Sparks of creativity
Magnetic materials researchers Sam Liu and Don Lee win UDRI’s top award

University of Dayton Research Institute researchers Shi Qiang (Sam) Liu and Don Lee, who earned international attention for breakthroughs in permanent magnet technology, have won UDRI’s 2005-06 Wohlenben-Hochwalt Outstanding Professional Research Award.

Liu, a distinguished research engineer, leads the magnetic materials group, where Lee is a senior materials scientist. They will be recognized April 13 at the Research Institute’s annual awards banquet.

Their work will have a significant impact on the permanent magnet industry, a market that is expected to more than double in the next eight years as hybrid vehicles — which contain a significantly higher proportion of magnetic materials than traditional cars — grow in popularity. “Permanent magnet materials play critical roles in countless commercial and military applications, such as computer, automobile, communication, medical-imaging, power and navigation systems,” Liu said. “Every automobile uses 40 to 60 magnets, while the average American household uses 50 to 200 magnets. Creating a better magnet means creating a smaller, lighter and better electromagnetic device.”

In 2003 Liu and Lee developed a new type of rare-earth permanent magnet whose potential power level exceeded that of any magnet of its kind. These magnets include materials at the nanoscale (one nanometer equals one-billionth of one meter), and the breakthrough was significant because researchers around the world had not been able to successfully synthesize this type of bulk, textured nanocomposite magnet, which scientists believed would have great magnetic strength and be lightweight and highly durable.

Working with other UDRI magnetics researchers, the pair found a way to align nanometer-sized particles of magnetic materials that were anisotropic, or textured, with grains aligned in one direction — facilitating the magnet’s strength and durability. Since then, with the continued support of the Defense Advanced Research Projects Agency, the Air Force, the Office of Naval Research, the Army Research Office and the Department of Energy, Liu and Lee have achieved ever-higher magnetic energy levels that remain well ahead of nanocomposite permanent magnet energy levels reported around the world. Efforts are underway to transition their technology to industry for commercial use.

“Because of the many advantages of this new technology and the nanograin composite magnets developed at UDRI, such as high magnetic performance, low production cost, improved corrosion resistance, enhanced fracture toughness and improved thermal stability, it is highly anticipated that these magnets will have a significant impact on the magnet industry and our society,” Liu said.

Open house to mark 35th anniversary of Roesch Library

Roesch Library will celebrate its 35th birthday with an open house from 3 to 5 p.m. on Monday, April 3, in the library gallery.

UD obtained Title I funds from the Higher Education Act of 1965 to build the new library, which was finished in December 1970. Over that Christmas break, staff and student volunteers pushed truck after truck of books through the tunnel that connects Albert Emanuel Hall to Roesch Library.

The new building was “a work of dedication and love that was inspired by the presence of UD’s five Marianist librarians: Brother Frank Deibel, Brother William Fackovec, Brother Walter Kick, Father Theodore Koehler and Brother Raymond Nartker,” said Nicoletta Hary, curator of rare books and special collections.

The open house also launches National Library Week and celebrates National Library Workers Day. “We hope to not only honor Roesch Library’s anniversary, but to emphasize its place as the intellectual heart of campus,” said Heidi Gauder, coordinator of instruction and government documents librarian. “We will be honoring accomplishments of staff and students who have helped the library to grow over the years, making it what it is today.”

The University community is invited to enjoy cake and punch in the recently refurnished library.

Last issue of Campus Report for the year

This is the last print edition of Campus Report for the 2005-06 academic year. The next edition will be published on Friday, Sept. 6.

Campus News Digest, the weekly e-mail newsletter, will continue to be sent each Thursday afternoon. “UD Quickly” at http://www.udayton.edu/udq is updated weekly.

Cover photo: Junior Ellie Richards uses a grinder on her welded linear structure sculpture “Exit Strategies.” For more on student inquiry, exploration and creativity, see the Stander Symposium preview beginning on Page 4.
Heft to take leave to expand Institute for Advanced Catholic Studies at USC

McGrath named professor of faith and culture

For nearly six years, Father James L. Heft, S.M., has juggled two jobs, working full time as chancellor and professor of faith and culture at the University of Dayton while serving part time as president of the fledgling Institute for Advanced Catholic Studies at the University of Southern California.

This summer, he will take a leave from his UD post to move to Los Angeles to expand the institute through a fundraising campaign and continued research and programming in such areas as religion and violence, Catholic intellectual tradition, interfaith dialogue, and passing the faith to the next generation. Father Jack McGrath, S.M., has been named professor of faith and culture, a three-year appointment.

Heft will retain tenure at UD, where he’s taught since 1977, while becoming the Alton Brooks Professor of Religion at USC. He will maintain ties to UD by giving an annual public lecture, offering workshops on “hiring for mission,” developing a retreat for new faculty, and continuing to serve on the mission and identity committee of the board of trustees.

Brother Stephen Glodek, S.M., provincial of the Marianist Province of the United States, said the province supports Heft’s work to build an international center that supports Catholic scholars. “We believe it (the institute) has the potential to make an important contribution to the future of Catholic higher education in the United States,” Glodek said. “Your loss to one of our key Marianist ministries will be a gift to the entire Catholic Church in the United States.”

UD President Daniel J. Curran, who serves on the board of trustees of the Institute for Advanced Catholic Studies, said, “Selfishly, I’m sorry to see Father Jim leave the University of Dayton, even for a short time, because of all of his contributions to advancing UD’s Catholic, Marianist mission. On the other hand, I’m excited by his vision of developing an international community of world-class scholars committed to research on Catholic and interfaith issues.”

The center, when fully endowed, will be modeled after the country’s other four major research institutes — the Institute for Advanced Studies in Princeton, N.J.; the Center for Advanced Studies in the Behavioral Sciences in Palo Alto, Calif.; the Woodrow Wilson Center in Washington, D.C.; and the National Center for the Humanities in the Research Triangle in North Carolina. For a year, selected professors will reside at the institute, exchange ideas with other scholars and conduct research.

“Father Jim has been a prime mover in turning the vision of an Institute for Advanced Catholic Studies into a reality at the University of Southern California,” said USC President Steven B. Sample. “Bringing tremendous energy and creativity to this task, and now to the ranks of our professoriate, he is helping to establish a vibrant source of intellectual inquiry and spirituality for not only our students, faculty and the wider community of Los Angeles, but also for researchers from around the world.”

USC hosts a branch of Hebrew Union College and has a close relationship with a mosque that operates under the Omar Ibn Al Khattab Foundation. In many ways, it’s a perfect setting for Heft’s research.

The author of a book on papal infallibility and more than 130 articles and chapters on issues such as academic freedom and Catholic identity, much of his attention is not just a personal commitment but an intellectual experience. There’s a great need for this institute.”

March 31, 2006

Terence Lau named Supreme Court fellow

Terence Lau, assistant professor of business law, has been named the 2006-07 Supreme Court fellow assigned to the U.S. Supreme Court. He will start his appointment this fall.

Lau will be assigned to the office of the administrative assistant to the chief justice, which aids in administrative, policy and ceremonial responsibilities. Lau will brief distinguished court visitors on the workings of the American judicial system, as well as supervise the court’s judicial internship program.

The Supreme Court Fellows Program was created in 1973 by the late Chief Justice Warren E. Burger to provide a firsthand understanding of the judicial branch to individuals from diverse professions and academic backgrounds. Each year, four fellows are selected by a commission comprised of 11 members appointed by the chief justice. Fellows are assigned to work with the Supreme Court, Federal Judicial Center, Administrative Office or Sentencing Commission.

During interviews in January in Washington, D.C., Lau had his first opportunity to view the Supreme Court building and court inner chambers.

He said highlights included the panel interview. Lau said panel members were very interested in hearing of his past scholarship in law reviews as well as his efforts to deliver international opportunities to University of Dayton students. He also met Supreme Court Justices Ruth Bader Ginsburg, Stephen Breyer and Antonin Scalia and Chief Justice John Roberts.

Lau received a law degree from Syracuse University in 1998. He previously was an attorney with the Ford Motor Co. international practice group in Dearborn, Mich., and was director of ASEAN Government Affairs for Ford’s Asia Pacific operations in Bangkok, Thailand. He will take a leave of absence from teaching and return to the classroom in fall 2007.

For more news, see http://campusreport.udayton.edu

Teri Rizvi
Jane Goodall keynote to offer ‘Reason for Hope’

Jane Goodall, chimpanzee expert and conservationist, will present the Stander Symposium’s keynote address, “Reason for Hope,” from 9:30 to 11:15 a.m. on Wednesday, April 5, in the Frericks Convocation Center. Goodall’s presentation is free and open to the public, but tickets are required and are available online at http://www.udayton.edu/~ku/tickets.

Best known for her definitive study of chimpanzees in Tanzania’s Gombe National Park, Goodall is recognized throughout the world for her environmental conservation efforts. She was named by Queen Elizabeth as a Dame of the British Empire, was selected by U.N. Secretary General Kofi Annan as one of 10 United Nations Messengers of Peace, and she was recently inducted into the French Legion of Honor. She has been featured in numerous television specials and an IMAX film.

Goodall, who turns 72 on April 3, travels an average of 300 days per year, speaking about threats facing chimpanzees, environmental crises and her reasons for hope that the human race will remedy the problems it has imposed on Earth. She bases her reasons for hope on the problem-solving abilities of the human brain, the determination of young people, the indomitable human spirit and the resilience of nature — all factors that can be harnessed to ensure the survival of life on Earth. She continually urges her audiences to recognize their personal responsibility and ability to effect change through consumer action, lifestyle change and activism.

Goodall, who holds a Ph.D. in ethology from Cambridge University, is the author of The Chimpanzees of Gombe: Patterns of Behavior (Harvard University Press, 1986) and more than 20 other books, including a best-selling memoir, Reason for Hope. Her most recent book is Harvest for Hope: A Guide to Mindful Eating.

She is the founder of the Jane Goodall Institute based in Arlington, Va., which works to protect chimpanzees and their habitats, and has established community-centered conservation and development programs for villages in several African countries. The JGI Roots & Shoots education program, with groups in more than 90 countries, motivates youth from kindergarten through college through projects that benefit people, animals and the environment.

Above: Jane Goodall at JGI Ngamba Chimpanzee Sanctuary in Uganda, with Pasa, an orphaned sanctuary chimpanzee. (Goodall does not handle wild chimpanzees.) © JGI Uganda

For the calendar of Stander Symposium events, see http://stander.udayton.edu. For previews of some student research that will be presented, see Pages 9-11.

Afternoon at the Stander

An afternoon at the Stander Symposium is like a daytrip to a world-class museum. No matter how hard you try, you won’t be able to see it all.

Take in all you can between 1 and 6 p.m. on Wednesday, April 5. More than 150 student posters will be displayed. Faculty have proposed more than 80 different activities, including panels, performances and presentations.

Here’s a sampling of the intriguing topics:
- A Short-Haired Hippy and a Guy with a Cape: Catholic Personalities in American Pop-Culture
- Child Soldiers in Northern Uganda: The Hidden Conflict
- Smart Memory Module for Hardware Garbage Collection in Java
- It Was a Drive-by Bible-ing
- Forbidden Pebbling Numbers
- Energy Efficiency of a Straw Bale and Solar House
- Overconfidence: I’m Sure What I Know and What You Know, Too
- The Exclusive Language of Laguna Beach: Do You Love It or Are You Donzo?
- Add to it the UD Ethics Bowl, the Horvath Exhibit, the Issues Forum ... and it’s still just scratching the surface.
University expands first-year learning-living communities to enhance student learning

The University of Dayton’s strategy for integrating learning and living will shift into high gear this fall when entering first-year students take up residence in learning-living communities linked with their interests and/or major.

The program, which was piloted with four curricular learning-living communities in the College of Arts and Sciences in fall 2005, will expand. This year, all first-year students, as part of the enrollment confirmation process, will rank their preferences among various curricular and thematic living communities.

This new approach to assigning housing has occasioned some frequently asked questions among faculty and staff who are working with accepted students and families.

Q: Why group first-year students in learning-living communities?
A: The goal is to enhance student learning. The University integrates academic and residential learning by grouping students who share some general education courses or other interests in common. Research shows that learning-living communities help improve grades and study habits and contribute to greater student retention. In addition, programming in the residence halls can reinforce learning in the classroom. Guest lectures, film series, excursions to arts events on and off campus are some examples of co-curricular programs that have taken place.

Q: Hasn’t UD always had things such as “the engineering floor?” How is this different?
A: UD has for many years had special-interest floors in residence halls, such as...
Some students complained about a particular course; some, about a program. Others, about the lack of diversity on campus or the cost of attending UD.

But students who took part in two focus groups to assess their experience in pilot first-year learning-living communities did not complain, even when prompted, about one thing — participating in a learning-living community.

The focus group research was reported in a midterm assessment summary compiled by Paul Benson, associate dean of the College of Arts and Sciences. Although most data to assess the pilots will not be available until May, the early data points to positive results.

The pilot learning-living communities have, according to the report, five goals:

1. Students will perceive their learning-living community as making a significant, positive contribution to their academic work.
2. Students will regularly study together or discuss course-related material with others in their learning-living community.
3. Students will communicate with their professors outside of class, both face-to-face and by e-mail.
4. Students will perceive that their learning-living community aided their social transition to the University and fostered a sense of community on their residence hall floor.
5. Students will report a high level of satisfaction with their decision to attend UD.

The focus groups done by the time of the report indicated positive results for all five goals.

First, the “students … stated unequivocally that the relationship between one or more of their fall term courses and their residence hall floor made a substantial difference to the academic environment of their floor.”

Second, the students all said they quickly formed study groups and discussed course material.

Third, they reported face-to-face and e-mail communication with faculty members. “To a person,” the report said, “all these students commented on the ready availability of UD faculty.”

Other than the academic environment on the
living communities achieving goals
of being able to form friendships
reported that they were very happy
and cross those lines. Their education was whole somehow; this
issues from classes spilled over into them. I heard freshmen
you hate about Core?”

Flores, who is coordinating and
crossed students “who are not particularly well-prepared for
counties jail to help them prepare for the GED. The students, Conniff
said, “heard a presentation from the student service group, did the
orientation, organized transportation.”

Continuing and expanding learning-living communities
presents some logistical challenges related to scheduling and coordina-
tion. The report also takes note of another finding from the focus groups:
Students “noted that it will be difficult to communicate to prospective
students why learning-living communities are so advantageous.”

—Thomas M. Columbus

Positive results: students are more engaged,
and enjoy working together
with trepidation an upcoming
tied, students pointed to the benefit of being able to form friendships
and living and learning, students perform
better academically.”

—Deborah McCarty Smith

Another large group in the social justice learning-living community
is working with Patterson-Kennedy Elementary School; others, with
the Dayton Early College Academy.

Conniff also believes the students work harder. And he thinks this
will lead to better writing “not because we are doing anything fancy
but because they are writing about something they care about, something
they are invested in.”

Of the Core learning-living community, Inglis said, “It blows
me away how they shut down their floors for study purposes. It
was hard to imagine students, except maybe engineers, doing this.”

One outcome Inglis has observed: “I get more requests
now from students applying for upperclass scholarships. I
think it’s partially because they are sharing information with
each other.”

Another group being helped, according to Inglis, are
those students “who are not particularly well-prepared for
college and find themselves in a sink-or-swim situation.
Helped by friends, they improve their reading, writing and
study skills. Many of those who entered UD less prepared are
choosing to continue Core for the second semester.

“The reason is not the teachers. It’s the students.”
—Thomas M. Columbus

As possible. Roommate assignments
will be made by Aug. 1.

Q: Why do some students have
more options than others?
A: Students’ majors or programs,
in some cases, will determine which
communities they are eligible to con-
sider; therefore, not all options will
be available to every student.

Q: What if students haven’t
declared majors? How do they select
a learning-living community?
A: Most of the learning-living
communities are not tied to a major.
All the learning-living communities
are described on the admission Web site. Students should read the
descriptions and try to select those
that sound most interesting.

Q: Is there any easy way to
explain to students how they will
be assigned to a learning-living
community?
A: You do have to know a lot
about the process and about a par-
ticular student to answer questions.
A student’s major, participation in
Core, Honors or other programs,
his or her preferences among the
curricular and thematic learning-living
communities and the date he or she
selects course preferences through
Virtual Orientation are all factors that
must be known and considered.

In the end, it may help to remem-
ber that however random or inten-
tional housing and roommate as-
signments may be, “We have a pretty
magnificent record of producing
graduates who rave about this place,”
according to William Schuerman, vice
president for student development.

“The vast majority of our students
will have a wonderful experience, no
matter which residence hall they are
assigned to. And the data show that
if you’re intentional about connecting
living and learning, students perform
better academically.”

—Deborah McCarty Smith
Students find learning and living together adds to their experience

When Sara Robertson looks down the hall from her room in Marianist, she doesn’t see just hallmates — she sees classmates.

Robertson and her hallmates, all first-year students, take several courses together as part of the social justice learning-living community, and she said it adds a lot to her experience in class and in the residence hall.

“We all live together, and I like that a lot. I like having a roommate right there who’s in my philosophy class,” Robertson said.

Up and down the hall, she has classmates in her section of philosophy and religion. The students on the floor also take coordinated sections of English 101 and 102 together. All of the courses integrate social justice themes into the assignments and bonus opportunities, like lectures and movie nights. Last semester, their religion professor planned weekly movie nights in their hall followed by discussion groups where they talked about social justice issues raised by films like Boondock Saints, Prince of Egypt and Star Wars Episode III: Revenge of the Sith, as well as several documentaries.

Kassandre Coughlin, who lives on Robertson’s floor, says students there combine living and learning in ways big and small. They go to class together, study together for exams and give each other feedback on essays.

“I love that we live together,” she said.

“You can always find someone from class and say, ‘I don’t understand that.’ … I think our floor gets along really well. You really get to know people more.”

Learning-living communities: an intentional extension of UD’s commitment to educating the whole person

In fall 2006, the University of Dayton will take its commitment to living and learning in community to a new level. All entering first-year students will submit preferences related to their formal course work and residential programming. Their housing options will then be closely tied to their preferences.

For William Schuerman, vice president for student development, it’s a logical extension of what the University has traditionally offered: residential communities that support learning and academic achievement, promote the ideal of service and develop leadership potential.

“Learning communities are a big buzzword in higher education, but UD has had them for years,” he said noting the number of special-interest floors in residence halls that have housed premed majors, engineering majors, students in the Core program and other groups. Those communities have produced the results one might expect: “Students study together, talk about their assignments and go to class better prepared. All those things are true, and faculty didn’t do anything different,” he said.

This year the University took the concept a step further. Faculty and housing staff collaborated closely to pilot four learning-living communities, “intentionally ensuring that a critical mass of students on the floor would be sharing some general education courses,” he said. Programs in the residence halls reinforced and complemented learning in the classrooms. “We’re trying to be more intentional about ensuring that students, particularly in their first year, experience integrated living and learning. We’re taking what has been an essentially random housing assignment in the first year and intentionally trying to complement the curricular experience.”

Learning-living communities, in addition to helping students succeed academically, have other benefits. “There is more of a sense of community among the students, less acting out, less property damage and fewer disciplinary problems” in the residence halls, Schuerman said.

The University has had to overcome some logistical and communication hurdles as it expands learning-living communities, but Schuerman thinks it’s worth it to introduce students to UD’s distinctive educational mission and to make living and learning a seamless experience.

“We need to be realistic about the logistical challenges, but if we’re serious about educating the whole person, we ought to be aggressively exploring learning-living communities.”

— Matthew Dewald

—that familiarity adds to the experience in class, they both agreed. Discussion in the philosophy class they share this semester has been “lively.”

“There are 12 people from our floor in this class,” Robertson said. “Everybody knows each other, and we’re an outspoken group.”

The experience has also taught them a lot about social justice, a subject they had at most a casual interest in when they arrived on campus. In addition to their integrated course work, the social justice learning-living community requires students to perform at least 12 hours of service each semester, and they often do this together. Both Coughlin and Robertson volunteer as tutors in an after-school program at St. Paul United Methodist Church on Huffman Avenue.

The required service hours “are not a big deal,” said Coughlin. “I’d be doing that anyway. Now I just have to write two papers on it.”

The learning-living community “really sparks an interest,” said Robertson. “And if you have that interest, it’ll stick with you.”

— Matthew Dewald

— Deborah McCarthy Smith
The Stander Symposium will be music to your ears. The University of Dayton horn quartet will perform and give a presentation on two selections, “Quartet” for four horns by Paul Hindemith and “Suite for Horns” by Eugene Bozza. Directed by professor Richard Chenoweth, the quartet is composed of Andrea Padgett, Angela Holmen, Michael Blake and Joshua Paulus.

“We thought this would be an ideal forum to display their scholarly and performing abilities,” said Chenoweth, who in collaboration with Robyn Costa, oboe professor, added the symposium to the quartet’s performance dates. “We want the UD community to know that players of this caliber are present at their own university and expand the audience’s musical experience.” Costa’s double-reed trio will also perform.

Holmen, a sophomore chemical engineering major, looks to the horn for a stress release. “My music classes give me a mental break from my other classes; they’re a way to relax.”

Padgett, a junior music performance major, said, “It’s often easier to just play beautiful music than to describe it, but once you put words to the music you are creating, it takes on a new life and the explanation can be surprising and enlightening.”

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Not all Stander Symposium participants are traditional undergraduates. Some, like Diane Helmick and Linda Wallace, work in UD’s Graduate School. Others, like Chris Wiley and Susan Lucking, come from the Career Services Center. They came together in Amy Krug’s pilot course Writing for the Web. Students were required to participate in a service-learning project involving a non-profit group needing Web site assistance. Pooling various levels of Web experience, they worked with the Center for International Programs to assist with a Web-site redesign that included both visual and content changes.

“Each of us has varying academic goals, ranging from personal growth to the completion of a degree, but this course has been beneficial to us all in our jobs here at UD,” Helmick said.

At the Stander Symposium they will present an overview of the creative process, lessons learned and how they were able to achieve their goals and meet the needs of the center. “The project enabled us to collaborate with people on campus we may not have had the opportunity to work with otherwise,” said Wiley. “The added bonus was that we were able to give back to the University.”

The new site, which can be found at http://international.udayton.edu/, went live in February. According to Tricia Penno, international communications coordinator, “the project truly laid the foundation for the site we eventually developed.”
For the past two years, Jason Kramb, a junior physics major, has worked in professor Peter Powers’ lab to develop a system that will detect terahertz waves at room temperature.

The more he learned about the potential uses of terahertz waves, the more interested he became.

Terahertz waves are electromagnetic waves that could be used in airport security to detect plastic explosives and could replace X-rays because they are less damaging to tissues.

“But that all depends on having a system that detects them at room temperature,” Kramb said.

Currently, they have to use a liquid helium bolometer to detect the waves which is both “expensive and time consuming,” Kramb said.

“We are moving toward wide applications and developing a new system that includes an easy way to generate terahertz and an easy way to detect them,” he added. “It’s fun and I get to play with lasers.” He will present his work at the Stander Symposium and Ohio Academy of Sciences meeting.

Danielle Carleton, a mathematics major, expected her first-year composition course to be similar to her high school English classes.

“I expected it to be grammar or learning about topic sentences in paragraphs,” she said.

“Usually as a student you just report what someone else says, but our assignment was to go out and do primary research — something I’d never done before,” she said.

She knew she wanted to research factors that influence childhood literacy. Carleton has always been an avid reader, but her young sister was not — until J.K. Rowling’s Harry Potter series came out. After reading Harry Potter, her sister first read books that were similar to Harry’s magical world, but now she reads “everything.”

Carleton wanted to figure out what had caused her sister’s literary conversion.

Through interviews and focus groups, Carleton found out that others had similar experiences after reading Harry Potter.

From her research, Carleton concluded that J.K. Rowling acts as a “literacy sponsor” — a person who influences how and what individuals read, a title usually reserved for family members and teachers.

Suresh Akepati, a graduate student in mechanical engineering, has been working to enhance the “kinematic capabilities of a robot to reach certain positions.”

Through a process of analyzing equations, Akepati along with several other graduate students, has been working with adviser Andrew Murray to develop a new theory for redesigning platform manipulators in order to make them stiffer, faster and more accurate.

These manipulators are often used in automotive assembly lines to perform specific tasks such as drilling, welding or finishing. Currently they can only cover certain areas of space and are not systematically controlled to reach these areas.

Through this research, Akepati has been trying to “frame a question from the answers. I know the positions I need the mechanism to reach, but don’t know where in the chain to change things.”

Akepati is working to eventually publish this work in hopes that an automotive design company may want to employ the theory to a platform mechanism to improve its production quality and speed. He will also present at the Ohio Academy of Sciences meeting.

Maggie Schroeder noticed it: Oakland City Schools have more resources than neighboring Dayton Public Schools. Question was, do the students in those districts notice it, too?

Inspired by such texts as Johnathan Kozol’s Savage Inequalities, Schroeder, an American studies major, set out to find the answer in the senior capstone project she’s working on in Una Cadegan’s course. She surveyed and interviewed seventh-graders at Oakwood Junior High and Patterson-Kennedy Site-Based Academy, where Schroeder had completed an internship, to analyze how much these students know about each other.

The answer, she found, is not much.

Schroeder also wanted to know when kids realize there are inequalities between urban schools and their more affluent counterparts and how they internalize that discovery, so she also queried fifth graders.

She will present her findings during the Stander Symposium. To complete the project, Schroeder was awarded a Learn, Lead and Serve grant, which she’ll use to purchase items for the classrooms involved in her project to thank them for their help.

“I’m hoping this will generate more conversations and get people talking about how public education is funded,” Schroeder said. “I also want to let the kids know this doesn’t go unnoticed.”
Sunday, April 2
Ebony Heritage Singers winter concert
4 p.m. Kennedy Union ballroom
Donna M. Cox, conductor

Tuesday, April 4
Celebration of the Arts
7:30 to 9 p.m., Victoria Theatre, 138 N. Main St.
Free, but tickets are required. Call the Kennedy Union box office (229-2545) or see http://www.udayton.edu/~ku/tickets. A free RTA shuttle will be available at 6:30 p.m. and 7 p.m. at the corner of Alberta and Stewart.

Wednesday, April 5
Stander Symposium and Honors Convocation
Keynote address by environmentalist Jane Goodall, 9:30 a.m., Frericks Center. See story on Page 4. For complete symposium schedule, see http://stander.udayton.edu.

Friday, April 7
Faculty meeting
3 p.m., Kennedy Union east ballroom

UD Dance Ensemble spring concert
8 p.m., Boll Theatre. Also Saturday, April 8. Tickets: $10 for the public, $8 for faculty, staff and students. Call the box office at 229-2545.

Sunday, April 9
Second Sunday Faculty Artist Series
3 p.m., Sears Recital Hall
Willie L. Morris III recital

Wednesday, April 12
Easter recess begins after last class.

Friday, April 14
University offices closed.

Thursday, April 6
Author, scholar and cultural critic Michael Eric Dyson closes the University of Dayton’s 2005-06 Diversity Lecture Series at 7:30 p.m. on Thursday, April 6, in Kennedy Union ballroom. The presentation is free, but tickets are required. Call 229-2545 or order online at http://www.udayton.edu/~ku/tickets.

In 13 books written in 13 years, Dyson has taken on such issues as Martin Luther King Jr.’s radical legacy in I May Not Get There With You: The True Martin Luther King Jr.; the virtues and crises of hip-hop culture in Holler If You Hear Me: Searching for Tupac Shakur; class warfare in black America in Is Bill Cosby Right? Or Has the Black Middle Class Lost Its Mind?; and most recently, the political and racial fallout from Hurricane Katrina in Come Hell or High Water: Hurricane Katrina and the Color of Disaster.

Dyson is the Avalon Foundation Professor in Humanities and professor of religious studies and Africana studies at the University of Pennsylvania.

Saturday, April 15
Saturday classes meet.

Monday, April 17
University offices closed.

Tuesday, April 18
Classes resume at 8 a.m.

Monday, April 24
Dayton Jazz Ensemble and University Jazz Band
7 p.m., Boll Theatre
Willie L. Morris, III and Eric Wiltshire, conductors

Wednesday, April 26
Last day of classes.

“DIVAGUER,” recent works by rc wonderly III, are on display in the ArtStreet Studio D Gallery through April 21. An artist’s talk is scheduled for 1 p.m. on Wednesday, April 5.

The annual Horvath exhibit, a juried show displaying the best of student artwork, is open in the Rike Center Gallery through April 26.