



# THE LOG

## Divine Word College

December 5  
2023

A Bulletin for the Divine Word College Community

Vol. 43 No. 14

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### Birthday Corner

#### December

- 5 Kimberly Burnett-Hackbarth
- 5 Fr. Akizou Kamina, SVD
- 5 Sr. Phuong Xuan Thi Ngo, LHC
- 6 Fr. Bill Shea, SVD
- 9 Mark Vaval
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- 11 Fr. Joe McDermott, SVD
- 13 Bro. Daniel Yunck, SVD
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- 24 Peggy Kass
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Turn to page 7 for January birthdays

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

#### *Swords into Plowshares*

The beginning of Advent brings some profoundly hopeful words from the prophet Isaiah: "... They shall beat their swords into plowshares and their spears into pruning hooks" (Is 2:1-5)

With the shooting wars between Russia and Ukraine, between Israel and Gaza, and with open strife in more than [thirty countries](#); it is difficult to believe that civil unrest, terrorism, drug trafficking, and ethnic conflict can ever heal. Can Isaiah's prophecy really come true? I cling to two scraps of historical evidence that suggest that swords truly can become plowshares.



**Kites:** Kites were invented in Asia about the year 1200 B.C. From early on, Chinese armies used kites as a way to communicate between army camps. During later years, some larger kites were used to carry payloads of gun powder and a long fuse to reach behind enemy lines! It sounds like the first example of drone warfare. In Gaza in 2018, Palestinians began flying kite bombs over the border with Israel to set fields on fire; and Israel responds with ferocious bombardment.

Kites also have a different, marvelous purpose. They are a way for boys and girls, and other hobbyists, to enjoy the windy days of spring and fall. I loved flying kites when I was young. My brothers and I would make kites from sticks, paper bags, and long balls of string. Though originally a weapon of war, kites now are used to make children laugh, shout, run and smile.



**Friend-making:** In the early 1860s during the bloody Civil War in the USA, it is told that President Abraham Lincoln referred to Southerners as fellow human beings who were in error. A woman challenged Lincoln for his statements, insisting that Confederate

Southerners were enemies who should be destroyed. Lincoln responded “...do I not destroy my enemies when I make them my friends?”

This kind of friend-making was an important part of Jesus’ ministry. The Gospel for the first Monday of Advent tells the story of Jesus meeting a centurion in Capernaum. The Roman legions occupying Galilee were despised by most of the population. Jesus said he would go to the Roman Centurion’s house to heal a servant, but the soldier replied, “only say the word and my servant will be healed.” We echo this “enemy’s” words as we prepare ourselves to receive Communion. Jesus made a friend, and we share in that friendship some 2000 years later.

I long for the days when we will all be able to see “all the nations stream toward the mountain of the Lord’s house.” Can our own disputes and arguments with neighbors be healed? Can we become open for reconciliation and respect? When we allow the Spirit to turn our swords into plowshares, then we will be able to join in with Isaiah’s cry, “O house of Jacob, come, let us walk in the light of the Lord!”

## Baccalaureate Mass on Wednesday

Eight of our undergraduate students will be completing their studies at Divine Word College at the end of this semester. At the request and on the advice of Fr. John Szukalski SVD, the Board of Administration approved them for graduation. The final approval will come from the Board of Trustees in May 2024. Some of the graduates may be able to return to the College to share in the May commencement exercises. But, we can celebrate them now with a Baccalaureate Mass on Wednesday morning, Dec. 6. **Come and help us celebrate.**

The December graduates along with their expected degrees are:

- Sr. Scovia Okello Apiyo, LSMIG (BA/THM) – Uganda, Little Sisters of Mary Immaculate
- Mr. Antz-Carly Cadet (BA/PHI) – Haiti, Candidate for the Society of the Divine Word
- Sr. Paschaline Kengran, SST (BA/PHI) – Cameroon, Sisters of St. Therese of the Child Jesus
- Sr. Tinh Thi Le, LHC-V (BA/THM) – Vietnam, Lovers of the Holy Cross of Vinh
- Sr. Dung Kim Thi Mai, LHC-TV (BA/THM) – Vietnam, Lovers of the Holy Cross of Tan Viet
- Sr. Angela Onyeche Omola, SON (BA/THM) – Nigeria, Sisters of the Nativity
- Sr. Tuyet Thi Pham, OP-BC (BA/ICS) – Vietnam, Dominicans of Bui Chu
- Sr. Dien Thi Vu, LHC-V (BA/THM) Vietnam, Lovers of the Holy Cross of Vinh



### L to R:

Sr. Paschaline Kengran, SST,  
Sr. Tuyet Thi Pham, OP, Sr. Dung  
Kim Thi Mai, Sr. Scovia Okello  
Apiyo, LSMIG, Mr. Antz-Carly  
Cadet, Sr. Angela Onyeche Omola,  
SON Sr. Dien Thi Vu, LHC, Sr. Tinh  
Thi Le, LHC



## VICE PRESIDENT FOR ACADEMIC AFFAIRS

*Fr. John Szukalski, SVD*

### Congratulations, December 2023 Graduates!

Listed below are the eight expected graduating students for the Fall 2023 Semester, with corresponding degree major and minor, pending successful completion of any remaining coursework and the attainment of cumulative grade point average (C-GPA) requirements. These students, along with the other expected graduates for the Spring 2024 Semester, will be officially approved for graduation by the Board of Trustees at its May 2024 meeting.

Congratulations on your hard work, perseverance, and academic success!

Name	Degree/Major	Minor
Sr. Scovia Okello Apiyo, LSMIG	BA/Theology & Mission	Intercultural Studies
Mr. Antz-Carly Cadet	BA/Philosophy	Intercultural Studies
Sr. Paschaline Kengran Dzelimnyuy, SST	BA/Philosophy	Theology & Mission
Sr. Tinh Thi Le, LHC-V	BA/Theology & Mission	Intercultural Studies
Sr. Dung Kim Thi Mai, LHC-TV	BA/Theology & Mission	Philosophy
Sr. Angela Onyeche Omola, SON	BA/Theology & Mission	Intercultural Studies
Sr. Tuyet Thi Pham, OP-BC	BA/Intercultural Studies	Theology & Mission
Sr. Dien Thi Vu, LHC-V	BA/Theology & Mission	Philosophy

### DIALOGOS Academic Newsletter

The November 2023 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.



from Dr. Yasmin Rioux

A wonderful Christmas to all DWC Community members, families, and friends! May your time be blessed with happiness, peace, calm, joy, and all that brings you fulfillment.

Looking forward to our spring semester, here are the PLOs and CCs that are part of the upcoming project:

CORE 2: via ENG 112; COM 160

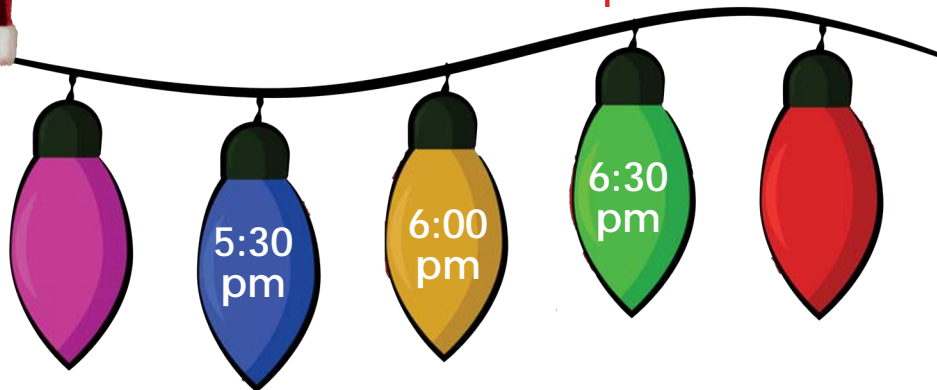
IDS/AA/2; CF/PTH/4; THM/BA/1; THM/BA/3; THM/AA/1: via THM 211

PHI/BA/4: via PHI 215

**Santa says,**

**“Don’t miss  
A CHRISTMAS PAGEANT”**

**Wednesday, December 6  
at Locals Bar in Epworth**



**The interactive performance stars many of your favorite DWC faculty and staff members. Come, enjoy the show and hear Santa’s favorite Christmas story!**





## **VICE PRESIDENT FOR FORMATION DEAN OF STUDENTS**

*Fr. Long Phi Nguyen, SVD*

### **Thanks and Gratitude**

I want to express my gratitude to all who contributed to the Matthew 25 Award ceremony. Your efforts in organizing vespers, setting up the banquet, and cleaning up afterward were invaluable. Many guests expressed their appreciation for the ceremony and enjoyed their time immensely. This event would not have been possible without your help and contributions. Thank you!

### **Music Recitals**

As we enter our final week of the academic semester, some of our students will be showcasing their talents in music recitals. There will be two days scheduled for their performances:

Tuesday, December 5, 2023, at 1:00 pm in the gym: Piano Recital

Thursday, December 7, 2023, at 1:00 pm in the crypt: Flute, Voice, and Guitar Recital

Our students have dedicated themselves throughout the semester to prepare for these recitals. If you are available, please join us to enjoy the performances and show your support for our students.

### **Advent Luncheon**

The Season of Advent not only marks the beginning of the new liturgical year in the Catholic Church but is also a time to prepare ourselves for celebrating the birth and coming of our Lord Jesus Christ into our hearts. Divine Word College will celebrate this special season with an Advent Luncheon on Wednesday, December 6, 2023, from 11:50 am to 1:00 pm. During the luncheon, we will recognize and congratulate our students graduating this fall, as they prepare to leave Divine Word College and embark on their next journey guided by God. Attendance at this Advent Luncheon is mandatory for all students. For further information, check the student board.

### **SVD and SSpS Advent Recollection**

On Saturday, December 9, all SVD members and SSpS sisters are scheduled to have their Advent Recollection Day in the Board Room. This event will begin at 9:00 am until 5:00 pm. Please keep all SVD and SSpS members in your prayers during this time.

### **Free Drinks and Snacks**

Again, I want to remind you that the formation team continues to sponsor free snacks and drinks this week. Although the renovation of the Pour House is complete, its reopening is scheduled for Spring Semester 2024. In the meantime, to continue to make an effort for social interaction and relieve stress during these final weeks of the semester, we'll provide snacks and drinks in Martha's Kitchen. Join us on Tuesday, December 5, 2023, and Thursday, December 7, 2023, from 9:00 am to 5:00 pm. Come down, socialize, and enjoy the simple snacks and drinks to get reenergized for your studies and assignments!

Mark on your calendar that the Final Week will begin Monday, December 11 until Friday, December 15. During this week, there will be two masses (8:00 am and 8:00 pm) in the main chapel. Good luck with your final exams!

## Christmas Break Traveling

Please note that all students who will be away during Christmas break are expected to send their contact information to the Dean by noon on Thursday, December 15, 2023. This is important for us to have your details on hand in case of an emergency. On behalf of the Formation and Student Life Committee, I extend our warmest wishes to you and your family for a wonderful Christmas season. May the birthday of Christ fill your heart and home with love, peace, and joy. Wishing you safe travels and a merry Christmas!

## Tips for Success on Your Final Exam

*(Study Smarter, Not Harder by Kevin Paul, MA; Chapter 13)*

### Preparations

1. Get enough sleep; don't eat heavy meals, or drink any alcohol or too much coffee.
2. Don't try to learn something new.
3. Use positive self-talk and visualization to yourself.
4. Please avoid talking to a nervous student or making others nervous.
5. Have all your stationery ready for the exam.
6. Calm your anxiety by using some techniques.
7. Arrive early; choose a comfortable seat.
8. Read all directions carefully.



by  
Sr. Aprilia  
Untarto, SSpS

### Multiple-choice

1. Read every question carefully; do not rush.
2. Do the easy questions. Go back to the difficult ones later.
3. Make sure that you understand the question and each possible answer.
4. Immediately leave out the wrong answer or foolish alternative.
5. Choose the answer that is most correct.
6. Work actively. You can underline keywords, tenses, plurals, etc.
7. Check for inconsistency: singular vs. plurals, the tenses, and the grammar. For example: if the question is singular, but the alternative answer is plural, it can likely be a wrong answer.
8. Try to visualize yourself studying the chapter. You might 'see' the answer at this moment.

**Change your answer.** You have to trust your instincts. Usually, the first choice is the correct one. Only change the answer when you are convinced that your initial choice is wrong.

**Some hints for guessing.** These are only hints about what is likely; it is not always true.

1. If one answer is substantially longer, it could be the right answer.
2. If there are two exact opposites, the answer could be one of them.
3. A choice of "all of the above" is more likely to be the right answer versus "none of the above".

### True/False

1. Do the easy questions.
2. Be careful with guessing. There are cues that are peculiar to true/false exams.
  - a. Statements that are ardent and use definitive words, such as always, never, all, must, every time, and none, are usually false.
  - b. Statements such as usually, most often, likely, probably, could, might, should, and rarely are usually true.
  - c. Since it is usually easier to write true statements than to write false ones, longer statements are more likely to be true than false.

### Essay

1. Read through all the essay questions; take time to plan and outline your answers.
2. When you write, get to the point immediately.
3. Make sure you address the question. Read it carefully and pay attention to the action words such as compare, contrast, discuss, describe, define, differences, etc.
4. Pay attention to special instructions such as giving examples, certain philosophers or theories, etc.
5. Do not leave any questions blank. If you run out of time, list your outline so the professor knows what you intend to write.

The Counseling Center is open **five days a week, with appointments on weekends and holidays.** Please reach out to us at [auntarto@dwci.edu](mailto:auntarto@dwci.edu) | **Room 220** | **Ext. 377** for more information.

*“Nobody can go back and start a new beginning, but anyone can start today and make a new ending.” – MARIA ROBINSON*

## JUSTICE, PEACE AND INTEGRITY OF CREATION COUNCIL

Our VIVAT International team is participating in COP28 in Dubai from November 30 to December 12. If you would like to learn more about this climate conference, you can register for an interactive dialogue that will take place on December 6. Fr. Paulus Rahmat, our VIVAT International delegate, will share his insights and first-hand experiences from Dubai. To register for this event, please click here: <https://us06web.zoom.us/meeting/register/tZModumgrzsjH9fa2UIb8TQUXnnYM4onG8ii#/registration>.



### January

- |   |                               |    |                             |
|---|-------------------------------|----|-----------------------------|
| 4 | Sr. Monica Wanjiru Kabiru, SE | 12 | Dr. Duyen Thi Nguyen, OCist |
| 5 | Ann Maiers                    | 15 | Fr. Linh Pham, SVD          |
| 6 | Vuong Vu                      | 15 | Sr. Anna Trang Mai, IHM     |
| 7 | Fr. Raymond Akumbilim, SVD    |    |                             |



## Matthew Jacoby Library

 [opac.dwci.edu](http://opac.dwci.edu)

### Library Purchase Suggestions

Everyone in the College is welcome to submit purchase suggestions to the library. The purchase suggestion form is now easier to find. It is located just below the search bar. Go to the library's online catalog: OPAC.DWCI.EDU to recommend a book, DVD, journal, or database to the library today!

 [Cart](#) [Lists](#)

 Matthew Jacoby Library

Keyword Search

[ADVANCED SEARCH](#) | [COURSE RESERVES](#) | **[PURCHASE SUGGESTIONS](#)** | [ABOUT THE LIBRARY](#)

### Finals Week in the Library

The library is great place to study or relax during finals week!

During finals week the library will have:

- Coloring books to help you destress
- Snacks and drinks to give you energy to study and take tests
- Library staff to help answer any questions you may have or direct you to any relevant resources you may need

### Campus Read Follow-Up Survey

It's your last chance to win a \$5 gift card! Take the survey today: [Campus Follow-Up Survey](#)

The Campus Read Committee would especially like to hear from more staff members and students. Everyone should take the survey, even if you didn't participate in the Read.





# DIALOGOS

## διάλογος

The Academic Newsletter for Divine Word College

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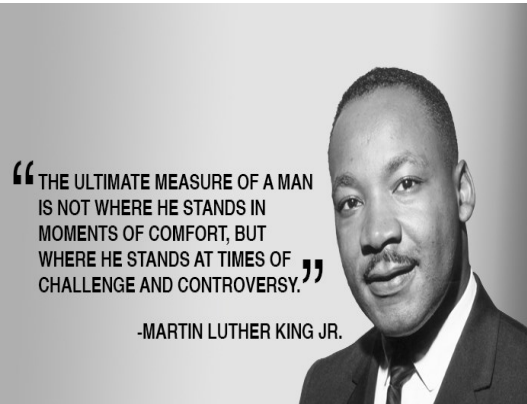
**LEADERSHIP PRINCIPLES OF THE SEMINARY COMMUNITY**  
**FR. JOHN A. SZUKALSKI, SVD, PH.D., VPAA**



The Program of Priestly Formation, sixth edition (PPF 6) states that those entrusted with positions of authority in the seminary should model

“pastoral leadership and collaboration within a community. The exercise of authority should be clearly seen as service. Leadership is always relational.” (430) DWC personnel—faculty, formators, administrators, and staff—have a responsibility to contribute to a respectful environment that is conducive to the academic education and religious formation of both men and women for missionary service. The PPF 6 provides several principles of leadership to emulate here at Divine Word College Mission Seminary, including:

- It enables others to be of service to the community
- It respects and values the dignity of others
- It is always a ministry of love
- It operates by the principle of subsidiarity.



- It values the life and potential of each member of the community
- It nurtures and challenges growth in members of the community in accord with the Gospel and the Tradition of the Church
- It models mature Christian behavior
- It values interior responsibility over simple external conformity

## “ADVENTURES IN ASSESSMENT AND TWO PUBLICATIONS”

**DR. YASMIN RIOUX—ASSISTANT PROFESSOR OF COMMUNICATION & WRITING**

**DIS DEPARTMENT CHAIR & DIRECTOR FOR INSTITUTIONAL EFFECTIVENESS**



In September, I presented my work at the Annual Drexel Assessment Conference via online participation. My presentation was titled “From Zero to Ninety-Nine: Re-

reflections on Restructuring an Existing Assessment Program for Improved Student Learning, Data Collection, and Accreditation at a Small Midwestern College”, and I described our institution’s efforts to reexamine, reevaluate, and reimagine our assessment practices at Divine Word College. I discussed and outlined what had been in place prior to the creation of new Core Competencies and Student Learning Outcomes that more clearly reflected our Mission Statement, the implementation of signature assignments and rubrics, and various other relevant assessment-related items.

In July and August, I had two articles accepted for publication.

First, a piece on reexamining the teaching of Academic Writing in a manner that is more inclusive, culturally respectful and responsive, and aware of implied biases found in textbooks, curricula, and assignment prompts. This piece, titled “New Encounters with an Old Course: Rethinking my Composition Course Approaches for a Highly Diverse Class”, was published in the current College English Association journal Forum.

My next piece, titled “Dear Student Writer”, deals with trauma writing, First-Year Writing, and how writing can aid in the addressing and overcoming of traumatic experiences. This piece will be published in the upcoming issue of Writing on the Edge, a UC Davis publication.

Rioux, Y. (2023). Dear Student Writer. Writing on the Edge, (Forthcoming).

Rioux, Y. (2023). New Encounters with an Old Course: Rethinking my Composition Course Approaches for a Highly-Diverse Class. College English Association Forum, 49 (2).



“ I described our institution’s efforts to reexamine, reevaluate, and reimagine our assessment practices at Divine Word College.”

## “SPIRITUAL DIRECTION RETREAT CERTIFICATION”

**FR. SIMON THOI HOANG, SVD— INSTRUCTOR OF THEOLOGY [DTP]**

**DEPARTMENT OF THEOLOGY & MISSION [DTP]**



I completed the CSP (Christian Spirituality Program) and received a Graduate Certification in Spiritual Direction/Directed Retreat at Creighton University last August

2023. This program included two summer classes of 18-hour credits (June-August 2022 and 2023) and a year of practicum Spiritual Direction between two summers. Following is a brief description of the SDDR program.

“Creighton University’s Graduate Certificate in Spiritual Direction and Directed Retreats (SDDR) offers a transformative experience of reflection, prayer, worship, community and study that cultivates a deep knowledge and personal appropriation of Christian Spirituality in the Ignatian tradition.

Grounded in the Spiritual Exercises of St. Ignatius of Loyola, the SDDR Certificate forms students to be certified spiritual directors using the contemplative-evocative method. The certificate includes a nine-month, directed practicum experience with supervised spiritual direction and retreat formation. You will cultivate an apostolic spirituality and personal renewal that will help you respond creatively and faithfully to the many urgent issues facing church and world in the twenty-first century.

Creighton offers guaranteed tuition discounts for this mission-centered program. The program addresses one of the four universal apostolic preferences of the Society of Jesus, namely to ‘show the way to God through the Spiritual Exercises and Discernment.’”

<https://www.creighton.edu/academics/programs/spiritual-direction-retreats-certificate>

Besides its academic excellence, what I enjoyed the most about this program is the diversity of the participants, men and women, both religious and laity, from different religious, cultural, and academic backgrounds. Many of them have been in various ministries for many years. Thus, they come

into the program with full of wisdom and ministerial experience.

Other workshops I attended and will be attending:

SVD Local Superiors Work Shop: 18-20 September 2023, Techy Illinois. The most important takeaway from this workshop is on the self-care for individuals and communities. Self-care must include all aspects of human life, emotional, spiritual, social, etc.

FSSD 2023 Conference: 26-29 October 2023, Mount Saint Mary’s Seminary, Emmitsburg, Maryland. Theme: “Holiness in the Age of the Internet.” FSSD is the Federation of Seminary Spiritual Directors.

RFC 2023 Conference: 9-12 November 2023, Marriott Chicago, Illinois. The Religious Formation Conference (RFC) is “a national Roman Catholic organization serving women’s and men’s religious institutes, primarily in the United States and other countries.”

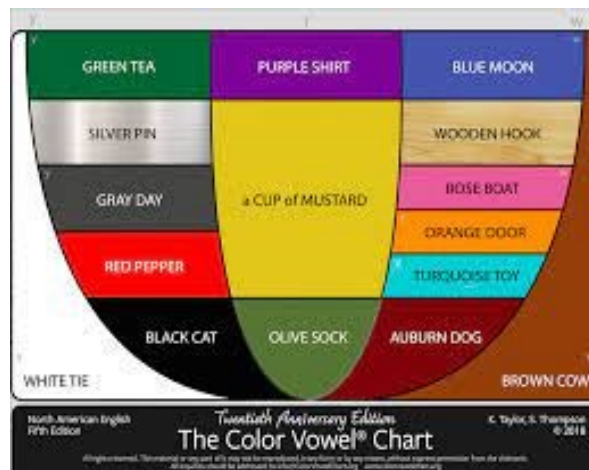




**“COLOR VOWEL LEVEL 1 PRACTICUM COURSE”  
MS. MICHELLE VARGO—SENIOR INSTRUCTOR OF ESL  
INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]**



In April and May of 2023, I had the opportunity to continue my training in the Color Vowel© approach to teaching English pronunciation. Unlike the previous course, this training consisted of five weeks of synchronous and asynchronous modules which were designed to help students master Color Vowel© instructional techniques. Each week I spent two hours and one-half hours in a synchronous Zoom class with my Level 1 cohorts and Color Vowel©-trained instructor. We reviewed the material we had been working on during the week, played live games utilizing the techniques we had been exploring, and had plenty of time for question-and-answer sessions. The most challenging part of this course was the teaching practicum. Every week I was expected to create multiple lessons utilizing the teaching methodologies I had been learning. Each lesson I created had to be recorded using Flip and uploaded to the Practicum CMS. These lessons would then be reviewed by my Color Vowel©-trained coach who provided both written and video feedback. If my lessons were deemed lacking, I would have to review, revise, and re-submit them under the guidance of my coach until granted a passing score. After the completion of each module, I was required to reflect upon my learning and practicum experience which was then review by my coach who again provided feedback. I am happy to say that I completed my training. I am now a Color Vowel© Level One Trained Teacher. I am looking forward to continuing my Color Vowel© journey in order to complete My Level Two certifications.



“ The most challenging part of this course was the teaching practicum.”

**“THE MANY MODALITIES OF LIBRARY SERVICE”  
MS. ELIZABETH WINTER—LIBRARY DIRECTOR & ARCHIVIST**



As an information professional, I attend many different webinars, workshops, and conferences in order to stay abreast of current trends in libraries, archives, records management, and digital preservation. Recently I have

focused my in-person attention to the library world by attending my first Iowa Library Association (ILA)—Association of College and Research Libraries Spring Conference held at Loras College in Dubuque, my first American Library Association Annual Conference (Chicago), and my second ILA Annual Conference (Dubuque). Library conferences are unique. When a group of librarians get together, the purpose is clear: to improve services for library users. We share stories about our research and experiences working with different user populations, testing and implementing various library hardware and software products, developing community partnerships, lowering the barrier to access knowledge, facilitating information literacy, increasing in-person and virtual resource fulfillment, identifying emerging user needs and service gaps, and providing more relevant services. We ask “how can we create better networks so that everyone is able to either find what they are looking for at the library or know where to find it outside the library?” Building on this foundational question, librarians have created or contributed to vast information service networks such as interlibrary loan, consortiums, union catalogs (think WorldCat), and digital public libraries (think Digital Public Library of America, Google Books, and Internet Archive).

Inspired by these conference experiences, I have greatly improved the Matthew Jacoby Library’s (MJL) information sharing networks through active involvement in multiple library groups and associations over the last 6 months. The DWC community benefits from this involvement directly.

1.) MJL and the Dubuque County Library District (DCLD) signed an MOU in July 2023 expediting the library card sign up process for DWC students. Students merely need to show up to any of DCLD’s 5 branches with their DWC ID card to check out items or log into to DCLD’s website with their DWC ID number to expand their access to eBooks,

audiobooks, newspapers, magazines, and research databases.

2.) By getting to know the other library directors who are a part of Dubuque Area Library Information Consortium (DALINC), I was able to open up space in the library for more study areas and more relevant books by successfully completing two large book transfers to Emmaus College.

3.) As a member of the Iowa Academic Library Alliance, the MJL has increased and diversified electronic resource options due to cost savings and trial opportunities afforded through joint purchasing agreements.

4.) Ongoing involvement with the Iowa Private Academic Libraries group has increased my awareness of Open Education Resources initiatives in Iowa. I have shared this knowledge with faculty members in meetings and online.

5.) MJL was involved at the tail end of last Spring’s Dubuque County Read. I joined the Read Committee in June 2023 and will be hosting a Spring 2024 Read event for our community in early April. The READ event will encourage thoughtful discussion and literacy at DWC and is an opportunity to promote DWC throughout Dubuque County.

6.) And finally, as the 23/24 chair of ILA’s Information Technology Subdivision, I was able to get to know fellow local Koha Integrated Library System users, most notably the Dubuque County Library District. With help from local Koha ILS users, I’ve been able to make functional and design enhancements to <https://opac.dwci.edu/>. I’ve also just joined a newly created Iowa Koha User Group. The group is still determining its strategic goals, but increased collaboration amongst geographically close libraries using the same ILS system may lead to system integration that that could facilitate resource sharing and faster interlibrary loan fulfillment times.



IOWA  
LIBRARY  
ASSOCIATION



**“CRIMINAL CODES AS LASTING LEGACIES OF COLONIALISM– THE CASE OF THE INDIAN PENAL CODE”  
DR. MATHEW KANJIRATHINKAL—PROFESSOR OF SOCIOLOGY  
DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]**



(Abstract of a paper submitted for presentation at the 2024 Midwest Sociological Meeting in Des Moines, Iowa)

The Penal codes crafted by colonial powers as tools of control, subjugation, and domination of their colonial subjects remain largely intact even after their independence, as the successor governments continue to utilize the colonial justice and penal systems as tools to preserve and protect the interests of the native power elites. In the case of India, a former British colony, the Indian Penal Code of 1860, produced by the British colonial government, remains substantially intact, even after it has been revised several times. References to the Queen were replaced by references to the Government of India in the revised versions; however, many colonial-era legal provisions, including the sedition law, were preserved to suppress internal dissent. Press freedom in India today is severely restricted and continues to slip. The World Press Freedom Index ranks India 161 out of 180 countries. Reporters Without Borders considers India to be one of the 31 countries where the condition of journalists is described as “very serious.” This paper examines colonialism’s legal and cultural legacies enshrined in the Indian Penal Code, focusing on the government’s uses of the colonial-era sedition law to suppress press freedom and political dissent.

“ Press freedom in India today is severely restricted and continues to slip. The World Press Freedom Index ranks India 161 out of 180 countries.”



INDIAN  
PENAL CODE  
1860

## “DEVELOPING A CRITICAL PERSPECTIVE IN INTERCULTURAL LANGUAGE TEACHING AND LEARNING”

**DR. SEO HYUN PARK—ASSOCIATE PROFESSOR OF ESL**

**DIRECTOR OF INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]**



Coloquio Internacional sobre Investigación en Lenguas Extranjeras (CIILE), or International Colloquium on Research in Foreign Languages, celebrated its 14th year with its virtual

conference held on September 19-21, 2023. Organized by English Department faculty in la Universidad Nacional de Colombia, the conference accepts proposals internationally and multilingually; this year I attended sessions in the medium of Spanish (predominant), English, French, and German. One cool thing in Google Meet, where CIILE creates a virtual room for each session, is that it offers up to 90 languages to interpret simultaneously. The whole conference experience was a powerful reminder that English language teaching is actively researched, developed, and reported in many other languages than English in different parts of the world. To attendees like me whose education and work experiences are exclusively based in the English-speaking world, it was an inspiration.

Among others, the plenary talk by Dr. Tony Liddicoat, Professor in the Centre for Applied Linguistics at the University of Warwick, UK, seems relevant to Divine Word College’s core competency on intercultural awareness. I read his book in my graduate school! His point is that teaching interculturality means moving a focus from understanding others to understanding oneself and one’s reaction to others. He explains five principles for intercultural teaching and learning as follows:

**Active construction:** Learning is not about absorbing information but about creating one’s own understanding and reflecting on how and why this understanding has emerged.

**Making connections:** Languages and cultures are not acquired or experienced in isolation. Learners need to connect what is new to what is already known.

**Social interaction:** learning is a fundamentally interactive act and interaction with others is the fundamental purpose of language use. Social action needs to be seen as the goal of learning. That is, learning builds a repertoire that can be used for social purposes.

**Reflection:** Learning from reflection arises from becoming aware of how we think, know, and learn. The pro-

cess of reflection in intercultural learning is both affective and cognitive. Reflection is a part of the understanding of self and other, which is central to interculturality. The reflection involves decentering, seeing things from a new perspective and understanding how previous experiences of language and culture affect how one sees and understands the world.

**Responsibility:** A language user takes responsibility for one’s way of interacting with others within and across languages. The language user also strives continuously to better understand self and others in the ongoing development of intercultural sensitivity, seeing new knowledge as consequential for future language use.

To put these principles into the language classroom, intercultural learning involves a focus on concepts and the ways they are understood by cultural groups rather than descriptions of cultural practices. When an ESL class discusses food, for instance, a mere description will be listing names of food or comparing foods in different countries. Language teaching as conceptual, on the other hand, raises questions like: What counts as food and why? What is “good” or “bad” food and why? When is appropriate to eat particular foods and why? Why do we eat? Why do we eat what we eat? What does our diet show about us as people? What does our diet show about our values and expectations about food?

Overall, interculturality focused teaching is not teaching about other cultures; it is teaching about the self in relation to diversity. Other cultures provide the “content” for this learning in the form of experiences of language and culture in communication. I get to contemplate to what extent the IELI views ESL learning process as self-discovery through critical reflection on responses and reactions to diversity. I will feel proud if our students come to understand themselves as enculturated beings through constructing, connecting, sharing, reflecting, and being responsible to their new English knowledge.



**“CALL-IS NEWSLETTER AND WORKSHOPPING”  
MR. LARRY UDRY—ASSISTANT PROFESSOR OF ESL  
INTENSIVE ENGLISH LANGUAGE INSTITUTE (IELI)**



The first TESOL CALL-IS Newsletter, which focused on AI (Artificial Intelligence) and Chat GPT (Generative Pre-Trained), was published in August can

be found here. Never before have I had had so much buzz around a specific topic. Due to popular demand, the next edition, due out next month, will also be on ChatGPT and AI in general. What I love about being the editor of the TESOL CALL-IS Newsletter is the personal connections I make with people all over the world. This upcoming edition alone, there are contributors from Algeria, Nepal, Iran, Canada, Argentina, and Toledo, Ohio. Not bad for a newsletter coming out of Epworth.

In addition to the CALL-IS Newsletter, I virtually attended the “#ElliCon2023: Humanity & Technology in ELT: Striking a Balance in the Age of AI” on September 14-15th. Since I am editor of the CALL-IS Newsletter- the acronym for Computer Assisted Language Learning, I am/ should be very interested in tech. ChatGPT and similar AI-powered tools seem to be turning the world of education upside down. In this session, several techniques were explained that can help students develop their autonomous learning skills so that they can work more effectively in pairs and small groups. He also shared a range of prompts that students can submit to ChatGPT in order to turn it into an English-speaking tool and how to construct our own prompts in an effective way that enhances our students' learning experience. I would be happy to share any key technologies from the talk.

Finally on Monday, October 23rd, we had an IELI Institute with Anna Kennedy of WriteBrain. WriteBrain is a program in which students are given a narrative story through beautifully illustrated “empty” textbooks, and they have to develop a story that brings all the visual elements together into a narrative. The last time I did this, a few years

ago, it turned into a richly satisfying experience. It required the students to work closely together, and not superficially either. They had to have meaningful discussions about the elements of story and character development. In hindsight, which is always 20-20, I would have done many things differently, but in this workshop, I really enjoyed seeing how the program has changed and whether we could adapt/ adopt it to the IELI regular term program or the summer program, where it would most likely be used in the future. The students too had high praise for its multi-skill development approach, even mentioning the humility needed to work on this project. Just tapping into the materials and doing tag story creation with other members of the IELI faculty, I could feel the impulses to write and create something meaningful beginning to flow.



**‘WHAT TIME IS THE THREE O’CLOCK PARADE?’  
MS. SHARON SINTON—SENIOR INSTRUCTOR OF ESL  
INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]**

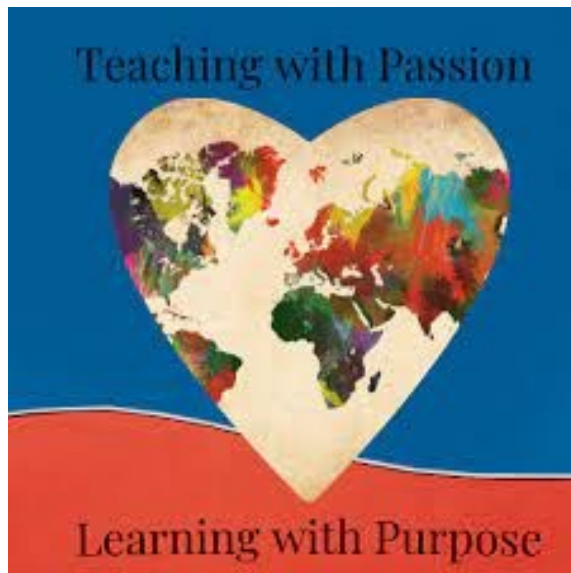


Have you ever been to Disney World? Employees who work there report that they are sometimes earnestly asked “What time is the three o’clock parade?” The answer, of course, is embedded in the very question itself. Or is it?

I recently attended a virtual conference hosted by the ITBE (Illinois TESOL-Bilingual Education) organization. One of the speakers, Louis Train, gave a presentation on his current research which linked communication strategies in ELL to customer service principles. In particular, he studied an iconic 2011 management guide put forth by Disney which was based on Customer Service Theory. Customer Service Theory is “an approach to interacting with customers centered on understanding and accommodating customers’ needs, wants, and pain points” (Reichheld 2003). Additionally, this theory has a myriad of practical communication activates which can be easily adapted to use in the ESL class.

And now back to our original question: “What time is the three o’clock parade?” When a visitor asks this, the Disney employees are taught to consider what the customer is really concerned about. Is it details on how long the parade it, when the parade comes by the point where the visitor is standing, or when the parade ends? To answer this question, employees, like our students, need to use clarification strategies or sociolinguistic competence. Furthermore, employees need to evaluate the cultural and social norms of the person they are speaking to. They need to speak respectfully to the speaker based on the speaker’s values. Finally, they also need discourse competence to anticipate responses and offer assistance voluntarily. These skills, which are needed to effectively serve customers, are also valuable skills our ELL students need to practice. Therefore, the presenter suggests that ESL teachers should be open to looking outside of our own field to find prac-

tical applications that can be effectively used in ESL classrooms.





**“THE LATEST RUN-DOWN ON RUBRICS FROM THE ITBE WORKSHOP”**  
**MS. JEAN FLOYD—SENIOR INSTRUCTOR OF ESL**  
**INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]**



On Saturday, October 14, the Illinois Teachers of English to Speakers of Other Languages / Bilingual Education organization hosted their annual Fall Workshop held virtually. This

year, they selected the theme: “Teaching with Passion, Learning with Purpose.” I chose to attend three sessions entitled, “ESL Writing: Rubric as Assessment and Learning Tools” for the higher education participants; “Equitable Pathways: ELL Success with Universal Design for Learning;” and “Level Up Language Learning: Gamification Strategies for ESL Adult Education.” I also participated in a Special Interest Group meeting with a small group breakout session on “Empowering Education: Harnessing AI for Student Success.”

Patricia Fiene of Midwestern Career College, who presented the session on rubrics, has taught Freshman Composition to native English speakers for many years, but her courses also included many international students whose first language is not English. She uses rubrics to assess students as we do in the IELI at DWC. I was curious to know how her rubrics might be different from ours and whether we might need to tweak our rubrics to align with current best practices.

Fiene reviewed how rubrics are not only assessment tools for teachers, but also learning tools that help students. Rubrics increase student motivation by explicitly showing students which aspects of production matter the most and by identifying a student’s strengths as well as weaknesses. As teachers, we like to use rubrics for three reasons: they provide a framework for greater objectivity and fairness in assessing student work, provide faster yet meaningful feedback to students, and ensure greater validity in assessment by linking assessment criteria to the established student learning outcomes.

The presenter divided rubrics into three categories:

holistic rubrics (I prefer the spelling *wholistic*), analytic rubrics, and checklist format rubrics. The TOEFL and CASAS writing rubrics are examples of the holistic type of rubric with descriptors for several criteria merged into one score on the scale. Fiene pointed out the advantages of this style of rubric: it is faster to apply, it emphasizes the writer’s strengths, and it is easier to train scorers. On the other hand, the disadvantages are important to note: it leads to less reliable scores (with greater variance from scorer to scorer), it is harder to assign a category on the scale when the writing varies across the leveled criteria, and by merging criteria into one score on a five-level scale, it assumes that all writing subskills develop at the same pace which we know is not the case for all students. Fiene then discussed analytic style rubrics. These rubrics are organized in grid layouts with each criteria or a subset of writing skills assessed separately using different ratings and then weighing these scores to arrive at an overall score. Analytic rubrics are more reliable than holistic rubrics since criteria are separately assessed, and they show both the strengths and weaknesses of the student’s work. Unfortunately, they are more time-consuming to design and use. As a result, scorers are sometimes tempted to use them more holistically, undermining the reliability of this tool. The third type of rubric, the checklist style rubric, is usually not used by faculty. The checklist rubric is often seen in textbooks as a peer review tool. These checklists are quick to create and easy to train scorers to apply. The limitation is the Yes/ No binary scoring system which provides very little information about the quality of the writing and no detailed feedback. Still, they are useful in raising awareness during the peer review process of certain features that are expected in an essay.

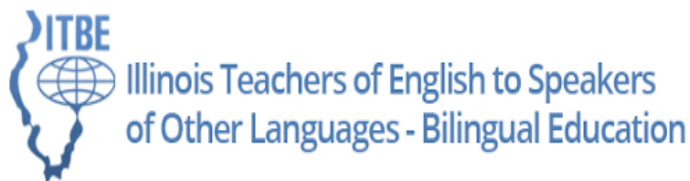
Fiene provided direction in designing an effective rubric. She recommended starting with the top range, mastery descriptors for the task, and identifying criteria moving downwards on the scale from there. This way, the goal is clearly established. Her analytic rubric grid provides 4 scores per criteria: Inadequate = 1/ D/ F, Needs Im-



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### MS. JEAN FLOYD—SENIOR INSTRUCTOR OF ESL INTENSIVE ENGLISH LANGUAGE INSTITUTE (IELI)

provement = 2/C, Meets Expectations = 3/B, and Exceeds Expectations = 4/A. She stressed that the descriptors should include specific qualities for each criterion that can clearly show students what they are doing right in their writing as well as what they are not.



Next, Fiene presented her ideas on where we can go next in developing rubrics within our programs. She suggested developing a “Personalized Learning Goals Rubric” to promote student motivation. Such a tool would allow students to track their improvement themselves. The presenter set out the steps in designing this type of rubric for either writing or speaking: 1) start with a traditional analytic rubric; 2) cut this down to a limited set of criteria/priorities so that students are not overwhelmed by too many criteria in the tool; 3) ask each student to identify and list his/her individual goals; 4) meet with students to discuss three or four goals to focus on; and 5) invite students to keep a log or a journal on their progress towards achieving their personalized learning goals. Another suggestion was to create a peer assessment checklist type rubric. This would be targeted towards what students are currently studying. The rubric would focus on just one or two criteria per peer review session, such as checking for fragments and comma splices. Each session, students could use a new checklist rubric with a different focus. Her final recommendation was to encourage students to post their writing on the walls of the classroom. Students would circulate and read each other’s essays. Then, each peer reviewer would post one sticky note with targeted advice for the writer on each essay. This would encourage more communication and active engagement. She

even suggested that if the students wished, they could vote on the essay they liked best.

Finally, she asked workshop participants to share the types of rubrics we use in our programs. Sharon Sinton and I shared our use of rubrics in the IELI at DWC with the general audience. We use rubrics to score our timed IELI English Writing Test (EWT) that we use for student placement and promotion in our eight-level curriculum. We used to use a two-step, two rubric process. First, we assessed each essay with a 5-level holistic rubric to arrive at a rough, initial score. We then proceeded to a second, finer analytic style rubric to arrive at a final score. The analytic type rubric divided criteria into three separate scores awarded for 1) Length and Organization of the essay, 2) the Content (including vocabulary and cohesive devices used), and 3) the Accuracy of the essay. Over time, we found that the first holistic step did not add much to the process of arriving at accurate determinations, and in some cases, using the two tools in conjunction caused greater confusion. Therefore, we decided to try using the analytic style rubric alone. We added a list of the grammatical structures that we teach in each of our eight levels in a table attached to the analytic rubric for greater clarification and guidance. We are currently using this rubric and making some useful changes to improve it

“ Rubrics increase student motivation by explicitly showing students which aspects of production matter the most and by identifying a student’s strengths as well as weaknesses.”

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**MS. JEAN FLOYD—SENIOR INSTRUCTOR OF ESL  
INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]**



as we proceed in fine-tuning our rubric. We also have an analytic style rubric with five scores within five sets of criteria for our speaking placement and promotion. The five scores are added to arrive at the final score

which is pegged to a range of scores for each level. We also mentioned that in addition to these rubrics for program-wide assessments, we also have more detailed and more formally weighted analytic rubrics that we use within each writing level. We sometimes add criteria as we move through a course to include new grammatical structures that students have studied. I also use an individual writing improvement tracking log in my upper-level writing courses to help students build an awareness of their most common problems as well as acknowledge the goals they are meeting successfully. The students track these criteria by completing the log after receiving feedback on each essay.

It was satisfying to see that the rubrics we are using in each of our writing levels in the IELI mirror Fiene's recommendations for best practices. We have a range of four scores for each set of criteria as she recommended. Our descriptors are grouped into categories that are slightly different, but this is something that can be reviewed and discussed as a team. Perhaps we will decide to tweak ours or perhaps we will decide that we prefer ours. Her descriptors were grouped in five categories: Introduction and Conclusion, Supporting Details, Organization (including essay structure and transitions), Style (including sentence variety and word choice), and Grammar and Mechanics. Our descriptors are grouped in four categories: Organization and Coherence, Development of Ideas (including supporting details and examples), Accuracy and Mechanics, and Fluency (including vocabulary range and sentence variety). The difference seems to be in her extra weighting of the Introduction and Conclusion. Personally, I struggle with vocabulary range and sentence variety being placed in the same

category as some essays exhibit quite different levels regarding these subskills, but her categories paired these together within one category, too.

Overall, despite the time involved in designing quality analytic rubrics, they do offer many advantages for students, instructors, and programs. They seem to be the best option for ensuring fairness, reliability, validity, meaningful feedback, and efficiency. Will there ever be a one-size-fits-all perfect rubric? This is probably the wrong goal to set. Rather, customizing rubrics for specific programs, levels, assignments, and learning purposes seems to be the best practice moving forward.



**ACADEMIC EXCHANGE PROGRAMS: CROSS-CULTURAL PARTNERSHIPS BETWEEN MOLDOVAN AND AMERICAN STUDENTS AND PROFESSORS: HISTORY AND CURRENT OPPORTUNITIES**  
**DR. RICHARD GARRETT—ASSISTANT PROFESSOR OF ENGLISH LANGUAGE & LITERATURE**  
**DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]**



On September 28-29, I participated in the American Studies: Culture, Politics and Literature international conference in Chisinau, Moldova. This event was organized to celebrate the 25th anniversary of the American

Studies Center, on the campus of Moldova State University. I was honored to be one of the two keynote speakers at the conference, which featured numerous interesting presentations by both Moldovan and American speakers.

My paper, which featured a PowerPoint presentation, reviewed the history of academic exchange programs between Moldova and the United States, particularly the Fulbright Scholar Program, overseen by the US Department of State. The Fulbright Program, in partnership with 160 countries worldwide, offers faculty, professionals, and graduate students an “unparalleled” opportunity to study, teach, and conduct research abroad. According to its website, Fulbright’s mission is “to foster mutual understanding between nations, advance knowledge across communities, and improve lives around the world.”

Many academics in the United States do not realize that the Fulbright Program is a two-way exchange and thus many Fulbright Visiting Scholars spend a semester or year in the US to teach or conduct research. Interestingly, one of the audience members at this conference was a retired Moldovan English professor who was the first-ever Moldovan professor to receive a Fulbright grant! This was in 1993, after the collapse of the Soviet Union and Moldova’s independence in 1991.

I also discussed current Moldovan-American academic exchange opportunities, especially those for undergraduate and graduate students, as most of the audience was composed of students. Many of the students were unaware of the Fulbright Foreign Student Program, which selects outstanding citizens of Moldova to receive scholarships for Master’s-level study and professional development in the US.

In addition to my presentation at the conference, I was fortunate enough to be invited to speak to a class of

undergraduate English majors at Moldova State University. They were students in a translation course, wherein students translate an important text written in English into Russian (one of the two commonly-spoken languages in Moldova, the other being Romanian). The specific text for that day was a New York Times article about guns in the US, and students seemed fascinated to talk to an American about his knowledge of and views on the controversy swirling around gun violence in the US. And it was intriguing for me to discover that this highly-charged debate was just as palpable in a tiny, obscure Eastern European nation as it is in America. At least that was the case in this classroom!

Finally, I must say that speaking at the conference and guest lecturing for a class at Moldova State University holds special personal meaning for me. I was a Fulbright Scholar in Moldova, and my family and I lived there for a year and a half in 2012-13. Living and teaching in Moldova was an amazing experience, without a doubt the most enriching experience of my professional life. I formed numerous strong friendships with my colleagues and students when we lived in Chisinau, including that retired professor I mentioned earlier, who was my host at the university when I was a Fulbrighter there and who became a dear friend. Attending this conference marked my first time back in ten years, and it was an immense pleasure to return there and finally see many of my old friends again.



**“ PUTTING MUSIC THEORY INTO PRACTICE”  
DR. EVELYN DIAS—ASSISTANT PROFESSOR OF MUSIC  
DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]**



The Macro Analysis Creative Research Organization presents The Musician's Workshop every year. This year it was held at Monona Terrace in

Madison, Wisconsin from June 16-17. The workshop provides opportunities for music theory instructors from across the country to discuss and share all aspects of teaching and learning related to music theory and composition.

Although I was the only pianist in the group, I hoped to gain insight from those who focus exclusively on music theory. I was not disappointed. I absorbed much of the information with a view to adapting and applying it to the music theory class at DWC (MUS 110). Presentations ranged from the subject of creating music theory textbooks as Open Educational Resources to a performance of the award-winning composition by young composer Sean Penzo.

I was intrigued by the presentation entitled “Diversifying Your Music Theory Course.” The practice of using classical music excerpts to elucidate concepts in music theory tends to alienate some students. The presenter suggested choosing musical examples that are more relatable.

For the first time, I began to question the practice of teaching western music notation to a student body that is primarily from non-western countries. I wondered how I could make the subject more relatable and relevant to the experiences of my students. This semester I began the theory class with an invitation for students to share music-notation practices from their own countries. The cultural celebrations at DWC provide me with a rich resource of diverse musical examples. I have begun to draw from these to illustrate theoretical concepts.

Some of the presentations adopted a non-traditional approach to learning, including the use of props (see pictures). In a similar vein, I demonstrated an activity that creates a spatial awareness of pitch locations and relationships. I also introduced a game that helps with the memorization of pitch names and key signatures. It was delightful to observe workshop participants abandon decorum while they played!





**“BACKYARD “FARMER” MEETS REGENERATIVE AGRICULTURE: THE CLIMATE UNDERGROUND 2023”  
DR. CATHI CLEARY—ASSISTANT PROFESSOR OF BIOLOGY  
INTERIUM CHAIR OF DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]**



On November 7 and 8, I attended a 2-day virtual conference titled The Climate Crisis, Food and Agriculture, the 5th in a series of annual conferences

organized by The Climate Underground which convenes leaders/experts to explore the intersection between soil health, food, and healthy communities. In this conference, the general theme was one of regenerative agriculture. Former Vice President Al Gore opened with a broad presentation aimed at placing the climate crisis and agriculture in perspective, explaining the effects of climate crisis on agriculture and the solutions that agriculture can contribute. US Secretary of Agriculture Tom Vilsack then joined him to discuss efforts of the USDA to advance climate-smart agricultural practices and improvements to food systems innovations. A third segment focused on how farmers can transition from conventional to regenerative agricultural practices.

While I am not a farmer (though I do work a summer vegetable garden!), this conference gave me a better understanding of the agricultural aspects of this global problem, the effect of different (poor) agricultural practices (traditionally used in the US) on the health of the environment, and some of the environmentally ‘careful’ practices that could lead to a great change in the health of the environment. It also gave me a look at the growing use of foods in the control and management of some health issues. This topic of ‘Food as Medicine’ in one of the sessions is of particular interest as I prepare to teach Nutrition in Spring 2024.

