BETTER TOGETHER

Xavier students embrace the College mission in Peru—finding friends and improving lives along the way.
The College of Professional Sciences has ‘the stuff that dreams are made of.’ Your gifts to the College go a long way toward helping our students achieve their goals by:

**PROVIDING** financial aid and tuition support for students.

**ENSURING** programs in the College are able to grow and expand.

**SUPPORTING** students by providing practicum, field placement and residency opportunities.

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I AM VERY PLEASED TO WELCOME YOU TO THE COLLEGE OF PROFESSIONAL SCIENCES’ INAUGURAL ISSUE OF COMMUNITAS.

My name is Paul Gore, and I am honored to be the new dean of this vibrant and diverse college. Formerly known as the College of Social Sciences, Health, and Education, the new name reflects our ongoing commitment to providing the highest quality academic and community-engaged preparation for entry into a growing number of professions—and doing so in the Jesuit Catholic intellectual tradition.

The name Communitas was chosen for the magazine because it captures the College’s emphasis on learning, serving and achieving together—as a community of learners, educators, scholars, practitioners, alumni and citizens.

Our lead story describes the history of our College. It is a story of change, evolution, leadership and responsiveness to societal needs. Although the College has a relatively brief history (circa 1980), many of the degree programs in the College go back almost 70 years, and our preparation of military leaders goes back even further (see story, page 8).

Our second feature is a story of community health and wellness and describes how students and faculty in the College are reaching across academic and practice boundaries to promote a healthier world. The interprofessional communities forming among our undergraduate and graduate students and faculty represent the cutting edge of Population Health efforts being embraced by today’s health care systems.

Our third feature celebrates the 50th anniversary of the College’s commitment to Montessori education and describes the influence of these programs in our local and international communities. Also mentioned in this story is the Montessori Institute’s exciting efforts at Xavier University to explore the use of Montessori pedagogies in the care and thriving of adults suffering from dementia.

Our final feature story describes an innovative community partnership established by our Department of Criminal Justice to promote student learning. Students in this major pursue careers in law enforcement, crime-scene investigation, constitutional law, rehabilitation and treatment. This story describes the innovative ways the faculty ensure that students have a good perspective about the people in the community they will serve. I am very pleased to report that efforts to provide the same experience with incarcerated women is moving forward thanks to our partners at Talbert House in Cincinnati.

In the remaining stories, you’ll read about the amazing generosity of our benefactors and alumni, the significant accomplishments of our students and faculty, and exciting new programs such as our new undergraduate degree in Exercise Science and graduate degrees in Athletic Training and Health Economic and Clinical Outcomes Research (HECOR). The College is thriving!

As an alumnus or friend of Xavier University and the College of Professional Sciences, you are part of our history. After reading about the learning, service and accomplishments in the College, I hope you’ll choose to be a part of our future as well. Our success depends on you. Whether you serve as a mentor for a student, a preceptor for a clinical placement or simply share with us your current status, we welcome your involvement. Communitas is our way of reaching out to you, an invitation to reconnect with your Xavier University community. Our email is professionalsciences@xavier.edu. I hope to hear from each and every one of you in the months to come.

Paul Gore, PhD
Dean, College of Professional Sciences
The name of Xavier University’s College of Professional Sciences is new, but the College’s mission of preparing men and women for professional leadership and service dates back decades, prior to some programs being an official part of the University. Xavier’s tradition of service to others is deeply embedded in the College’s core mission as its 18 schools, departments and centers work together through interprofessional collaboration and community-engaged learning to prepare students for a rapidly changing world.

“We are excited to be so well-positioned to affect positive and systemic change in the lives of those we serve at Xavier and in our local and regional communities,” says Paul Gore, who recently started as the College’s new dean.

The College, which awards almost half of all degrees granted at Xavier, dates to 1980, when Xavier acquired Edgecliff College, a women’s college run by the Sisters of Mercy which was founded in 1935 as Our Lady of Cincinnati College. Located a few miles from Xavier, it functioned as Xavier’s sister school when Xavier was all male.

Though both schools were co-ed by the time of the acquisition, Edgecliff had long educated women to succeed in female-dominated service professions such as nursing and social work. After the acquisition, those programs, plus art, music and theater arts, were absorbed into the University as Edgecliff College.

In 1984, Xavier reorganized from five colleges to three to better serve its students and its mission. The College of Arts and Sciences and the College of Business Administration continued, but Edgecliff’s art, music and theater arts departments joined the College of Arts and Sciences. The remaining programs in nursing and social work joined with the Department of Education and other programs to form the new College of Professional Studies.

The name emphasized the mission of preparing students for the service professions with a grounding in Jesuit values. Just four years later, the College was renamed the College of Social Sciences, retaining programs in nursing, social work and education but also adding political science, sociology, psychology, criminal justice and health services administration.

Under Dean Neil Heighberger’s leadership, the 1990s saw growth in the College’s graduate programs, including new programs in nursing and occupational therapy. In the early 1990s, the Montessori program in the Department of Education expanded its teacher training to Korea and later Taiwan. And in 1997, the Ohio Board of Regents approved Xavier’s first doctoral program—a PsyD in clinical
psychology. To this day, the College hosts all three of the University’s doctoral programs.

Because differing requirements for licensing made it difficult to find synergies between academic programs and those emphasizing professional careers, sociology and political science eventually moved to the College of Arts and Sciences. In 2007, to emphasize the different fields of study in the College, the name was changed again to the College of Social Sciences, Health, and Education.

Under the leadership of Dean Mark Meyers, the College expanded programs in education and nursing and created the Department of Sport Studies. Soon after, the College began reconsidering its identity and mission because of two main concerns: that higher education should be an investment in students’ professional futures as well as personal development, and students should gain values capable of sustaining them in a rapidly changing world.

With the College well-poised to respond to these two developments, leaders embarked on a process in 2014, led by interim Dean Sr. Nancy Linenkugel, to refresh its identity and discover elements that unite programs across the College. They found at its heart a commitment to improving health and education in all departments and programs, offering opportunities for cross-disciplinary learning and collaboration.

The yearlong process led to its new identity as the College of Professional Sciences, a name that recalls its early mission to prepare students in a way that emphasizes the common mission, promotes collaborative learning and fosters professional growth that seeks to change—and serve—our world.

Clockwise from left: Tom Kennealy, SJ, now library archivist; Master of Health Services Administration graduating Class of 1961; Montessori staff Rosemary Quaranta and Gina Lofquist in China; occupational therapy students in lab; Our Lady of Cincinnati College, later acquired by Xavier as Edgecliff College.

### The College’s degree programs began as early as 1935, evolving into those listed here.

#### CRIMINAL JUSTICE
- 1970: Criminal Justice (BS)(MS)

#### EDUCATION
- 1948: Childhood Educ. (MEd)
- 1948: Educ. Admin. (MEd)
- 1948: Secondary Educ. (MEd)
- 1965: Special Education (MEd)
- 1966: Montessori (MEd)
- 1969: Literacy (MEd)
- 1972: Sport Admin. (BS) (MEd)
- 1994: Special Educ. (BS) (MEd)
- 2014: Leadership Studies (EdD)
- 2015: Montessori Online (MEd)
- 2015: Coach Educ. Online (MEd)

#### HUMAN RESOURCE DEVELOPMENT
- 1992: HRD Program (MS)

#### HEALTH
- 1953: Counseling (MA)
- 1958: Health Svcs. Admin. (MHSA)
- 1962: Psychology (BA) (MA)
- 1971: Radiologic Technology (AS)
- 1980: Nursing (RN-BSN)
- 1990: Nursing (ADN)
- 1992: Nursing (MSN) (RN-MSN)
- 1993: Occup. Therapy (BSOT)
- 1995: Nursing (BSN)
- 1997: Psychology (PsyD)
- 2002: Occup. Therapy (MOT)
- 2010: Health Svcs. Admin. (BS)
- 2013: Nursing (Post MSN/FNP)
- 2014: Nursing (DNP)
- 2015: Health Economic (HECOR)

#### MILITARY SCIENCE
- 1935: Military Science

#### SOCIAL WORK
- 1980: Social Work (BSW)
The statistics paint a bleak picture: the United States’ world ranking has slipped to 49th for quality of health; Americans’ life expectancy is only 78 years; our infant mortality rate hovers around six deaths per 1,000—in Cincinnati, it’s closer to 10; and we’re the fattest country in the world with an obesity rate of 35 percent.
HEALTH CARE EXPERTS IN THE COLLEGE OF PROFESSIONAL SCIENCES are working to make Americans healthier by using a “population health” model focused on wellness rather than disease-based approach. Paired with an “interprofessional collaboration” educational method, the combination emphasizes teaching across multiple health-related fields in order to have the greatest impact on improving the nation’s health.

The College’s goal is to prepare the next generation of health care professionals to work in the nation’s evolving health care system and address the goals of the nation’s Triple Aim—improve patients’ health care experiences, improve health outcomes and reduce health care costs.

“What that means,” says School of Nursing Director Susan Schmidt, PhD, “is society has to quit thinking that health is the absence of disease. We’re trying to reshape health care from its focus on illness to a focus on health.”

The solution, she says, is to change to a wellness model that reimburses providers and hospitals for keeping people—health care initiatives—improve patients’ health care experiences, improve health outcomes and reduce health care costs.

Interprofessional collaboration is aimed at keeping people healthy. When nurses, doctors, physician assistants, therapists, social workers, educators and pharmacists all work as a coordinated team, the quality of care improves, barriers to health care are removed, preventive care is received earlier and costs are lowered.

The College’s interprofessional education initiative has placed Xavier at the forefront of the population health movement.

“We’ve been recognized as leaders in this field,” says Schmidt. As a member of Ohio’s educational advisory board, she’s helping craft a population health initiative for Ohio.

“We’re part of a national movement to identify how to transform work sites to be interprofessional and how effective it is in meeting the goals of the nation.”

Interprofessional education, in place at Xavier for several years, is expanding. Faculty from nine health-related fields are coordinating courses, projects and educational experiences with the intention of bringing students together to learn about and value each other’s professions, communicate with other professionals to solve case studies and form teams.

One example is a course called Applied Interprofessional Collaboration that brings students from nursing, health services administration, occupational therapy, psychology and special education to study together once a week. Athletic Training joins the course this year.

Another project requires students from nursing, health services, occupational therapy, athletic training, social work and radiologic technology to work together in teams to learn about each other’s professions. Now involving 260 to 280 students each year, the project is embedded in required courses. Students are assigned to teams that create short videos exploring their assigned profession. The videos are posted for students to view and write about in reflection papers.

“They learn how much their profession overlaps or interacts with others,” says Lisa Jutte, PhD, associate professor for Athletic Training. “So when they interact with other health care providers, they understand and communicate with them.”

The approach seems to be working. Survey results show that students’ awareness of other health care professions increases appreciably. “We need to be a team providing care for a population rather than individuals providing care for an individual,” Jutte says.

COORDINATING ELDERLY CARE

Last spring, about 200 students gathered in a large conference room at a Cincinnati rehabilitation center to consider the challenging case of an elderly woman of Middle Eastern descent:

The woman was in a hospital recovering from an infection and hip fracture and was being discharged to a nursing home. But the son, reflecting the family’s patriarchal culture, said she should go live with his sister. The sister didn’t think she could care for her mother because she couldn’t remember to take her medication, wouldn’t use her walker, and was forgetful.

What this woman needs, says Joan Tunningley of Xavier’s Occupational Therapy program, is a team of caregivers who know all aspects of her case. “That way, everyone reminds her to use her walker, knows she’s in pain and what medical care she needs.”

The exercise was led by Teepa Snow, nationally known expert on dementia care and interprofessional education. Since 2009, Tunningley and a team of health care educators at Xavier have organized the annual Interprofessional Teaming Symposium that features Snow teaching students at Xavier. It includes students from Xavier’s nursing, health services administration, psychology, occupational therapy, social work and counseling programs plus physical therapy students from other local universities.

During the symposium, Snow lectured about dementia care and the importance of interprofessional collaboration. Then, in mixed groups of about 10, the students explored the best resolutions for the woman’s case, while incorporating their various professional viewpoints. “The goal is to help students understand the complexities of dementia better and help them apply an interprofessional approach in a simulated practice,” Tunningley says.

The nursing students considered her medical needs; the occupational therapy students discussed the therapy required to remain at home; the social work and psychology students considered her mental health; and the health services administration students studied how to pay for her care. Their final recommendation: Leave the patient in rehab with continued support there and education to all family members.
GINA LOFQUIST ARRIVED AT THE CINCINNATI AIRPORT TO greet 21 Chinese educators flying in for a Montessori workshop at Xavier but soon found herself trying to calm a teacher whose luggage failed to arrive. One by one, her Chinese colleagues grabbed their bags off the rumbling conveyor belt and headed for the exit, but hers never appeared.

Despite the late hour, Lofquist accompanied the young woman, who’d never been out of China and did not speak English, to the baggage claim office, took her to the hotel hours later, and continued to field phone calls from the airline. Days later, the bags were found. A relationship was born.

“They realized we were there for them. It built trust instantly,” says Lofquist, director of the Montessori program.

The personal touch that kind of trust is built upon has been at the heart of Xavier’s Montessori program since its inception in 1965. Now celebrating the 50th year since the first students arrived, the Xavier Montessori Institute is positioning itself to become an even greater influence on Montessori education in Cincinnati and worldwide.

Today the Institute offers:
• Graduate and undergraduate degrees in Montessori teacher education plus preparation for teaching certificates, licensure and endorsements.
• A lab school for children ages 3–12 that also functions as a demonstration site for teachers.
• Professional training and development to benefit schools in the US and Asia.
• A selection of their own Montessori teaching materials.
• Research into the benefits of Montessori methods for people with dementia.

The relationship Lofquist developed with her Chinese counterparts four years ago led to a partnership with Central China Education with Heart...
Normal University for professional development and student exchanges that was just formalized in December. It’s part of a larger partnership that Xavier’s been building with China, helping develop Montessori programs to keep up with the growing interest in Montessori among Chinese educators. Beginning with South Korea, Taiwan and now China, Asia has for years looked to Xavier to provide that training, reflecting the University’s role as an international leader in Montessori teacher education.

Such potential in the Montessori program is what caught Lofquist’s attention when she came to Xavier looking to change her career path. She also fell in love with the Montessori method. Developed in Italy by Dr. Maria Montessori in the early 1900s, the method is a holistic approach that allows children to learn at their own pace and from each other. Lofquist earned her master’s in Montessori while working as a lab school assistant. She returned to Xavier in 1998 as a lab school teacher and later principal. In 2007, she became director of the teacher education program after longtime director Beth Bronsil retired.


That heart arrived at Xavier in 1965 with Hilda Rothschild, who had opened Cincinnati’s first-ever Montessori school. The new teaching method was catching on, and Rothschild realized they needed more teachers. So in 1965, she asked Raymond McCoy, then dean of Xavier’s graduate school, to start a Montessori teacher education program. She brought in Martha McDermott, who was at Ohio’s first Montessori school in Cleveland, to teach in the graduate program and the lab school.

Since then, Xavier has been at the forefront of Montessori teacher education nationwide. “Xavier was the foundation of Montessori,” McDermott said on its 40th anniversary. “The University took a risk.”

Xavier’s hallmark is its work to make Montessori education available to all children, beginning with the Cincinnati Public Schools, which opened the first public Montessori school in the country in 1975. Xavier, which added an undergraduate program that year, provided Montessori trained teachers to Sands Montessori, which still operates today. After Bronsil came in 1978, Xavier helped the district open four more elementary Montessori schools and the first public Montessori high school in the country, which operates today as Clark Montessori.

Xavier’s program stands out because its Montessori training is part of its degree programs. Others stand alone, offering only certification. Xavier’s program is rare, Lofquist says, making it a driving force in validating Montessori education on a national and international scale. “We were the first university program to embed Montessori the way we have. Our students get hired up immediately.”

Today, the future looks bright as the lab school expands to meet growing demand and new programs, including an online master’s degree, are added. Lofquist knows success hinges on building relationships—beginning with the children. “Last year another visiting teacher said, ‘The difference is your relationship with your children. And that’s really what it is. We have a relationship with children.”

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**Montessori Graduate Relies on Faith to Build Her Own School**

**When Kate Riley Graduated** from Xavier with a degree in Montessori education in 1998, she had no idea she would be opening her own school just two years later. But Holy Trinity Montessori in Nashville is in its seventh year, and Riley is amazed at its success.

“I tell people, be careful what you dream for,” Riley says.

Unlike Cincinnati, with its wide diversity of Montessori schools that teach every grade through high school, in Tennessee, Montessori schools are few and limited mostly to preschoolers. And they’re expensive, costing up to $13,000 a year. “It really bothered me that most people couldn’t afford it,” Riley says.

It led her to start thinking about opening her own school. Her goal was three-fold: offer a school that was affordable, make it Montessori, and include a nondenominational faith-based curriculum. She started a fundraising campaign, receiving support from the Nashville community that continues today.

Holy Trinity Montessori opened in August 2009 with 26 children in an unused building rented from a Lutheran church. Today there are 80 students, and Riley is about to break ground on a new building on 38 acres the school owns. Ultimately, she hopes to serve 130 students from age 6 months through eighth grade.

But none of this would be possible if Riley hadn’t failed a nursing exam and visited a career counselor her freshman year. “She had me take a personality test. It said I should be a teacher. I didn’t want to be a teacher.”

Then she visited Xavier’s Montessori Lab School and realized the counselor was right.

“I was floored. These kids were working on their own, learning and having fun. I changed my major that day and graduated with a 4.0.”

Riley credits her time at Xavier for the success she’s had with Holy Trinity. The education and experience she gained provided a foundation not only for her career, but for a blossoming school in Nashville as well.
MOST STUDENTS FILING INTO CLASS ARE WEARING BLUE. BUT IT’S NOT XAVIER BLUE. IT’S PRISON BLUE, AND THEIR CLASSROOM, taught by Cheryl Jonson, PhD, is in a state penitentiary about an hour north of campus.

Welcome to Criminal Justice 335, otherwise known as the Inside-Out Prison Exchange program. Started by Temple University in Philadelphia in 1997, this national program’s goal is to bring together Xavier students from the “outside” with prison inmates on the “inside” to build a better understanding between the two groups by studying crime, justice and related social issues.

In 2006, Christine Shimrock, then a graduate student in the Department of Criminal Justice, brought Inside-Out to Xavier. Now Shimrock works directly with Ohio’s prisons through the Catholic Church and is still teaching the course with Jonson, an assistant professor in the department. They teach the class at Lebanon Correctional Institution in the spring and Warren Correctional Institution in the fall.

“There are a couple of reasons why we co-teach it,” Jonson says. “It’s always good to have a couple sets of eyes in that class. But we also bring different perspectives. She works in the prison system doing ministries for the Catholic diocese, and I bring more of that research academic element.”

The Inside-Out program brings 12 undergraduate and graduate students together with 12 inmates to discuss topics such as the purpose of prison, the causes of crime, and the effects of crime on society.

“Instead of discussing the nuts and bolts of the criminal
justice system, because the inside guys understand that intimately, we talk more about the social justice issues surrounding the correctional system in the United States,” Jonson says.

Inside-Out has left big impressions on its alumni. Bryan Walther took the course in 2013 at Lebanon Correctional as an undergraduate student and remembers it vividly.

“The first thing waiting for us in the classroom was a circle of chairs with every other chair filled with a person from inside the prison,” Walther recalls. “I never felt more nervous walking into a classroom in my life. But over the course, it almost felt like any other discussion-based classroom. All of the classmates had respect for each other and their opinions, and we went on a journey together to further help each other understand the criminal justice system.”

“All of the classmates had respect for each other and their opinions, and we went on a journey together to further help each other understand the criminal justice system.”

Now Walther is studying for his master’s degree at Xavier and works at the Hamilton County Justice Center. His time in the classroom has fostered a more sympathetic view toward his new co-workers.

“After going through this class, you learn how other people on the inside think, and you learn that there is very little separating their goals and dreams and our goals and dreams,” he says. “The problem for them is that their goals and dreams will be a lot more difficult to achieve after being locked up.”

As the Inside-Out program completes its 10th year at Xavier, Jonson hopes it will grow and expand. One way is by adding facilities that house women. Currently, students only attend prisons that house men.

“Because the pathways toward crime for women are different than for men, such an expansion would not only allow Xavier students to gain another view on crime and its causes, but it would also provide opportunities for more students to experience prison from the inside out.

**DID YOU KNOW?**

**THE MASTER OF SCIENCE IN CRIMINAL JUSTICE CAN BE COMPLETED ENTIRELY ONLINE IN JUST 1 TO 2 YEARS.**

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**JUSTICE FOR KELSIE**

HRD GRADS USE CLASSROOM TOOLS TO TACKLE ‘NO SNITCH’ MENTALITY

Her name was Kelsie Crow, and she was only 17 when she died. Her life was cut short way too soon, but Cincinnati Police Chief Eliot Isaac and two of his staff, using their shared experience as Xavier students, hope her death can be the catalyst for the kind of change needed to solve murders and homicides like hers.

The key is convincing witnesses to come forward. The reality is that most don’t, falling victim to the “no-snitch mentality” out of fear of retaliation.

Wanting to break through this barrier, Isaac, Detective Jennifer Mitsch and Capt. Teresa Theetge used problem-solving techniques they learned in their Human Resource Development master’s program to create a program that offers support and protection for witnesses of violent crimes. The Witness Support Program, starting this spring, relies on community volunteers who advocate for witnesses and are provided tools to make their court experience more tolerable.

“It’s something that could really make a difference to overcome that ‘no snitch’ mentality that is pervasive in some of our communities,” Isaac says.

Witnesses often have no transportation or need day care. They miss work while waiting to testify. There’s no food, and when they walk the halls, they’re intimidated by friends of the defendant and their pictures are posted to Facebook. Up to 70 percent of Cincinnati homicides go unsolved even when the perpetrator is known, Mitsch says.

Kelsie’s death on April 4, 2015, was one too many for the detectives. Kelsie was at a Sweet 16 dance at a YMCA and was standing outside waiting to be picked up when someone not part of the dance started shooting. She and two other students got hit, but Kelsie was the only one to die of her injuries.

“There were about 100 people out there, and not one person will come forward to testify in court,” Mitsch says.

They realized the only way to address the issue is to change the experiences of witnesses who testify. The new program, supported with city funds, relies on volunteers to support each witness throughout the investigation and trial. Witnesses receive transportation, meals and companionship—and are never alone.

Isaac, who graduates in May, worked with Mitsch, ‘14, and Theetge, ‘15, to develop the new program, using management processes and other techniques from their HRD classes. Mitsch hopes Cincinnati’s program becomes a model, but for her, the real goal is “justice for Kelsie and all the others like her.”
WHEN STEPHEN CUNTZ WANTS A REMINDER OF HOW HIS Xavier education shaped him, all he has to do is reach for the scapular medal he still wears around his neck.

It’s a symbol of something that molded him into the man he is today—a college graduate, philanthropist, and president and CEO of BlueStar Inc., a global solutions distributor in Florence, Ky. He first received the scapular when he was a freshman on the Xavier football squad in 1972. A running back from West Chester, Ohio, he was not Catholic, yet his teammates embraced him and took him to Mass on Saturday nights.

He found a family at Xavier and a belief in the Catholic education that would shape him.

Five years ago, Cuntz made a gift of $250,000, earmarked for the Center for Catholic Education, which as part of the College of Professional Sciences, assists local Catholic schools in transmitting the faith and developing Catholic education.

“I had a public school background, and quite a bit of the curriculum at the time involved liberal arts,” says the 1976 accounting graduate who also earned an MBA in 1980. “A lot of the course load at Xavier did something for me that I never knew about education. It caused introspection. They made you think about values and where we fit in with our fellow community members.

“I always knew I was going to be a business person,” he says. “In a way that’s where my true education started. In the Jesuit tradition, the education part is critical—and you do a self-evaluation of where God fits in on a daily basis. It was critical to me. You learned about integrity and your moral compass.”

Center Director Michael Flick, PhD, says Cuntz’s support allows the center to fulfill its mission by collaborating with Catholic elementary and secondary schools in multiple ways.

“Our professional learning communities program is transforming Catholic schools by fostering collaborative student-centered learning in a caring and spiritual environment. In short, Mr. Cuntz is having a profound and lasting impact on Catholic schools and the future.”

The grandfather of four sees a lack of respect in public education today and wants to ensure that Jesuit educational values endure. “We need teachers to step up and teach. I saw that foundation at Xavier as critical to my outcome, and I’ve become an evangelist for anyone who wants a Jesuit education. I’m banging the drum!”

Cuntz, a first-generation college student, is a Certified Public Accountant who also serves as a mentor and on the Williams College of Business Economics Board. Since 2011, he’s also served on Xavier’s Board of Trustees.

“When you’ve been fortunate, when by the grace of God you have success, you start to wonder, ‘How do I make this world a better place?’…It feels really good to know that what you’re supporting will have an impact down the road.”
A few steps in the right direction can lead to the start of a successful career. You can help a Xavier student by sharing your professional experience, knowledge and skills.

xavier.edu/beamentor
Xavier graduate student Nikki King is combining her experience growing up in rural Kentucky with her education in health care administration to tackle the daunting issue of rural poverty. As an appointee to the new White House Rural Council, King and others are helping President Obama forge an executive order on childhood poverty and health care in rural regions across the nation.

“We're trying to figure out what form that takes because it's tricky finding a way to address it,” King says. “You have childhood poverty almost everywhere, and it never looks exactly the same.”

King, who graduates in 2017 with a Master of Health Services Administration, brings a unique voice to the Council. A child of Isom, Ky., King grew up in the heart of Kentucky's Appalachian country just south of where Lyndon B. Johnson announced his War on Poverty. She witnessed poverty up close.

“I basically grew up in one of the poorest areas,” she says.

King was recommended for the Council in August 2015 by her residency preceptor, Dr. Tim Putnam, CEO of Margaret Mary Health in Batesville, Ind. She worked under Putnam during her residency with the National Rural Health Association. Her education has helped her bridge the gap between experience and expertise and allows her to speak to the Council not only from personal experience, but also as a student.

“THERE aren't a lot of people who can speak firsthand about childhood poverty issues and also know about health care,” King says. “I'm the voice for native Appalachians who are tired of politicians and others thinking they know what's best for us.”

The group meets monthly via conference call and gathered for a meeting in Washington in February. Topics addressed so far include issues common to rural Appalachia and other rural communities, such as drug abuse, poverty, job loss and hopelessness, assistance programs that are inconsistently applied and utilized, and the realization that solutions must vary according to region and culture. The goal is to create national legislation to address issues of childhood poverty and health across rural America by the fall of 2016.

King believes through the Council’s efforts, impoverished communities will benefit most from reforms in hospitals and the health care system—something she's learning about at Xavier. “The biggest economic drivers now are hospitals because now that the coal mines are gone, they are almost always the biggest employers.”
COLLEGE PARTNERS WITH U OF ARKANSAS

Xavier continues to make a name for itself outside of Cincinnati, and it’s not because of basketball. The Xavier Leadership Center partnered with the University of Arkansas for Medical Sciences to provide leadership development courses for Arkansas’ Integrated Clinical Enterprise. The partnership utilizes the College of Professional Sciences to help develop the leadership, teamwork, communication and change management skills of the clinic’s physicians, nurses and administrators. The first course begins in April 2016 and is led by Xavier experts who engage participants either in person or through live-streaming. Participants attend six sessions over three months. Additional leadership programs are planned for fall 2016 and early 2017. This partnership is one of several ventures between the College and the Williams College of Business.

SEED MONEY FOR TEACHERS’ WORKSHOP

This summer, the inaugural Advanced US History Teachers’ Institute kicks off, thanks in large part to a $50,000 donation from Joseph Orndorff, friend of President Michael J. Graham, SJ, and father of MBA alum Tim Ryan. The departments of History and Secondary Education are hosting the workshop, which offers teachers—particularly those teaching Advanced Placement US History—the opportunity to meet, collaborate and learn with other teachers and Xavier history faculty and librarians. The gift was unexpected. “Mr. Orndorff approached Father Graham with the idea,” said Mike Flick, PhD, chair of the Department of Secondary Education. “It will be used mainly to bring in speakers and provide scholarships for those attending the workshop.” Orndorff said he chose Xavier because it seemed like a good fit. “While most teachers teach, great teachers guide and inspire, which results in personal discovery and growth. Xavier seemed the proper place to begin this journey.”

OT STUDENTS REWARDED FOR THEIR SERVICE

Four Occupational Therapy students were presented the Community Contributor of the Year Award by the Down Syndrome Association of Greater Cincinnati for outstanding leadership and service. Drew Lonneman, Shannon Thomas, Julianne Werner and Karlie Wurm completed 30 service hours in 2014 as part of their program’s service-learning requirement. Their project was planning the Independent Living Retreat, which takes place each year on campus and gives adults with Down Syndrome the chance to visit a college campus and participate in social activities. The event was a success, but the students continued to help plan several other association programs including the annual Buddy Walk fundraiser and social outings for adults and children.

ROTC AT 100 YEARS

Nathan Lewis was proud to earn his master’s in policy management from Georgetown University, but it was the Jesuit education he experienced that was most transformative. And it caught him by surprise. Now the newly promoted and highly decorated Lt. Col. Lewis is bringing his talents to Xavier as the new chair of Military Science, allowing him to reconnect with that Jesuit influence at a pivotal moment for Xavier as it recognizes 100 years of military service. “I was completely overwhelmed,” Lewis said about his appointment to Xavier last fall. “My favorite part of Jesuit traditions is in charge of one of the most successful ROTC programs in the country, offering up to $200,000 a year in scholarship money. Known as the All For One Battalion, it also serves as the ROTC program for Miami University, Mount Saint Joseph University, Thomas More College and Northern Kentucky University and has earned 11 MacArthur Awards reserved for the top ROTC programs in the country. Lewis’ goals are to continue the reputation that Xavier has garnered as one of the nation’s best ROTC programs.
APPLYING PSYCHOLOGY TO STARTUP CAREERS

Katie Keller graduated from Xavier in 2014 fully expecting to put her psychology knowledge to use fashioning a career with a well-known company like Procter & Gamble. But an internship with a company that helps women entrepreneurs get their businesses started led to a career swerve that landed her in a Psychology Today story in December about non-traditional careers for people grounded in psychology.

In her new job as communications director for a Cincinnati start-up called Hello Parent, Keller finds herself relying on her psychology training at every level—and loving every part of it. As she told the magazine, her psychology background provided “exceptional communication skills and writing skills, which is extremely beneficial when trying to build a brand and company culture around an idea.” She uses her knowledge of industrial-organizational psychology in all areas of working with startups, including recruiting, interviewing and hiring employees.

The magazine story notes that Keller is a good example of how psychology majors are increasingly able to leverage their degrees for jobs in other areas, like startups. At Hello Parent, Keller proves that out as she is responsible for social media promotion, data analysis, customer relations and weekly blogging. And now that she’s living in LA, she’s adjusting well to performing her duties remotely. Keep up with Keller’s work and observations at helloparent.com.

MASTERS OF ATHLETIC TRAINING

Students who want to be athletic trainers now will earn a Master of Science in Athletic Training in a new five-year program adopted this year to meet increased requirements for athletic trainers to be certified. Xavier’s new program offers three options: A bachelor’s in Exercise Science, a bachelor’s in Exercise Science and a master’s in Athletic Training in five years, or a two-year master’s in Athletic Training. The revised curriculum takes effect in the fall of 2016. Students studying Exercise Science will be prepared for certification in health-related careers or to continue their education.

NATIONAL AWARD—BEST IN HEALTH EDUCATION

Xavier’s Master of Health Services Administration program was selected as the inaugural winner of the Ascension Award for Excellence in Healthcare Leadership Development given by the Commission on the Accreditation of Health Management Education (CAHME).

Department chair Sr. Nancy Linenkugel, PhD, the first alum to lead the program, said this means Xavier has the top graduate program in health care leadership development as it recognizes excellence in graduate health care management education within the accredited programs.

“We are thrilled,” she said. “Our program is one of the oldest in the country and has always stood for excellence. As one of only seven that still requires the full third-year administrative residency, we point to 92 percent of May 2015 graduates receiving job offers from their residency sites as partial evidence of excellence.”

FIRST PLACE LEARNING

Health Services Administration faculty members Rick Browne, PhD, and Eileen Alexander, PhD, won first place among 50 presenters in the poster presentation competition at the Association of University Programs in Health Administration’s annual meeting in Miami last June. Titled “Process Improvement Consulting Teams: Creating an Undergraduate Capstone Experience,” the presentation concluded that students prefer a service-learning approach over traditional lecture format. Their research compared two sections of an undergraduate process improvement and quality management course—one section taught via traditional lecture, the other using a service-learning format where course material was presented to support the main experience. The project focused on improving several prevention programs that were underperforming and underutilized by patients. They found that not only did students prefer the service-learning course, they also performed better on a test of their knowledge of course content.
CPR TRAINING FOR STUDENTS

Health Services Administration faculty member Dr. Eddie Hooker and four undergraduate students—Bren Mullins, Farris Khouri, Dan Brzezinski, Anthony Luster, and Drew Kaplan—trained 534 freshmen in cardiopulmonary resuscitation (CPR) and how to use an automatic external defibrillator (AED) during their Manresa orientation in August. This was the third year for the student-run program, appropriately named Xavier Has a Heart. Students are trained in the new compression-only CPR. The American Heart Association recommends rescuers no longer use mouth-to-mouth breathing or even to check for a pulse. The new compression-only CPR actually has an improved chance of successfully saving an adult with cardiac arrest, Hooker says. And everyone can easily be trained in compression-only CPR, Hooker says, noting that “you cannot do anything but good with compression-only CPR. The person has very little chance of survival without CPR, and any CPR is better than nothing.”

SERVICE IN GUATEMALA

HealthSouth, a nationwide rehabilitative hospital and home health care provider, recently recognized Xavier Occupational Therapy student Natalie Schultz for her service work in Guatemala. Not only does Schultz attend Xavier full time, she also juggles working eight to 20 hours each week as a rehab technician at HealthSouth Rehabilitation Hospital in Cincinnati. Over the summer, Schultz traveled to Guatemala with Xavier’s OT program to complete over 30 service-learning hours required for her degree. To prepare for the trip, she asked her employer for help and received three suitcases worth of donated supplies, including gate belts, wheel chair cushions, lap trays, and ice and heat packs.

“I told them about the project, and they started going through their closets,” she says. Schultz worked with Missionaries of the Highway, where she modified children’s wheelchairs to increase support and enable them to interact with others more comfortably. Schultz greatly values the experience she had working with children in Guatemala.

“It’s important to expose myself to a population in a different country,” she says. “Seeing how different cultures relate is essential to education, and hopefully I can bring what I’ve learned in Guatemala into populations in the US.”

ALUM RECOGNIZED FOR GIVING BACK

Xavier alumnus Kerry McGehee, Master of Health Services Administration Class of 1995, was named the 2015 Preceptor-of-the-Year in November in recognition of his significant service as an administrative preceptor through the MHSA program.

Part of the program requires students to complete an eight- to 12-month health care residency. Preceptors, typically health care executives, serve as mentors and facilitators, exposing students to a variety of both clinical and business operations.

Each year, Xavier MHSA faculty recognize an administrator who best represents the ideals of residency preceptors. This year, McGehee fit the bill. “Kerry continues to be a wonderful role model preceptor for our students,” said MHSA program director Sr. Nancy Linenkugel, PhD.

McGehee started working with student residents when he was a manager at the Mayfield Clinic. When he transferred to the Cincinnati Eye Institute, where he is now vice president of operations, he continued as a preceptor for Xavier students. Over 10 years, the Eye Institute has served four students and hired two of them.

At the November event, McGehee emphasized the importance of the residency program and remaining involved beyond graduation.

“It’s critically important for us to engage with high-thinking, high-capacity individuals, which you find in Xavier’s programs,” McGehee says. “A big portion of my job is to ensure success in leadership beyond my years. I do that by developing talent.”
**TRIPLE GRAD IS PRESIDENT OF MERCY HEALTH**

Michael Kramer, three-time Xavier graduate, was named president and CEO of Mercy Health West Market in December 2015 after serving as interim president and CEO since October last year. Kramer was part of the first class to enroll in the Bachelor of Science in Nursing program, graduating in 1999. From there, he went directly into graduate school at Xavier, completing master’s degrees in Business Administration in 2001 and Health Services Administration in 2002. He says his career got started with his Xavier education. “I am grateful for the opportunity to have gone to Xavier,” he says. “I really learned through my nursing program and MHSA program how to be a more comprehensive thinker.” For 13 years, he’s held various roles at Mercy Health, combining the clinical knowledge he gained from Xavier’s nursing program with the business side of his profession. “The Xavier University name in the health care industry is phenomenal, especially in the Cincinnati area,” he says. “The program was terrific.”

**COLLEGE READING CAMP HELPS CHILDREN**

Every July, a cohort of 30-35 graduate education students transform Xavier’s empty classrooms into learning spaces for nearly 150 local schoolchildren. With a little construction paper and lighting, a room in the A.B. Cohen Center becomes a jungle for first graders. Red and white curtains draped over the blinds create a circus for the second grade room. Fourth graders recite poetry on a makeshift theater stage.

Xavier’s Summer Reading Camp has two main purposes: to guide graduate students in the experience of literacy instruction, and to offer a space where local students in the primary, middle and upper-level grades can discover that reading and writing can be fun.

“The program really is one of Xavier’s hidden gems in terms of engaging students with the community,” says co-director and clinical faculty member Sally Barnhart. “The kids come back year after year, and the graduate students learn so much from working with them. It’s so popular that about 75 percent of the kids have been through the program more than once.”

Started more than 35 years ago, one of the biggest reasons for the program’s success, says Barnhart, is that teachers-in-training benefit alongside kids in the community. Under the supervision of Barnhart, graduate students get to know each child’s strengths and weaknesses. Then, together, they create an individual reading plan based on their unique needs. All of the materials introduced, practiced and reviewed are based on the Language Arts Curriculum K-12 and are developed from the Ohio Department of Education guidelines.

Co-director Rita Bitzer went through the program as a graduate student at Xavier. The firsthand experience of working with students, she says, helped her develop and grow as a teacher. “It’s a powerful experience,” she says. “It helped refine my teaching of reading, writing, speaking and listening skills, all while exposing and engaging children with wonderful literature and showing them that reading, listening and writing is fun.”

**BIG DIG FOR DATA**

The more we know, it seems, the more there is to know. Take Big Data, for instance. As the mountain of information about the nation’s health rises, so does our need to know what it says about us. Last fall, Xavier responded by creating a new academic program, the Master of Science in Health Economic and Clinical Outcomes Research (HECOR), in partnership with the data analytics firm, CTI Clinical Trial and Consulting Services. It’s a partnership that just makes sense, says HECOR director and assistant professor Eileen Alexander. As she explains, the 2009 federal stimulus package gave hospital and health care systems money to switch to electronic records, which greatly increased the amount of health data available. Then, the Affordable Care Act and the Centers for Medicare and Medicaid began requiring providers use data to improve outcomes. The huge data sets offer more information about what really works to make people healthier.

“After we’ve done all these clinical trials, and the FDAs approved drug protocols and devices, our job is to apply them to real people to see if they’re working,” she says. “We have the opportunity to improve outcomes on a scale we’ve never had before.”

The HECOR program is one of two new graduate programs designed to bridge the employment gap between industry and data analytics. HECOR, in the College of Professional Sciences, was created in partnership with companies that need people skilled in data analysis, such as CTI, whose president, Tim Schroeder, an alumnus and Xavier trustee, is offering his business as a training ground for newly minted and professionally trained data analysts.
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Since 1948, Xavier has been preparing young professionals in the growing fields of education and health care. Today the future looks bright as the College of Professional Sciences:

- Is the largest at Xavier with 18 degree programs.
- Has the only 3 doctoral programs at Xavier.
- Posts a 96-percent career placement rate for graduates.

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