Building a culture of academic excellence
MBA program adds focus in entrepreneurship

Starting this summer, University of Dayton MBA students can choose to concentrate in entrepreneurship. The program complements the entrepreneurship major and minor at the undergraduate level and signals that UD wants to be one of the top universities in the country in this field. The Princeton Review and Forbes.com last fall named UD the 15th best campus in the nation for students wanting to learn how to start their own businesses.

“We're meeting unmet demand,” said Dean McFarlin, chair of the management and marketing department. “In a world of corporate layoffs, the interest in entrepreneurship is high because people want to control their own destiny. ... And it's a part of today's American business culture for firms to want employees to be entrepreneurial within their own ranks, even in Fortune 500 companies.”

The new concentration will include four classes, of which students will be required to take three: entrepreneurship and the family firm; advanced competitive analysis; new venture management; and financing entrepreneurial ventures.

“We expect the new concentration to be one of our most popular,” said Janice Glynn, director of UD's MBA program, which is targeted to working professionals. UD also offers MBA concentrations in accounting, finance, international business, marketing, management information systems, operations management and e-commerce. Enrollment in the MBA program is up 6 percent over last year.

Last fall, UD enrolled a record 101 undergraduate entrepreneurial majors — up tenfold from when the program started with 10 students in 1999.

“People ask whether entrepreneurship can actually be taught. Absolutely,” said Robert Chelle, director of the Crotty Center and its entrepreneur-in-residence. Formal academic preparation will help budding entrepreneurs avoid mistakes in a climate where “the opportunity to own and operate a business in the United States has never been greater,” Chelle said. Three other full-time faculty will join Chelle in supporting the MBA concentration in entrepreneurship.

RecPlex sets fees

Membership fees for the RecPlex, due to open in January 2006, have been announced. Annual memberships for UD faculty, staff and retirees are $150 for individuals, $400 for a second person and $250 for families. Monthly rates are also available.

Early-risers can save some money with “Early Bird” fitness memberships, good from 6:30 to 9 a.m. Monday through Friday. Early Bird memberships, which include use of the cardio-weight area, locker rooms, four-court gyms, racquetball court, jogging track and the lap pool, are $125 for individuals and $200 for a second person — for faculty, staff and retirees. For more information, contact the recreational sports department at 229-2731.

‘Wounded Body’ lecture focuses on hope

Sandra Yocum Mize, chair of the religious studies department, will present “Hope: An Anchor Strong Enough?” at 7 p.m. on Monday, March 7, in Sears Recital Hall. The presentation is part of UD's lecture series, “The Wounded Body of Christ: Sexual Abuse in the Church.”

Mize will offer a retrospective of the previous 10 lectures in the series and discuss whether “hope can see us through these dark and difficult times.”

Peter Steinfelds, visiting professor of religious studies, will give the final lecture of the series at 7 p.m. on Monday, April 18, in the Kennedy Union ballroom.

Window-dressed for success

First-year student Megan Lemming, who works in the Career Services office, set up the Kennedy Union display case to call attention to the UD Career Fair Feb. 10. More than 80 organizations and companies and about 700 students participated.
Celebrating diversity and inclusion

University of Dayton administrators, faculty, staff and students pledged to improve diversity and inclusion on campus at a March 1 celebration, where “diversity champions” were recognized.

“I strongly believe improving diversity and inclusion ranks high among our strategic priorities for the University of Dayton if we are to reach our vision of academic excellence and be true to our mission as a Catholic, Marianist institution,” said UD President Daniel J. Curran as he introduced an organizational model for campus climate, social justice, inclusion and diversity.

The structure is fashioned after one successfully implemented at the University of Massachusetts-Amherst.

An institutional steering team led by Lisa Kloppenberg, dean of the School of Law, Robert Johnson, vice president for enrollment management, and Ted Kissell, vice president for athletics, will coordinate the work of teams around recruitment and retention, diversity plans, the diversity lecture series, assessment, communication and leadership development. In all, more than 75 people — from hourly workers to trustees — have been invited to participate on the various teams. It is the most comprehensive diversity effort UD has undertaken, and Curran promised to continue to seek best practices nationwide by sending groups to conferences such as the National Conference on Race and Ethnicity.

“University leaders have accepted the challenge of making a lasting cultural change on campus — one that integrates diversity, inclusion and social justice principles throughout the fabric of the University,” Curran said. “Numerous studies and reports focused on diversity, inclusion and campus climate have been issued over the years, and virtually all have come to the same conclusion: change was necessary. What is unsettling, however, is that the University continues to struggle to create real and measurable change.”

Curran plans to change that. He has posted a 221-page “Inclusion and Diversity Strategic Plan” online at http://diversity.udayton.edu that will monitor UD’s progress.

Sixty-three percent of faculty and staff took time to participate in a campus climate audit in the fall. Reports by division or school will be shared with administrators and deans.

“UD’s overall results proved to be very positive in many categories, including community diversity, leadership commitment and involvement, retaining diverse talent and employee involvement in diversity initiatives,” said Joyce Carter, vice president for human resources.

According to the survey, UD needs to improve in its ability to recruit more diverse employees and students, measure diversity performance and conduct diversity training.

“In evaluating the scores from the various divisions and schools, it is evident that there are varying degrees of understanding of diversity and inclusion across campus. It appears that we do not have a common understanding — or language — throughout the campus community regarding what diversity looks like or how it feels,” said Carter, who promised education programs.

“I am confident that we will be successful because I have never worked at an organization so committed to diversity and inclusion,” Carter said.

—Teri Rizvi

For more news, see http://campusreport.udayton.edu
Carrying forth the message of nonviolence: Coretta Scott King to lecture March 5

Coretta Scott King’s voice may be quiet, but the message is clear. Nearly four decades after her husband’s assassination, she still carries forth his dream of equality and embraces his style of nonviolence.

“It’s as if he were writing for this period,” she said in January at Atlanta’s Ebenezer Baptist Church on what would have been Martin Luther King Jr.’s 76th birthday. “Nonviolence would work today, it would work 2,000 years from now, it would work 5,000 years from now.”

King will present “Still Marching with Martin: Songs of Leadership” at 7 p.m. on Saturday, March 5, in the Frickeers Center. Her address is part of the Annie T. Thornton Women’s Leadership Conference and UD’s Diversity Lecture Series. The conference is sold out, but free tickets are still available for her talk. Call 229-2545.

For a half century on the world stage, King has carried the message of social justice and peace and has led a life devoted to human rights. She offers a challenge to college students. “I believe your generation has been appointed to put an end to poverty and racism, to restore the environment and to secure human rights,” she told Oklahoma State University students last month.

Since her husband’s assassination in 1968, King has devoted much of her energy to developing the Atlanta-based Martin Luther King Jr. Center for Nonviolent Social Change as a living memorial to the civil rights leader’s life and dream. As founding president, chair and CEO, she provided training for tens of thousands of people in King’s philosophy and methods. She has led goodwill missions to Africa, Latin America, Europe and Asia, spoken at many of history’s most massive peace and justice rallies and lent her support to democracy movements worldwide.

Born and raised in Marion, Ala., she received a B.A. in music and education from Antioch College in Yellow Springs before studying concert singing at Boston’s New England Conservatory of Music, where she earned a degree in voice and violin. Since then, she’s received honorary doctorates from more than 40 colleges and universities, written three books and more than 70 volumes of poetry from 7 to 8 p.m. on Friday, March 1, in the Kennedy Union west ballroom. The slam costs $12 for the public; $7 for UD faculty, staff and alumni; and $5 for students. Call 229-2545.

Known simply as Ai (pronounced “I”), the Japanese word for love, this self-described half-Japanese and half-Choc-taw-Chickasaw/black/Irish poet is known for her stark and dramatic monologues that address such topics as murder, violence, racism, suicide and desire. Ai slips into various voices, including those of a Mexican revolutionary and an old woman with a young lover, as well as those of historical icons, including James Dean, Alfred Hitchcock and John F. Kennedy moments after his assassination.

Her works include Dread (2003); Vice (1999), which won the National Book Award for Poetry; Greed (1993); Fate (1991); and Sin (1986), which won an American Book Award from the Before Columbus Foundation.

As part of LitFest, English faculty from universities across the nation will offer academic and creative workshops. From 1:30 to 3 p.m. on Saturday, March 12, at ArtStreet, poets from across the country will lead concurrent writing workshops on poetry, poetry slams, editing and the Internet, and creative writing. A poetry slam will be held at 9 p.m. in the Kennedy Union west ballroom. The slam costs $5, payable at the door.

To register for the workshops or to obtain a detailed schedule, go to http://academic.udayton.edu/english/LitFest/.

LitFest features award-winning poet Ai

UD’s annual LitFest will bring poet and teacher Ai to read from her award-winning volumes of poetry from 7 to 8 p.m. on Friday, March 11, in Sears Recital Hall. Tickets are $12 for the public; $7 for UD faculty, staff and alumni; and $5 for students. Call 229-2545.

UD’s Diversity Lecture Series will conclude this year during Holocaust Awareness Week with an April 20 talk by Roger Daniels, professor emeritus of history at the University of Cincinnati who has written and lectured extensively on the internment of Japanese Americans and American immigration policy. He served as a consultant to the Presidential Commission on the Wartime Relocation and Internment of Civilians and is a planning committee member for the immigration museum on Ellis Island. Daniels will speak at 10:30 a.m. in Sears Recital Hall.

http://udrise.udayton.edu/brochure.htm

RISE brings Wall Street gurus to Dayton

BusinessWeek once called investment strategist Abby Joseph Cohen “the prophet of Wall Street.” Wherever Ben Bernanke, a Federal Reserve Board governor, speaks, Wall Street listens.

Cynthia Glassman and her fellow four commissioners at the U.S. Securities and Exchange Commission cracked down on corporate America last year with a record number of fines following a wave of business scandals.

Add H. Lee Scott, Wal-Mart president and CEO, Bob Froehlich, of CNBC Squawk Box, and Samuel Zell, the biggest landlord in the United States, and you have the makings of an all-star line-up that includes 17 internationally recognized industry leaders.

Wall Street will come to the University of Dayton March 30-April 1 for the fifth annual RISE (Redefining Investment Strategy Education) symposium. More than 1,000 participants, including undergraduate and graduate finance students and professors from universities across North America and regional business professionals, will interact with industry experts in what’s believed to be the world’s largest student investment strategy symposium. It’s co-sponsored by the New York Stock Exchange, The Wall Street Journal, CNBC and Deutsche Asset Management with UD’s School of Business Administration.

“We’re providing unprecedented access to a greater number of keynote speakers of this caliber than students — and professionals — can find anywhere else,” said David Sauer, associate professor of finance and executive director of RISE.

The March 30 keynote day at UD Arena is open to business professionals. The $175 cost includes a box lunch and dinner. Registration deadline is March 14. Call 229-3384 or see http://udrise.udayton.edu/brochure.htm.
Gov. Cuomo to keynote blockbuster Stander Symposium

Brother Joseph Stander, S.M., was a soft-spoken man who liked mathematical structures and the quiet contemplation found in prayer and fishing. The former University of Dayton provost would not have envisioned that the annual symposium that bears his name would one day involve the entire University in a blockbuster celebration of academic excellence, draw former New York Gov. Mario Cuomo as its keynote speaker and spill onto the stages of downtown Dayton’s best venues.

But that’s what will happen April 5-6 when the 17th annual Stander Symposium creates new academic traditions and revives old ones, including the Honors Convocation, last held in 1964.

Registration began March 1 online. For the complete list of events and to register, see http://symposium.udayton.edu.

The symposium is packed with events and presentations — ranging from poster sessions, panel discussions, performances and artistic displays — spanning 31 hours. Some highlights include:

**Tuesday, April 5**
- 4:30 p.m. A Red Mass in celebration of the gift of wisdom, Immaculate Conception Chapel. Celebrated by Father James Heft, S.M.
- 6 p.m. International cultural immersion dinner, Kennedy Union ballroom. Tickets required.
- 8 p.m. Celebration of the Arts, Victoria Theatre. Featuring UD student performances and faculty collaborations. Master of ceremonies: Herbert Woodward Martin. Guest appearance by Neal Gittleman, Dayton Philharmonic Orchestra conductor. Tickets are $5 for students and $10 for others.

**Wednesday, April 6**
Keynote addresses at lunches and receptions sponsored by individual schools include:
- 11:45 a.m. Keith Taylor, senior vice president of NCR Corp.’s financial solutions division and a guest of the School of Business Administration, will speak in O’Leary Auditorium.
- Noon, Roderick McDavis, president of Ohio University, who earned a master’s degree from the University of Dayton in 1971. He will address “The Value of Student Scholarship and Academic Excellence” at a luncheon sponsored by the School of Education and Allied Professions in Virginia Kettering Hall.
- 1:30 p.m. Vincent Russo, retired Aeronautical Systems Center executive director at Wright-Patterson Air Force Base and a guest of the School of Engineering, will speak in Sears Recital Hall.
- 3:30 p.m. Mario Cuomo will present the Stander Symposium keynote address at the Schuster Center. Admission is open to the University community, but tickets are required. The Boston Globe has described Cuomo, the longest-serving Democratic governor of New York, as “the nation’s most gifted philosopher-politician.” He will address the relationship between scholarly research and the pursuit of social justice.
- 7:30 p.m. Honors Convocation. The dinner and program recognizes outstanding achievement in student scholarship, service and leadership in community. Joan Herbers ’73, dean of the College of Biological Sciences at Ohio State University, will give the keynote address.

The Horvath Art Exhibit will be on display in the Rike Center Gallery throughout the symposium, which will end with a battle of the bands between the Back Porch Jam and student bands.

For complete details about all sessions, ticket information and ordering, and answers to frequently asked questions, see http://symposium.udayton.edu.

Romero Award to honor courageous Chilean judge

Chilean Judge Juan Guzman, responsible for sending dictator Augusto Pinochet to trial, will be honored with the University of Dayton’s Oscar Romero Award at 7 p.m. on Wednesday, March 30, in Sears Recital Hall.

“This award is more precious to me than a thousand Supreme Court rulings,” said Guzman, who bound Pinochet over last December to stand trial for multiple human rights abuses during Pinochet’s regime from 1973-90. “It will give me the strength I need to complete my work.”

The award is named for the Salvadoran archbishop slain 25 years ago, while celebrating Mass, for his outspoken opposition to his country’s war and U.S. support for it. The award is presented by UD’s international studies and human rights program to “an individual or organization who has earned distinction for the promotion of the dignity of all human beings and of the alleviation of the suffering of the human community.”

“Over the past six years, Judge Guzman has demonstrated tremendous personal courage, the highest standards of judicial integrity and deep compassion for the victims of the Pinochet regime, especially the families of the disappeared,” said Mark Ensalaco, director of UD’s international studies and human rights program.

Past winners of UD’s Romero Award include: Juan Méndez, executive director of the Inter-American Institute of Human Rights; Casa Alianza, which has programs to help homeless and abandoned children in Guatemala, Honduras, Mexico and Nicaragua; and Radhika Coomaraswamy, former United Nations Special Rapporteur on Violence Against Women.

Speakers Series to host NPR reporter Anne Garrels

Anne Garrels, National Public Radio correspondent, will speak at 8 p.m. on Tuesday, March 8, in the Kennedy Union ballroom as part of UD’s Distinguished Speaker Series.

Garrels was one of the few nonembedded journalists to broadcast from Baghdad during the Iraq war. She since has published a memoir titled *Naked in Baghdad.*

Before joining NPR, Garrels worked as the U.S. State Department correspondent for NBC News as well as its Moscow bureau chief during the rise of Solidarity in Poland and the crackdown of martial law and as ABC’s Central American correspondent.

She recently received the Corporation for Public Broadcasting’s 2004 Edward R. Murrow Award for outstanding contributions to public radio.
Peer education shows promise in emphasizing message of responsible drinking

It’s not about eliminating choice; it’s about making smart choices.

“We’re not anti-alcohol,” said Scott Markland, coordinator of alcohol abuse and drug abuse prevention. “What I hear students say is that they need to celebrate, and I understand that. What we’re trying to do is build an understanding with the students about where the boundary line lies between celebration and vandalism, violence and destruction.”

According to national research summarized in a recent task force report to the National Institute on Alcohol Abuse and Alcoholism at the National Institutes of Health, the consequences of excessive drinking by college students are significant, destructive and costly. The report notes that drinking by college students, 18 to 24 years old, contributes to an estimated 1,400 student deaths, 500,000 injuries and 70,000 cases of sexual assault or date rape annually. Markland has seen the effects of excessive alcohol consumption on the University of Dayton campus.

“If alcohol was not involved, there would be virtually no vandalism and a significantly reduced number of sexual assaults on this campus,” he said. “We are attempting to help students prepare for adult life, and that means helping them make good choices.”

But according to data collected for the 2004 University of Dayton Alcohol Survey Report conducted by the Alcohol Coalition, students’ choices currently often include alcohol consumption. The 2004 data showed that 88 percent of all UD students consumed alcohol in the month before taking the survey, including 82 percent of first-year students and 86 percent of sophomores, few of whom are of legal drinking age. Heavy episodic or binge drinking was reported by 76 percent of the respondents during the course of the past month.

Numbers like these led to the implementation of the 2003 Action Plan, which was designed to address the drinking problem at three levels: the individual student level, the student body level and the campus community level. Fines and mandatory participation in substance education programs have met with varying success, but the coalition has recently implemented a peer education element in the School of Engineering with the hope of implementing such a program campuswide in the near future.

“One of the clear, consistent strategies that works, regardless of content, is using peers to convey a message,” Markland said. “Students are much more likely to understand, believe and integrate the concepts when they are presented by a peer.”

All first-year engineering majors participated in Choices, an alcohol skills training program presented by upperclass engineering majors in February.

Sophomore engineering major Bill Bolsen, 19, has made a choice not to drink but found the presentation helpful.

“It was much more informative about the effects of alcohol and about how to be smart if you drink,” Bolsen said.

Senior Lisa Haas was the student facilitator for the class. When one of her professors suggested that she volunteer as a mentor, Haas didn’t hesitate.
“It’s important to make informed decisions,” Haas said. “This program is not a push for not drinking; it’s about drinking responsibly. It’s not preaching; it’s about drawing from (students’) own experiences and explaining the consequences.”

The message is being heard, and some students have taken it upon themselves to translate those words into actions. When sophomore Eddie Landry puts his mind to something, it gets done. His alcohol-free floor in Campus South is evidence of the 20-year-old’s determination.

“One thing my dad always told me was if I was going to take initiative, I needed to be able to roll with it until I hit a brick wall,” Landry said. “And, until someone said to me ‘No, Eddie, you can’t do this,’ I wasn’t about to stop.”

Landry helped fill six Campus South apartments with students committed to a substance-free lifestyle. Students signed a contract that focused on respect, accountability and responsibility. That substance-free lifestyle, however, doesn’t mean fun-free.

“If someone would have told me we would have 100 or 150 people at one of our floor parties, I wouldn’t have believed them,” Landry said with a smile. “But we can have a good time. We just don’t get stupid.”

According to William Schuerman, vice president for student development, the University strongly supports such initiatives.

“There is a perception among students that everyone here drinks, and that is not the case,” Schuerman said. “All of our data indicate that these students fully participate in the social life of this campus. You can have just as much fun and be committed to a substance-free lifestyle.”

Students can file for a special-interest house if they desire a substance-free housing option. There are both substance-free apartments and houses available in the student neighborhood.

“I look at what we did as being like a pebble in the pond, but I’m excited to see where it goes from here,” Landry said.

Markland is also excited by the campus initiatives and optimistic that a variety of strategies including peer education elements and Alcohol Edu, an alcohol education component of Virtual Orientation, will help students make better choices.

“Just because something is difficult doesn’t mean it’s not worth trying,” Markland said.

“Ultimately, the community’s fate is in the hands of many stakeholders, but we’re definitely heading in the right direction.”

—Debbie Juniewicz
Challenging students in the first year

Team considers ways to build academic excellence, engagement

What might the experience of first-year students look like if — from their first visit to the University of Dayton Web site through the first day of their sophomore year — they were engaged in a culture that emphasized academic excellence and integrated living and learning in community?

Since last April people from throughout the University have been considering such questions as part of the “first-year team,” charged by Provost Fred Pestello to examine and enhance the experience of first-year students. Some recommendations will begin with the class entering in fall 2005.

Results from the National Survey of Student Engagement show that “across the country, the common refrain is first-year students expected to be challenged,” said associate provost Deb Bickford, who is leading the UD team. “We’re hearing we don’t challenge first-year students enough. They find that some of their experience is not so different from high school.”

First-year team members Paul Benson, Carol Cummins-Collier, Malcolm Daniels, Tricia Hart, Robert Johnson and Mary Morton have facilitated conversations to look at the initiatives already under way and envision possibilities. “We’re looking to connect the pieces of work already being done and creating a challenging living and learning environment,” Bickford said. “Much of what’s being done is good. We’re trying to integrate efforts and move to great.”

A faculty exchange series meeting last September invited participants to consider three questions:

■ What are the strengths of students’ first year at UD?
■ What elements should be included in the future in developing and defining the first year for students at UD?
■ What are the qualities of the ideal rising sophomore?

Based on responses, and with input from other conversations, the team drafted a vision of a desired experience for the class entering in 2009, and then brainstormed what would need to happen for the next entering class in fall 2005 to make progress toward that goal.

Since January, subcommittees have been meeting and working with faculty, staff and students from throughout the University to explore six key aspects of the first-year experience:

■ Learning support — review campus support mechanisms and national models, make recommendations.
■ Integrated living and learning — host campuswide conversations and create a draft discussion document on what UD’s commitment to this concept means.
■ First-year seminar — study different models of first-year courses at UD and nationally and make recommendations.
■ Orientation and convocation — enhance orientation to raise level of academic expectations and prepare students for high level of academic engagement, emphasizing learning, leadership and service.
■ Messaging — develop messages focused on academic excellence that are important to communicate to prospective students, during their orientation and throughout the first year.
■ Family relationships — study current interactions with families and develop strategies for involving them in academic excellence.

Some experiments with living and learning communities will be introduced with the fall 2005 entering class, aimed at reflecting the character of Marianist education. (See accompanying story.)

“With the entering class of 2005, we hope to see some students volunteering for living and learning communities,” Bickford said, outlining the possibilities for the near future. “We’d like to see a higher level of academic engagement and co-curricular engagement, for example, expanding some of the excitement of the Core program to others.

“We’ll be more intentional about linking learning with living in Marianist Hall and build on the good work already taking place. I’d hope to see more engagement with faculty during the three-day orientation period, perhaps starting the ASI or BAL classes during orientation so the experience has more academic flavor,” she said.

“For the first-year team, the key word is engagement. Faculty have to be highly engaged and excited to challenge students to their best in their first year — and to help nurture a passion for lifelong learning.”

In working to build a culture of engagement and academic excellence, faculty and staff have opportunities, Bickford believes, “to shift our roles to be architects of fabulous learning experiences that create a sense of wonder.

“Sometimes we don’t trust that our students are capable of greatness.”

—Deborah McCarty Smith

Warm weather in mid-February found first-year students Amy Pitstick, Caitlin Phelan, Mallory Cummins, Kara Stockmyer and Jill Gehlfuss reading together outside Marianist Hall.

Consultant: Vision 2010 ready for action steps

“A big danger is that conversations can go on and on without closure,” said consultant William Massy Feb. 22 at an open session on the University’s Vision of Excellence. The University, however, is reaching closure on the first phase — developing its vision documents — and moving to a second phase in its strategic planning.

That phase is a process of “asking departments and offices what they can do to further the vision,” said Massy, president of the Jackson Hole Higher Education Group and professor emeritus from Stanford University. Massy, according to Fred Pestello, provost and senior vice president for educational affairs, has worked previously with UD as a budget consultant and is leading the strategic planning process at Boston College.

It’s time for UD now, Massy said, “to develop some specific action initiatives for the next five to 10 years — what’s going to be done, who’s going to do it, how, why, when. And how will you know that it’s being done? How will you
“UD always has a host of these conversations going on,” Paul Benson said recently as he was discussing curricular development and undergraduate education. Two months into his new job as the College of Arts and Sciences associate dean for integrated learning and curriculum, Benson has been tapped to facilitate a campuswide conversation that will be large even by UD standards. The topic — Marianist education — affects every undergraduate. “Mary Morton [the dean of the College], with the support of the other deans and the provost,” Benson said, “has assembled an eight-person team to look at the undergraduate curriculum in the context of Marianist education.”

Benson, who directed the Core program for three years and chaired the philosophy department for three-and-a-half, is chairing a group comprising representatives from each undergraduate professional school and each division of the College.

Although the 1991 general education document and its revision do discuss Marianist education, much has changed. “Many on campus,” Benson said, “feel we could bring our education more in line with the Marianist characteristics of education. Many new faculty hired in those 14 years haven’t had much chance to contribute their experiences and perspectives to a discussion of general education and the undergraduate curriculum.

“We’re trying to harness the energy of a new generation of faculty. We’re also trying to think about the needs of a new generation of students.”

Benson’s group will be initiating a dialogue throughout all divisions of the University, sharing information and cultivating ideas collaboratively. Any changes to curriculum would be done through the academic senate, the curricular bodies of the schools and the College, and academic departments.

When the University’s committee on general education reviewed the program in 2001, it found, Benson said, “a generally favorable evaluation of the humanities base by faculty and students,” particularly in terms of having clear goals and impact.

Reaction to the thematic clusters was mixed. “Some are so large,” Benson said, “that it’s difficult to achieve an integration that students and faculty appreciate.”

Looking at the success of the Core program, Benson sees three lessons that may be able to be applied elsewhere. “A more manageable scale [Core has about 150 students per year],” Benson said, “makes it easier to develop a community of learners. The humanities base can’t have the same effect because of its size. So we could look at the possibility of organizing general education on a smaller scale.”

A second lesson from Core is the example of what can happen when a small group of faculty with a shared set of goals is engaged and committed to a program.

A third lesson, Benson said, can be learned from the fact that, although Core students are not an elite group and “we throw at them material they at first think they can’t handle,” they do handle it.

“It challenges them,” he said. “With faculty support and encouragement from one another, by the end of the year they can do the work and do it well.”

While the University faculty is conversing and reflecting on the future of the undergraduate curriculum, it will also be learning by doing. At Morton’s first meeting with her faculty, she called upon them to experiment with living and learning cohorts.

Next fall there will be three. “They are really experimental,” Benson said, “for faculty to see how students living together studying some of the same things changes the classroom dynamic and the residence hall dynamic.”

“Building Communities for Social Justice” will have about 125 students living together and taking two classes together each term in five pairs of sections. They will take English together both terms, religious studies in the fall and philosophy in the winter. Plans are for them to be able in their second year to take common courses in the Social Justice Cluster.

“Reason and the Rationalization of the World” will enroll about 150 students in an honors history course in the fall and an honors philosophy course in the winter using as a central text Max Weber’s The Protestant Ethic and the Spirit of Capitalism, published 100 years ago.

“Learning to Live: Educating the Whole Person” will have 40 to 50 students in two sections of English and history in the fall and religious studies and philosophy in the spring. The students will be from the College and each of the professional schools.

Although the experiments and the conversations may be complex, the goal is clear. “We will try to see,” Benson said, “how our curriculum can better develop students’ academic abilities and full potential for leadership and service.”

—Thomas M. Columbus
‘Sophomore slump’ could be crucial to identity development

Most colleges and universities do a good job helping first-year students adjust to college life. But what happens to students the following year, sometimes characterized as the “sophomore slump?”

The sophomore year is a pivotal point in the journey to adulthood, said Molly Schaller, coordinator of UD’s college student personnel program and assistant professor of counselor education and human services.

Her research “Designing Learning Experiences for Sophomores” is forthcoming in About Campus.

“One of the most important tasks of the college experience for students ages 18-24 is to discover self and to become self-directed in life. … They cannot do this without some hardship and some uncertainty,” she said.

Her initial research, which included interviews with 19 sophomores, revealed four distinct stages of development — although the stages are not necessarily limited to the sophomore year.

Random Exploration
In the first stage — random exploration — students move haphazardly but exuberantly through the college experience. They don’t reflect about their choices of friends, activities, major or future. But many students gain perspective during the summer before the sophomore year, a time away from college that may be important as a student moves from random exploration to focused exploration.

Focused Exploration
Students may begin to feel the sophomore slump in the second stage — focused exploration. They begin to analyze and judge their choices, friends and future.

“Many students describe a level of frustration with friends, romantic relationships, academics and themselves. As frustration grows, this period can become more difficult as sophomore students actively search for answers,” Schaller said.

In this stage, students want to know who they are so that they can make decisions for the future. They want rewarding relationships, trustworthy friends and the security of knowing that they will be able to make a living and be fulfilled at the same time.

“Not finding answers can send students into the sophomore slump as they become increasingly aware of these pivotal choices,” Schaller said, noting that the slump is not necessarily negative. “Students who remain in focused exploration have greater opportunity for reflection and may be more likely to make choices that are internally driven and provide a better foundation for their futures. … But, for some sophomores, these important decisions are left unclear. These seem to be the students who feel great turmoil and pain during the sophomore year.”

Tentative Choices
Many students end the sophomore year making tentative choices — the third stage. They make initial decisions about their major, find a set of friends or feel more certain about where they’re headed. Sophomores in this stage describe themselves as more mature, confident and responsible. One student described the change he’d seen in himself, noting, “I used my spare time a lot better as a sophomore, hitting the books and not wasting it so much on the TV and bumming around.” This student, who had a co-op position during his sophomore second semester, discovered he was competent and had a future in his chosen career.

Another sophomore, by the second semester, said, “I love my major and I’m doing well in my classes; they’re all pretty demanding. I’m trying to figure out what I’m actually going to do with an English major.”

Schaller points out that while this student has connected her sense of self with a direction and expects to feel fulfilled in her major, her choice is tentative. Like many sophomores, she has not figured out how she will make a living after graduation.

Conversely, some sophomores in the tentative choices stage may select a major that will lead to financial success or security but don’t feel connected to or rewarded by their major.

Moving too quickly can cause students to graduate with degrees in fields they don’t enjoy, without solid relationships and without being clear about who they are as adults, Schaller said.

For students to commit to the tentative choices they’ve made, they need to be grounded in a clearer sense of self and have the freedom to make choices. “Students must be able to make sense of the expectations held by parents, family, mentors, teachers and society and to balance these with their own emerging sense of self,” she said.

Commitment
Commitment — the fourth stage — may better describe the junior or senior year, but some sophomores whom Schaller has studied no longer voice lingering concerns about their tentative choices.

“They seem clearer about their futures and express excitement and security in their choices,” she said.

For Schaller, a key question is whether students reach this security through a growing awareness of self — or as a means of ending the search.

Encouraging sophomores to remain in the search and providing them with support can help with an important stage of identity development.

“If students move blindly through college, they do not come out authoring their own lives,” she said. “Particularly in today’s society, in which parents often try to protect their children from difficulties, students may leave college no clearer about who they are and what they want to do with their lives than when they entered college.”
Students express views on academic excellence at forum

Students want to see accountability and consistency in the classroom, for both students and teachers, along with an emphasis on current University traditions, including student involvement in clubs and organizations, service-learning opportunities and the Marianist heritage. These were among the recommendations 150 students made Feb. 7 at the forum on “Collegiate Life and Academic Excellence at UD.”

The student-moderated, three-hour event offered students a voice to say how UD should accomplish its goal of increasing academic excellence.

“I am giving you license to say whatever you want this evening and to say it however you want to say it,” forum adviser and political science professor Jason Pierce said.

Students were divided into seven groups to discuss which of three proposed options, or combinations, would be a best fit for UD:

- raising academic standards
- changing the culture of the University
- promoting the reputation and identity of UD

Most students agreed that the traditions and culture currently in place are reasons high school students are drawn to attend UD. The student neighborhood, they felt, was not only a social environment, but also a learning one. Living closely together gives students the opportunity to learn from one another academically, socially and spiritually. The sense of community was a factor none wanted to lose.

Most groups also agreed that classes need to be more analytical and interactive to generate constructive discussion and encourage students to be prepared by doing their work at home. One student said that if a professor were an interactive learner she would be sure to do her work in order to participate and not be embarrassed if called upon in class.

If professors were engaging them, students would be more likely to enjoy class and ultimately earn higher letter grades.

By maintaining consistency among teachers and classes, students would not have “easy classes” to fall back on when other classes became too difficult. Students said teachers should be held accountable for their lessons and course load, regardless of full- or part-time or tenure status.

Consistency is necessary, students said, not only in classrooms, but across the academic departments, professional schools and the College to ensure students are earning an equally rigorous degree.

“There needs to be an increased dialogue in the various levels of the University,” one student group said in its summation. “We need to work together.”

Groups noted the reputation of the University could only be earned over time. By raising academic standards in the classroom and highlighting the positive atmosphere of campus, UD could achieve its goal.

Students thought UD should be willing to bear the transition period to a higher level of academic excellence. They recognized that by raising academic expectations, some students would be unable to continue attending UD, but most agreed this was a necessary effect. They wanted the worth of the degree they were earning to be recognized.

Improving academic excellence is not without its costs; however the benefits seemed worth it to students. Professors should not cater to the “lower students” in each class but be fair in grading and factor in their effort, another group said in its summation.

“This is one of the best experiences I’ve had at UD,” said Nancy Buchino, a junior public relations major and SGA vice president of academic affairs. “Thank you for asking our opinion.”

Student opinions will be presented at the 2005 Stander Symposium and to University administrators.

—Kailyn Derek
Lu Chen
A patented approach

Not many first-year students can claim a patent. Lu Chen has three. As a high school student in Namping in China’s Fujian Province, she didn’t even think about going to college in the United States until her “adopted” American grandfather, whom she met while sharpening her English skills online, suggested it. Now she’s in her first year as a dual mathematics and economics major at UD.

So, tell me about your patents.

The best one is for a flashlight I developed that works without batteries. When you squeeze a handle, it transforms the kinetic energy into electricity. I had read about how much land one battery can pollute, and then I heard a news story about a radio you crank. That inspired me. I did some research and came up with the design. I also design toys for a Chinese company, Fuzhou Taiyanghong. They make all kinds of toys that are exported all over the world.

How did you decide to come to UD?

I applied to three American schools and was accepted to all of them. When I called the admission offices of all three, I couldn’t talk fluently and I had so many questions. The UD people were so friendly and patient. They also sent me e-mails telling me what information my application was missing. Nobody else did that.

How do you like UD?

I live in Marycrest on the seventh floor. The girls are so helpful. Dec. 12 was my birthday. I was so sad because I have no family here, so I went to the library. When I came back, my room and door were decorated. They’re so nice, and they help me a lot with English. They also taught me how to make American food. I know how to make cookies and lasagna.

Also, I’ve found out that so many students at UD are going to or are interested in Asia, especially China. My first week here, I met five people who had been to China. I was so surprised, and they could say “How are you?” in Chinese. That made me feel so at home.

What are your plans for after graduation?

I’m thinking of changing either to engineering or continuing in math and econ. I will definitely go to a business school after college. I chose math because I want to go into finance.

Do you eventually want to be a business owner?

I know there’s a big, big market in China and America. This Christmas, I went up to Michigan. There’s a big market there that sells only Christmas stuff. More than 80 percent of the products they sell there are made in China. Ninety percent of those things I’ve never seen in China. I was so surprised.

When you talk to your friends back at universities in China, what do they ask you about?

“Do you have any handsome guys there?”

—Matthew Dewald
Devin Moore

Formerly homeless student determined to make a difference for others

Engineering student Devin Moore dreams of using his knowledge how to help build affordable housing for needy families.

He knows that need firsthand. The academic standards were rigorous and the curriculum was more challenging than anything he had ever experienced, but homework was the least of Moore’s worries in high school. That’s because during his sophomore year at Chaminade Madonna College Preparatory, he was homeless.

When a new owner acquired the apartment building where he lived in Florida, his family was given an ultimatum — purchase the apartment or move. They soon found themselves without a home.

“My parents were going through some hard times,” Moore said. “Most of our stuff was put into storage, and we’d stay at motels or with friends and family. It was pretty bad.”

School was another world for Moore. As he stepped off the bus, he could see Hummers, Porsches and Escalades lining the parking lot. And while his classmates at Chaminade Madonna wondered about their family vacation plans, there were many nights during his sophomore year that Moore wondered about where he would sleep.

“Plenty of times, I wanted to stop going to school there,” Moore said. “But faith and the support of my mom, who kept urging me on, helped me a lot. When I start something, I finish it.”

Moore brought that same determination to the University of Dayton, where he is now a sophomore majoring in industrial engineering technology as part of the Minority Engineering Program.

“Those months were a turning point in my life,” Moore said. “It was a humbling experience, but I wouldn’t trade it for the world. I realized that I was better off using my brain than my back for a living.”

After barely managing a 2.0 GPA his freshman year in high school, Moore worked his way up to a 3.75 his junior year and never looked back. His excellence in the classroom translated into a full scholarship to the University of Dayton where he earned the distinction of being named one of the MEP Students of the Year as a first-year student based on his participation, consistency and attendance.

The 19-year-old is now completing a co-op work semester at Plastic Trim, a supplier of exterior plastic trim components for the automotive industry. Moore would like to find a way to blend his professional skills and personal experiences to help others by building affordable housing for needy families.

“I feel like I can make a difference.”

—Debbie Juniewicz

Claiming their birthright

Co-founders of Jewish Student Union visit Israel

Visiting the Western Wall in the Old City of Jerusalem and traveling through the tunnels beneath. Hiking in the Negev Desert. Riding camels with Israeli soldiers. Sleeping in a Bedouin tent. Swimming in the Dead Sea.

Those were just a few of the experiences that opened up to University of Dayton sophomores Hollie Rawl, Ben Rudzin and Abra Carne through Birthright Israel, a program that funds trips to Israel for young Jewish men and women. They shared their experiences with others at UD during a presentation Feb. 10.

“Everything I learned in Hebrew school came to life. It was finally a reality for me,” said Rudzin, a psychology major who had never before been out of the Midwest.

Rudzin and Carne traveled to Israel together with other Jewish students during fall semester break.

“It’s amazing to meet and connect with so many other students with the same beliefs as you,” Carne said. “There’s a special feeling inside your heart when you’re in your country.”

Rawl, a double major in photography and criminal justice, was accepted into the program a week before it began and had little time to prepare.

“I didn’t know anyone,” she said, “but as soon as I met my group at the airport I felt immediately welcome.”

Among the highlights for Rawl: Event Mega, where more than 4,000 Jewish students packed into the Jerusalem Convention Center for concerts, presentations by dignitaries and a speech by Israeli Prime Minister Ariel Sharon.

The three students hiked up Har Shlomo, the highest mountain in the Negev Desert, where they could see four other countries from its peak: Jordan, Saudi Arabia, Lebanon and Egypt. They also hiked up Masada, to the desert fortress overlooking the Dead Sea.

“It’s a symbolic hike for Jews,” Rawl said, relating the story of the Jewish people encamped in the fortress while the Romans laid siege to Masada with battering rams and catapults. The Jews decided to kill themselves rather than die under the hands of Romans. “Jews have survived so much because of unity, rebuilding Israel every time it has been destroyed,” Carne said. This trip “made me more aware of who I am as an individual.”

The three students are also co-founders of the Jewish Student Union at UD, coordinated by Scott Segalawitz, chair of the engineering technology department. About 20 students and 30 professors are involved.

“I wanted to be connected to other Jewish students on campus and help to spread diversity,” Carne said.

—Jaimie Guerra

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Kathleen Norman is the new director of Marianist strategies in the office of the rector. Her balance between working at a university and living on a farm with her husband and their two children is what she calls “the best of both worlds.”

**How long have you been at UD, and what was your first job here?**
I was hired about four and a half years ago as one of the assistant directors for student involvement and leadership. I advised the Campus Activities Board and was charged with the responsibility of having CAB take on organizing the Weekend Scene. My responsibilities also included co-chairing the Distinguished Speakers Series and working with the First-Year Experience Committee promoting cultural events downtown for students.

**Did you get to meet any interesting people?**
Yes. I loved meeting Andre Dubus III, our 2002 scholars author, who wrote *House of Sand and Fog*, and Eric Schlosser, author of *Fast Food Nation*. They were both very approachable and interesting to talk to.

**Will you still be working with students in your new position?**
My main focus is working with faculty, staff and administration, but I hope my work will ultimately influence student lives.

**What has it been like working as the director of Marianist strategies?**
I moved into my new office in November 2004, and since then it’s truly been an adventure. It has given me the opportunity to learn what really sets UD apart — the Catholic and Marianist traditions. I’m learning and growing with my new position, and it has definitely broadened my views of UD.

**What is it like living on a farm? Any interesting stories?**
I live on Aullwood Farm, with my husband, Chris, who is the organic farm manager, and our kids. Joseph, 3, and Peter, 13 months. I grew up in Cleveland, so I’m a city kid. Living on a farm is something I never would have predicted; I’m not exactly comfortable with animals. A week before we were married I went to the farm to visit and I pulled up right as they were loading pigs. I was mortified as I helped my fiancé wrestle a 350-pound squealing pig onto the truck; it was so scary! I didn’t know if he’d survive the experience to make it down the aisle. But it’s fun living there. Aullwood has provided a whole new world of opportunities for our whole family to explore and celebrate.

—Jaimie Guerra
Parental challenges have existed for as long as there have been parents and children. In *Behavior Coaching: A Step-By-Step Guide to Helping Your Child Improve Behavior at Home and School*, a new book co-written by Scott Hall, parents can learn how to understand behavior and needs that typically influence behavior while avoiding pointless and frustrating arguments.

“Good or bad behavior and character do not exist in isolation. Parents have a choice in how they parent and children have a choice in how they behave,” said Hall, an associate professor of counselor education. “If we view parenting from this perspective, then the process really does begin with awareness of the desired behavior and effective coaching to meet that goal.”

The book aims to provide parents with useful ideas in a direct how-to format. *Behavior Coaching* is a working book with areas for making notes and entries regarding challenging situations and successful interventions.

Hall wrote *Behavior Coaching* with Matt Pasquinilli, a Dayton educator and writer who works with children with physical and emotional challenges. Pasquinilli says it’s a book about parenting not spanking.

“How to raise a child without raising your voice

“Behavior Coaching teaches parents what to say, how to say it, when to say it and what responses they can expect from their child,” Pasquinilli said. “Not only can parents avoid spanking and yelling, but in my experience, the need for behavior and mood-altering medicines is often reduced or eliminated.”

While both Hall and Pasquinilli relied on their professional backgrounds to develop their book, it was something very different that brought them together — a weekly martial arts class. Pasquinilli is the director of the center where Hall, his wife and two children take lessons.

The two began discussing ideas after the weekly sessions and realized they held similar beliefs in the education system.

“Matt and I both had written ideas separately relating to the topic, so the actual book came together quickly,” Hall said. “My contributions focus on character development and understanding needs of acceptance, worth and competence, as well as how we think, feel and behave. Matt’s focus was on the nine steps of what to say to correct behavior.”

Pasquinilli, who also has published *The Child Whisperer*, recommends steps such as being specific about what behaviors need to be changed, suspending judgment and preparing a pre-game pep talk and post-game follow up. *Behavior Coaching* relies on two basic rules of engagement: respect for self and others and positive character development. As parents help to shape both qualities in their children, they should begin to see improvement in the child’s home and academic life, Hall said.

—Linda Robertson

**Works**

by visual artist **Jane A. Dunwoodie**, assistant to the dean of libraries and information services, have been selected to be shown at two exhibits. Dunwoodie’s sculptural box creations and a “sneak preview” of her recent photographic works will be featured at the Dayton Visual Arts Center’s Artist Palette on Saturday, March 5.

Recent photographic works, including her Boston architectural rooftops series “Rooftops” and the “Hocking Valley” landscape series, will be unveiled at “Scapes and Distortions,” a one-person exhibition beginning March 18 at the Rutledge Gallery in the Kettering Tower lobby. An opening reception will be held from 5 to 9 p.m. The exhibit continues through April 29.

Recent photographic works by **Adam Alonzo** of UD’s library information technologies staff, are on display through March 23 in the Roesch Library first-floor gallery. The exhibit of 50 photos portrays people, architecture, plants, animals and scenes of the campus and city. An opening reception will be held at 7:30 p.m. on Tuesday, March 8. For more information, see http://www.adamalonzo.com/200days.

Details will be posted online soon at http://www.rutledge-art.com.

“200 Days,” photographs by **Adam Alonzo** of UD’s library information technologies staff, are on display through March 23 in the Roesch Library first-floor gallery. The exhibit of 50 photos portrays people, architecture, plants, animals and scenes of the campus and city. An opening reception will be held at 7:30 p.m. on Tuesday, March 8. For more information, see http://www.adamalonzo.com/200days.
**Friday, March 4**

City of Angels  
8 p.m., Boll Theatre  
Opening performance of the musical comedy set in 1940s Hollywood. Based on the book by Larry Gelbart, with music by Cy Coleman and lyrics by David Zippel. Director is Linda Dunlevy. Additional performances March 5, 6, 10, 11 and 12. Sunday performance at 7 p.m. Tickets ($10 for the public and $6 for faculty, staff and students) are available at the box office. Call 229-2545.

**Saturday, March 5**

Coretta Scott King  
7 p.m., Frericks Center  
King will present “Still Marching with Martin: Songs of Leadership” as part of the Diversity Lecture Series. Free, but tickets are required. Call 229-2545.

Annie T. Thornton Women’s Leadership Conference  
Noon - 8 p.m., Kennedy Union ballroom  
Sold out.

**Monday, March 7**

“The Wounded Body of Christ: Sexual Abuse in the Church”  
7 p.m., Sears Recital Hall  
Sandra Yocum Mize presents “Hope: An Anchor Strong Enough?”

**Tuesday, March 8**

Anne Garrels  
8 p.m., Kennedy Union ballroom  
Distinguished Speakers Series lecture by the National Public Radio correspondent and author of the memoir Naked in Baghdad.

**Friday, March 11**

City of Angels opening performance  
8 p.m., Boll Theatre  
Opening performance of the musical comedy set in 1940s Hollywood. Based on the book by Larry Gelbart, with music by Cy Coleman and lyrics by David Zippel. Director is Linda Dunlevy. Additional performances March 5, 6, 10, 11 and 12. Sunday performance at 7 p.m. Tickets ($10 for the public and $6 for faculty, staff and students) are available at the box office. Call 229-2545.

**Sunday, March 13**

Dayton Christian Jewish Dialogue  
7:30 p.m., Alumni Hall 101  
Father Bert Buby, S.M., author of With a Listening Heart: Biblical and Spiritual Reflections on the Psalms, will talk about the Psalms.

**Thursday, March 31**

Miryam Award presentation  
4:30 p.m., Immaculate Conception Chapel  
Prayer service, followed by reception in the Women’s Center, Alumni Hall 211.

Classes resume at 8 a.m. on Tuesday, March 29.