media tool and an efficient communication technique, to publish his insights about his developing understanding of the Gospel. While other writers were producing lengthy theological tomes, Luther was writing briefly, concisely (an overstatement, of course, when one compares the wordy

style of Luther with the writing style of today, and not always was he brief), provocatively, colorfully and powerfully. He was often writing in the language of the people, which further advanced the cause of the Gospel, and even those that he wrote in the scholarly language of the day—Latin—were often translated into German (the 95 Theses are one example). His writings were more widely distributed than that of any other writer of his day, and one writer has stated that approximately one-third of all published works during Luther's day had been written by Luther. The tract is not what most would call technology today, but in sixteenth-century Europe the printed page qualified since it was a result of the relatively recent invention of the movable type printing press.

Metaxas writes further, "The technology to print a near infinity of his many writings and to add to them the fanciful woodcut illustrations by Cranach made something possible that had never been possible before, to blast a persona—an image and a lively voice that knew how to communicate to the common man—into the wide world, where it would touch the butchers, bakers and candlestick makers, none of whom spoke Latin or had previously ever been invited into these important discussions about the world in which they lived, about the institutions that affected them and shaped their lives." Luther spoke to the people who had been largely ignored by the leaders of nations, including his native Germany. That makes Luther an innovator, one capable of thinking outside the box, and one who was likely to embrace change. He did not appreciate change merely for the sake of change, but he fully embraced change for the sake of the Gospel.

Luther was very much concerned with the needs of the people out there in the churches of Saxony and beyond. As James Kittelson has stated in his highly regarded biography, Luther's foremost concern was the care of souls: "The unflinching care of souls was indeed the engine that drove both Luther's theology and the Reformation that unfolded from it." The translation of the Bible into the language of the people was one aspect of that concern. When he worked on a translation team to produce the Bible in German, he and his translation team were constantly asking the listener about the impact of the words upon them. When they translated the sacrificial system of the Old Testament into sixteenth century German, for example, they called in Jewish rabbis in order to get the accurate German word for the corresponding Hebrew original. Luther once stated, "One must ask the mother at home, the children in the street, the man at the market, and listen to how they speak, and translate accordingly. That way they will understand and notice that one is speaking German to them."

Johann Cochlaeus wrote about the impact and the translation theory of this innovation in Bible translation, considered by some to be Luther's supreme achievement, "Luther's New Testament was so much multiplied and spread by printers that even tailors and shoemakers, yea, even women and ignorant persons who had accepted this new Lutheran gospel, and could read a little German, studied it with the greatest avidity as the fountain of all truth. Some committed it to memory and carried it about in their bosom. In a few months such people deemed themselves so learned that they were not ashamed to dispute about faith and the gospel not only with Catholic laymen, but even with priests and monks and doctors of divinity."

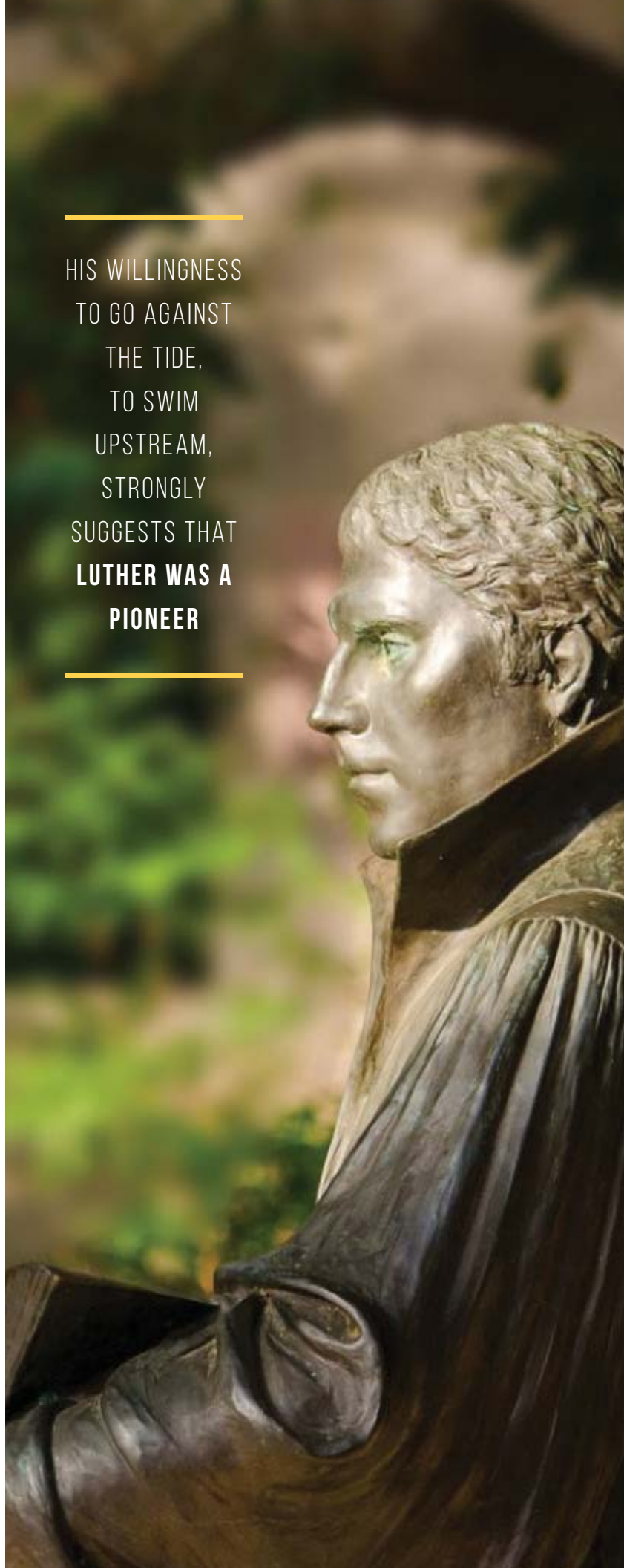
Another of Luther's innovations was to open education to both boys and girls as well as to the poor. His essay "To the Councilmen of all Cities in Germany that they Establish and Maintain Christian Schools" broke ground in that area. Before Luther, only boys of the wealthier families were able to get an education. Some have thought that Luther's concern for the poor stemmed from his background, but new research suggests that Luther's family was fairly well off. That would suggest to us that he wanted girls to be educated—and the poor to be educated—because they were made in the image of God, therefore valuable in the sight of God, and capable of meritorious service in the kingdom of God.

What would Luther have thought of service learning, assessment plans, the use of video technology, blogs, social media, an on-campus radio station, live streaming, the expansion of sports programs and the like? I believe that he would have been an early adopter for many of these changes, especially if they served the cause of the Gospel.

Luther would not have wavered on the importance and centrality of the Gospel, that is, the "what" of higher education—along with the means of grace, a theology of the cross, the preeminence of Christ, a theology of vocation, Law and Gospel, the doctrine of justification by grace through faith, the two kingdoms—but he would have willingly embraced a wide variety of tools for the "how" of higher education.

Luther's innovative teachings—vocation, the priesthood of all believers, a rejection of indulgences, justification by grace through faith, Bible translation into the language of the people—were biblical, and therefore in one sense not innovative. But his willingness to go against the tide, to swim upstream, strongly suggests that Luther was a pioneer with few peers in this regard. He would have taken to online education et al like a duck to water.

HIS WILLINGNESS
TO GO AGAINST
THE TIDE,
TO SWIM
UPSTREAM,
STRONGLY
SUGGESTS THAT
**LUTHER WAS A
PIONEER**



The Meaning of Teaching: A Student's Perspective



BY GRACE GUNTHER
CTX STUDENT,
ASPIRING TEACHER

As I started writing about this topic of "Teaching and Learning" I began by contemplating these words and what teaching and learning mean to me. My thoughts on these words have evolved in my time so far at Concordia through the classes I have taken and the conversations that I have had with others. A year or two ago if I was asked about teaching and learning, I would have probably said that teachers teach and students learn. Now I have a much deeper understanding of teaching and learning than I did. I now believe there is so much more implied by these terms of teaching and learning. These terms now lead me to think about the word education. There are so many levels

of education: elementary, middle and high school; college and beyond; and then there is educating yourself by reading and listening to the thoughts of others. This last idea of education can be done by anyone of any age in any setting. This form of education might be the biggest of all; this is what gets you thinking, evaluating, considering other opinions, making your own decisions and working out how your thoughts compare to others: determining your personal ideologies, how you think about life, politics, religion and how you think about people in general.

I think that reading is such an important activity for everyone. Reading is an incredible way to learn new things and therefore teach others. I love to read, and I eat up the ideas and knowledge that others have written about. I believe that there is a book for everyone and that everyone should be constantly reading as a means of learning about new ideas, cultures, people, relationships, etc.

I believe that education should be a priority of everyone on whatever level they are currently at. Since my end goal is to be a teacher, one who educates others, I cannot express strong enough how deeply I believe in everyone being a lifelong learner. Teachers are educators, but they must also always be learning. Education is constantly changing, there are always new studies and new "best" ways of teaching. Teachers need to stay on top of both trends in education and their content area.

The more I learn about education and the more education classes I take, the more I realize how much goes into teaching. In the past year especially, I have gained a much greater appreciation for all of the teachers that I have had and all teachers in general. I am gaining a better idea of all of the components that go into teaching and being a teacher. I am beginning to realize what an exciting

task teaching is, but also a daunting one. Teachers are responsible for the learning of their students, and this idea is incredible but it also terrifies me. That is a huge responsibility. College is flying by and in a little over a year I will be student teaching and then graduating after that and becoming a teacher, and while I am so excited for that next chapter of my life to start, I am also so scared to be responsible for teaching students and ensuring that they are learning.

For me, education and educating goes beyond just teaching and ensuring that students are learning, but it is caring for, loving, and encouraging each of them in all parts of their lives. A great way to

“What better example of a teacher is there than Christ? He is the ultimate teacher and I believe that the more we learn about Christ, the better we can emulate Him.”

learn more about education and teaching and learning is to look at an example. What better example of a teacher is there than Christ? He is the ultimate teacher and I believe that the more we learn about Christ, the better we can emulate Him. Jesus is the perfect teacher and the ultimate example for all teachers and all people to follow. In Luke 6:40 Jesus tells His disciples, "The student is not above the teacher, but everyone who is fully trained will be like their teacher." This same idea is true for us today. The more we learn about Jesus the more like Him we will become in our lives and in our teaching.

GEN₁ AND PROUD: *If I did it, you can too!*

BY T'ASIA WILLIAMS, MBA
STUDENT ACADEMIC PLANNER,
GENERATION1 PROGRAM
COORDINATOR

There were so many things I wish I had known about college before I started. Neither of my parents earned bachelor's degrees, and no one in my immediate family journeyed into higher education. I was both thrilled and terrified to blaze a new trail. I was determined to earn a degree, but I was not sure how to do it. There were so many unanswered questions, but I reached my goal because of the emotional support I received from family, friends and mentors.

I recently met with another first generation college student who came to me to ask about her degree plan. She had questions about prerequisites and wanted to develop a plan to reach her final semester of college. Our conversation eventually turned into one about the art of navigating college. She asked me how to approach professors she struggled to connect with. She shared intimate details about her personal life and updated me on a few things I had missed since our last chat. She asked for advice. She listened with teary eyes and chuckled through a broken smile when I made corny jokes. Toward the end of our conversation, she asked me, "How did you choose to do something different?" I reflected and shared my experience as a first generation college student. "I had a lot of support and I don't know why I chose to go to college, but I always knew I would." She related and it was a beautiful moment.

Being the first to do anything presents unique challenges, and I believe these challenges require unique solutions. First generation college students face the typical issues that most students face as they adjust



▲ left to right T'Asia Williams and current CTX student Heden Uresti

to the demands of college, but they also deal with an additional layer in navigating the college system. While I am grateful for the emotional support I received from family and friends, they could not always provide me with the insight I needed to navigate college. Many students have expressed this same sentiment. This is why the Generation1 program, formerly known as Engage, began in 2015, as a network of support specifically tailored to the needs of first generation students and their families, to help them successfully navigate higher education.

We started the program to let first generation students know that they belong at CTX. During our first session, we invited first generation faculty and staff to talk about their college experience. We shared our own stories of trials and triumphs. We recognized the students and connected with them over commonalities. We celebrated our diversity. Students were amazed to see first generation college graduates serve as professors, associate vice presidents and successful higher education professionals. The message was clear: we made it and we will help you make it, too.

This messaging is important to first generation students because it provides tangible representation of what they can achieve. They see

themselves in the stories they hear, and start out their college careers affirmed and supported.

As the Program Coordinator of the Generation1 program, I want to ensure first generation students are aware of the major accomplishment they are achieving as they embark on the journey of higher education. My team is dedicated to creating space for students to ask questions and soak up information. Many of our Generation1 students have made their marks as student leaders, student workers and officers in student organizations. Several of them returned to the Generation1 Program as sophomores and juniors to pour into freshmen students. We created the space, but now they own it. They learn, grow, face fears, build community and celebrate each other in that space.

I invite every first generation student, faculty and staff member to connect with the Generation1 team to plug in to the community on our campus. Many people across campus have Generation1 stickers on their office doors and wear pins with the student-designed program logo. I hope that when first generation graduates of CTX are asked, "How did you choose to do something different?" they highlight their participation in the Generation1 program. We are first generation and proud!

CLASSROOMS: FROM IRL (IN REAL LIFE) TO URL

BY DE'MARIAN WRIGHT
CTX STUDENT,
COMMUNICATION CLUB PRESIDENT,
SGLA PUBLIC RELATIONS OFFICER

In 2018, 11 years after the first iPhone was introduced to the world, it's nearly impossible to escape from the grasps of technology. When we wake up most of us check our phones for messages, emails and news and we repeat these steps when we lie down before sleeping. Technology has shaped the new world and ideas that stem from it such as how we work, live and interact with others. Technology is a tool for our everyday lives and should be embraced as significant and helpful in the classroom.

Most traditional undergraduates now are digital natives, having grown up with technology and internet by their sides. Personally, I can't think of a time without them. There shouldn't be a sole reason to shy away from tech in the classroom when students are prone already to the usefulness and adaptiveness of tech being readily available to them in their everyday lives and current work environments.

Not everyone is comfortable with verbally contributing to discussion in class. Author Sherry Turkle believes in not being anti-tech, but pro-conversation. Conversation in the classroom can be fostered in a healthy and useful manner, through technology, aiding participation and collaboration. If a professor is looking for where students stand on a question, asking students to pick sides, etc. polling sites can help get full participation anonymously. The professor could still have in depth verbal feedback from some students, while also still having an idea of everyone's feelings towards the subject.

Jacqui Murray brings the idea of using Twitter as a way to get student feedback, assessments on discussion, collaboration and more in her article "Top 22 Ways To Use Technology in the Classroom." This is a great way to incorporate social media into teaching, making participation more enjoyable. A previous professor of mine used Twitter to gauge students' thoughts by creating a class hashtag we were required to use, at minimum, once a week, creating

active participation. With students so readily engaged with social media already, it is a great tool to use, adding an element to a part of the everyday routine they already do.

Technology can help professors easily collect data and assess their students' knowledge of the subject being taught in a more immediate way. Through Google Forms, data can be collected and shared. Assessments, worksheets, course evaluations, etc. can be made and distributed simply through email, giving professors the data they need. Google Docs can be used to foster collaboration, in which students share sources they've found beyond the classroom with each other, all in one place. Kahoot, a site that allows self created competition quizzes, can be used to assess students' knowledge on a particular subject in a fun, engaging and anonymous way. Professors could do a short Kahoot game in the beginning of the class to see where students stand, teach accordingly and then optionally do a Kahoot at the end to see if the lecture was helpful and carried substance. This is also a helpful way to indicate to professors whether or not they may want to tweak their teaching style, allowing for quick insight on how to better create lessons, lectures and assignments.

Lastly, technology can help lessen the information gap and prepare for more workplace readiness. There is limitless information on the internet. Using tech can allow for students to go beyond the textbook and do deeper research and critical thinking. Tech in the classroom builds skills for the workplace. Many jobs require or have some aspect of tech that is necessary for success. If students are used to working through tasks in the classroom and outside of the classroom to bring back, they can be prepared to do the same for future workplaces. Having tech in class creates marketable skills for those entering the workforce.

There are many uses and opportunities for technology in the classroom that shouldn't be shied away from. Tech allows for participation and collaboration, workplace readiness and can even provide insight to possible areas for professors to better teaching styles. Anything that can be seen as an obstacle, like tech, is an opportunity for new success. In a world that is fueled by technology, the classroom must take it by the horns.

► De'Marian
Wright

IN THE RING

VIRTUAL VS.
REALITYBY JOSHUA WHEATLEY
CTX COMMUNICATION
MAJOR◀ Joshua
Wheatley

Technology. It is supposed to make our lives easier professionally, recreationally and socially. While it does have many positive impacts on our lives, does it always make for the best outcomes?

One area where it has been found to have a negative impact is in the area of education. It is true that a computer makes whipping up a paper a breeze, however, researchers have found that in the classroom students that use handwritten notes have better retention of information as opposed to those that type it up on an electronic device. Part of this goes into activating more of the brain when writing by hand. Another factor is that many technological devices serve multiple purposes. Thus, when we are looking at our computer taking notes, part of our brain are actively trying to engage other functions. Examples are what YouTube notification was that or who sent that email or Facebook message? Phones are even worse with texts and messages waiting to be sent; it divides students' brains away from the task at hand.

This is only from a note-taking standpoint. If you go into other areas such as online/virtual lectures, many times disconnects, and other technological issues can prove to be more time consuming to solve and less beneficial to students had the professor taught the class in person. Many apps and games exist to try and make the learning experience fun. Kahoot is an example of this. It is an app where the students play a game by pressing a symbol to match answers. While a useful review tool in some cases, it does not ensure the retention of knowledge. It turns the classroom into trivia night at the local wing bar.

Technology makes human interaction harder and erodes the quality of debate and discourse. It is easy to sling opinions and disregard for others from behind the keyboard. Let college classrooms have the experience of learning to talk and engage with someone that disagrees with them. The classroom is a place to impart human knowledge, and to promote this as the focus should be on the people in the room. Not on the machines we cannot live without. Universities are supposed to make us more educated to face the future, and wean us away from the panic that grips us when our phone or computer dies in class. Technology does not equal better teaching in the classroom, only more distractions. Professors are the ones that make a difference, not a circuit board.

Q&A

New Faculty

Learn more about our 14 newest full-time professors!



DR. LORI EINFALT
Assistant Professor of Education and Coordinator of MEd

Describe your teaching style.

My motto is “each student by name and need.” I strive to teach so that every student is successful—to the extent of his/her capability. I believe as teachers we support people to achieve higher levels of competence and capability.

Name one thing you hope to accomplish by the end of this academic year.

As a Department, we will have fully revised every course in the principal certification specialization by January 2019. I have the privilege of working with a team of outstanding professors who are committed to helping CTX align its coursework to the rigorous demands of the new Texas Principal Certification process.

This year’s Academic Theme is “Christ Alive in Us.” How do you plan on incorporating that into your classroom?

Having the freedom to teach in an environment where Christ Being Alive In Us is celebrated is an inspiration to me and I look forward to being 100 percent who I am as a believer in Jesus and a college professor.



HEATHER FRYE-GINSBERG
Assistant Professor of Nursing / Simulation Coordinator

Describe your teaching style.

Teach with grace and humility. Be open to learning. Accept that you can always learn how do something better and everyone (whether you like it or not) has something worthwhile to teach you.

Name one thing you hope to accomplish by the end of this academic year.

I hope to “lean in.” Lean In is based on the concept of women, work and the will to lead presented by Sheryl Sandberg in a TED Talk in 2010. She also wrote a book, which shares advice to help women achieve their goals. The book “challenges us to change the conversation from what women can’t do to what we can do, and serves as a rallying cry for us to work together...”

This year’s Academic Theme is “Christ Alive in Us.” How do you plan on incorporating that into your classroom?

I no longer live but in me Christ lives. I love that I can love Jesus through loving and serving others. Even when I have nothing to give, Christ does. I hope to model and incorporate the power of encountering that truth in my classroom.



DR. TODD HOSTAGER
Professor of Management

Describe your teaching style.

Coaching and facilitating, with high-energy presentations of cutting-edge material.

Name one thing you hope to accomplish by the end of this academic year.

Integrating my prior curricular innovations regarding the GLO-BUS simulation into a revised MBA 5321 Decision Making and Strategy course, delivered next spring.

This year’s Academic Theme is “Christ Alive in Us.” How do you plan on incorporating that into your classroom?

Encouraging the development of social entrepreneurship ventures integrating the Christian worldview, facilitating business ethics discussions comparing and contrasting secular and Christian worldviews.



MICHAEL MAGUIRE
Assistant Professor of Chemistry

Describe your teaching style.

I have a very open and honest teaching style. I ask a lot of questions in class. I like to think through problems out loud with the students, and I write everything on the board, rather than come to class laden down with PowerPoints. I let the students decide the molecules and numbers we use in our problems. When they see that anyone can work through the material logically rather than memorizing it, some of the fear goes away.

Name one thing you hope to accomplish by the end of this academic year.

This is my first term as head of the chemistry program and I'm on a mission to raise the profile of chemistry at Concordia. I hope to show students that the subject is not threatening and that not only can they pass these classes, they can also enjoy them.

This year's Academic Theme is "Christ Alive in Us." How do you plan on incorporating that into your classroom?

When I switched this year from the frantic pace of the EdTech industry, always staying one step ahead of change and always trying to secure the next sale, to getting back to what I love, being in the classroom, I felt the relief of what it means to serve.



DR. HANNAH MEINEKE
Assistant Professor of Education and Coordinator of Placements

Describe your teaching style.

My teaching style is very student-led. I think of myself as the person who sets up and moderates a learning experience and then gets to jump in and learn right with the students.

Name one thing you hope to accomplish by the end of this academic year.

I hope to be finishing up co-authoring a Christian Leadership book. I also hope that my students walk away having accomplished their goals, partly because of me.

This year's Academic Theme is "Christ Alive in Us." How do you plan on incorporating that into your classroom?

This theme is integrated rather than incorporated in my classroom. What I mean by that is that rather than isolated prayer or conversation, I hope to create an environment and classroom climate that is inseparable from Christ Alive in

Us. This is manifested in discussions, how we speak about students or people different than us, how we work together, the lens we use when reading articles, etc.



JEREMIAH MILLER
Assistant Professor of Business Management

Describe your teaching style.

My teaching style is certainly one of stories and dialogue. I believe that the things I am teaching have real world applications, so I feel that it is very important that I show this to my students through stories from my own career, and generate conversations about how these topics could impact their careers

Name one thing you hope to accomplish by the end of this academic year.

By the end of this academic year I want to look back and feel that during my first year as full-time faculty I was able to have a profound impact on my students. Being a teacher has been a tremendous goal of mine for many years, and now I simply want my students to see that passion and learn from it.

This year's Academic Theme is "Christ Alive in Us." How do you plan on incorporating that into your classroom?

"Christ Alive in Us" is such an easy thing to consider in life, but it is often lost in business when we put profits over people. I want to encourage my students to be good stewards of their organization's resources, but always put the people first and consider that Christ must be the center of every decision we make, be it in business or in life.



DR. BRUCE REESE
Director of Criminal Justice and Assistant Professor of Criminal Justice

Describe your teaching style.

I approach criminal justice and criminology from a sociological perspective. While criminal justice courses typically emphasize the practices and policies involved with various law enforcement agencies, my approach to criminal justice focuses more on the criminological theories and perspectives used to scientifically student criminal behavior in our society.

In class, I utilize various teaching methods to keep students engaged and interested in the content matter. While lecture is an important component to learn from the knowledge base of individuals involved in the field, I believe it is equally important to allow students to develop an opinion and a voice, and to be able to think and discuss topics within criminal justice as well. By participating in discussions both in-class and online, students become active participants and contributors in the conversation regarding crime, law and justice within our society.

Name one thing you hope to accomplish by the end of this academic year.

One things that I hope to accomplish by the end of this academic year, is to increase the knowledge base of students who student the criminal justice system and provide a perspective or approach to criminal justice that might be different from previous instructors. With that in mind, I also have the goal of doing a complete assessment and evaluation of the current criminal justice/criminology major and minor, and making appropriate adjustments to produce the most well-rounded graduates as possible.

This year's Academic Theme is "Christ Alive in Us." How do you plan on incorporating that into your classroom?

One of the texts that are utilized in a few courses that I am teaching is titled, “The Little Book of Biblical Justice”. In this text it emphasizes the point that God is a just God and God wants us to strive for justice in our interactions as a way of showing our devotion to Him. Jesus is the ultimate example of living a life devoted to justice for all and we can be more like Jesus by focusing on the injustices and inequality that exist in our world. The theme “Christ Alive in Us” to me represents this idea that to fight for justice is the fight God wants us all to take up, and when we stand up to injustice and strive for justice for all that is the manifestation of Christ Alive in Us. When we turn our backs to injustice or ignore inequality, we are moving away from the types of lives Jesus lead, which takes us further from God.



DR. PATRICIA ROCHA
Assistant Professor of Education

Describe your teaching style.

I have an eclectic style that brings in theory and application together. As a professor teaching future educators, I like to model what I hope future teachers will be doing with students.

Name one thing you hope to accomplish by the end of this academic year.

I came to this academic school year after a career as educator in the Pk-12 public education system. I hope by the end of this academic year to become acclimated to the opportunities and nuances of higher education.

This year’s Academic Theme is “Christ Alive in Us.” How do you plan on incorporating that into your classroom?

In my classes, I talk a lot of becoming critical teachers that advocate for diverse students and I also talk about self-care. I think the idea of living your vocation as teacher requires us to see “Christ Alive in

Us” and seeing the “why” we want to be future teachers.



DR. CLARISSA ROSAS
Special Education Chair

Describe your teaching style.

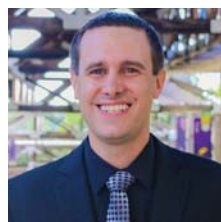
My teaching style includes the Constructive teaching methodology, which is group focused, inquiry-driven and learner centered. In addition, I draw upon Adult Learning Theory and Understanding by Design as the two theoretical frameworks to organize my courses.

Name one thing you hope to accomplish by the end of this academic year.

By the end of this academic year, one of my goals is to further develop the curriculum and course offering in special education at the undergraduate and graduate level.

This year’s Academic Theme is “Christ Alive in Us.” How do you plan on incorporating that into your classroom?

The plan for incorporating the theme “Christ Alive in Us” is to teach my students that by including best practices for working with children who come from diverse backgrounds we have the opportunity to live out this year’s academic theme.



MICHAEL STAUB
Director of Instrumental Activities and Music Education Assistant Professor of Music

Describe your teaching style.

I work to build relationships with each student. I want to know each student and respond to his/her needs in order to provide the kind of personal service

that they need in order to be successful. Because I work in an ensemble setting most often, I work to establish a welcoming atmosphere where all are free to make mistakes and learn from them. I emphasize the importance of each person as vital to the success of our group, and I hope that encourages them to develop a commitment to each other. My door is always open to help students outside of class or hear any concerns that they might have.

Name one thing you hope to accomplish by the end of this academic year.

I hope to complete my dissertation and graduate from the University of Houston. I also hope to successfully increase our recruiting efforts to area high school students so that we attract more instrumentalists to Concordia in the coming years.

This year’s Academic Theme is “Christ Alive in Us.” How do you plan on incorporating that into your classroom?

We are so blessed to be at Concordia University Texas where we can gather daily around the Word of God in chapel. Concordia Symphonic Winds continues to be involved in chapel each Wednesday with our Taize services. We talk about the texts as we rehearse each week and attempt to help the text come alive for those in worship. As the community within Concordia Symphonic Winds continues to grow, I hope to encourage the ensemble to be “little Christs” to our neighbors as Luther suggested. I hope that we will be able to lift each other up and remind each other that through our Baptism we are alive in Christ and can show that through our service to others.



CAROL TROVALL
Chair of Undergraduate Education

Describe your teaching style.

I see myself as more of a facilitator of learning. I bring the learning to the students and create meaningful ways for them to interact with it to deepen their understanding.

Name one thing you hope to accomplish by the end of this academic year.

I hope to assist the education students who are preparing for their certification exams to learn the content at the level they need to pass and get certified.

This year’s Academic Theme is “Christ Alive in Us.” How do you plan on incorporating that into your classroom? My hope is to internalize the qualities of love, gentleness and kindness so that I can demonstrate them when I am teaching or working with others.



CORINNE WEISGERBER
Associate Professor of Communication (Public Relations)

Describe your teaching style.

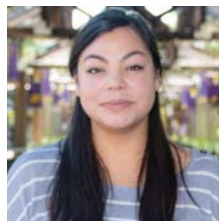
My teaching is inspired by a tenet I also see reflected in one of Concordia’s core values: courage, and more specifically, the courage to take risks in your classroom. I am not afraid of experimenting with uncharted pedagogical tools. I don’t wait for research to identify new models of teaching and learning and to figure out how technology is impacting educational practices within higher education before I get on board. Instead, I try to find out for myself. I try to involve my students in this process by working collaboratively with them while pursuing my own scholarly and professional development activities.

Name one thing you hope to accomplish by the end of this academic year.

As a new faculty member at CTX, my hope is to get to know all the other faculty members and the staff better and to learn more about them!

This year’s Academic Theme is “Christ Alive in Us.” How do you plan on incorporating that into your classroom?

I think that theme pretty much captures how I view my role as an educator at a faith-based institution. I try to live out that theme each day by modeling servant leadership to my students and leading a Christian life by example. Those types of witness can take on various forms -- whether it’s acting with integrity in the workplace, showing compassion to students (for instance by being present with them and listening to them when they are hurting), or empowering students to embody the love of Christ by teaching them the communication skills needed to engage in effective advocacy on behalf of the least, the last and the lost.



MONICA YNDO
Assistant Professor of Psychology

Describe your teaching style.

I often use the principles of psychology to teach the principles of psychology. In my classroom, I aim to use active learning strategies so that students have hands on learning experiences whenever possible. I provide a number of examples so that students can form relevance to their own experiences.

Name one thing you hope to accomplish by the end of this academic year.

My hope for this academic year is to get acquainted with Concordia University Texas, form new relationships with my students and colleagues and become more familiar with the psychology major. By the end of the academic year I hope to have achieved these things as well as organize new course materials, and

complete a few unfinished scholarly projects.

This year’s Academic Theme is “Christ Alive in Us.” How do you plan on incorporating that into your classroom?

I think being able to remind my students that Christ is alive in us, He is with us, He strengthens us and His light shines through us, is such a blessing and motivator to their academic and individual success. Many of my students are freshmen, as such they are in a transitional period, learning about the new expectations that come with college course work. This can be a difficult time for students. When students are discouraged, reminding them of who they are in Christ, and that Christ is in them, is both encouraging and empowering. This message reminds us of the faith we have in Christ but also the significance of doing our own part in producing positive outcomes.



KRISTIN SPINDLER
Director of IncubatorCTX

Describe your teaching style.

My goal is to support student success by encouraging students to learn, ask good questions and be accountable for doing their work.

Name one thing you hope to accomplish by the end of this academic year.

This is a new course for me. I’ve integrated a new textbook and lesson plan that draws upon teachable experiences 10 years after the financial crisis of 2008.

This year’s Academic Theme is “Christ Alive in Us.” How do you plan on incorporating that into your classroom?

Students should be honest, forthright and ethical both in their personal lives and business dealings.

LEAVE A LEGACY TO INSPIRE THE FUTURE

The Legacy Is In Your Hands.

Through Concordia University Texas you can leave a legacy gift directed to the area that is most meaningful to you.

Considering your estate plans now will help ensure the needs of you and your family are met later. Including charitable gifts in your estate plans may alleviate tax burdens for your family as well as make a transformative impact on Concordia University Texas.

To leave a legacy at Concordia University Texas through a will bequest, we suggest including the following language in your Will:

"I give, devise, and bequeath the (sum of \$____) or (____ percentage of my residuary estate) to Concordia University Texas, EIN 74-1161941, with principal offices located in Austin, Texas to be utilized for the benefit of Concordia University Texas."

For more information on how you can include Concordia University Texas in your estate plans, contact the **Office of Advancement** at **512.313.4108**.

66 *As I considered ways to honor my mother, Marian D. Chelstad, I thoughtfully decided the best way to create a lasting legacy in her memory was to create an endowment at Concordia University Texas. My mother was a life-long Lutheran, served her community faithfully and her generosity of spirit was evident to all. This endowment in memory of my mother will ensure that students will have the opportunity to have a premier liberal arts education and will continue to provide an impact on the lives of students for generations to come."* MARK BICKHAM, LEGACY DONOR



SAVE THE DATE FOR

Celebrate Concordia

Saturday, March 9, 2018

HONORING

Rev. Dr. Alan Abel

We are excited to welcome back 1964 alumnus Dr. Alan Abel as we honor him with The Rev. Dr. George Beto Leadership Award at Celebrate Concordia. An ordained minister, a surgeon and a pilot Dr. Abel leads a busy life in Big Springs, Texas with his wife, Audrey. The Abels are active in the medical mission world, and respected in their community.

I am taking the world by *storm*

JC Otero, '14

I have been a pro bono advisor for an organization called the Deaf Empowerment Society of Kenya (DESK) since before its development. It started with me mentoring a young man in 2011 from Kenya who was hearing impaired and studying in the US. His goal was to return to Kenya and help empower others in his community. The skills I learned through Concordia's MBA program helped enhance my efforts to mentor him in business leadership, marketing and management to grow DESK to what it is today. The man I mentored went on to obtain the official NGO status for DESK in 2013 and became fully operational in 2015. DESK was originally started due to the discrimination and prejudice against Deaf persons along with the fact that there was no previous organization targeting the needs of the deaf community. Earlier in 2018, DESK completed and funded its first wave of graduates from its entrepreneurial program in partnership with the United Nations Development Program and USAID to create micro-enterprises. Going into 2019, DESK is building upon this success by moving forward in creating a Savings and Credit Co-Operative to provide financial resources to the deaf and hard of hearing community of Kenya.

Your gift to Concordia University Texas immediately impacts the transformative experience that defines a CTX education and prepares students to Take the World by Storm.

It's not just a degree, it's life-changing experience that leads to meaningful work. Make your gift today at concordia.edu/give.



Dr. Shane Sokoll selected as Fulbright Scholar

A distinguished executive staff member of our university will be teaching and advancing his research in Spain this January after being named a Fulbright Senior Scholar by the U.S. Department of State.

Shane Sokoll, who is chief strategy officer and vice president of strategic planning and quality improvement, is tasked with teaching classes as well as continuing his research on organizational leadership at the Universidad de La Laguna in Santa Cruz de Tenerife, Spain, during this 2018- 2019 academic year.

Sokoll holds both an MBA and a PhD and is one of two first-ever Fulbright Scholars to be asked to serve at Universidad de La Laguna. He will be teaching classes across several courses in the College of Economics, Business and Tourism.

"I have a love for international collaboration," Sokoll said. "That's at the core of why I wanted to do this."

He is excited to inspire a high level of experiential learning among his students.

"I'm big on how you can use class projects and turn them into actual practitioner-type experiences," Sokoll said. "Our learning will be facilitated based on this pedagogical method."

Besides teaching classes to undergraduate students, and leading lectures for graduate and PhD classes, Sokoll will be conducting scientific research.

"A component of my research agenda focuses on servant leadership," he said. "It shows how this relationship-based leadership approach influences employee commitment. As Concordia works on achieving our vision of being a premier university, there's a component of ongoing research that needs to take place among us as faculty."

Sokoll was previously a professor in the College of Business and Communication, where he served as the Director of Human Resource Management of academic programs and taught traditional, adult hybrid and online courses. He also served as an Academic Center Director, and led 300 adult students with majors in business, healthcare administration, criminal justice, human resource management and behavioral science.

The Fulbright Program, overseen by the U.S. Department of State's Bureau of Education and Cultural Affairs, aims to increase mutual understanding between people of the United States and people of other countries. The program itself is the flagship international educational exchange program sponsored by the U.S. government. 380,000 Fulbrighters (faculty, administrators, practitioners and students) have participated in the program since its inception in 1946. Concordia's last Fulbright Senior Scholar was Debra Allen in 2003. Recipients of Fulbright awards are selected on the basis of academic and professional achievement as well as record of service and demonstrated leadership in their respective fields.

Sokoll's wife and two children will be accompanying him on his journey, which begins in January 2019.

Fulbrighters address critical global priorities in all disciplines,

while building relationships, knowledge and leadership in support of the long-term interests of the United States. Fulbright alumni have achieved distinction in many fields, including 57 who have been awarded the Nobel Prize, 82 who have received Pulitzer Prizes and 37 who have served as a head of state or government.



Meet Concordia's Director of Residential Life!

Estrellita Longoria is Concordia's Director of Residential Life and she wants you to call her Star.

Star's Master's Degree in Higher Education Leadership and Policy, her service as an RA while she was completing her undergrad, and her prior position as Senior Resident Assistant and Student Coordinator for New Student Orientation at Texas State University has served her well in hitting the ground running here at CTX.

Longoria was interning for AVP of Student Life and Dean of Students Dr. Elizabeth Medina while getting her master's degree here. Medina suggested that Longoria apply for the Director position.

"I see residence life as a student's home, and a lot of our practices and policies and programming can be structured to help students carry

out their calling for Christ in us," Longoria said of this year's academic theme.

She is making plans to start implementing some changes and improvements within the residential life realm.

"I'd really like to create a residential life handbook for directors," she said. "There are not a lot of written standard operating procedures, so creating this kind of manual for future directors, and for the director of the upcoming new residence hall, is something that will continue to benefit Concordia."

Longoria also wants to establish living and learning communities within the dorms.

"Maybe a student athlete living community, a nursing living community..." she said. "I will look at our populations and create communities after I've figured that out. This year, I'd like to accomplish the benchmark and planning phase of the process."

One of her other goals is to retain a healthy population of students who want to consistently live in the residence halls. She is looking forward to getting involved in our Gen1 efforts.

"I was a first-generation student so I want to be involved with that, as well as in any Latino association efforts," Longoria said.

She is particularly passionate about helping at-risk populations achieve their degrees.

"I think I would have been another statistic who did not graduate college, but I had exceptional mentors and administration who had my back and helped me rebound when things didn't go right," she said. "This makes me so willing and happy to serve as a mentor. If we can ban together to support at-risk students in their graduation efforts, I will be accomplishing one of my biggest goals."

Longoria shared that her mother has spent her entire life in a

wheelchair. Her mother's disability has made inclusion a focus in her personal and professional life.

"Growing up with a mom in wheelchair has totally shaped my views on diversity and inclusion, and making sure these things are addressed on campus."

She also admitted a passion for "all things grandma."

"I crochet, sew and do hand embroidery."

Take note, all students who haven't mastered sewing a button yet.

Longoria is married to her high school sweetheart, Zen. They have two dogs, a four-year-old Pomeranian named Oliver (Ollie) and a four-month-old wiener dog named Edmond (Eddie or Edwino).



Christo et Ecclesiae Award presented to President Hennings

Rev. Kenneth Hennings, President for the Texas District LCMS, was presented the Christo et Ecclesiae Award at Concordia University Texas's Spring Commencement.

Conferred by the Concordia University Texas Administration, the award recognizes individuals for their service to Christ (Cristo) and the Church (Eccelsia).

"I was very honored as the award

came from people I've worked with for 12 years," Hennings said.

Hennings has been serving as Texas District LCMS President since 2006. Prior to this role, he served for 15 years as the Executive Director, Board of Mission Administration for the Texas District. He has also served as chairman of the Board of Directors of Lutheran Outdoors Ministry of Texas, chairman of the North American Mission Executives of The Lutheran Church-Missouri Synod, chairman of Floor Committee #1 (Missions) for the 2011 LCMS Convention, Zone Advisor to Lutheran Women's Missionary League, chapter advisor to Lutherans for Life and as a member of Synod's Harmony Task Force. He was a member of the Concordia University Texas Board of Regents for 12 years.

"I have always been impressed with Ken's commitment to the mission of the Texas District, namely saving the lost, discipling the saved and caring for people," Concordia University Texas President and CEO Donald Christian said. "His support of the mission and vision of Concordia has been a hallmark of his work as President of the Texas District. This award is one way to recognize him for his hard work and dedication over the years."

According to Christian, Hennings is receiving the award for the many years he has served the church in a variety of roles and his commitment to sharing Jesus with others, including his service to Concordia.

"I am humbled to be recognized by people who saw me in action," Hennings said.

President Hennings and his wife, Val, are members of Redeemer Lutheran Church in Austin, Texas. They have four children and five grandchildren. Hennings graduated from St. John's College in Winfield, Kansas, and Concordia Senior College in Ft. Wayne, Indiana. His Master of Divinity Degree was earned from Concordia Seminary in St. Louis, Missouri in 1973.



DINDA CENTER

for Excellence in Teaching & Learning



By Faculty, For Faculty, Dinda Center Proves A Success

ALL ARTICLES BY ASHLEY SAVA

*"It's a chance for
us to discover how
we're uniquely
gifted as faculty,"*

DR. ERIK GREEN

In August, our university launched the CTX Teaching Excellence Institute, created for new faculty members and interested current faculty. This four-day intensive program helped faculty discover their authentic professor philosophy and persona, serve within the constructive culture of the CTX faculty, and play with new teaching strategies. This effort is a part of the university's strategic plan, and was initiated by Concordia's new Dinda Center for Excellence in Teaching and Learning. By faculty, for faculty, the Dinda Center is a dedicated space for CTX faculty to celebrate pedagogy characterized by creativity, willingness to take risks, collaboration and development of educational innovations.

"It's a chance for us to discover how we're uniquely gifted as faculty," Dr. Erik Green, Assistant Professor of Communication, said. "It's an opportunity for us to experiment and be innovative."

Green said the goal is to help faculty perfect their roles as educators.

"The Dinda Center has three main focuses," Green said. "To serve as a forum to create and share student engagement techniques, a place to define and discuss how being a Lutheran university shapes teaching and as somewhere to maintain an ongoing focus on the liberal arts."

Dr. Carl Trovall, College of Liberal Arts Dean, was recently named Richard J. Dinda Professor of Lutheran Identity and Mission.

"I thought about it, prayed about it and it fits more with my skill set now than anything else," Trovall said. "As a dean, I am capable and confident, but I know I'm also a great match for this new role as it has been a passion of mine all along, even without the title."

He is looking forward to promoting the Dinda Center and encouraging professors to take advantage of its possibilities.

"This year, I want to have informal conversations with all new faculty about goals," Trovall said. "Eventually, I want all faculty to have an interview or podcast recording where I ask them seven to 10 questions on things like which book they give away most often as a gift, their most interesting classroom experiences, how faith shapes their classroom and other fun questions. I really want parents and students to have a way to get to know these professors."

By the end of next year, Trovall plans to have a strong mentorship program in place for new faculty.

"I will also start doing writing for the university, developing academic and promotional materials, as well as starting a blog," he said. "I plan to write on topics like why liberal arts are valuable, teaching vocation as Lutherans, ethics, social justice and theology of the cross."

Faculty members have raved about the Dinda Center's impact on their teaching.

"I am extremely impressed with the Dinda Center and its support to faculty," College of Education professor, Clarissa Rosas, said. "The support of the Dinda Center and the mentoring received thus far has been critical in learning about Concordia and the expectations for faculty as they work with our students."

"I had the pleasure of sitting in on a four-day intensive for new faculty

in the Dinda Center," Professor of Business, Jeremiah Miller, said. "It was truly a wonderful experience, and it gave me the chance to get to know some of the other faculty and understand a little more about the culture here at Concordia."

The Dinda Center is named for Rev. Richard Dinda. For more than 40 years, Dinda served as a Concordia University Texas professor, and early on, as a coach. His legacy lives on at Concordia through the Richard J. Dinda Professorship of Mission and Lutheran Identity as well as the new Dinda Center. He passed away on Feb. 28, 2017.



Cue the Music! Band has arrived

Cello from the other side! Concordia hired a band director earlier this year, and now we have the talent to drive the music. Concordia Symphonic Winds (an instrumental ensemble) and Purple Tornado Pep Band (a band performing at Tornado athletic events) are now a reality!

Michael Staub, Director of Instrumental Music & Music Education, and a 2002 Concordia University Nebraska Music graduate is already making huge strides.

"There are a lot of musicians right here on campus," he said.

This year, Staub will focus on growing and balancing the

ensemble, as well as promoting the new Music Education program.

"I also plan to spend a lot of time recruiting, reaching out to local middle schools and high schools to let them know that Concordia has a band now, and that we now have a Music Education program."

He hopes to get Concordia on their minds at a young age, by showing them just how dedicated the university is to passion, purpose and music.

"If someone is interested in playing, even if they never have before, I encourage them to try," Staub said. "I'm excited to bring people together from various departments that might not otherwise interact outside of their disciplines, and get them to socialize together."

As someone who has always dreamed of becoming a college band director, Staub is eager to be a part of Concordia history.

"It's a great opportunity to build a program, there aren't a lot of chances to do this at the collegiate level because most of them are established," he said.

LEAVE A LEGACY TO INSPIRE THE FUTURE

Whether it's funding student scholarships, academic programming or campus growth and development, you can have a significant impact on the future of this institution by including Concordia University Texas in your Will.

For more information on how you can include Concordia University Texas in your estate plans, contact the **Office of Advancement** at **512.313.4108**.



Introducing the **KVUE**abc Concordia Weather Cam

Anyone who's ever been to CTX knows how beautiful our campus is. Those of us who study and work here every day know about the stunning views and appreciate the natural beauty surrounding the university. Although the institution is somewhat hidden off of Hwy. 620, Austin-area residents are starting to become a lot more familiar with the environment Concordia has to offer, especially now that KVUE is involved.

The new Concordia Weather Cam, available exclusively through Austin-area affiliate KVUE, allows audiences of the ABC television station to enjoy a brand-new view of the Hill Country. This expanded coverage will increase the abilities for the KVUE weather staff to keep area residents alerted and prepared for any weather-related incident that comes up.

ALL ARTICLES BY ASHLEY SAVA



Choose to Reuse program coming soon

In an effort to Choose to Reuse, new reusable to-go containers and personal tumblers will soon make their debut in our dining hall. Concordia University Texas and Sodexo (our on-site food service provider) are eager to implement this new eco-friendly program.

Students, faculty and staff will use new, reusable to-go boxes, rather than the current styrofoam option. Sealable, and designed to be carried without leaking, these containers will help eliminate a terrible, wasteful practice. Last year, thousands of disposable to-go containers were discarded here at CTX. Reducing the environmental impact of such practices is important to us, and we know it's important to you, as well!

The process is quite simple. After using your container, return it to the dining hall. Students, faculty and staff will receive a token entitling them to their next clean to-go box. As per policy, the used boxes will be cleaned, sterilized and put back into circulation.

We didn't forget about your thirst either. A personal tumbler will be given for free to faculty, staff and students with a meal plan. Be sure to remember to take it with you on your path to the dining hall! Only the first tumbler is free, replacements will be issued at a fee.

Mobile Medical Missions Van mobilizes nursing efforts

Concordia University Texas' Nursing program unveiled its brand new Mobile Medical Missions Van in late September. The van's presence guarantees the availability of more accessible healthcare in the Austin community.

It's no surprise that the Nursing program took the plunge to invest in this vehicle. After all, the program ranks fourth in the state's nursing programs. Director of the MSN program, Dr. Greta Degen, is excited about the endless opportunities the van will provide her students and the community, as having such a resource has been a lifetime dream of hers.

"Concordia is uniquely placed to do service in the community because of our mission and Christian background," Degen said. "In addition to that, we run our nursing program differently than other universities do."

So what is the Concordia difference?

"Typically, a student in a nursing program goes out to a site where a community nurse is already working," Degen said. "When I came on six years ago, it didn't seem students were learning much watching an overwhelmed community nurse doing their job."

Degen said she took a step back and collaborated with the department to find other ways for students to get their experience.

"We decided it fit better within our mission to become the nurse in the community for people who have no nurse," she said. "Not only are they role modeling what Concordia has to offer community but there's this one-on-one relationship with our students and the people who need nurses in their lives."

The van is equipped with the tools to complete free basic health assessments, such as a scale, blood pressure equipment, as well as an expertise among the senior nursing students to be able to answer any questions patients may have about their medications, nutritional education, or how to manage diabetes.

"Most of the vulnerable populations in Austin need a nurse," Degen said. "Maybe



▲ top Ribbon cutting for the Mobile Medical Missions Van was on September 28, 2018.

◀ left Mobile Medical Missions Van

it's mental health. Maybe they are struggling with complex medications. Some people aren't quite sure they should go see a doctor, but have symptoms. Others are dealing with managing chronic illnesses."

Although this is a huge leap for the Nursing program, Degen sees this as something more than that.

"The vision for me is that we make this not about just nursing, but about Concordia impacting the community," she said. "Maybe our case management students, mental health students, behaviorist students and future social psychologists are using it. There is just so much potential for dreaming."

Degen encourages those who know of local groups or agencies that might benefit from a visit from the medical van to contact the university at 512-313-3000 and ask for Dr. Degen.

"There are countless possibilities," Degen said. "We can take it to places like health fairs, food pantries, jails, local crisis centers and homeless shelters. Maybe we will take our own mission trip and take the van out in the future."



For the
oppressed,
a stronghold
in times of
trouble.
PSALM 9:9

909 was renamed **The Refuge: Here's Why**

BY GABRIELLA SWEENEY
CTX ENGLISH MAJOR, UNIVERSITY BLOG AUTHOR

The Bible verse, Psalm 9:9 (NIV) is “The Lord is a refuge for the oppressed, a stronghold in the times of trouble.” What once was called 909, is now called, “The Refuge.” As a student-run organization, we want to encourage the focus that the Lord is our refuge. The Refuge here at CTX is intended to be a safe place where students can come as they are.

College is a time for students to explore who they are, who others are and even how the world works. Many students grow up with a certain outlook on how life should be, how we should act, how others should act- without addressing how freeing the love of Jesus is. For me, college was an opportunity to start over this way of thinking. I had personally let fear control my way of living. Fear of failure, being alone and not being loved drove me to isolation and even depression. That driving force left me feeling empty. Jesus fills that emptiness.

The term “refuge” can be defined as a condition of being safe or sheltered from pursuit, danger or trouble, something providing shelter. Pursuit, danger, trouble; fear, depression, hopelessness. Jesus protects us from those. He shelters and loves us in a way almost unexplainable, immeasurable even. Jesus Christ is a refuge for the oppressed, a stronghold in the times of trouble.

When I entered college, I thought a house, home, financial stability and the people I hung around were my strongholds. They were my refuge. I believed these factors were going to be the reason I got to be happy. But inevitably, they would fail time and time again. However, there was always one constant for me; there is a greater God who loves me as I am.

INCUBATORCTX NEWS

INCUBATOR CTX HELPS HOPZERO FOUNDERS RETHINK NETWORK SECURITY



HOPZERO, among Concordia University Texas' first IncubatorCTX member companies, is revolutionizing the way companies think about protecting their data from security breaches. They have a different approach than most data protection programs.

“Our product acts as a virtual leash, preventing critical data from going too far,” Co-founder, Ben Haley, a 2012 Concordia University Texas MBA graduate, said. “While firewalls work to keep people out, our technology keeps that valuable data in.”

A software engineering professional veteran, Haley's life took a turn in 2009 when his company NetQoS was acquired by CA (formerly Computer Associates). After this transition, Haley wondered what made NetQoS successful, and what could they could have done better.

“That led me to Concordia's MBA program in 2010,” he said. “I wanted a convenient location, but I also liked the Christian leadership aspect of Concordia's program. Over the next two years, I worked on getting a more solid foundation by studying weekly with my cohort and professors to understand aspects of business that were foreign to a software engineer.”

A few years later, Dr. Lynette Gillis, Dean of Concordia's College of Business, asked Haley what his future goals were.

"I have always loved working with startups, and she asked me if I could help out with the Incubator starting up at Concordia," Haley said. "I decided to sign up as a mentor.

Eventually mentorship transformed into membership, and led to HOPZERO's admission into IncubatorCTX. HOPZERO founder Bill Alderson had recruited three partners, but they needed a central location to Lakeway, Steiner Ranch and Georgetown to collaborate. IncubatorCTX was the logical place to go. After its opening in May 2017, the HOPZERO team found entrepreneurial programming and access to mentor and business services to be beneficial.

HOPZERO completed the very first Venture Forth entrepreneurial boot camp, a partnership between Tech Ranch and Concordia, in November of 2017.

"I highly recommend the Venture Forth program as it makes you focus on the entire business, not just the product," Haley said. "You learn how to market it, sell it, etcetera."

His team also understood the benefit of utilizing CTX students.

"We knew having access to the Concordia MBA students who are excited to take on projects would be helpful."

Things are going well for the company. They were recently accepted into Capital Factory Accelerator, a program that gives Texas startups a competitive advantage in attracting talent, advisors, investors and customers.

Haley hopes to focus on sales and marketing next year. Today, HOPZERO performs network security audits and makes recommendations for clients, securing their networks using a process called HOPsnap. The company will soon complete development and launch the entire suite of security products, designed to obviate risk in networks of every size.



KUBOX FOUNDER USES CTX STUDENT TO REFOCUS MARKETING PLAN ON \$100 BUDGET

IncubatorCTX member-entrepreneur Darryl Kelinske dreamed up his product in 2012, and it was a good one. Industry experts have raved on the new Kubox, a collapsible, reusable shipping crate made of paper that can safely ship up to 700 pounds.

"We created the Kubox thinking about the issues people have when they are shipping something that a cardboard box isn't going to contain," Kelinske said. "When it isn't strong enough, the option were wood crates or metal boxes. I set out to create something in the middle of that."

He brought on aerospace engineers to craft the perfect product.

"Primarily made of paper, it actually is as strong as a wood crate," Kelinske said.

Kubox took off, and not in the market Kelinske anticipated.

"Originally, we thought we'd be shipping to consumers who wanted to ship something to their families, but our market turned out to be shipping for small companies with expensive, very creative and fragile projects," he said. "We were mostly selling to businesses shipping highly artistic and highly creative products, such as unique light fixtures."

Although Kubox was successful, Kelinske needed some work on the website and on accelerating product exposure and sales. As a member of the Lutheran church himself, Concordia University Texas' incubator was recommended to Kelinske.

"I needed to find help creating a marketing strategy on a budget of \$100," he said. "Colton Taylor, a CTX business major, helped me spend just \$80 producing my site. He was a rockstar."

Taylor also convinced Kelinske to change the Kubox tag line to "we're making crating simple for people who need to ship something special." While working with Kelinske, Taylor researched the shipping industry market, developed a measurable marketing strategy and created an integrated campaign with CRM and a dashboard.

"As an undergraduate, I wouldn't have gotten this kind of real-world experience anywhere else," Taylor said.

Kelinske will continue to utilize IncubatorCTX to help his business gain momentum.

"I have seen firsthand how Darryl has encouraged our CTX students to have 'stretch goals,'" said IncubatorCTX director Kristin Spindler. "They have worked diligently, expanded their comfort zones and grown as a result."

Kelinske is confident that Kubox will excel.

"We have had incredible success working with IncubatorCTX faculty and students," he said.



NOT JUST AN ATHLETE

CTX ATHLETE SERVES AS A BASEBALL
MISSIONARY DURING SUMMER BREAKS | BY ASHLEY SAVA



“Concordia is about being molded by the professors who are preparing us for real-world stuff.”

Jacob Gwynne, a junior infielder on Concordia’s baseball team, didn’t know if he’d ever play sports again after facing a severe injury in 2015.

“I was already committed to playing baseball at Concordia, but I broke my neck two weeks after I graduated high school,” Gwynne said. “It was a freak accident flipping in a foam pit for a work thing.”

Gwynne spent five days in a halo ring before undergoing neck surgery. He spent the next 14 weeks recovering with a neck brace.

“I knew I wasn’t going to be going to school that year,” he said. “I was told there was only a 50 percent chance I’d ever even be playing sports again.”

Although he couldn’t play baseball, Gwynne was sure he still wanted to be around the sport. He searched online and found an organization called Global Baseball Mission that not only allowed him to be around baseball, but to share the gospel all over the world. When he healed, he packed his bags and made the trip to Atlanta, Georgia to get involved with the organization.

“I got to spend time discipling for kids ages 12 to 18, and got to share the Word with them.”

His three-month mission trip evolved into eight months, and he even was given the opportunity to go to Vienna, Austria to spread player-focused development and the word of God with teenagers.

“My injury altered the course of my life in the best way possible.”

Gwynne started his freshman year of college one year later than he anticipated, but at the same university he committed to, and even as a baseball player.

“What I realized was that the Lord wasn’t ready for me to go to Concordia yet,” he said. “When I came here in 2016 as a freshman, I was able to play baseball and I love my experience here. This is a wonderful school with so many awesome places to make friends and grow in your relationship with Jesus.”

Although things didn’t go how Gwynne planned, he said once he was able to come to terms and accept his circumstances, things started looking up.

“I just had to understand it wasn’t in my hands,” Gwynne. “You can’t control everything and it’s just knowing that whatever is going on in the moment, the Lord will bless you. He’s the one driving the bus.”

Gwynne’s family played a huge role in his spiritual and emotional well-being during times of uncertainty.

“I have an identical twin brother and a younger brother who helped me,” Gwynne said. “My twin, Carter, took my injury very hard. He actually came out to Georgia with me that summer to play baseball, and it was there he gave his life to Christ.”

He also commended his parents for their love and support.

“They were rock stars through the whole thing. When it came to

taking care of me financially or emotionally, they supported me throughout that whole endeavor.”

Next summer, Gwynne plans to bring the Global Baseball Mission program to Cambodia. The organization is already in the process of raising the funds.

“I would recommend a gap year for anyone who can fill their time with something meaningful,” he said. “Nothing in my life would be the same if these things didn’t happen to me.”

Today, Gwynne is a History major and an Education minor. He plans on pursuing a career in teaching or coaching, but is open to whatever God has in store for him. He is also a bass player at The Refuge. He’s been playing since age 12.

“Concordia is about being molded by the professors who are preparing us for real-world stuff,” he said. “It’s not just show up to class and leaving, it’s that personal connection to faculty.”

As far as baseball goes, he will never again take for granted the ability to play. He is particularly impressed with his team’s talent and family-oriented approach.

“My teammates are a big reason to why our baseball team flourishes,” he said. “We’ve had a lot of success because of the brotherhood we have on the team. We truly are on each other’s team, so that aspect is a huge reason as to why we have a lot of people coming to Concordia to play ball.”

TORNADO

FALL 2018 SPORTS RECAP

BY JOE FISHER
SPORTS INFORMATION DIRECTOR

AUSTIN, TEXAS – The Concordia Texas fall sports teams, including men's and women's cross country, soccer, golf, tennis and volleyball are wrapping up their regular seasons and preparing for their respective conference tournaments.

MEN'S SOCCER

The men's soccer team is headed to its fourth straight American Southwest Conference Tournament as they near the end of their regular season with a record of 8-5-1 (7-3 ASC). The Tornados went 5-1 at home and secured a top-four seed after having their best start in conference play in program history. Omar Aguirre has led the charge for CTX, scoring 10 goals on the season, the second-most in a single season in program history while also leading the team in assists with five. He now has 18 goals in his career, the second-most by a single player in school history. Rob Oakley has made his presence felt as goalkeeper, recording five shutouts on the season and now is the all-time leader in shutouts in program history. Aguirre, Oakley and the Tornados will close out their season against Sul Ross State before bidding for their first conference tournament title.

effort, relying on a multitude of scorers. Savannah McHam, the freshman out of Burnet, Texas, leads the team with five goals on the season, while a trio of players, Kaycee Moore, Cayla Gonzalez and Pamela Lasprilla each have four goals. Goalkeeper Shelby Franco, meanwhile, has been a star in goal, posting three shutouts on the season. Freshman Emily Newton has also been a force for the Tornados, leading the team with five assists on the year. The team will face Sul Ross State and await their opponent for the ASC Tournament quarterfinals.



WOMEN'S SOCCER

On the women's soccer side, CTX is headed to its ninth-straight conference tournament after a 6-8 (5-5 ASC) season with one game left to play. The Tornados have played with a team



VOLLEYBALL

The Concordia volleyball team has also had a stellar season, standing with a 16-9 (10-3) record with two regular season games left to play. The Tornados have clinched a ASC Tournament spot for the second straight season, after they had a six-match win streak and have recorded 13 straight-set wins on the year, the most for the program since 1999. Additionally, the 10 wins in conference play are the second-most in school history. CTX is led offensively by Marissa Stinson and Tristyn Massey. Stinson, a junior

from Pearland, Texas, has a team-high in kills with 251, blocks with 64 and a .399 attack percentage. Her .399 hitting percentage currently ranks ninth in all of NCAA Division III. Massey, a junior out of Amarillo, Texas, has added 228 kills and a team-high 28 service aces in her first year with the Tornados.

CROSS COUNTRY

For the cross country program, CTX has been led by seniors Emily Villines and Dylan Zoch. The Tornados will run in the ASC Championship Saturday, Oct. 27. Villines, from Huntsville, Texas, will be looking to become the first four time First-Team All-ASC cross country runner in school history. The 2017 ASC XC Sportsmanship Athlete of the Year finished the ASC Preview in second place. Zoch, meanwhile, has been the top runner for the Tornados all season. Out of Giddings, Texas, Zoch grabbed a 16th place finish in the ASC Preview and has finished in the top-20 in four of the six races he has competed in this season. Following the ASC Championship, some Tornados will also participate in the NCAA South/Southeast Regional. Villines will attempt to become a three-time All-Region honoree in Rome, Ga. on Nov. 10.



MEN'S TENNIS

In men's tennis, the Tornados had a historic fall season, highlighted by freshman Joshua Bode. CTX competed in three tournaments as a team this fall while Bode, out of Austin, Texas, became the first Tornado in program history to advance to the Intercollegiate Tennis Association Cup after winning the Flight A Championship at the ITA Southwest Regional. By virtue of his

eightth place finish in the ITA Cup, Bode became the first Tornado tennis player to earn All-American honors since the program's inception. Along with Bode, Ethan Espiritu also won an individual title at the ITA Regional, grabbing the Flight E championship with back-to-back straight set wins.

For the women's tennis team, the Tornados fall schedule also consisted of three tournaments. CTX closed their fall season on a high note, winning two singles titles at the Doc Skogman Memorial Invitational. Alexis Popovich and Alejandra Rueda both won individual championships in their respective flights in the final tournament of the fall. Popovich, a senior out of Austin, Texas, won three straight matches in straight sets to grab the Flight D title. Rueda, a sophomore from Eagle Pass, Texas, won the Flight G championship by virtue of knocking off fellow Tornado Genna Elinwood in a straight set win.

MEN'S GOLF

The CTX men's golf program continues to impress, as they are currently ranked 24th in the NCAA DIII GCAA Coaches Poll. The Tornados finished in the top-three as a team in three of the four tournaments they competed in this fall. In addition, new Concordia men's and women's golf head coach Aaron Ford grabbed his first tournament win in the UMHB Crusader Intercollegiate. Seger Howell also won the individual title at the Crusader Intercollegiate, giving him eight individual tournament wins in his career. Newcomers Travis Skorheim and PJ Schmitz finished in second and third in the event, respectively. Schmitz, a freshman from Cedar Park, Texas, was also able to grab a third place individual finish in the Alamo City Classic to help CTX finish in second place as a team.

WOMEN'S GOLF

The women's golf program is also having an extremely successful season thus far. The Tornados earned top-three finishes in every tournament they competed in this fall, including winning the Alamo City Classic. The team victory was the first stroke play win in program history and the second overall win. Additionally, Makaela Lauritsen won the individual championship, becoming the first CTX women's golf player to do so since 2013. Lauritsen, a freshman from Lakeway, Texas, became the third player in program history to win an individual title. Madysen Milliorn was also solid this fall, finishing in the top-10 in all four tournaments she competed in. The junior out of Deer Park, Texas, finished in third place in the Alamo City Classic.





NEVER A "PAR"

FRESHMEN GOLF TWINS ARE DOUBLE TROUBLE ON THE COURSE

Justin and Travis Skorheim are fierce competitors, even with each other. The freshmen twin brothers came to Concordia University Texas together from Houston, and play together on the men's golf team.

"Concordia is semi-close to home, the class sizes are small, you get to know your teachers pretty well, and they have a great golf team," Justin said.

The brothers visited campus their junior year of high school after being referred by their coach, and knew it was the place for them. Although they hadn't discussed going off to college together, it worked out that way. They even share a dorm room together.

"We argue every day, he gets mad at me a lot," Justin said of Travis.

"I wouldn't say every day, but sometimes," Travis contradicted. "We lived together our whole lives, so it isn't that different living together in the dorm."

Having a father who was a former professional golfer meant Justin and Travis had a club in their hands as soon as they could hold one.

"We played baseball and hockey, too, but at age 11 we were getting serious about golf," Travis said.

Travis said they always were pretty competitive with one another, even playing for their high school golf team.

"It means we're constantly competing and having someone to measure up to," he explained.

Although they are fraternal twins, sometimes people do get them confused.

"A lot of people call me Travis," Justin said. "Some people say we look alike, some people say we look nothing at all like each other."

They aren't just playing on the same golf team, but they are sharing a major: Business. The two have a class

together this semester, and are bound to be enrolled in several other courses together in years to come. Although they aren't quite sure what they want to do after college, they know what they want as far as golf goes.

"I hope to play in as many tournaments as possible, and to play in the NCAA Division III Championships at the end of the year," Justin said.

Travis agreed and stated his desire to win at least one tournament individually, although he wouldn't mind seeing his brother win one.

"I would be happy and it would drive me to do better," Travis said.

But when asked which one was the better golfer, Justin and Travis said "me" in unison.

The brothers look to their father as their inspiration, and shared that they still are improving their skills from his teachings.

"My dad taught me everything," Travis said. "He's still teaching me. He's my swing coach, and I haven't finished learning from him."

They are also happy with the coaching they are receiving from Coach Aaron Ford.

"He's very hands-on in tournaments," Travis said.

Concordia has been a good fit for the Skorheims and they are glad they are here.

"Most kids might pick going to a bigger school, but a lot would probably find that they fit in better at a small school," Justin said. "You get more playing time and don't have to watch upperclassmen play for two years."

Travis agrees.

"Don't shy away from Division III," he said. "Going to school where you can actually play is what matters."

ALUMNI SPOTLIGHT

Caitlin Copeland, '18 FROM CAITLIN TO MISS COPELAND



Recent graduate Caitlin Copeland was a bit of a celebrity while attending Concordia University Texas. As a formerly conjoined twin who was separated from her sister, Emily, at 10 months old, the duo faced quite a bit of media publicity upon their graduation from Lutheran High North in Houston. The twins went their own ways for college, with Emily opting to stay closer to home and enroll at University of Houston. When Caitlin entered CTX, several of the students and faculty had already heard of her story.

Caitlin went into college knowing she wanted to use her talents for teaching and never went off course. She graduated this past spring with a degree in Education. It wasn't long before Redeemer Lutheran School offered her a position as a middle school English and world history teacher. Her dreams of decorating her future classroom and educating children were coming true, after all.

"I student taught at Redeemer while I was enrolled at Concordia, so I already knew a bunch of the kids and staff before I started officially teaching," Caitlin said.

However, the transition from Caitlin to Miss Copeland wasn't quite as simple as she expected. Although she spent the summer earnestly planning out lessons and getting her materials organized, not everything was as easy to map out as she anticipated.

"I thought since the students knew me from student teaching that it would

be a piece of cake," she said. "A lot of my challenge was relearning a dynamic that I thought I had nailed down."

As a planner, she has realized that you can't always stay on track, which can be a little difficult.

"But it's not about ticking the boxes on my end, but ticking the boxes on their end," she said. "I'm learning to say 'God, use me today however you want.'"

She is also using the school's theme to keep her class connected.

"The theme this year is 'Chased by Grace,'" Caitlin said. "I recently sat down with my class and said, 'I'm going to give you guys grace, but I need grace too.' I'm still figuring things out, and they know this, so we discussed what it means to show grace to others and to ourselves."

In a middle school world, Caitlin said the students are a lot harder on themselves than you might think.

"I told them that sometimes I am really hard on myself, and a few of the kids opened up and shared the ways that they are also hard on themselves."

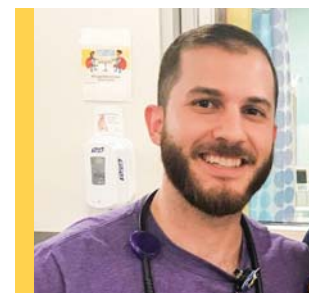
Regardless of the fact that some things were more complicated than she thought they would be, Caitlin felt very prepared for teaching on the technical side of things.

"I expected the grading to be constant and heavy and I knew how things were going to be on the relational end of everything," Caitlin explained. "Student teaching played a big part in this. It's important to pour all of yourself into that experience. You get out of it what you put into it."

Student teaching also let her experience the kind of teacher she would be.

"I work with the fact that I know I don't have that sort of commanding presence," she said. "I know that I'm more one-on-one with them, not the calling-out sort of disciplinarian. But as long as my students know who they are, and whose they are, I will feel like I've done my part as a teacher."

Daniel Salinas, MSN '16 CTX ALUMNUS TAKES ON TEXAS CHILDREN'S HOSPITAL



Daniel Salinas, a Concordia University Texas alumnus, is taking the world by storm as a Charge RN at Texas Children's Hospital The Woodlands. A 2016 MSN graduate, Salinas always knew he was meant for a profession where he could help others.

"Going into the medical field definitely is related to my personality of helping others, so nursing is a good fit," Salinas said.

Salinas said Concordia campus' welcoming atmosphere drove him to enroll.

"It feels like you are involved with everyone as a team, and you're not just a number at Concordia," he said.

One of the things that helped him feel prepared for his career was the amount of hands-on learning he was able to take advantage of as a student.

"The amount of onsite training and the skill-based curriculum helps you become a great nurse," Salinas said. "You become confident in your ability to work with equipment and communicate with others."

Salinas joined Texas Children's Hospital's Woodlands' brand new location this past April.

"It's a smaller ER, and it feels similar to a lot of the work I did in Austin," Salinas said. "Community-based, but growing, the facility just felt right when I accepted the job."

Eventually, Salinas strives to be a director of some sort. He is very interested in working for the pediatric ER, as well.

"Working with kids is second nature to me, and I enjoy the unique challenges that brings," he said.

Where Are They Now?

SEND US YOUR NEWS

We want to feature your incredible stories and celebrate all that our alumni are doing. Share your accomplishments and your vocation with friends and fellow classmates. Submit your alumni note at alumni@concordia.edu, and see it in the next issue of the magazine!



▲ *top left to right:* Lois “JoJo” Schroeder Bohot, Cynthia “Cindy” Klenk Woodlee, Elisabeth “Lis” Kugel Behrend Bennett and Eva Schmidt Zoch

▶ *lower left to right:* Marlene “Mouse” Bellhorn Tesinsky, Jane Pedersen Klauser, Janet Socha Kasper and Lois Johanningmeier Thies



Golden Girls of 1960-1962

Concordia Austin alums, eight classmates from 1960-62, self-proclaimed The Golden Girls, gathered in April, 2018 at Big Cedar and Paradise Point along Table Rock Lake in the beautiful Missouri Ozarks. Sharing memories of our time in Austin, with laughter and sorrows, we reminisced about our college days, our families, faith walks and our lives since 1962! Plus, we enjoyed many area attractions and amenities at our lodge. Alumna included Lois “JoJo” Schroeder Bohot, Cynthia “Cindy” Klenk Woodlee, Elisabeth “Lis” Kugel Behrend Bennett, Eva Schmidt Zoch, Marlene “Mouse” Bellhorn Tesinsky, Jane Pedersen Klauser, Janet Socha Kasper and Lois Johanningmeier Thies.

1960s

Rev. Thomas Handrick ('69) is enjoying retirement with wife **Sally ('68)** by his side. Tom serves dual parishes at St John's and St Peter's Lutheran churches in Evansville, Illinois, travels and loves spending time with his kids and grandkids. CTX is looking forward to Tom leading worship at Concordia Crossing in March 2019.

1970s

Jana Abram Hartley ('71) and Rev. Tom Hartley ('70) have retired and moved to Cayman

Island for Jana's teaching position at Cayman International School. Tom keeps busy as a substitute, volunteering for Hospice, and taking acting classes. They are loving life on Seven Mile Beach and the school is everything she had wished for.

1980s

James Rockey ('85) – continues to lead Amazing Grace Lutheran since the congregation's birth 11 years ago. This fall they are opening an Early Learning Center for

Infants through Pre-K debt-free, all to the Lord's glory. James was also elected as the third vice president of the Florida-Georgia District during the June Convention.

1990s

Laura Heise Diamond ('95) helped found and is now a partner in the law firm of Dalrymple, Shellhorse, Ellis and Diamond, L.L.P. Ms. Diamond has practiced administrative law and health law in Austin since 2005. She can be reached at ldiamond@dsedlaw.com.

2000s

David N. Butterfield ('00) has been appointed a Financial Representative by Northwestern Mutual. He will be associated with the Deerfield district office of Northwestern Mutual - Chicago. In providing financial planning and retirement planning services, Butterfield joins a network of specialists who provide expert guidance and innovative solutions for a variety of financial needs and goals.

Janna Tipton Weiss ('05) and Ken ('02) Weiss welcomed their first child, Jaxson Kenneth, on April 27, 2018. All are well and thankful for the miracle of God's creation.

Karl ('06) and Ashley ('06) Biggs Ashcraft are thankful for the birth of son Silas on September 9, 2018. Silas joins daughters Allie and Ellie in the growing Ashcraft family.

2010s

David Saams ('10) serves as a casualty broker at RT Specialty in Dallas. Last November, David married Alexandria. The couple recently settled in Rockwall, Texas and in November are expecting a son, Henry.

Ben Haley (MBA '12) has co-founded a network security startup called HOPZERO, utilizing IncubatorCTX and working on marketing efforts with fellow alumna Cindy Villanueva.

Nichole Beaver Perez (MEd '12) accepted a Call to become Principal at St. Paul Lutheran School in McAllen, Texas. Nichole and husband Roy recently relocated to Texas from northern Iowa.

Alec Carter ('12) and Kendyl Winkler Carter ('13) welcomed their first child in May, Hudson James.

James Headrick ('13) was married at Pecan Springs Ranch near Dripping Springs on June 23, 2018. He and wife Melinda reside in North Austin.

Lauren Browning Price ('13) and husband Ben welcomed their first child, Henry Thomas Price on April 9, 2018. The prices reside in Austin, where Lauren serves as a Senior Client Success Manager with Blackbaud Corp and Ben as a CPA with CD Bradshaw & Associates in Georgetown, Texas.

Rachel Ferry ('13) married Kyle Thoms on September 2, 2018 at Concordia University in Ann Arbor, Michigan where Rachel serves as Manager of Campus Communications and Kyle as Assistant Athletic Director. They live near campus in Ann Arbor.

Lauren Moore ('15) began a new role at CTX on September 17, 2018. Lauren serves as Events Coordinator for the university and provides oversight and organization for internal and external gatherings on campus.

Tristan Tully ('17) has started a new venture called Singlebox. Singlebox picks up your unused belongings and stores them at a local warehouse so you can get your boxes back at any time.



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