

# THE LOG

## Divine Word College

April 26  
2022

A Bulletin for the Divine Word College Community

Vol. 41 No. 29

### In This Issue:

Capstone Presentations	3
Mission Talk	4
Student Senate	4
Honoring Moms	5
DIALOGOS	<i>addendum</i>

### Birthday Corner

#### April

30 Fr. Laurensius Huller, SVD

#### May

4 Sr. Thao Thanh Tran, LHC

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

#### *Resurrection of the Body*

We are just a few weeks away from planting time here in northeast Iowa. Just as soon as the threat of the last frost is passed, farmers will be out in the fields planting corn and soybeans across the whole state. In the northern hemisphere, Easter is celebrated in spring, at planting time. That can be a real help in building up our hope in Jesus' resurrection.

As a child, I was happy when I heard about Jesus rising from the dead. I thought it was a good ending to a good story. I could not imagine that it might be the turning point to MY story. I was not able to connect Easter miracles with my own life and future. In those childhood days, I was wondering whether the Easter Bunny would bring me a bucketful of candy!



Now at this later stage in my life, I realize that Jesus' resurrection is the key to understanding what will happen to all of us as we approach the doorway of death. In the Apostles Creed, we profess our faith in the "resurrection of the body and life everlasting."

Thomas the Apostle could not quite believe his companions when he heard them say they had "seen" the Risen Jesus. Maybe he figured they were all sharing in some mass illusion. When Jesus appeared, he was changed. He wasn't just like before. It took some effort for Thomas to recognize that the risen body before him was Jesus' presence.



St. Paul also faced doubts and questions from many people when he preached about this core element of Easter faith. Paul turned to the planting and dying and sprouting of seeds to

*continued next page*

help his readers to grasp a much deeper movement of life. To the community in Corinth he wrote:

But someone may say, "How are the dead raised? With what kind of body will they come back?" You fool! What you sow is not brought to life unless it dies. And what you sow is not the body that is to be, but a bare kernel of wheat, perhaps or of some other kind. . . . It is sown corruptible, it is raised incorruptible. . . . The dead will be raised incorruptible. . . . For that which is corruptible must clothe itself with incorruptibility, and that which is mortal must clothe itself with immortality. (1 Cor 15:35-37, 42, 52, 53)

St. Paul thought about wheat, the basic food of his time and place. Farmers in Iowa think about corn, soybeans, and hay. As a gardener, I think about spring flowers that were buried in the ground in October. They lie there all winter waiting for the ground to warm once again, and then they spring into life, producing a bloom that is radically different from the bulb that I buried. A spring garden helps me to grasp that I am now just a seed of the person I will be when transformed into a creature of incorruptibility and immortality.

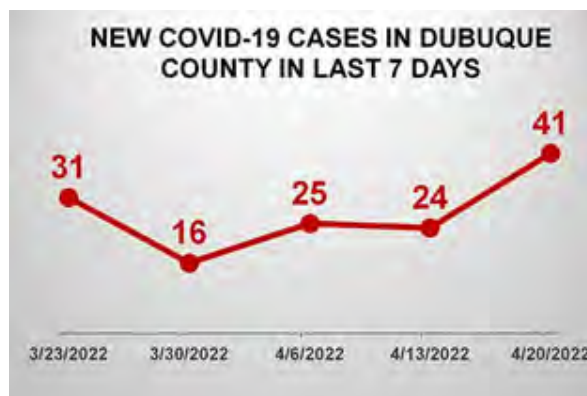
## COVID-19 Guidance

We are not through with COVID-19 yet. The Dubuque Public Health Service presented information this week showing that cases of COVID-19 infection are still fairly low, they have increased. Approximately six new cases per day have been detected in the week of April 13-20.

Dubuque County COVID-19 Community Level is ranked as LOW by the CDC.

DWC continues with random testing of students, staff and the SVD community. No cases were detected in the DWC community from mid-February until mid-April. However, during the past week two off-campus employees did test positive. Those who were in somewhat close contact were advised to take a COVID test. All results were negative.

We need to continue to be careful. Please stay home or in our room if you are feeling sick. Get tested as soon as possible.



## DWC COVID-19 Dashboard 2021-2022

	Number of Tests	New Confirmed Positives	Number Self-Isolated	Number Recovered	Vaccination Completed	Booster
2020-2021	913	50	50	50	129	0
August 1- Dec. 31	506	2	2	2	6	116
Jan. 1 - 31	273	37	37	35	0	6
Feb. 1 - 28	74	4	4	6	2	8
April 1 - 19	87	0	0	0	0	17
April 20 - 26	49	2	2	0	0	2



## VICE PRESIDENT FOR ACADEMIC AFFAIRS

*Fr. John Szukalski, SVD*

### DIALOGOS

The April 2022 issue of the Academic Newsletter for Divine Word College—DIALOGOS—is appended to this edition of the LOG. Read about professional development activities and conference attendance from several faculty members.

### Senior Synthesis Capstone Presentations

Three of nine graduating seniors will present their synthesis capstone projects on Thursday evening April 28, 2022 in partial fulfillment of the requirements for earning their respective Bachelor of Arts degrees. Each presentation will last about 20 minutes with up to 10 minutes for follow-up questions and discussion. Capstone presentations provide an opportunity for students to showcase their learning and research in areas of particular interest. Audience participants will have an opportunity to engage presenters in brief meaningful dialogue regarding their capstone projects.

**Thursday 28 April 2022**

**7:30 p.m.**

**Main Chapel**

**Sr. Tram Thu Thi Tran, IHM** – “A Mindfulness Approach for the Elderly Sisters in the Immaculate Heart of Mary Congregation in Vietnam.”

An Intercultural Studies Capstone Presentation

ICS Capstone Instructor: Bro. Brian McLauchlin, SVD – Instructor of Theology

**Sr. Dieu Tuyet Thi Nguyen, LHC-H** – “The Social Justice Process: Animating the LHC Sisters in Protecting the Environment.”

An Intercultural Studies Capstone Presentation

ICS Capstone Instructor: Bro. Brian McLauchlin, SVD – Instructor of Theology

**Sr. Thuan Kim Thi Phan, LHC-V** – “A Program for Interreligious Dialogue: The Sisters of the Lovers of the Holy Cross (LHC) in Ha Tinh Province Reaching Out to People of Other Religions in Their Ministries.”

A Theology & Mission Capstone Presentation

THM Capstone Instructor: Fr. Stephen Kha Nguyen, SVD – Assistant Professor of Theology



## Assessment Bites

### What exactly is a focus group in assessment?

“Focus Group: “Planned discussions among groups of participants who are asked a series of carefully constructed questions about their beliefs, attitudes, and experiences” (Allen, 2004, p. 168)” Here’s also a nice and short TED Ed on focus groups <https://www.youtube.com/watch?v=3TwgVQIZPsw>



## VICE PRESIDENT FOR FORMATION DEAN OF STUDENTS

*Fr. Long Phi Nguyen, SVD*

### Vocation Mass

On Friday, April 29, the Formation Group of the Galatians will organize a final Vocational Mass for this academic year at 8:00 AM in the main chapel. Mr. Ladouceur Flarissaint will share his vocation journey. Sr. Francisca Doofan Aorakaa, SON, and Sr. Comfort Nguyongu, SON, will also renew their religious vows on this special occasion. Please come to pray with Fr. Raymond Akumbilim, SVD, and members of his formation group for an increase in vocations for the Church, particularly for Sr. Francisca and Sr. Comfort, on their renewal of vows.

### Mission Talk

The DWC community welcomes **Bro. Bernie Spitzley, SVD**. He professed first vows as a Divine Word Missionary in 1975 and worked for many years in formation at Divine Word College. He was also a former Dean of Students here at DWC. Since August 1999, he has been ministering in Jamaica. It is an honor to have him back in our community. He will share his missionary experience with the whole community on Friday night, April 29, at 7:30 PM in room 107. Everyone is highly encouraged to come to this event.

### Religious Brother's Day

On Sunday, May 1, Religious Brother's Day is celebrated on the Feast of St. Joseph the Worker. On this special occasion, the DWC community comes to celebrate, pray and give thanks 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. Larry Kieffer, Br. Mike Decker, Br. Daniel Yunch, Br. Brian McLaughlin, Br. Vinh Trinh, Br. Bernie Spitzley, and Br. Tony Kreinus. Happy Brother's Day!

### Student Senate Cabinet of 2022-2023

I am pleased to announce the newly elected Student Senate Cabinet of 2022-2023.



**Mr. Omar Picon  
Gonzalez**  
President



**Mr. John Edeve  
Augustin**  
Vice President



**Frt. Engelbertus  
Salmon, SVD**  
Secretary



**Sr. Thoa  
Nguyen, LHC-PT**  
Treasurer

I want to express my gratitude to the members of the Election Committee for all the hard work they did to organize a fair election. The election committee included Sr. Scovia Okello Apiyo, LSMIG (chair), Sr. Duong Y, IMM, Mr. Hoang Son Vu and Br. Quoc Le, Ocist. Many thanks to the outgoing Student Senate Cabinet: Mr. Hoang Huy Nguyen, Mr. Nay Kaw Sho, Mr. Cederick Morando and Mr. Hung Cong Nguyen. We are grateful for your leadership, dedication, and commitment to serving the Student Body and the DWC community.





**Honoring Moms!**

Mother's Day is May 8  
and we want to honor  
all Moms. Share a  
picture of your mom  
and we will display  
it on the monitor  
outside the chapel.  
(Please include her name)

Send pictures to  
[eshedek@dwci.edu](mailto:eshedek@dwci.edu)

## Tips for Preparing for Final Exams

Final exams are approaching for many of you in the College. This is part of your learning process to become better persons, candidates, and religious missionaries. Today, I would like to share some tips for preparing you for final exams. I assume that you have done all the preparation during this semester: completed all your readings and homework assignments. Like an Olympian athlete, you cannot begin training only one week before the games. To prepare yourself well, you might consider shifting gears from reading and reviewing course material to a more intensive study phase. You need strategies to get yourselves ready for your final exams:

1. Gather all materials: collect all you need to review: textbooks, notes, handouts, etc.
2. Make a “realistic” schedule:
  - a. Set priorities
  - b. Schedule enough time to study each subject
  - c. Spend one or two hours to review and rehearse what you have studied. It is not good if you try to study something new at this point.
3. Begin your actual study with a “not more” than 30 minutes’ warm up: to review everything in the subject. This will help you to remember some of the topics you have learned during the semester.
4. Create a detailed listing of all significant information you will need to know for the exams. This step includes skimming all your notes, texts and other materials. Write out each topic as you come across it in your quick review. This step is similar as making a synthesis of your course.
5. Based on your list, review the material intensely.
6. Practice a lot of output: teaching the course material to your peers, making flash cards and using them, drawing mind-maps, and writing.
7. Test yourself: go to a topic and try to explain it in your own words on what you understand, what the important information you need to know and the implication and/or application to real situations.
8. Repeat step 5 to 7 until you feel confident with it.
9. Practical details:
  - a. Know the format of the exams: multiple choice, essay, true/false, etc.
  - b. Know the time and the place of the exams.
  - c. Be prepared to bring spare pens, pencils, eraser, etc.
10. Make your own questions to practice.
11. Deal with anxiety: relaxation and focus techniques work best to overcome a panic attack during the exams. Remember that an exam is only a sample of your total body of knowledge at a specific time and place. An exam is not a test of your self-worth.

Contact me at [auntarto@dwci.edu](mailto:auntarto@dwci.edu) or ext. 377 if you need help or more information especially for relaxation and focus techniques.

Source: taken from *Study Smarter, Not Harder* by Kevin Paul, MA, Chapter 13





## **VICE PRESIDENT FOR ADMISSIONS**

*Mr. Len Uhal*

### **Come and See Visitor**

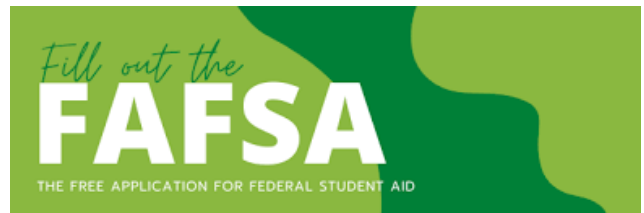
The Vocation Office will host a campus visitor later this week. Fereydoon Namdari, from Costa Mesa, California, will arrive on Wednesday and stay with us until Tuesday. He feels God may be calling him to a religious vocation, and he is visiting us to learn more about the SVD and the formation program here at Divine Word College. Please greet him when you see him and help him feel at home in our community during his visit.

### **Exit Interviews**

All students leaving at the end of this year and who do not plan to return in August (including students who will leave after the summer ESL program), please schedule your exit interview with Len Uhal in the Admissions Office. All students leaving the college are expected to complete the exit survey and exit interview. Please schedule your appointment now before exam week.

### **Free Application for Federal Student Aid (FAFSA)**

Domestic Students who qualify for federal financial aid are strongly encouraged to begin planning for next year. Please visit Carolyn Waechter in the Admissions Office to get started on completing your FAFSA for the 2022-23 school year. It is most beneficial to have this completed before the end of this academic year. Click [here](#) to get started!



### **Vocation Directors are on the go again**

You may recall that Frs. Anthony, Emilio, and Thinh were in Rome for an SVD program on vocations and formation at the SVD retreat center in Nemi, Italy, for the last 2+ months. They returned safely last week after Easter. Frs. Emilio and Thinh are currently in California getting over jetlag and Fr. Anthony is already in Chicago headed to Divine Word College on Wednesday and will be here this week to host our Come and See visitor. Fr. Adam and Len will be leaving campus this week to head to Bay St. Louis, Mississippi, to attend a meeting of the national board for the National Religious Vocation Conference (NRVC). They will return next week just in time for the Board of Trustees' meeting here on campus.



April 27	Employee Retirement Party @ Barn House, Epworth IA
April 28	Recognition & Awards Luncheon
April 30	Befriender Ministry Recollection
May 6 - 7	DWC Board of Trustees Meeting
May 13	DWC Commencement
June 20 - 21	Dubuque Archdiocesan Priest Convocation





# DIALOGOS

## διάλογος

The Academic Newsletter for Divine Word College

### IN THIS ISSUE:

### HIGHER EDUCATION TRENDS: HLC 2022 FR. JOHN A. SZUKALSKI, SVD, PH.D., VPAA



I attended the 2022 Higher Learning Commission Annual Conference in Chicago, the first time it was held in person since 2019. Clearly a lot had changed in the

higher education environment, but not all of it due to the pandemic. Institutions of higher education must seize emergent new challenges and opportunities with agility to meet the evolving demands of student learning, or else risk losing their relevance and succumbing to mission failure. And a number of institutions have failed in recent years.

In her Welcome Address, HLC President Barbara Gellman-Danley highlighted major trends in US higher education for 2022. Some, though not all, of these trends impact how well Divine Word College accomplishes its Mission. The implication is that DWC must also respond to the new educational environment with agility to continue fulfilling its Mission effectively or risk failure. Below are a few 2022 trends that I see impacting DWC in ways particular to our context.

1/ Looking Beyond the Rearview Mirror: Student learning demands are evolving. Innovative institutions will survive and thrive, while those that continue to look through the rearview mirror are threatened by obsolescence. While it may be human nature to endlessly debate and discuss without moving forward, now is the time to be flexible, nimble, expedient, and responsive.

Over the last five years, DWC has deliberately turned both eyes firmly forward and as a result has evolved beyond its earlier existence. A couple forward-looking examples. The ESL program has been further professionalized by compliance with industry standards as defined by the Commission on English Language Program Accreditation (CEA). Institutionally, five Core Competencies have been implemented which best articulate the skills required for the development of effective missionaries in today's world. Both processes have not been painless nor without resistance, yet the energizing impacts on student learning are indisputable. Core Curriculum revisions are next on the horizon.

COLONIALISM & SOCIOLOGICAL THEORIZING DR. M.KANJIRATHINKAL	3
PUTTING THE "HUMAN" BACK INTO HUMANITIES DR. KAROLINA ACHIRRI	4
FROM THE MIDWEST TO THE UK DR. YASMIN RIOUX	5
OUR FOODS: AN UNDERLYING COMPONENT OF OUR CULTURAL IDENTITY DR. CATHLEEN CLEARY	6
ACCESSING FOR INCLUSION DR. JOSHUA YOUNG	7
TESOL 2022 CONFERENCE MS. JEAN FLOYD	8
A VIRTUAL TESOL MR. LARRY UDRY	9
TESOL MEMORIES DR. MARK GARTON	10
FOUR DAYS FR. SAM CUNNINGHAM, SVD	11
AMERICAN ACADEMY OF RELIGION CONFERENCE FR. AKIZOU KAMINA, SVD	12
TEACHING MULTI-LEVEL CLASSES MR. DANIEL GHEORGHE	13

INSIDE THIS ISSUE:	
CATHOLICS DISCUSSING PHILOSOPHY DR. JASON REED	14
CONFERENCING IN CHICAGO DR. RON CONDON	15 16
DIGITAL SEMINAR BRO BRIAN MCLAUCHLIN, SVD	17

2/ Changing Demographics: Nationally, traditional 18- to 22-year-old students are on the decline, while adult learners with specific learning goals are on the rise. International student enrollment is down, with political polarization and the pandemic contributing to the trend. New diversity, equity, and inclusion efforts only highlight the fact that significant barriers still exist in the US higher education system.

Most DWC students are non-traditional – in the best sense! DWC has been well ahead of national trends in this area for a very long time. Most students here are adult learners, with impactful educational, work, and ministerial experience already under their belts. Their learning goals are well-defined and their motivation is strong; hence, they are significantly more mature and committed to learning. Diversity, equity, and inclusion is not just the latest trend for DWC. Rather, interculturality and providing transformational educational opportunities for underserved students is an intentionally integral part of the DWC Mission and the SVD Charism.

3/ Differential Accreditation: HLC accreditation documents and verifies an institution’s adherence to Mission, integrity, professional standards in quality education, commitment to continuous improvement, and institution-

al effectiveness in resources and planning. However, not all institutions are the same.

HLC now recognizes that the Assurance Argument process may not adequately allow specialized or faith-based institutions to meaningfully showcase their particular strengths. HLC is developing a differential accreditation model that permits institutions, like DWC, to foreground commitments and priorities that are Mission-driven. New models and metrics will demonstrate that DWC is highly effective indeed.



“ Institutions of higher education must seize emergent new challenges and opportunities with agility to meet the evolving demands of student learning, or else risk losing their relevance and succumbing to mission failure.”



Classical sociological theorizing occurred at the height of colonialism, when European nations subjugated nearly 85 percent of the world's population and their societies. The discipline of sociology, as taught in the academy and represented in publications, has yet to acknowledge that colonialism and modernity are not separate historical processes, but rather colonialism is constitutive modernity. This elision and even the refusal to acknowledge the centrality of colonialism to modernity is the dark side of sociology, and of all social sciences. It is dark in both senses of the term: unknown and deliberately hidden. Industrialization, the birth and spread of capitalism, growth of Western science, the globalization of western culture, religion, institutions, and forms governance are inextricably linked to colonialism. Modernity was financed, resourced, supported, and shaped by Europe's conquests of the Americas, Asia, Australia, and Africa. Furthermore, Western societies developed themselves in dynamic relationships with their colonies, and those dynamic linkages continue to exist, although in disguised forms. The peripheralization of the non-west is the main source of many of today's global problems.

The global inequalities in all their manifestations – from the racialization of peoples to the unequal distribution of wealth, patterns of unfair global trade, regimes of economic sanctions, military interventions, and abuse of global structures of power – cannot be fully understood except in the context of the continuing legacies of colonialism. In general, colonizing nations are wealthier and more powerful than the colonized ones and the global structures of power and knowledge production are designed to maintain the structural inequalities.

The canonical founders of sociology were well aware of the linkages between modernity (on which they focused their attention) and colonialism which they ignored or sidelined. When they did pay some attention to colonialism, it was in the context of drawing comparisons between the West, whose interests they served, and the rest, consistently highlighting the superiority of the West. As sociologist Connell has argued, classical sociological theorizing served to construct narratives of global difference in which on-western world was described as primitive in comparison to the

metropole. This negative comparison was enabled by evolutionary paradigms of the nineteenth century. By remaining silent on the West's political, economic, cultural, and ideological agenda, the founders of sociology were complicit in the project of differentiation and racialization of the non-western world. Simultaneously, they claimed universality for their theoretical concepts while, in fact, they only had application within the Western context. It is true that in later years some sociologists, including the Chicago School sociologists paid attention to colonialism, but as a separate category of investigation rather than exploring colonialism's connection to modernity. American sociology today has mostly turned inward, focusing on internal differences in terms of race, class, and gender rather than exploring global issues against the backdrop of colonialism. Following the lead of Bhabra and Holmwood's recent publication (2021), titled Colonialism and Modern Social Theory, my paper focused on Max Weber's eurocentrism and the limitations of his sociology of law.

(Summary of Paper presented as the Midwest Sociological Society Meeting on April 16, 2022).



“The canonical founders of sociology were well aware of the linkages between modernity (on which they focused their attention) and colonialism which they ignored or sidelined.”

# PUTTING THE “HUMAN” BACK INTO HUMANITIES-ADVANCES IN TESOL METHODOLOGIES AND THE (NEW) SOCIAL JUSTICE TURN!

**DR. KAROLINA ACHIRRI -ASSISTANT PROFESSOR OF ESL  
INTENSIVE ENGLISH LANGUAGE INSTITUTUE (IELI)**



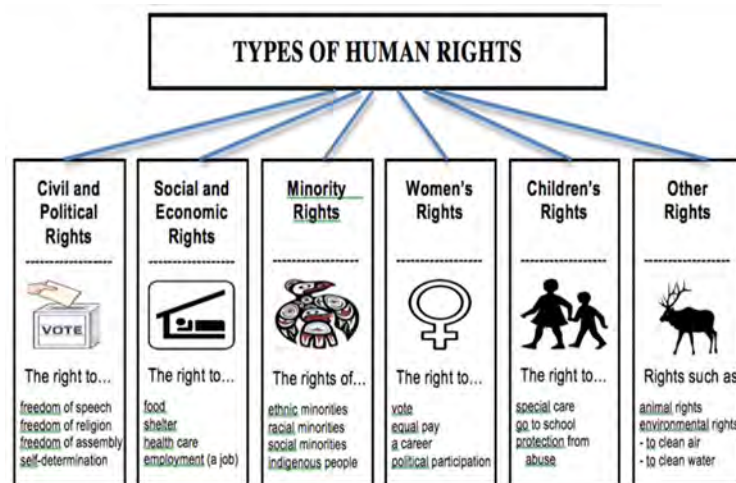
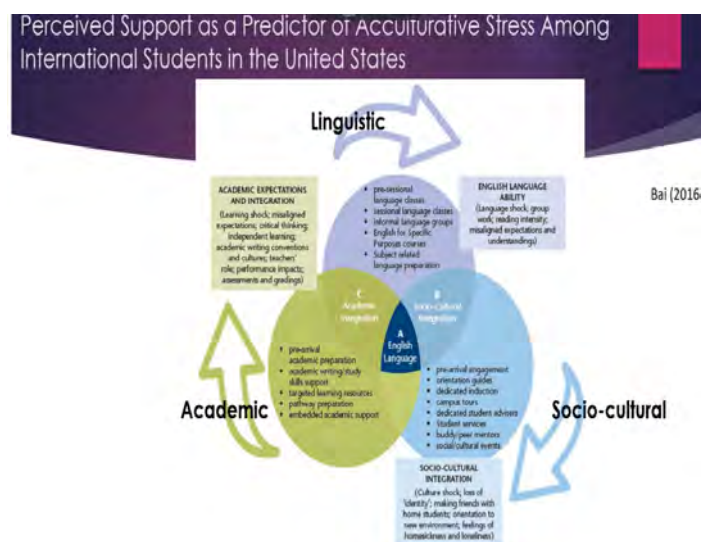
This academic year, thanks to DWC's generous financial support, I was able to attend and present and 4 major conferences in the field of Second Language Acquisition as well as Qualitative Research Methodologies. I benefitted

from these events being either entirely online or in a hybrid format, otherwise; as a single mom of a very active toddler, I would not have been able to make it in person.

In January, 2022, I presented at The Qualitative Report. I have been publishing and reviewing for The Qualitative Report for a few years now. This conference is very interdisciplinary in its focus. It invites and genuinely supports researchers, research practitioners and teachers interested in classroom-based research from all over the world. I attended most sessions on methodological advances that would fit into my own scholarly work. One thing I really enjoyed was learning how scholars in my field in different parts of the world adapt establish epistemologies to their contextual needs. As an epistemological pluralist myself, I fit right in, learning about transdisciplinary efforts that qualitative inquiry has been making these days.

In March, 2022, I presented at TESOL International. I was elated to notice that the main theme seemed to have woven social justice and human rights into the issues of the second language education. From presentations on identity, to ideological developments, to the constant awareness of human rights in the classroom and to broadly defined and understood social justice efforts, scholars from across the globe were discussing strategies of bringing the “human” back into humanities. It was eye-opening to once again remind myself that social justice is not, and should not, be reserved for POCs only, but that international and immigrant students deal with their own stressors pertinent to the human nature.

It has been refreshing to be able to connect with colleagues, even if on a virtual platform, who were otherwise distant due to Covid-19. As I embark on my new journey, away from Divine Word College next academic year, I will hold deep appreciation to the College's affords to make sure scholars and teachers have access and opportunities to develop professionally.







On February 4th, 2022, I presented my virtual poster titled, “Breaking through Learning Barriers: Using Narrative Writing to Help International Students Connect Prior Knowledge to Current Theory in a Diverse Intercultural Communication Class” at the Marquette University’s annual Writing Innovation Symposium (online). I outlined my research on narrative writing in a uniquely multilingual Intercultural Communication class. The research was based on a study I did at Divine Word College!

Regarding the goals behind my study and research, I wanted to give my students the opportunity to place themselves rhetorically within our shared academic sphere by enabling them to recognize that their prior knowledge was relevant, important, and integral to their comprehension of our theory-heavy course content. I did so by implementing structured and guided narrative writing prompts and opportunities throughout the semester.

As writing is a “mode of enquiry” (Park, 2013, p. 338), it can offer students ways to reflect on new information and course material while also reflecting on their responses to these new sources of input by engaging with the subject matter (Park, 2013; Ivanic, 1998).

Narrative writing is a useful interdisciplinary tool that helps students reflect not only on past experiences but also gives students a symbolic space that allows them to grapple with current issues and concepts that can be clarified through the act of writing (Clandinin & Connelly, 2000; Pagnucci, 2004). The incorporation of narrative writing into an Intercultural Communication class helps multi-geographical students recognize the inextricable link between the complex self, lived experiences, and language.

I also presented the same data to a new audience on April 7, 2022. Here, my electronic presentation “Building bridges through interdisciplinary practice: Creating inclusive and shared places through narrative writing in a distinctively

diverse Intercultural Communication class” was viewable for the attendees of the international Building Bridges Conference at Nottingham Trent University in Nottingham, UK.

Additionally, I participated in a virtual roundtable discussion at the 2022 Conference on College Composition and Communication on March 9, 2022. Here, I was part of a larger group of presenters (co-authors of a book project) that worked towards examining “Pedagogies of Responsibility: Teaching Environmental Justice in Writing and Rhetoric”. My individual contribution was titled “Increasing Inclusion, Belonging, and Environmental Awareness through Shared Places”, and was based on a research study I conducted here at DWC when teaching “Environmental Writing – Writing From Your Place” in 2019. Regarding this study, I was interested in examining how using place-based ecocomposition with diverse and multilingual writing students could aid in the construction of shared physical and symbolic spaces. Further, I was interested in exploring how these spaces and the practice of creating such spaces could not only focus on and emphasize sustainability practices and a sense of responsibility for our shared home, but also foreground inclusion and interconnectivity despite anthropogenic or otherwise perceived boundaries.

Writing classrooms with student writers from various places are extremely effective spaces for the “construction and co-construction of globally relevant place-based writings that can set the stage for internationally based dialogue and understanding necessary for global action” (Rioux, 2016, p. 13).

Between April 2nd and 5th, I joined Fr. Szukalski and Dr. Reed in attending the annual HLC conference in Chicago, IL. Attending the conference offered the opportunity to stay up to date with current best practices, gain a more thorough understanding of what other institutions are doing in regards to specific assessment-related topics, and to meet with our SPARQ Assessment Academy scholar, Rosemary Niedens.

**OUR FOODS: AN UNDERLYING COMPONENT OF OUR CULTURAL IDENTITY**  
**DR. CATHLEEN CLEARY- ASSISTANT PROFESSOR OF BIOLOGY**  
**DEPARTMENT CHAIR OF INTERDISCIPLINARY STUDIES (DIS)**



Over Spring Break, I 'attended' a MAGNA Online Seminar called "Understanding Racial Justice Through Food Studies". This seminar explores the relationship between race and food, and how food systems can provide cultural identity but also drive systemic oppression (mostly in the U.S.). I took the course to better inform myself on this topic, in anticipation of the fall Nutrition course. The course uses food as a pathway to raise awareness of structural racism (societal systems that perpetuate racial/cultural inequalities) and understand how it creates racialized problems such as food insecurity, health problems and ethnic identity problems for minority communities.

So much of our identity begins and develops at the kitchen table, a setting that can be an intimate element of our familial and social relationships. Food is more than simply nutrients; it connects us to almost every aspect of life. Food has a part in peoples' stories, and the stories of entire communities. Through our food practices, we leave a legacy for future generations. But food can also be a source of anxiety, stress and even death. The discipline of Food Studies addresses the bigger picture - what we buy and where, how we cook it.

The relationship between cultural identity, convenient access to foods and its effect on health and the environment are interconnected, and these things are ultimately the responsibility of social systems. Foods are grounded in culture; culture includes regionally available foods. Access to fresh foods varies; food deserts are largely a result of segregation and contribute to health problems. Food production and availability is the responsibility of local/regional/national government and societal systems.

Alleviating food availability problems worldwide involves the fight against food injustices with greater food sovereignty (the right to healthy, culturally relevant

food produced via ecologically sound, sustainable methods; the right to define food/agriculture systems), eradicating poverty and homelessness, access to adequate cooking and dining spaces, and access to fresh foods and foods of cultural heritage. Some of these (cooking and dining spaces on a college campus such as DWC) are more easily remedied than others (food deserts, availability of ethnic foods). Local gardens are one option that can contribute to this access.

Racial justice can be promoted through wider food choices and better availability, particularly in the setting of campuses of higher education institutions. Eliminating food inequity can be a step to counteract oppression within intercultural communities.

"Food is more than simply nutrients; it connects us to almost every aspect of life."



**ASSESSING FOR INCLUSION: RETHINKING COMMUNICATION ASSESSMENT PRACTICES**  
**DR. JOSHUA YOUNG -ASSISTANT PROFESSOR OF COMMUNICATION & ENGLISH**  
**DEPARTMENT OF INTERDISCIPLINARY STUDIES (DIS)**



I had the honor of attending the 2022 Central States Communication Association (CSCA) conference in Madison, WI March 30-April 2. I was invited to present on a panel about communication education assessment. I argued that

rigid assessment rejects the art of communication in discourse. Instead of focusing on colonial or ableist notions of good speech, communication scholars should reclaim phronesis as a communication learning outcome; students should be able to make practical choices about communication strategies addressing the contingent contexts they are in. The presentation was well received and has helped to spark a discussion within the organization about creating better, more inclusive assessment rubrics. I am currently working with a colleague to propose a short course on rubric development for next year's convention.

While at the conference, I also took advantage of the many other panels offered. I attended one session on shared governance between faculty and institutional administrators. I also attended a special session on Justice, Education, Diversity, and Inclusion (JEDI) initiatives in the classroom. I was also able to participate in various business meetings of the association, including Communication Education and Intercultural Communication division business meetings. I was elected secretary of the Communication Education division, the largest division of CSCA. This means I will serve in various division officer positions, including serving as division chair and as a convention program planner for the 2025 convention. It was a great honor to represent our Divine Word College community at this important conference.



“ Instead of focusing on colonial or ableist notions of good speech, communication scholars should reclaim phronesis as a communication learning outcome; students should be able to make practical choices about communication strategies addressing the contingent contexts they are in.

**TESOL 2022 CONFERENCE SESSION ON DEVELOPING SECOND LANGUAGE LISTENING**  
**MS. JEAN FLOYD—SENIOR INSTRUCTOR OF ESL**  
**INTENSIVE ENGLISH LANGUAGE INSTITUTE (IELI)**



TESOL 2022 offered the DWC Intensive English Language Institute faculty the option of attending the international conference virtually. One of the sessions that I found of particular interest was the presentation by Jon

Phillips and Federico Pomerici, both Faculty Development Specialists at the Defense Language Institute Foreign Language Center. Their presentation, Teaching Listening: New Strategies for Getting Students to Higher Levels offered many useful strategies that language instructors can help students employ to strengthen their listening skills. Like most students, DWC students will need to be able to understand lectures, class discussions, and course content delivered through video and other audio media. Therefore, the IELI is tasked with helping our students improve their listening comprehension skills. Unfortunately, as the presenters pointed out, many listening textbooks in our field focus on listening comprehension as a product, and therefore are comprised of outcome-focused activities which are essentially practice-tests. The assumption is that through practice, the language learner's listening comprehension skills will develop. As the presenters point out, however, listening comprehension is not only a product but also a process. They advocate the use of both process-focused activities as well as product-focused activities in order to help learners improve their listening proficiency.

Phillips and Pomerici identified the many challenges that students face in listening. These challenges include the problems most of us who have tried to learn a foreign language can imagine: the rate of speech of native language speakers, the variety of colloquialisms, idioms, slang, and reduced forms such as "d'j'eat?" and the real-life interference of background noise. Yet, as any language instructor can tell you, these are not the only challenges. First, there is the problem that there may be little repetition in real-time delivery, leaving just

one opportunity to catch the meaning of the listening input. There may be little or no time available for review before a response is required. In addition, the length of the listening input may require a great deal of concentration and stamina, the ability to process a speaker's false-starts and self-corrections, stress, rhythm, intonation, emotional overtones, and grammatical structures. Most importantly, a listener must grapple with the cognitive overload of unfamiliar topics for which he or she lacks background knowledge to process the social, cultural, and historical references made by the speaker, and the vocabulary specific to a particular topic.

The presenters then offered strategies that can be taught and practiced in process-focused listening activities in the



classroom. They discussed five specific strategies with instructions on how to incorporate these in a structured preview phase (pre-listening activities) of the lesson and nine specific strategies in the selective strategic listening phase (during-listening activities). Although these activities require a great deal of time for instructors to prepare, Phillips and Pomerici claim the benefits to students outweigh this drawback. Their activities range from working with transcript excerpts, focusing on distinguishing facts from opinions, identifying erroneous paraphrases, building summaries, doing mini-research on the sociocultural contexts, and using a variety of graphic organizers. These activities give students a variety of specific tools that they can use rather than just trying to pull out main ideas and details while listening. I look forward to preparing some of these listening activities for my students and hope they reach higher levels of listening comprehension too!



**A VIRTUAL TESOL**  
**MR. LARRY UDRY—ASSISTANT PROFESSOR OF ESL**  
**INTENSIVE ENGLISH LANGUAGE INSTITUTE (IELI)**



This year, like last year, I attended the TESOL conference virtually. The TESOL Convention offers professional development opportunities to English language educators at all levels from around the world. With more than 6,000 attendees

and 1,000 sessions, the convention has something for everyone, not to mention thousands more attending virtually. Even though the conference was hybrid, there were several interesting presentations I “attended.” But more interestingly, to me at least, I virtually hosted a “Tinkering with Technology” Workshop at 7:00 am Friday, March 25<sup>th</sup> entitled Collaborative Tools for Extensive Reading and Listening Activities” by Diane Turner and Ramon Misláng, both British Council instructors in Japan. As you can imagine, some issues can arise when the presenters and the host are in two different countries and the Zoom room platform interface is overwhelmed because of all the other presentations. At 6:30 am, I logged in to host the presentation at 7:00 am. Unfortunately, I was not given the proper link to the Zoom room. After 25 minutes of back-and-forth of fast and furious emails and a little frustration, I was able to start the meeting. It was well worth the wait. It was an excellent presentation and the presenters, without missing a beat, picked up where they would have left off. It is interesting to note that of the 25 people who registered for the session, none of them were in the Zoom room once the meeting started. Which is to say they were all new people browsing in Zoom rooms on the TESOL website. Much like the in-person conference experience itself. People milling about looking for connections. I did earn a “[badge](#)” for my efforts. The recording of many of the presentations can be found [here](#). The CALL-IS Interest Section was responsible for making the virtual aspect of the TESOL convention a reality, a tremendous undertaking, and there were sure to be a few hiccups. In addition, I have, since 2007, edited and published an online journal for the CALL-IS Interest Section, a group de-

voted to Computer Assisted Language Learning and Instruction, within our professional organization, TESOL. This newsletter goes out to 1,500 TESOL members bi-annually. Though virtually slimmer than the other editions, the March 2022 edition featured letters, articles and columns from people all over the world. Hoping to work myself out of the job, I have been blessed to work with a team that I developed over the course of 15 years as editor. The newest member of our Editing Team is from Russia. And, interestingly, for the upcoming edition, there is an article by a grad student from the University of South Florida, who is from Ukraine. All the articles in the March edition as well as all the back issues of the newsletter can be found [here](#).



## TESOL MEMORIES

### DR. MARK GARTON—ASSOCIATE PROFESSOR OF ESL INTENSIVE ENGLISH LANGUAGE INSTITUTE (IELI)



I attended the TESOL 2022 International Convention virtually this year.

The event itself was held in Pittsburgh, but I took advantage of the virtual option so I could view the online sessions and get some work

done here in Epworth at the same time. The sessions were fine—similar to last year’s talks, with maybe a detail here or there that I hadn’t heard before but otherwise all the same topics. Why students plagiarize. How we can help students read better. How creative writing can be used more in our instruction. It was all well and good, but I’ve come away from this year’s TESOL feeling like something was missing.

Contrast this virtual experience with what happened four years ago when I attended—really attended!—TESOL at McCormick Place in Chicago. Here’s a slightly-reworked excerpt of what I wrote in my blog at the time:

*We conventioners all got off the shuttle at the FedEx office, walked straight ahead, turned right, took the escalator up a floor, turned right again, and a whole big open area almost worthy of the Detroit Auto Show spread out in front of us. We got in one line and registered fast with a printed bar code we had (or a phone app, but I’m a traditionalist), got in another line to get our printed program if we wanted one (I did), some very young woman volunteer told each of us in turn that everything we said was “aweSOME” with the stress on the second syllable, and then we wandered off. We had to. There was no place to sit down. We could go to the loud section with food, publishers, some guy who kept wanting to give me a massage, poster sessions, the “electronic village,” and representatives from ESL programs, including one from a school called “Sloth International.” I must have misread that. Or you could walk a bit the other direction and go to quieter academic-*

*style presentations, with no one there bothering to introduce the speakers. I preferred the presentations.*

I went on to talk about the people I met there, including a woman I’d worked with twenty years before and hadn’t seen since. I remember getting all turned around in downtown Chicago, and I remember trying, and failing, to use chopsticks in an Asian restaurant again. I try that every couple of years, and I haven’t got it right yet.

Maybe I’ll get it right next year.

“ Contrast this virtual experience with what happened for years ago when I attended—really attended...”



**FOUR DAYS OF INTENSIVE TECHNIQUES FOR BETTER MENTAL HEALTH TREATMENTS**  
**REV. DR. LLOYD CUNNINGHAM, SVD**  
**ASSISTANT PROFESSOR OF PSYCHOLOGY**  
**DEPARTMENT OF INTERDISCIPLINARY STUDIES (DIS)**



Every two years in order to renew licensure as a Clinical Psychologist and Health Service Provider I am required to participate in forty hours of in-class APA approved training. This past semester I participated in four days of

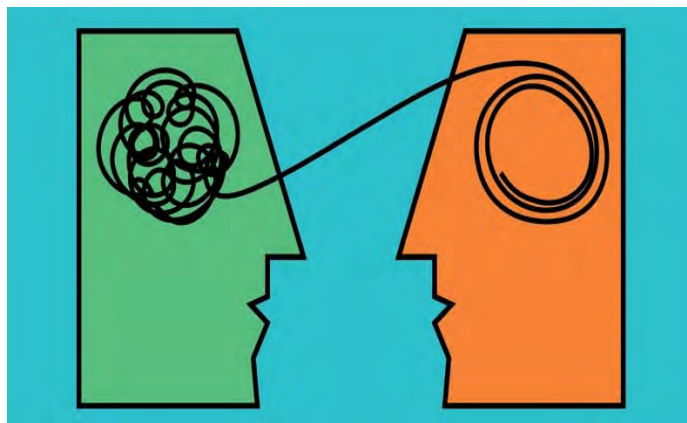
professional training for Iowa and Illinois Licensure. Due to higher than usual clients being diagnosed for anxiety and depression in our time of living through COVID and the change in Illinois law legalizing both medicinal and recreational cannabis I decided to further my professional skills by becoming certified in Mindfulness Techniques, to learn about new psychopharmacology medications, and how my peers are studying the usage of medical and recreational cannabis.

The two-day Mindfulness Certification Course presented by Debra Premashakti Alvis, Ph. D. included both cognitive theory around the used of Mindfulness as well as hands on learning of the different yoga based techniques for Mindfulness often used to treat Anxiety, Depression and PTSD.

Kenneth Carter, Ph. D., ABPP from the Epidemic Intelligence Service of the Centers for Disease Control and Prevention presented the risks and benefits of the medications that are being used to treat depression, anxiety, ADHD, Psychosis, Insomnia and Bi-Polar disorders today. Knowledge about psychopharmacology is imperative because many treatments for better mental health require combining the use of psychopharmacology with traditional talk therapy.

The Webinar on Medical and Recreational Marijuana for Mental Health ad Healthcare Professionals presented by David Aronson, LCSW was highly informative and interactive, (but without samples). The presenter made the distinctions between the different developments in uses of cannabis both THC based and CBD with most THC re-

moved. Cannabis with THC is not legal in Iowa except with a medical card while CBD products are legal in Iowa. Both forms of cannabis, while in the beginning were used recreationally have been found to have chemical properties that can treat a variety of physical and mental health ailments.



**AMERICAN ACADEMY OF RELIGION CONFERENCE**  
**FR. AKIZOU KAMINA, SVD—INSTRUCTOR OF THEOLOGY**  
**DEPARTMENT OF THEOLOGY & PHILOSOPHY (DTP)**



In the years following momentous societal events such as 9-11 and the election of Donald J. Trump, there has been a resurgence of right-wing extremism against minoritized communities in the United States. A good deal of this extremism has taken the form of anti-Semitic and Islamophobic violence. Attacks on minoritized faith traditions in the United States appear to be rooted in the dominant white supremacist expression of “American” ethno-religious nationalism as essentially white and essentially Christian. By the same token, the recent murder of George Floyd at the hands of Minneapolis police officers appears to be a watershed moment in the struggle for racial justice in the United States and beyond. In the face of all these traumatic events in a world that is becoming more secularized, many question the role of religion in public sphere. Can religion contribute to a building up of societies where justice, truth, and reconciliation are the corner stone? This is the fundamental question that many organizations throughout the world have been trying to address. One of them is the American Academy of Religion also known as AAR. It is an international organization that hosts thousands of scholars in the area of Religion who are committed not only to fostering excellence in the academic study of religion but to enhancing public understanding of religion. Thus, AAR is tuned to the realities of our world and tries its best to address them from a religious standpoint. Every year the organization hosts an annual meeting with an array of sessions where scholars share the results of their research and their contributions to a particular topic whether in the area of politic or social. The annual conference of the year 2021 took place in San Antonio from November 20 to 23 with the theme: *Religion, Poverty, and Inequality: Contemplating Our Collective Futures*. Since my areas of interest are in Interreligious Dialogue, Religion and development, Is-

lam, Judaism, and Interfaith dialogue and social action, I attended eight sessions from Saturday to Monday morning. These sessions really helped me broaden my understanding of Interreligious Dialogue especially in responding to the recent rise of religious extremism in the United States and many parts of the world. They also helped me foster a better professionalism in the transmittance of my knowledge to the students. In addition, the sessions on interfaith dialogue and social action were for me the paramount of the whole conference. They provided me with tools for my current work on Interreligious Faith-Based Community Organizing (IFBCO) programs. As I look forward to the next annual meeting in Denver, I’m already implementing the knowledge gain from the previous one.

“ Can religion contribute to a building up of societies where justice, truth, and reconciliation are the corner stone?”





**TEACHING MULTI-LEVEL CLASSES**  
**MR. DANIEL GHEORGHE—SENIOR INSTRUCTOR OF ESL**  
**INTENSIVE ENGLISH LANGUAGE INSTITUTE (IELI)**



As part of the professional development focus for the current academic year, I attended the English USA Professional Development Conference held virtually on February 18, 2022. One of the relevant sessions focused on managing and sustaining multi-level classes. In an

ESL environment, it is not uncommon to witness decreasing (or increasing) enrollments, which in turn leads to the challenge of teaching multi-level courses. The observations presented in this session have a particular interest for ESL classes, but they can also be extrapolated to other college classes. This session focused on scenarios specific to managing and sustaining multi-level classes, and the two hosts who led the discussion Heather Johnston, Murray State University and Ashley Micklos, Wisconsin ESL Institute, presented a series of scenarios for which they asked all the participants to share their solutions and strategies. What follows are the scenarios presented as well as the strategies and general insights shared by the participants.

*Scenario 1: Wide range: How do I reach everyone?*

- planning ahead and having another task for students that are at a higher level to make the lesson accessible to everyone
- using higher level students to model in order to keep both them and lower students occupied throughout the class
- keep instructions, requirements and expectations clear and simple
- besides basic requirements, ask higher level students more advanced questions, while providing more corrective feedback to lower level students

*Scenario 2: Sequential levels: My SLOs are not related!*

- putting students in different breakout rooms and rotate the groups around as you teach them separately
- another suggestion was to differentiate assignments / tasks holding more advanced students accountable for higher and more challenging outcomes, and using materials that lend themselves to this type of differentiation

*Scenario 3 Grammar: But these structures are all different!*

- the modeling strategy came up with this scenario as well, that is pairing opposites together in terms of student ability; to make this strategy more effective, the rationales for using this method should be clearly explained to higher level students; they can recycle and reinforce their skills / knowledge in the process; the teacher or facilitator role taken up by higher level students involves higher level of learning (Bloom's taxonomy)

- adding a more challenging activity / task component for stronger students

- a resource was suggested here: Newsela, which is a platform that offers various reading levels for the same article / content <https://newsela.com/read/us-bans-russian-oil/id/2001028096/activities>

*Scenario 4 - Student engagement: How do I get them to interact?*

- building and maintaining positive rapport & class environment
- a teacher suggested that he allows more advanced students to finish class 15-20 mins. earlier to be able to provide a "safer" environment for lower level students in which they could feel more comfortable to ask questions
- transparency: clarify from the get-go that everyone in that specific class is a student (including the teacher) and that everyone is learning something at their current ability level; also provide concrete illustrations about this kind of environment for all the students to understand that learning is cyclical and that we learn things at different levels and that learning is an active process taking place in a variety of ways; for example the teacher can tell stories about his / her success or lack thereof in learning other languages

The session provided specific and valuable insights into teaching multi-level classes which will prove valuable in an ESL program.

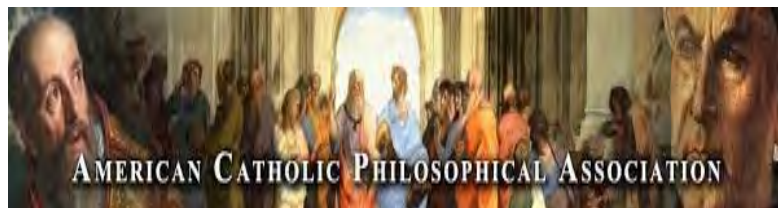
**CATHOLICS DISCUSSING PHILOSOPHY**  
**DR. JASON REED—ASSISTANT PROFESSOR OF PHILOSOPHY**  
**DEPARTMENT OF THEOLOGY & PHILOSOPHY (DTP)**



I attended the ninety-fifth annual meeting of the American Catholic Philosophical Association, held in November 2021 in St. Louis, Missouri. The title of the meeting was The Dikonia of Truth. Modern academic philosophy is, too often, in-ward looking and separated from other academic disciplines. This conference theme was centered on how philosophy within the Catholic Intellectual Tradition has been (and continues to be) a handmaiden to other fields.

I presented a paper titled: Pure Actuality and Divine Freedom: A Brief Reply to Mullins and Craig. In it I defend classical theism against the charge that Divine Simplicity is logically incompatible with the doctrine of Divine Freedom. First, the paper discusses and lays out an argument by Mullins that Divine Simplicity entails Pure Actuality, and Pure Actuality contradicts Divine Freedom. St. Thomas is used as a foil by Mullins to highlight the absurdity in Thomistic Divine Simplicity. Second, I show how Craig's objection to Pure Actuality is stronger than Mullins. That is, Pure Actuality is far more radical than Mullins understands. Finally, I reply to both by explaining how Pure Actuality is radical-enough to solve Mullin's objections and yet intelligible enough to not fall prey to Craig's objections.

One of the more interesting papers was Timothy Pawl, Juliette Ratchford, Sarah Schnitker's "Thomistic Philosophy in the Service of the Psychology of Endurance". This interdisciplinary team from both psychology and philosophy spelled out the Thomistic account of the virtues of endurance (sustinere) annexed them to fortitude, then showed how such an analysis can be of service to psychology in understanding psychological findings. They concluded with some discussion of future research trajectories illuminated by the Thomistic analysis.



" Modern academic philosophy is, too often, in-ward looking and separated from other academic disciplines."

**CONFERENCING IN CHICAGO**  
**DR. RON CONDON—ASSISTANT PROFESSOR OF PHILOSOPHY**  
**DEPARTMENT CHAIR OF THEOLOGY & PHILOSOPHY (DTP)**



Thanks to the generosity of Divine Word College, I was able to attend the One Hundred Nineteenth Annual Meeting of the Central Division of the American Philosophical Association, held in Chicago, Illinois, February 23-26, 2022. I

have been a member of the Central Division of the APA for over twenty years, and it was a wonderful experience to attend their 119th annual meeting in person, after a period of several years of virtual meetings due to the pandemic. The conference took place at the historic Palmer House Hotel in downtown Chicago. My wife Maria, and I, drove over from Dubuque on Wednesday February 23rd. While Maria enjoyed downtown Chicago (particularly the fabulous Starbucks on the Magnificent Mile!), I attended sessions, discussions, and papers on a variety of philosophical topics. We returned to Dubuque on Saturday February 26th.

I started philosophizing within an hour of arriving at the hotel. On Wednesday evening, I attended a symposium on the topic: In a Complete Life: Aristotle on the Human Good, Time, and Immortality. The principal speaker was Samuel Baker from the University of South Alabama. Dr. Baker argued that a careful reading of certain passages from Aristotle's ethical writings (particularly Nicomachean Ethics) support the view that when Aristotle writes that eudaimonia requires a complete life, he implies that eudaimonia require immortality. Jason Kwall from Colgate University, and Jeremy Henry from Washington University in St. Louis, commented on Dr. Baker's paper.

The next morning, I went to The Sanders Lecture, given by Ruth Millikan, a longtime professor at the University of Connecticut. Dr. Millikan has distinguished herself with philosophical work at the intersection of biology, psychology, and linguistics. Perhaps her principal contribution to philosophy has been the development of a biosemantic

theory of intentionality, in which the phenomenon of intentionality in both psychology and language is explained using the evolutionary concept of natural selection. Dr. Millikan's paper was an overview of her career, appropriately titled "40,000 Words in 14 Years."

In the afternoon, I was able to get in a paper on philosophy of art, as well as one on the relationship between theism and metaethics. The paper in philosophy of art was called "Everyday Aesthetics and Ethics." It was written by Sara Hardman of the Teachers College, Columbia University. Although the paper explored a very interesting topic- how the aesthetic features of our everyday environments can stimulate us to morally better lives- her examples and arguments felt somewhat superficial to me. More interesting was the paper on theism and metaethics. It was by Brian Ballard of Concordia University, Irvine, and was entitled "Borrowed Majesty: Why the World Is Better If Made by God". Dr. Ballard considered the ideas that God made the world, sustains the world, and owns the world. He argued that God's bearing these relations to the world, in each case, causes good things in the world to gain in value. Brad Cokelet, of Kansas University, argued to the contrary, that we have reason to be agnostic about the claim that if God exists, every good thing gains in value.

On Thursday evening, I attended a meeting of the Josiah Royce Society to hear a paper on "The Significance of Individuals in Royce." This paper was presented virtually by its author, Jason Bell of the University of New Brunswick. Knowing nothing about Josiah Royce other than that he was born in Grass Valley California when it was still a frontier mining town, but eventually became a Harvard professor, and America's leading proponent of absolute idealism, I was intrigued to learn more. What I learned from the talk was quite interesting. Near the end of his life, as World War One was raging in Europe, Royce devel-

**CONFERENCING IN CHICAGO**  
**DR. RON CONDON—ASSISTANT PROFESSOR OF PHILOSOPHY**  
**DEPARTMENT CHAIR OF THEOLOGY & PHILOSOPHY (DTP)**

oped a plan that he hoped would prevent any further wars if adopted by the soon to be victorious allies. Royce's plan called for massive economic aid to the defeated Central Powers, so that their economies would not collapse into depression by the weight of an enormous war debt. Sadly, after showing brief interest in Royce's plan, President Wilson went along with the harshly punitive measures favored by France and Great Britain. We know how all that turned out.

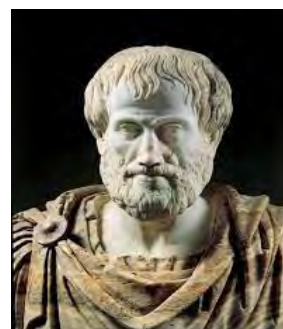
The first session I attended Friday morning featured a paper entitled "Eucharistic Practice and the Virtues", by Mark Wynn of Oxford University. Dr. Wynn explored the meaning of the Eucharist as it pertains to participation in community life. After this, I heard a paper with the title "Value Incommensurability and Comparability in Natural Law Ethics" by Matthew Shea of the University of Scranton. The question as to whether our most fundamental values can be compared with one another, and by what measure, has long interested me, and Dr. Shea explored this issue in the context of a version of Thomistic Natural Law Theory. A rising star in virtue theory, Dr. Jennifer Frey, of the University of South Carolina, commented on Dr. Shea's paper.

On Friday afternoon, I first attended an Author Meets Critics session in the field of epistemology. Three philosophers from different universities read comments on Dr. William Lycan's recently published book *On Evidence in Philosophy*. After these sets of remarks, Dr. Lycan, a well-known epistemologist and philosopher of mind affiliated with the Universities of North Carolina and Connecticut, responded. For me, the most interesting part of what was at times a fairly technical discussion, was to see how Lycan used a Moorean style common sense position about evidence and knowledge to defend compatibilism about free will.

Another event that I went to on Friday afternoon was the annual Presidential Address. The in-coming Presi-

dent of the Central Division of the APA is Dr. Jennifer Lackey of Northwestern University. Dr. Lackey talked on "Epistemic Reparations." The fundamental idea of her paper is that justice requires that victims of social and epistemic injustices have their voices heard, their stories told. Dr. Lackey illustrated her ideas by reference to her own experiences working with unjustly convicted persons in the Chicago area.

The last event of the conference that I attended was the Friday night session of the North American Kant Society. The session focused on Dr. Daniel Sutherland's new book on Kant's philosophy of mathematics. Dr. Sutherland is an Associate Professor of Philosophy at The University of Illinois, Chicago. He is one of the world's foremost authorities on Kant's very difficult and profound philosophy of mathematics. His new book is called *Kant's Mathematical World: Mathematics, Cognition, and Experience*. Dr. Sutherland began with an overview of the main interpretive claims in the book. I confess: I followed as well as I could, but much of it was over my head. After these opening remarks (which lasted close to an hour!), I realized that it was time to throw in the towel. My weary brain was aching! It was time to return to earth: to my lovely wife, and to the comforts of our warm and welcoming hotel room.





**DIGITAL CONFERENCE**  
**BRO. BRIAN MCLAUCHLIN, SVD—INSTRUCTOR OF INTERDISCIPLINARY STUDIES**  
**DEPARTMENT OF INTERDISCIPLINARY STUDIES (DIS)**



In January 2022, I participated in a digital seminar on mindfulness. The purpose of doing this training is to have more hands-on material for my Trauma and Healing class. Mindfulness exercises can help survivors of trauma to regulate their emotions and regain a sense of empowerment in their lives. I am grateful for the opportunity to have access to mindfulness materials, so that I can help lead students through some of the exercises.

