

# THE LOG

## Divine Word College

April 27  
2021

*A Bulletin for the Divine Word College Community*

**Vol. 40 No. 31**

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### Birthday Corner

#### April

28 Mr. Hai Tran

#### May

4 Sr. Thao Tran, LHC

## THE PRESIDENT *Fr. Tom Ascheman, SVD*

### *Trust*

"I know my sheep, and mine know me." These words of Jesus come to us through John's Gospel. Every year on the Fourth Sunday of Easter, we are called to reflect on Jesus as a Good Shepherd. This year I find myself thinking about the importance of trust.

There is a very sweet YouTube clip showing a small lamb next to a man who is relaxing in a meadow (<https://www.youtube.com/watch?v=s50vwwTystA>). The lamb is very persistent in letting the man know that little lambs need attention! Before long, two or three more lambs show up for the party!

We do not know much about Jesus' relationship to animals. Did he have a pet? If he did, it was very likely to have been a lamb. Sheep often shared the house with the family!



The trust that the lamb in video shows for the man is remarkable. Paradoxically, without trust, a lamb is truly defenseless. Without trust, we too can end up isolated, selfish, and skeptical of everything. We would be unable to learn much in a class, unable to grow with colleagues, and unable to contribute to the great human project of building up our knowledge of the world and its future.

The cultural and political environment in which we live promotes a critical approach to the claims of other people. A certain amount of skepticism is required if we are to be critical thinkers; we need to separate the true from the false, and the probably true from the latest conspiracy theories.



Former President, Ronald Reagan, was famous for quoting a Russian proverb when discussing nuclear disarmament with the Soviet Union. "Trust, but verify," became his signature phrase.

*continued next page*

Missionaries need to be like lambs in their willingness to reach out to others. We propose to build up a dialogue by reaching out to faith-seekers, to people of other cultures, to the poor and marginalized, and to people of other religious traditions. We do need to “verify” the openness of the other, even if that openness is reluctant or narrow. This is the challenge for all missionaries, to drop our defenses and risk that the others are not wolves. In the end, we have the protection of the Good Shepherd to see us through.

## Recognition and Awards Ceremony

On Thursday at 1 pm all members of the community- faculty, staff, students – are requested to assemble in the main chapel for a brief ceremony to recognize members who have received awards and to thank those of our community will be leaving at the end of the academic year. I look forward to seeing you there.

## Religious Brothers Day

Religious Brothers Day is held annually on May 1, the feast of Saint Joseph the Worker. All religious brothers are recognized during this international event. You can learn more about this event by visiting the [National Religious Vocation Conference](#) and the [Religious Brothers](#) websites. Nine YouTube videos of religious brothers talking about their vocation can be found on the NRVC website.

Brother Tony Kreinus SVD will be remembering his first vows 60 years ago on May 1, 1961. A celebration will be held during Family Feast in September, but in the meantime, wish Bro. Tony congratulations, and thank him for his years of service as our brother.

## DWC COVID-19 Dashboard

	Number of Tests	Tested Positive	Number Self-Isolated	Number Quarantined	Number Recovered	Vaccination Completed
Before Sept. 15	~200	9	9	~15	9	
Sept. 15 - Dec. 31	220	8	8	~80	8	
Jan. 1 - March 1	354	33	33	~80	33	16
Mar 2 - Apr 5	108	0	0	1	0	22
Apr 6 - 12	3	0	0	0	0	15
Apr 13 - 19	6	0	0	0	0	13
Apr 20 - 26	0	0	0	0	0	15



In total, 82 members of our DWC community have completed their COVID-19 vaccinations. A large number of students are scheduled for their second dose this coming week.

A reminder, full immunization is acquired about two weeks after the final dose. It takes that long for the body to develop the long-term immunity to the disease.

More information on fully-vaccinated persons can be found at <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html>.

## VICE PRESIDENT FOR ACADEMIC AFFAIRS

*Fr. John Szukalski, SVD*

### Senior Synthesis Capstone Presentations

Thursday April 29, 2021                      7:30 p.m.                      Main Chapel

**Sr. Xuyen Thi Nguyen, OP** - "A Mission of Dominican Sisters: A Suitable Catechesis Program for Adolescents of Thuy Nguyen District in Hai Phong Diocese"

A Theology & Religious Studies Capstone Presentation

TRS Capstone Instructor: Fr. Stephen Kha Nguyen, SVD - Assistant Professor of Theology

**Mr. Duc Minh Vuong** - "A Parish Model of Inclusivity for the Khmer People"

An Intercultural Studies Capstone Presentation

ICS Capstone Instructor: Bro. Brian McLaughlin, SVD - Instructor of Interdisciplinary Studies

**Sr. Tuyen Thi Thanh Tran, FMI** - "Meyers-Briggs Type Indicator and the Formation Program of the Daughters of Mary Immaculate"

An Intercultural Studies Capstone Presentation

ICS Capstone Instructor: Bro. Brian McLaughlin, SVD - Instructor of Interdisciplinary Studies

Tuesday May 4, 2021                      7:30 p.m.                      Main Chapel

**Mr. Hoang Duy Khanh Do** - "Heidegger on Dasein and Cartesian Skepticism"

A Philosophy Capstone Presentation

PHI Capstone Instructor: Dr. Ron Condon - Assistant Professor of Philosophy

**Mr. Tuan Hoang-Minh Nguyen** - "St. Thomas Aquinas's Concept of the Soul"

A Philosophy Capstone Presentation

PHI Capstone Instructor: Dr. Ron Condon - Assistant Professor of Philosophy

**Mr. Nam Nhat Nguyen** - "Heidegger and Sartre on Authenticity"

A Philosophy Capstone Presentation

PHI Capstone Instructor: Dr. Ron Condon - Assistant Professor of Philosophy

Thursday May 6, 2021                      7:30 p.m.                      Main Chapel

**Mr. Phuc Hong Truong** - "Aristotle on Happiness"

A Philosophy Capstone Presentation

PHI Capstone Instructor: Dr. Ron Condon - Assistant Professor of Philosophy

**Mr. Friday Onoja** - "The Mind is not a Tabula Rasa: Leibniz and Locke on Innate Ideas/Knowledge"

A Philosophy Capstone Presentation

PHI Capstone Instructor: Dr. Ron Condon - Assistant Professor of Philosophy

**Mr. Truong An Duc Nguyen** - "Wittgenstein on the Nature and Meaning of Language"

A Philosophy Capstone Presentation

PHI Capstone Instructor: Dr. Ron Condon - Assistant Professor of Philosophy

## Dialogos

The Spring 2021 issue of the DIALOGOS Academic Newsletter is appended to this week's edition of the LOG. Nine DWC faculty in the ESL and Undergraduate programs share their ongoing professional development activities.

*"Tell me and I forget, teach me and I may remember, involve me and I learn!"*  
(Benjamin Franklin – Founding Father of the United States 1705-1790)

## VICE PRESIDENT FOR FORMATION DEAN OF STUDENTS

*Fr. Long Phi Nguyen, SVD*

### Mass For Vocation

Just a friendly reminder that **Mass for vocation** will be celebrated on Wednesday April 28, organized by the formation group of Galatians, and Antz-Carly Cadet will share his vocation story. Let us join in praying for an increase of religious vocations, especially for Fr. Raymond Akumbilim, SVD and members of his formation group.

### Recognition & Award Ceremony

This event is scheduled for Thursday, April 29, at 1:00 P.M in the main chapel. All students are expected to attend this special event.

### Covid-19 Second Shot

It is time to schedule for your second shot appointment. At your first vaccination appointment, you should have received a vaccination card that tells you what COVID-19 vaccine you received, the date you received it, and where you received. Bring this vaccination card to your second vaccination appointment. All transportations are already posted on the Board. Please check your schedule appointment and be on time. If you have any questions or concerns regarding this matter, feel free to contact Fr. Raymond Akumbilim and Fr. Long Phi Nguyen.

Common side effects

<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/expect/after.html>

You may experience some side effects, which are normal signs that your body is building protection. Each person reacts differently to a vaccine, so it's possible you won't experience any symptoms. Below are the reported reactions to the mRNA vaccines:

- *Injection site discomfort, such as pain, swelling, redness,*
- *Tiredness, headache, muscle pain, chills, fever, or nausea.*

Relieve your symptoms

Side effects should resolve within 24-72 hours. Below are some ways to decrease any discomfort you might feel after the vaccine, especially the second dose:

- *Rest, drink plenty of fluids, apply cool compresses to the injection site and exercise your arm.*
- *Contact Br. Mike Decker about taking over-the-counter pain relievers/fever reducers.*

## Religious Brother's Day

On Saturday, May 1st, Religious Brother's Day is celebrated on the Feast of St. Joseph, the Worker. There is only one Mass at 11:15am, and all the students are expected to attend. Evening prayer will be at 7:30pm on Sunday as usual. On this special occasion, let us join in thanksgiving and praise to the Lord for the extraordinary life, witness and ministry of all the religious brothers, in a special way those whom God has sent to serve us here in our community, namely Br. Daniel Yunck, Br. Larry Kieffer, Br. Vinh Trinh, Br. Mike Decker, Br. Tony Kreinus, and Br. Brian McLaughlin. All are invited to the dining room for ice cream, cookies and coffee after mass. Happy Brother's Day!

## Final Exam Week

The academic year comes to an end. During this busy time with papers and exams please do take time for yourself, for prayers, for relaxation, enough exercise, and participation in the daily Eucharist. During the final exam week, there will be Mass at both 8:00 AM and 8:00 PM. Check the Student Board for the final week schedule.

## VICE PRESIDENT FOR ADMISSIONS *Mr. Len Uhal*

### Exit Interviews

Students leaving Divine Word College after this semester need to contact Len Uhal to schedule an exit interview before the end of the semester. If you are leaving Divine Word College and do not plan to return in the fall, please contact Len to schedule an appointment as soon as possible if you have not done so already.

### The Word Among Us

The next issue of The Word Among us will be available later this week. Students will find copies in their mailboxes by Friday and some additional copies will be available in the SVD lounges.

### Mass for Vocations

This Wednesday is the last monthly Mass for Vocations this school year. Thank you to the Galatians Formation Group for planning the Liturgy and for Antz-Carly Cadet's willingness to share his vocation story. Let us continue to pray that all may find support and encouragement as we discern our vocations and that we may grow more committed in God's invitation to serve others.

### Where are they now?

While Fr. Francis is in California visiting parishes to promote vocations, Fr. Think will travel to Our Lady of Pompei / St. Peter's Church in Syracuse, New York later this week. Fr. Adam will return to campus from a trip to Michigan to host a Come and See visitor this weekend. Fr. Anthony and Fr. Emilio will also return to campus this coming weekend and be with the community until after graduation. Len is on campus all week as well.



## VICE PRESIDENT FOR OPERATIONS

Mr. Steve Winger

### Tornado Safety and Awareness

Every year in the United States, hundreds of people are killed and thousands injured because of the weather. Dangerous weather can take many forms, ranging from violent tornadoes to crippling winter storms. With the notable exception of hurricanes, Iowa can experience any of these dangerous phenomena.

While there is nothing we can do to stop dangerous weather from affecting us, there are things we can do to stay safe when the weather turns nasty. Weather safety and survival - no matter what the hazard - depends on the following key items:

1. **KNOW THE HAZARDS** - Be aware of the hazards that you might face during a weather event.
2. **KNOW WHEN TO EXPECT DANGEROUS WEATHER** - Monitor forecasts and information from your local National Weather Service Forecast Office.
3. **PAY ATTENTION** - Be aware of all watches, warnings, and advisories affecting you.
4. **HAVE A PLAN TO STAY SAFE** - Think about it before it happens and be ready to act to survive.



#### What to do if there is a tornado.

When a tornado warning is announced over the PA system, **go immediately to the basement corridor** (near the east end).

Megan Hall residents **go to the south end of the Megan Hall basement.**

Arkfeld House residents **go to the basement.**

- Stay clear of windows.
- Gather in your formation group.
- Remain there until the “all-clear” signal sounds.

## PUBLIC RELATIONS

Contest runs through Friday, April 30 at midnight. LIKE the college Facebook page to be entered in a drawing for a delicious homemade dessert!



One student and one employee/SVD will WIN  
a DELICIOUS homemade dessert just for liking the college Facebook page!

Contest runs through April 30 at midnight.

PS - If you already LIKE the college on Facebook, you are automatically entered into the drawing!



# DIALOGOS

## διάλογος

The Academic Newsletter for Divine Word College

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### ASSESSMENT: FOCUS ON STUDENT LEARNING FR. JOHN A. SZUKALSKI, SVD, PH.D., VPAA



Two boys are walking down the street. The first boy says, "I've been really busy this summer. I've been teaching my dog to talk." His friend

responds, "Wow! I can't wait to have a conversation with your dog." The first boy shakes his head. "I said I've been teaching him. I didn't say he learned anything." (1)

I really like this story cited by Mary J. Allen in her book *Assessing Academic Programs in Higher Education*. It illustrates in a humorous fashion the rationale behind DWC's new impetus toward assessment of student learning and academic program effectiveness.

The academic goal of the DWC Strategic Plan (2021-2024) is to "create and implement a coherent assessment protocol to measure student learning and program effectiveness." While faculty are certainly busy teaching, we need to determine and document that students are actually learning and that our academic programs are effective in facilitating that learning. While each program in ESL, Philosophy, Theology & Mission, Intercultural Studies, and Interdisciplinary Studies has its own specific learning outcomes, all DWC students should achieve the five DWC Core Competencies: Critical Thinking Acuity; Communication Effectiveness; Intercultural Competence; Social & Global Responsibility, and; Missionary

Discipleship. How do we know that students are learning? Where is the evidence?

Assessment is about measuring how well students are achieving stated learning objectives, how well our programs facilitate student achievement of those objectives, and helping to discern improvements for student learning and program effectiveness. Yes, it is really all about student learning: "Assessment should be done because faculty are professional educators who want to ensure that the learning environments they provide support the development of their students." (6)

As part of faculty professional development and DWC's strategic academic goal centered on academic assessment, I strongly encourage all faculty and administrators to read Mary J. Allen's book, *Assessing Academic Programs in Higher Education* during summer 2021. Allen's book provides a professional—yet accessible—explanation of assessment. Having a common understanding of assessment among DWC faculty and administrators as we enter the 2021-2022 academic year is fundamental for creating and implementing an even more professional learning environment for our students.

The first boy in the story said he was really busy in the summer. You, too, may also be really busy this summer, but I still encourage you to read Allen's book as part of your professional development. I am even going to buy you a personal copy to keep! Enjoy!





I presented a research paper at the 45<sup>th</sup> International Patristic, Medieval, and Renaissance Conference in October of 2020. My essay made the point that Saint Bonaventure's entire theological project is deeply prayerful. Many of his most famous works are bookended by prayer. This is nowhere more evident than his *Journey of the Mind into God*, which begins by advising souls seeking peace to cry out in prayer, and ends with David's words from Psalm 73—invoking mystical “passing over” into Christ through death. My paper argued that to read Bonaventure rightly is to stand in humility before God, the immeasurable Creator Whom no one can see and live. Prayer allows beings created from nothing to approach the Father, in and through the Body of Christ.

My research then proceeded to discuss how this holds true in the *Breviloquium*, Bonaventure's academic manual of theology written for preachers (and a text I teach each semester at Divine Word College, for *Introduction to Theology*). I also added some reflections and Latin translations from Bonaventure's *Sentences* commentary to further frame a few abstract philosophical distinctions concerning prayer. The primary topic I dealt with is how prayer relates to order of the universe. Specifically, I explored what can be said about prayer **in terms of cause, effect, and influence?**

This proceeds in three parts: first, it treats the natural world—asking whether all created things participate in their own form of prayer. Second, it parses some of Bonaventure's ideas on natural causality. Why is he so specific about the impact of certain physical processes, such as celestial motion, on our lives, but *not* as specific about the potential earthly impact of prayer? Finally, it explores the place of prayer in a strictly theological

mode, discussing its effectiveness as a suffrage of the Church—with profound “cause and effect” consequences in the spiritual realm.

A truncated version of the paper can be read here:  
<https://conciliarpost.com/theology-spirituality/prayer/>



[bonaventure-on-prayer/](#)

“Prayer allows beings created from nothing to approach the Father, in and through the Body of Christ.”

**REDISCOVERING THE NEED FOR HUMILITY AND HOSPITALITY IN THE COMMUNICATION DISCIPLINE**  
**ASSISTANT PROFESSOR OF COMMUNICATION & ENGLISH**  
**DR. JOSHUA YOUNG**  
**DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]**



I have been able to virtually attend two major communication studies conferences this year and have benefitted from the presentations and trainings that were made available. In November, 2020 I attended the National Communication Association National Conference. I attended two trainings as part of the pre-conference opportunities. First, I attended a session on using intercultural pragmatics in the Intercultural Communication course. The session leader focused on the practical negotiations that occur when trying to live in mixed cultural communities. This is inherently important in our approach to teaching this course at Divine Word College. While a theoretical approach that deals with representation and identity may work for other institutions, our mission focused learning outcomes encourages us to understand how we can facilitate practical intercultural dialogue predicated on emphasizing human dignity first. The second course I was able to take was a short-course on creating opportunities for social justice in the classroom. The course was taught by a very influential communication studies scholar in conjunction with the publication of her book on the topic. I found the course useful for thinking about the principles we try to teach related to advocacy. All participants agreed that the typical way of thinking about social justice advocacy has changed during the COVID-19 pandemic, but that there are a variety of ways to continue the work towards social justice.

I was also able to present at the NCA conference and organized a panel discussion about the guiding principles in the Basic Communication Course, typically Public Speaking. The panel came about as a result of discussions I had with many of our discipline leaders on the Basic Course and the influence of neoliberalism on education in general. We asked who the course served, how it served them, and should it? The complicated nuances of each answer underlined the importance of goal setting and student learning objective assessment, especially as it related to effective pedagogy, and that assessment for assessment's own sake was antithetical

to the liberal arts tradition of the communication discipline. I also carried out my duties as Chair of the American Studies Division of NCA which included leading the division business meeting and serving as respondent to the top papers panel of our division.



In March, I attended the Central States Communication Association Conference. This year's conference was, like many, virtual. Of the two presentations I was a part of, one was about the shifting understanding of community and one was about utilizing Universal Designed Learning in communication courses. The UDL approach to teaching suggests finding ways to break down barriers to learning, with an emphasis on student empowerment and self-efficacy, often requiring teachers to accept being vulnerable to more student feedback of their learning. It's an approach I've tried to utilize as a critical communication practitioner. The second panel presentation on community was fruitful and concerning. My presentation focused on humility and hospitality and my experience as a new faculty member to a new institution during the pandemic. I've benefited from the generosity of the DWC community in finding an academic home. However, while many of us in the presentation stressed the importance of community, many noted that the contemporary climate has increased scrutiny and judgment of our colleagues and students. Many are afraid of the danger COVID-19 presents and express their anger and resentment of other community members that do not follow prescribed safety policies or about being taken advantage of by colleagues. Trust has eroded in many of our communities, and the academic community is not shielded from this.

Overall, the professional development experiences I have had this academic year make it clear to me that we need an emphasis on living in community, which requires humility and hospitality as we negotiate the uncertain contingent lives of modernity.

**ATTENDANCE AT TESOL CONVENTION**  
**DR. MARK GARTON**  
**ASSOCIATE PROFESSOR OF ESL**  
**INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]**



The 2021 International TESOL (Teachers of English to Speakers of Other Languages) convention was

held virtually on March 24 -27. I attended individual presentations on language acquisition and teaching. For the most part, I ignored the big business aspect of the convention. The exhibitors and the bookstore didn't interest me that much this time.

The presentations centered on language teaching and, to a lesser extent, research in the field of language acquisition. My impressions are twofold. First, the ideas presented by the classroom teachers were creative, but I came away from the conference feeling like I'd heard all of these ideas before. Besides, it can be quite a challenge to implement creative ideas that take up a lot of class time when you've got a lot of program requirements to cover. Second, and on a more positive note, both teachers and researchers seemed to be entirely focused upon how students process language. One hour I heard a researcher talk about language processing by citing the latest research on the brain, and the next I heard about classroom activities that might stimulate this processing. The general thrust of the presentations was we should let students show us where they're at in their own, highly-idiosyncratic acquisition processes, and then we should build on what they know. This represents a reaffirmation of the teacher's traditional role, that of facilitator. I'm very comfortable with this role.

International TESOL has a huge convention every year, and this year's virtual event was about the best that could have been offered under the circumstances. I'm glad that I attended the convention, even if much of what I heard had a familiar ring to it.



"The general thrust of the presentations was we should let students show us where they're at in their own, highly -idiosyncratic acquisition processes, and then we should build on what they know."

**THE PANDEMIC BRAIN: SCIENCE AND STRATEGIES FOR OPTIMAL LEARNING**  
**MS. SHARON SINTON**  
**SENIOR INSTRUCTOR OF ESL**  
**INTENSIVE ENGLISH LANGUAGE INSTITUTE (IELI)**



During the last days of March 2021, I attended the TESOL International Conference. One keynote address was entitled “The Pandemic Brain: Science and Strategies for Optimal Learning” given by Dr. Janet Zadina. Dr. Zadina has spent the past year working with educators to help them support students coping with the pandemic. To assist educators, she has developed an action plan called the 5Rs: Recognize, Recover, Renew, Rewire, and Resilience. This plan helps instructors deal with students coping not only with stress from the pandemic but also with any long-term trauma.

First, teachers need to recognize the toll the pandemic is taking on student learning. Fifty percent of college students have reported that they feel stress or anxiety, and eighty-three percent say this stress negatively affects their performance. This is not surprising when we consider what is happening in the brain. When we are stressed, our brains direct us to fight, freeze, or flee. These responses are useful for survival, but not for learning because they cause our frontal lobes, which control our executive functions, to disengage. This means students may have reduced attention, self-regulation, emotional control, memory, inhibitive responses, or will to perform in the classroom.

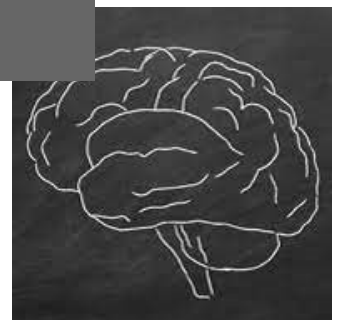
While these effects are debilitating, they are not irreversible. Dr. Zadina recommends helping students recover through the simple process of deep breathing to slow down the sympathetic nervous system (the system involved in the flight or fight response). Mindful breathing and meditation are also useful to renew the mind, as they have been shown to increase gray matter in the brain.

After starting class with a short breathing exercise, educators can focus on rewiring the brain. To do this, Dr. Zadina states we need to encourage students to think about that for which they are grateful. Gratitude rewires the brain by changing what people pay attention to. People are naturally programmed to focus on the negative as a means of survival, but deliberately focusing on the positive alters our attitude and our brains.

The last step of her plan is to develop resilience in students. Resilience can be fostered by allowing students choices, having built-in predictability in the classrooms, and encouraging self-efficacy. She also advises that teachers remind students that it is better to be a good person than to be an A student.

Her presentations closed with the observation that it is not that students cannot learn, but that the student coping with stress is unavailable to learn. Our job as educators is to help students unlock their coping skills so that they can focus on their learning skills.

“People are  
naturally  
programmed to  
focus on the  
negative, as a  
means of survival,





**A VIRTUAL TESOL AND THE CALL-IS NEWSLETTER**  
**MR. LARRY UDRY**  
**ASSISTANT PROFESSOR OF ESL**  
**INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]**



Thanks to the generous support of Divine Word College, I have accomplished two major goals since my last writing.

Number one, as the CALL-IS Newsletter Editor, assisted by a team of professionals from all over the world, we recently published the CALL-IS Newsletter in which we had another “bumper crop” of submissions. Due to the pandemic, the number of newsletter article submissions has been so unprecedented that I began the second edition almost as soon as the first was published in September. The last was published in March. All the newsletters can be found [here](#).

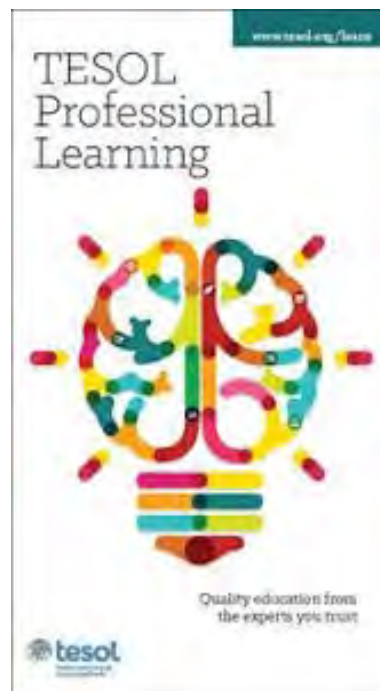
The CALL-IS Newsletter goes out to about 1,500 members of the CALL-IS. The titles in this newsletter include articles from a wide variety of people on a wider variety of topics: Sezgi Acar, a recent MA in TESOL graduate from UAB, asks, “What Does Mango Languages Offer to Language Learners? Ilka Kostka and Catherine Showalter from Northeastern University explain what is necessary for “Preparing Students for Video Communication in Academic Settings.” And David Winans, a doctoral student at Arizona State University, offers “Practical Solutions for Building Community in Online Language Classrooms.” All topics are relevant to our current state of affairs.

Finally, on August 4th, 2020, I participated in the Virtual Annual TESOL Convention from March 24th - 26th. I attended many sessions, most of them short online with Q and A only at the end. Of note, I attended a session by Dr. Randi Reppen of Northern Arizona University entitled “Developing Successful Writers Through Task Based Writing”, an excellent presentation by the author of the series *Grammar and Beyond*, a series which we will use in the IELI program in the next few years. I also vetted

some presentations for CALL-IS, and it was interesting to see many of them had been accepted. As a member of the Steering Committee, it's important that we maintain quality presentations:

“As a member of the Steering Committee, it’s important that we maintain quality presentations: it’s key to vet all proposals with a high level of consistency.”

it's key to vet all proposals with a high level of consistency. CALL-IS was responsible for putting on the conference and running the IT for the entire conference. Though there were a few glitches and curve balls (considering how many attended), it might be considered a success.





**LIBRARIES AND COVID-19**  
**MR. DANIEL WILLIAMS**  
**LIBRARY DIRECTOR**



Over the past several months, I have been able to attend a number of local and regional meetings of library direc-

tors from our area. Of course, as many others have done, we have been meeting online using Zoom. Some of these meetings have been less than inspiring. Due to the many complications that the COVID-19 pandemic has brought to libraries, as well as to colleges and universities in general, libraries have had to change and adapt. Unfortunately, not all of these changes have been voluntary.

There have been many reports of how student enrollment in colleges has dropped significantly. Many other students have chosen distance education options when and where they were available. All of this has resulted in dramatic drops in college income from admissions and tuition.

Certainly none of this has affected college and university libraries in the least, especially not the libraries in our area. Or has it?

I know of no statistical studies that have yet been done, but, anecdotally, a number of libraries throughout Iowa have been closed for almost a year. The luckier libraries remaining open have had to face drastic budget cuts, the elimination of staff positions, and shortened hours of availability to students and faculty. One library has even eliminated its print collection in favor of an all-digital collection.

Here at Divine Word College, we have been much more fortunate, I would even say blessed. Our college administration has continued to fully support our library. We have been able to remain open to our faculty and students throughout this pandemic. Even when our community was under its strictest quarantine, our librarians were still able to work from home and come onto cam-

pus when necessary. We continue to be able to provide services in both print and electronic formats. Even when other libraries had suspended their Interlibrary Loan service, we were able to continue to provide requested materials to libraries throughout



Iowa, the Midwest, and elsewhere around the world. Our college faculty, employees, and students were able to continue to support us as well by suggesting materials for purchase by the library.

Yes, it is true. Many libraries around the country have had to face difficulties and hardships brought on by this COVID-19 pandemic. It is also true that our library has benefited from the support of the many who make up our community, from the students who have cleaned and sanitized our library, to the committee members who made Zoom available to us, to all who have committed to keeping our library a viable part of our community.

“Certainly none of this has affected college and university libraries in the least, especially not the libraries in our area. Or has it?”

**CONNECTING THE DOTS: PAPAL BULLS, COLONIALISM, IMPERIALISM, AND CLIMATE CRISIS**  
**DR. MATHEW KANJIRATHIKAL**  
**PROFESSOR OF SOCIOLOGY**  
**DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]**



Mathew Kanjirathikal organized for the Midwest Sociological Society's Annual Meetings, which took place be-

tween March 18 and March 21, 2021, a session consisting of three invited papers, under the title, "Connecting the Dots: Papal Bulls, Colonialism, Imperialism, and Climate Crisis." The papers presented at a session on March 18 drew linkages among colonialism, social stratification, white supremacy, imperialism, global capitalism, and climate crisis – linkages that are often neglected in the mainstream media and scholarship. The presenters were Evandro Camara of Emporia State University; Charles Thorpe of the University of California, San Diego; and Mathew Kanjirathikal of Divine Word College. The session was well attended, and it elicited a lively discussion among the attendees.

In the first paper, titled "The Impact of Colonialism on Class Structure and Identity in Brazil," Evandro Camara explored the influence of the Portuguese social organization and stratification on Brazilian social life. The paper noted that very sharp class divisions and a deep sense of class membership, class allegiance, and class-based identity characterized it. In the second paper, titled, "Climate Change, Imperialism, and Species Being," Charles Thorpe examined the linkages among U.S. imperialism, world capitalist system, ecological crisis, and climate catastrophe. He argued that solution for climate change requires global cooperation that would mean an end to capitalism, imperialism, and the nation state. Mathew Kanjirathikal presented the third paper, titled, "'Papal Bulls, Colonialism, Imperialism, and White Supremacy," which argued that white supremacy, the organizing ideology that continues to drive western imperialism, is deeply rooted in the Western Culture, informed by the Medieval social understanding of the

Church's role in the world. That understanding underlies some of the 15<sup>th</sup> century Papal bulls that supported, legitimized, authorized, and promoted the European colonial domination of the world. The Enlightenment only helped to reinforce that ideology. Kanjirathikal gratefully acknowledges the College's financial support that made his participation in the Midwest Sociological Society meetings possible.



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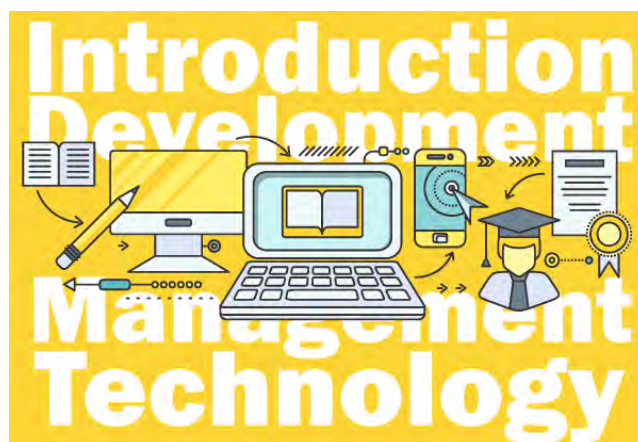
**LEARNING ONLINE TO TEACH ONLINE**  
**DR. CATHI CLEARY**  
**ASSISTANT PROFESSOR OF BIOLOGY**  
**CHAIR-DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]**



During the summer of 2020, I participated in two online courses offered through Magna Publications called Taking Your Teaching Online and Developing and Teaching an Online Course, each of which approached online teaching from a different 'starting point'.

While the first course provided instruction on converting from face-to-face teaching to an online delivery mode (which we were all thrust into for an undetermined amount of time), the second provided a variety of best practice strategies related to developing and facilitating an online course from anew. Strategies in this second course were easily adaptable to use in conversion of a pre-existing face-to-face course to an online mode of delivery, as was the case here at DWC. These courses introduced me to several strategies that I made use of in my teaching as DWC began the Fall semester online. One such strategy is to administer a reading quiz on the reading assignment that should have been completed prior to class lecture on the subject. This led to greater student-initiated discussion of content for clarification during content delivery. Another was the concept of reverse or backward course design, wherein the learning outcomes - what students should know and be able to do after the course - inform what content to include (or what not to include) and modes of assessment. I was also introduced to Open Access Resources, which led me to tryout in a fall course the use of one such OAR textbook in parallel with the textbook used regularly for the course. As there are many OARs to turn to, I will explore other resources to use in that course and others in the future, and I intend to make use of both the backward course design and Open Access Resources for the topics elective course I will teach in the fall called Infectious Diseases. I have continued the use

of a few of the strategies described in these Magna courses even after we resumed face-to-face instruction. I found the courses very helpful in presenting strategies for both online and face-to-face modes of delivery.



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**THE EVOLVING WRITING CENTER AND STRATEGIES FOR ATTENDING TO STUDENT NEEDS**  
**DR. RICHARD GARRETT**  
**ASSISTANT PROFESSOR OF ENGLISH LANGUAGE & LITERATURE**  
**DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]**



On March 26, 2021, I participated in the Mid-Atlantic Writing Centers Association annual conference. This year's conference theme was, appropriately,

"Access & Equity: Writing Centers in Times of Disruption." The MAWCA 2021 Conference explored how the disruption of COVID-19 has shaped our ideas of access and equity in the Writing Center. The context of our current world raises important questions of how we address accessibility in a time of great disruption—and beyond.

Some of the important questions the conference addressed: How can we continue to serve our mission while also adhering to safety standards? How can we continue to serve students, all with different resources and needs, no longer partially equalized by access to a physical campus? Bound by the constraints of the COVID-19 pandemic, how can we reach students, especially those most at risk?

The MAWCA 2021 Conference was, naturally, a virtual conference. I registered for this conference and participated by watching/listening to both live/synchronous sessions and asynchronous sessions. As the director of the Divine Word College Student Resource Center, I learned some useful information and strategies that I'm sure will help me, the SRC tutors, and DWC students adapt to the evolution of the traditional college writing center. For me the highlight of the conference was the terrific keynote address by Dr. Allison Hitt, assistant professor of English at Ball State University. Dr. Hitt, whose research specializes in student writing through the lens of disability studies, centered her talk on how to make writing center environments more accessible and equitable. She underscored the importance of treating all students who enter the writing center as individuals and, thus, as different from one another in terms of their needs and what they bring to the center: the assignment and their interpretation of it, their writing ability, and how they learn and compose.

One salient point of Dr. Hitt's that I found especially relevant to Divine Word College students was her mention of international students whose mother tongue is not English. Specifically, she stated that when a non-native English speaker/writer (i.e., almost all of our students at DWC) comes to a writing center for help, the tutor should be prepared to focus on grammar, individual grammatical deficiencies/challenges, and lower-order concerns (i.e., sentence-level concerns such as sentence structure, mechanics, grammar, etc.) rather than global, higher-order concerns such as thesis statement and organization.

Other sessions at the conference were also interesting and beneficial, and I'm certainly glad to have participated.

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