

THE LOG

Divine Word College

April 30
2024

A Bulletin for the Divine Word College Community

Vol. 43 No. 28

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Birthday Corner

May

- 4 Sr. Thao Thanh Thi Tran, LHC
- 4 Sr. Hoa Thi Nguyen, LHC

THE PRESIDENT *Fr. Tom Ascheman, SVD*

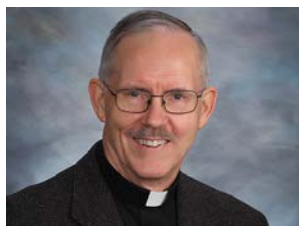
Breaking Bread – Sharing Life

The Gospel readings for the past couple of weeks of the Easter Season have focused on the ongoing presence of Jesus in the community of disciples, in the Eucharist, and in the power of the Spirit. Those are great themes as parishes celebrate “first communions” during the Easter season.

When first communion time comes around each year, I recall Fr. Don Castonguay SVD who worked among the Native American Tohono O’odham people in Papagos territory. When I met him, Don was a very friendly man in his sixties. He had a big white beard and a bigger smile. He told me a memorable story about first communion celebrations.



Fr. Don started his story by saying that he had NEVER given first communion to one of the young native children at his mission. That captured my attention! It seemed impossible. Don would have had many opportunities to preside at “first communion” masses during his years of service at San Jose Mission in Sells, Arizona. He went on to explain that there had been many “first communion” masses, but he doubted that he ever gave FIRST communion to any of them. This was because the children of the Tohono O’odham are taught that they should never eat anything without sharing some with their brothers and sisters. Don pointed out that the children would receive the consecrated bread, the body of Christ, and take it back to their place and break it to give part to their younger siblings. What a beautiful idea!



Once when Don mentioned this practice to the bishop, he was troubled. The bishop thought it would be better to instruct the children to consume the holy bread themselves. Fr. Don explained that the people taught their children that only dogs ate without sharing. It would be strange to tell

continued on next page

the children they should share the food they receive at home, but the food from Church should be all for oneself. That would distort every teaching about the Bread of Life.

Fr. Don was often a bit mischievous, so he invited the bishop to come to his mission anytime. Then he could teach the children that all other food should be shared, but that the Eucharist was meant only for them! The bishop never followed up on his idea. Apparently, the bishop did not want to say that the Eucharist was to be eaten like a dog eats!

Eating and drinking at the table of the Lord is always about sharing. The children of Papagos territory learn the deepest mystery of the Eucharist in breaking the bread. They learn about the generosity of God in sharing his life among the poor as they generously share their life's food with their brothers and sisters. What I take from the story is evangelical poverty is completely joy-giving when it is rooted in full-blooded generosity. It is not sufficient to merely give things away, it is necessary that we give our very lives away. That is the deep meaning of the breaking of bread.

I love first communions! The mixture of childhood joy, serious purpose, solemnity and smiles lifts my heart. Fr. Don concluded that it is probably better that Jesus is first presented to the little ones of his parish by their brothers and sisters, rather than by the priest. He is content to give First Communion by proxy.

Recognition and Awards Luncheon

Last Thursday, April 25, the DWC community gathered at noon-time in the dining room for a celebration of GLORY. Each year we take a moment in the closing weeks of the academic year to recognize students, faculty and staff who have made important contributions to the College. The faculty that received special recognition are mentioned elsewhere in this issue of the DWC LOG. The students and staff who were honored include the following:

Saint Arnold Janssen, SVD Speech / Oral Presentation Award



First Place:
Sr. Thoa Thi Pham



Second Place:
Sr. Tram Thuy Thi Nguyen



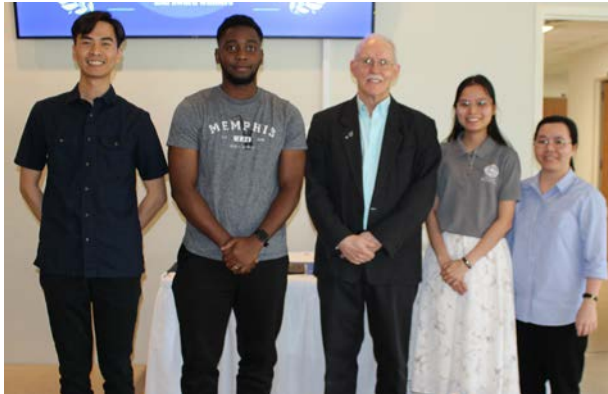
Liturgical Music Award

Mr. Long Hai Ngoc Nguyen
Mr. Hung Cong Nguyen
Sr. Yolette Dorce, SSpS
Sr. Francisca Doofan Aorakaa, SON
Sr. Hilda Alonyo, LSMIG
Sr. Rose Woulaou, PSP
Sr. Thoa Thi Pham, OP-BC
Frt. Engelbertus Salmon, SVD
Rafael Yescas Olmedo, SVD

Student Senate

Outgoing Officers 2023-2024:

President: Mr. Vuong Minh Vu
Vice President: Mr. Marc Anderson Vaval
Secretary: Ms. Mu Mu Prisca
Treasurer: Sr. Tram Huyen Thuy Nguyen, LHC



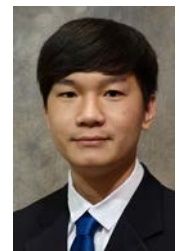
New Officers 2024-2025:

President: Mr. Ladouceur Flarissaint
Secretary: Sr. Nhi Thao Thi Nguyen, LHC
Treasurer: Mr. Angel Rodriguez Fuentes
Vice President: Ms. Mu Mu Prisca



The Br. Leonard Bauer Service Award is named after Bro. Leonard, who gave tirelessly of his time and talents in service to the mission of Divine Word College. He worked as business manager, helped care for the buildings, sought out benefactors and made an enormous number of friends who have supported the College for many years. The award recognizes graduates who have offered loyal, selfless service to Divine Word College "beyond the call of duty."

Mr. Hung Cong Nguyen is this year's recipient.



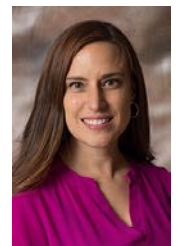
The Tree Campus Honor is presented to student, staff or faculty members who offer outstanding service in caring for the DWC tree-canopy. DWC is one of only seven campuses in Iowa with the designation of a Tree Campus. A tree campus seeks to plant and maintain trees to help mitigate the effects of climate change, to provide an environment that promotes physical activity and a sense of well-being for the community, and involves students in caring for the environment.

Mr. Jeffrey Puccio has helped organize a disc-golf course on campus. Hundreds of local residents use the course each year, enjoying both their game and God's gift of trees.



The Donna Puccio Service Award is named after Dr. Donna Puccio, who has served the college with great generosity, grace and dedication for more than 50 years. She worked in the business office, the library (where she supervised me for a year!) and for many years as Executive Secretary to the President, serving 8 of the 9 Presidents of the College. The award is given to a staff member for his or her outstanding service to the College community.

Ms. Emily Shedek is this year's recipient.





**VICE PRESIDENT
FOR ACADEMIC AFFAIRS**

Fr. John Szukalski, SVD

Senior Synthesis Capstone Presentations – Spring 2024 Semester

Monday, May 6, 2024

9:30 a.m. Room 143

Sr. Tram Huyen Thuy Nguyen, LHC-TD – “Promoting A Sense of Belonging In The Lovers Of The Holy Cross Of Thu Duc Congregation.”

An Intercultural Studies Capstone Presentation

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

Tuesday, May 7, 2024

9:30 a.m. Board Room

Fr. Engelbertus Salmon, SVD – “The Problem of Evil and Its Contribution to Grasping God’s Existence Amidst Suffering According to St. Thomas Aquinas”

A Philosophy Capstone Presentation

PHI Capstone Instructor: Dr. Jason Reed – Assistant Professor of Philosophy

10:00 a.m. Board Room

Mr. Hung Cong Nguyen – “Exploring Knowledge Stages and Human Understanding of God: A Comparative Study of Saint Thomas Aquinas and Immanuel Kant.”

A Philosophy Capstone Presentation

PHI Capstone Instructor: Dr. Jason Reed – Assistant Professor of Philosophy

2:00 p.m. Room 143

Sr. An Linh Thi Hoang, LHC-QN – “The Need for Lay Ministers in Quy Nhon Diocese in Vietnam: A Recruiting and Training Program for the LHC Lay Missionary Partners”

A Theology & Mission Capstone Presentation

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

2:30 p.m. Room 143

Mr. Marc Anderson Vaval – “A Comparative Examination of Aristotle’s and Kant’s Philosophy on Morality and Happiness”

A Philosophy Capstone Presentation

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

3:30 p.m. Board Room

Sr. Hilda Alonyo, LSMIG – “Embracing Humanity: A Cross-cultural Study on the Intersection of LGBTQ+ Identities, as Impacted by Faith, Society, and Family in Fostering Inclusion and Peaceful Coexistence in Society through LGBTQ+ Catholic Parish Outreach in the United States of America.”

An Intercultural Studies Capstone Presentation

ICS Capstone Instructor: Dr. Cathleen Cleary – Assistant Professor of Biology

Wednesday, May 8, 2024

9:00 a.m. Room 143

Sr. Thao Thanh Thi Tran, LHC-KT – “The Role of Technology: Global Strategies for Mission in Light of Church Teaching and Vietnamese Experience.”

A Theology & Mission Capstone Presentation

THM Capstone Instructor: Dr. Benjamin Wintress – Assistant Professor of Theology

9:30 a.m. Room 143

Sr. Thoa Thi Pham, OP-BC – “Be Spiritually Vigilant Without Being Paranoid: A Theological Analysis of True and False Prophecy”

A Theology & Mission Capstone Presentation

THM Capstone Instructor: Dr. Benjamin Wintress – Assistant Professor of Theology

9:30 a.m. Board Room

Sr. Magnouwedeou Rose-Ange Woulaou, PSP – “Building Resilience and Self-Empowerment Among Women Survivors of Sexual Abuse in The Region of Kara, Togo.”

An Intercultural Studies Capstone Presentation

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

Thursday, May 9, 2024

3:30 p.m. Room 143

Sr. Francisca Doofan Aorakaa, SON – “Towards a Theology of Femininity in an African Context: Responding to Women’s Discrimination in Tiv Culture”

A Theology & Mission Capstone Presentation

THM Capstone Instructor: Dr. Benjamin Wintress – Assistant Professor of Theology

DWC Reverend Charles Malin SVD Excellence in Teaching Award 2024

In order to recognize excellence in teaching, Divine Word College established an annual teaching award named after DWC’s first Vice President for Academic Affairs who served the College in that role from 1964—1980. Thus, the Reverend Charles Malin, SVD Excellence in Teaching Award honors faculty members recognized by the student body for their outstanding teaching performance.

This year’s recipient was one of three nominees provided by the Student Senate to the Faculty Promotions & Awards committee. The Vice President for Academic Affairs, in consultation with the College President, selects one of the three eligible nominees to receive the award based on stipulated award criteria. For his dedication to quality teaching as recognized by students and faculty peers, this year’s Excellence in Teaching Award goes to **DOCTOR JOSHUA YOUNG!**



DWC Brother Anthony Kreinus SVD Distinguished Service Award 2024

Divine Word College established the Distinguished Service Award to honor Brother Anthony Kreinus SVD, who has served the College with great generosity, selflessness, and dedication for 30+ years. The award is given to faculty members in recognition of outstanding service to the College and the Community. Faculty are generally appreciated for their teaching effectiveness, professional

engagement, and service. This particular award, however, honors faculty who have distinguished themselves by their service to their academic department, to the college, and to the wider local community above and beyond their regular teaching responsibilities.

This year's recipient was nominated by members of the faculty and the administration. In recognition of distinguished service to his academic department, to the college, and to the wider local community, the Bro Anthony Kreinus SVD Faculty Distinguished Service Award goes to **BROTHER BRIAN MCLAUCHLIN SVD!**



Scholarly & Creative Achievement Awards

The annual DWC Recognition & Awards Luncheon took place on Thursday 25 April 2024. During that event, the College recognized various members of the faculty who made professional presentations and published scholarly articles over the previous year. I'm proud to present the following nine faculty with recognition and awards for their professional engagement in their areas of expertise.

Professional Presentation Awards (\$150) DWC Policy Handbook 9.07.05



Dr. Jason Reed. "Contemporary Atheism and Classical Theism." Philosophical Salons series. Loras College. 20 April 2023.

Dr. Jason Reed. "A Radical Cosmological Argument: The Real Distinction and the Problem of Uncaused Contingents." American Catholic Philosophical Association. 18 November 2023.

Dr. Mathew Kanjirathinkal. "Decolonizing Classical Sociological Theory." Midwest Sociological Society Meeting. 23-26 March 2023.

Dr. Mathew Kanjirathinkal. "Voices of the Global South and Possible Fissures in the World System: The Missing Element of the Global North's Framing of the Ukraine War." Midwest Sociological Society Meeting. 23-26 March 2023.

Dr. Yasmin Rioux. "From Zero to Ninety-Nine: Reflections on Restructuring an Existing Assessment Program for Improved Student Learning, Data Collection, and Accreditation at a Small Midwestern College." Virtual. Drexel Assessment Conference. 14 September 2023.

Dr. Yasmin Rioux. "Examining Multilingual / International Students' Assumption About Writing in order to Improve Writing Pedagogy in the College Writing Classroom." Virtual. Marquette University. 18-20 April 2023.

Dr. Evelyn Dias. "Pitches with Pitches: Steps and Leaps on the Floor and Have a Ball with Pitches." Musician's Workshop. Macro Analysis Creative Research Organization. Madison, WI. 16-17 June 2023.

Dr. Richard Garrett. "American Exchange Programs: Cross-Cultural Partnerships between Moldovan and American Students and Professors." Keynote. International Conference—American Studies: Culture, Politics, and Literature. Moldova State University, Moldova. 28 September 2023.

Dr. Seo Hyun Park. "Handling Anxiety during English Language Teaching Practicum." Virtual. Coloquio Internacional sobre Investigacion en Lenguas Extranjeras. 20 September 2023.

Ms. Jennifer Wintress. Fine arts exhibition "Movement." North Gallery, University of Wisconsin, Madison, WI. January – February 2024.

Dr. Joshua Young. "Let's Go State: The State of Communication Education in Iowa Public Colleges and Universities." Iowa Communication Association. 29-30 September 2023.

Dr. Joshua Young. "No Wonder They Think We're <Basic> Bitches: Freedom to Rename the Foundational Communication Course." National Communication Association. 15-19 November 2023. (co-author/presenter = 50% award)

Dr. Joshua Young. "Freeing the Foundational Communication Course from Metaphorical Gentrification: An Analysis of the 'Front Porch.'" National Communication Association. 15-19 November 2023. (co-author/presenter = 50% award)

Dr. Joshua Young. "Communicating Crip and Crippling Communication: Exploring, Pondering and Imagining the Communication's Crip Future." Western States Communication Association. 23-26 February 2024. (co-author/presenter = 50% award)

Dr. Sam Cunningham, SVD. "Taking Care of Community and Ourselves." SVD Local Superiors Meeting. Techny, IL. 20 September 2023.

Dr. Sam Cunningham, SVD. "Self-Discovery through the Enneagram." Inter-Novitiate Program. Catholic Theological Union, Chicago, IL. 6 October 2023.

Dr. Sam Cunningham, SVD. "Enneagram's Paths for Growth." Inter-Novitiate Program. Catholic Theological Union, Chicago, IL. 6 October 2023.

Scholarly Article Publication Awards (\$250) DWC Policy Handbook 9.07.03

Dr. Yasmin Rioux. "New Encounters with an Old Course: Rethinking my Composition Course Approaches for a Highly Diverse Class." Online. College English Association's Journal Forum. Summer/Fall 2023.

Dr. Joshua Young. "Presenting our Wounds, Healing the Discipline: The Problem of Communication Effectiveness." Communication Education 72 (4) 423-428. 5 August 2023. (co-author = 50% award)

DIALOGOS Academic Newsletter

The April 2024 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

What is coming up next semester? In the fall we will be assessing the current spring data while gathering signature assignments for the following Core Competencies and Program Learning Outcomes:

Spring 2024 (to be assessed in Fall 2024):

CORE 2 (COM 160; ENG 112); IDS – AA – 2; CF – PTH – 4; THM – BA – 1; THM – AA – 1; PHI – BA – 4; THM – BA – 3; (THM 211)

Fall 2024 (to be assessed in Spring 2025):

CORE 3; IDS – AA – 1; CF – PTH – 1; CF – PTH -2 (PHI 320 Medieval Research Paper)



VICE PRESIDENT FOR FORMATION DEAN OF STUDENTS

Fr. Long Phi Nguyen, SVD

Religious Brother's Day

On Wednesday, May 1, 2024, we will celebrate the feast of St. Joseph the Worker and Religious Brother's Day. Religious brothers have been a vital part of the Catholic Church with their diverse ministries as they work hard to be examples and are living witnesses to the Gospel. At Divine Word College, we witness the impact of this commitment through the works and prayers of our SVD brothers as well as the faith and dedication of our religious brothers who are currently studying at the college. We will celebrate a large community mass at 8:00am, during which Br. Don Champagne, SVD will share his reflection on his calling as a religious brother with the Divine Word Missionaries. Let us offer our prayers and appreciation for all the religious brothers. Happy Brother's Day!

Board of Trustees Meeting

This weekend from Friday, May 3, 2024 to Saturday, May 4, 2024, the Board of Trustees of Divine Word college will hold their bi-annual meeting here. The Board of Trustees are elected group of professional responsible for overseeing the management of Divine Word College. Please keep them in your prayers during this meeting and extend a warm welcome if you see them on campus. All students are required to attend a large community Mass with the Board members on Saturday May 4, at 11:15 AM in the main chapel. Semi-formal attire is required.

Summer Travels

We are heading to the month of May and things can get hectic during the final weeks of the academic and formation year. I want to remind you about your summer travels after graduation. If you have not yet bought your ticket for the summer, please contact Mr. Jeffrey Puccio immediately to purchase your tickets. Do not wait until the last minutes as airfare may be more expensive. If you have any questions regarding your travel arrangements, contact Fr. Tuan Hoang. Thanks.

Managing Stress in the Final Weeks of the Semester

Tomorrow, the month of May begins. This means finals week and graduation are approaching. These days, we may experience mixed feelings, from enthusiasm at the end of the semester to anxiety about final tests, presentations and papers. Self-care and stress reduction are top priorities over the last few weeks. Unfortunately, a common stress reaction is to put off or cease doing the very things that can help manage our stress.

I need to review for the test tomorrow, so I should study until midnight. I have final papers due this weekend. I will skip my dinner tonight and tomorrow for more time to write. I am experiencing extreme anxiety, so I have to study more to overcome my fear.



We must remember that to reduce our stress and improve our well-being, we must manage our stress. Here are some stress management suggestions for the semester's last few weeks.

1. Eat, Sleep and Rest Well
2. It is very important to manage your routine. Getting 7-9 hours of sleep at night with a consistent sleep schedule will boost your energy. Eating healthy meals and snacks and drinking plenty of water is a good way to maintain physical and mental health.
3. Moving your body between your studies is a good way to relax your brain. It would be good to combine this with exercise (running, walking, weight lifting, badminton, etc.) for at least 30 minutes daily.
4. Having good time management strategies also helps to prevent stress. You must prioritize your 'things to do' and break down big tasks into smaller ones. Avoid procrastination and stay focused.
5. Positive self-talk will help you to keep motivated and move forward. Remind yourself of your strengths, your accomplishments, and what you already know.
6. Relax before the final exams/presentations.

These practices help us keep things in perspective and balance. As the semester draws to a close, it is crucial to give school and academics top priority, but other facets of our well-being also require care.

The stressful and overwhelmed feelings during this time can also bring up experiences of past stressors and trauma. If there comes a point where these ways to support yourself are not enough, please reach out to the Counseling Center at auntarto@dwci.edu | Room 220 | Ext. 377.



by
Sr. Aprilia
Untarto, SSpS



VICE PRESIDENT FOR ADMISSIONS

Mr. Len Uhal

Come and See Visitor

Later this week, on Thursday, May 2, the Vocation Office will host another Come and See visitor to our campus. David Thang Dong Kap from Glendale Heights, Illinois, will be with us until Sunday to learn more about the Divine Word Missionaries and Divine Word College. Vocation Director Fr. Jorge Zetino will also be on campus this weekend to host our visitor. Thank you in advance for welcoming David to our campus and for helping him feel at home in our community.

Exit Surveys

All students planning to leave Divine Word College at the end of this semester or at the end of the summer ESL Term E need to complete the Exit Survey with Len Uhal. Thank you to all who have already completed the survey. If you need to do this and have not yet completed it, please contact Len to schedule an appointment. His email address is luhal@dwci.edu or you can visit him in his office on the 3rd Floor. It would be nice to have these all completed before exam week. Thank you.

A graphic of an exit survey form. At the top, it says "EXIT SURVEYS" in large white letters on a blue background. Below that, there are five rating options: "1=POOR", "2=FAIR", "3=SATISFACTORY", "4=GOOD", and "5=EXCELLENT". Below these is a section labeled "QUESTION?" with a horizontal line. Under the line are five numbered boxes: "1", "2", "3", "4", and "5". The number "5" is circled in orange. There is a small orange arrow pointing to the right in the top right corner of the graphic.



DIALOGOS

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The Academic Newsletter for Divine Word College

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HLC ANNUAL CONFERENCE 2024: FROM ZEROS TO HEROS! FR. JOHN A. SZUKALSKI, SVD, PH.D., VPAA



Dr. Yasmin Rioux and Dr. John Szukalski attended the Higher Learning Commission annual conference from 13-16 April 2024 in

Chicago IL. They also presented a concurrent session on DWC's experience with assessment entitled, "Building a Mission-Driven, Coherent & Sustainable Assessment Protocol." Our presentation received great feedback by faculty and administrators from other institutions confronting assessment protocol challenges. Here's the abstract:

This presentation provides a replicable model for small undergraduate institutions confronting broken, ineffective, and irrelevant assessment practices. Institutions embarking on this challenge require close collaboration among faculty and administrators, clear and frequent communication, compromise and flexibility, and the steady positive stamina to keep moving forward amid inevitable disagreements and failures. Addresses specific moments within a pilot project, including: setting the scope, fostering shared understandings, cre-

ating a sense of urgency, retrieving the Mission, articulating Core Competencies, and aligning the Core Curriculum. Draws heavily on faculty experience, administrator perspectives, and Assessment Academy learnings to create the relevant infrastructure for assessing and improving student learning and program effectiveness. Presentation participants will explore how this model might be replicated in their own institution.



Building a Mission-Driven, Coherent & Sustainable Assessment Protocol



Dr. John A. Szukalski

Dr. Yasmin Rioux

“HLC PRESENTATION IN CHICAGO”

DR. YASMIN RIOUX—ASSISTANT PROFESSOR OF COMMUNICATION & WRITING

DIS DEPARTMENT CHAIR & DIRECTOR FOR INSTITUTIONAL EFFECTIVENESS



On April 14, Fr. John Szukalski and I presented our work on the Divine Word College's assessment efforts at the **Annual HLC Conference** in Chicago.

Our presentation was titled “*Building a Mission-Driven, Coherent & Sustainable Assessment Protocol*” and explored our institution's recent collaborative efforts to reexamine and redo our ongoing assessment efforts.

Specifically, Fr. John and I discussed previously existing assessment endeavors at DWC, the College's reexamination of the Mission Statement and the alignment of Core Competencies, our participation in the HLC Assessment Academy, the revisions of the Core Curriculum for clearer curricular alignment, our building of an assessment-sustaining infrastructure, lessons learned from the two-year assessment pilot, and finally arriving at our current 5-year assessment protocol, which is sustainable and effective.

The presentation was successful and Fr. John and I were able to address an engaged, interested, and curious audience. We also involved everyone in a beneficial Q & A session that enabled effective engagement on all sides. Overall, the experience was a great success!



“ Our presentation was titled “*Building a Mission-Driven, Coherent & Sustainable Assessment Protocol.*”

"A DECOLONIAL APPROACH TO INTERRELIGIOUS STUDIES AND DIALOGUE: CATHOLIC & MUSLIM PERSPECTIVES"

**FR. AKIZOU KAMINA, SVD— INSTRUCTOR OF THEOLOGY
DEPARTMENT OF THEOLOGY & PHILOSOPHY [DTP]**



The Catholic missionary work spanning the 16th to 20th centuries serves as one example of interreligious dialogue because such work involved learning about a religious tradition other than one's own. Indeed, one aim of such dialogue was to formulate Christian theological teachings for the purpose of converting non-Christians. In other words, interreligious dialogue was not motivated by a yearning to learn deeply about another religious tradition for personal transformation but rather about conversion and a legacy of colonialism.

I gave a presentation at the World Parliament of Religion in Chicago last August to discuss possible ways in which interreligious dialogue can be done through a decolonial lens. It was titled A Decolonial Approach to Interreligious Studies and Dialogue: Catholic and Muslim Perspectives. My talk consisted of arguing for a deconstruction of the ongoing frameworks of interreligious dialogue that perpetuate traditional white-European Christian models as well as a construction of decolonial models that draw upon the experiences of not only non-white Christians but also provide equitable agency to non-Christian dialoguing partners.

Two lenses are very important to the decolonial project of interreligious dialogue. The first one is based on Jesus' encounter with the Samaritan woman at the well in the gospel of John (Jn 4:4-42). We have to learn as Catholics to act like Jesus by asking for water. It is impossible always to be the only ones to give, but we need to learn to receive from others. The second lens comes from Pope Paul VI's Encyclical "Ecclesiam Suam." He points out four qualities indispensable to interreligious dialogue: clarity, meekness, trust, and pedagogical prudence. My hope, through this presentation, was to shape the dream of Ayoub Mahmoud, who points out that "if domestic politics and foreign policy in the West could be truly Christianized and the world of Islam in all its aspects Islam-

ized, then dār al-Islām could include the church, and the church would see the entire world as the "mystical body of Christ."" (Omar, Irfan, p. 61).



“COLOR VOWEL LEVEL 2 PRACTICUM COURSE”
MS. MICHELLE VARGO—SENIOR INSTRUCTOR OF ESL
INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]



My journey to improve my overall teaching skills and acquire new teaching methodologies in pronunciation has once again led me to delve into the Color Vowel© pronunciation

program. I am currently enrolled in the Level 2 Color Vowel© Core series of courses which is the first step in attaining certification as Level 2 Color Vowel© Instructor. In order to become a certified Level 2 instructor, I must complete the required four Level 2 core courses, three Level 2 elective courses, and an eight-week Level 2 teaching practicum. I have been engaged, intrigued, flustered, and fascinated throughout the process thus far.

I began my journey in January with the Color Vowel© Yoga course. This course is designed to give English language instructors a set of simple hand and body gestures that mimic the movement of the jaw, lips, and tongue when one produces English vowel sounds. The instructor’s use of these movements help English language learners have visual and physical anchors to use when producing vowel sounds, they may as of yet be unable to “hear”. Throughout the course, I was asked to produce several videos using Flip to demonstrate my understanding of Color Vowel© Yoga movements by creating instructional lessons using the techniques I had learned. As always, my lessons were reviewed with beneficial feed-back provided by my assigned coach, Karen Taylor. If there were areas in which I needed to improve, I was required to re-work the lessons and re-post my new and improved videos. I am happy to report that I received my Certificate of Completion for this course.

I continued in my Level 2 Core Courses in February with the Color Vowel© Spelling Exploration course. The goal of this course is to help English Language instructors dispel the idea that English is a “crazy” language with

too many spelling rules and a plethora of exceptions to go with those rules. When in fact, the English language is complex not “crazy” and comprised of multiple spelling patterns (no rules or exceptions here) that are used to convey meaning in the written and spoken word. Throughout the course, I was asked to produce weekly instructional videos using Flip to demonstrate my understanding of Color Vowel© Spelling Exploration by creating lessons using materials like the Color Vowel© Word Organizer and Color Vowel© Spelling Exploration Charts. By incorporating these two activities into my lessons, I was able to create activities that would not only help my students see spelling patterns but also create charts and graphs that could be used to gather statistical spelling pattern data in real time. My lessons also had to conclude with an activity that showcased the link between the spelling pattern and pronunciation of given words. All of my lessons were reviewed with beneficial feed-back provided by my assigned coach, Karen Taylor. Unfortunately, I was required to re-work several of my lessons and repost my new and improved videos (maybe English spelling is “crazy”). I am happy to report that I received my Certificate of Completion for this course.

My Level 2 Color Vowel© journey will continue on into the early summer as I complete my two remaining Level 2



“ILA ANNUAL CONFERENCE”
MS. ELIZABETH WINTER—LIBRARY DIRECTOR & ARCHIVIST



I attended the 2023 ILA Annual Conference, which was held in Dubuque, IA, at the Grand River Convention Center in mid-October. The proximity of the conference enabled me to be more in-

involved in various aspects of the conference. Prior to the conference I served on the ILA Conference Speakers Subcommittee to review conference proposals, in the days before I volunteered to assist with setup, and during the conference I moderated three sessions: Together is Better: The Iowa Children's Museum and the Coralville Public Library Become Partners with a Purpose, How to Do It All, and Build Your Dream Library. As I have mentioned in previous Dialogos articles, the central purpose of attending a library conference is to ascertain ways to make the library you manage better by finding new ways to serve library users. Between the breakout sessions and the keynote speaker addresses, the conference offered numerous insights, but I have ruminated on two questions in the months since the conference. The two questions emanated from the two keynote addresses. The keynote speakers were Rebekkah Smith Aldrich, the co-founder of the Sustainable Libraries Initiative (SLI), and KC Davis, a licensed therapist, creator of the site Struggle Care website, and author of the book “How to keep house while drowning” (You can read the ebook version through library’s eBook and audiobook vendor Overdrive). Aldrich espoused the benefits of joining SLI: “to become more environmentally sound, socially equitable and economically feasible.” Her talk prompted me to ask “How can the Matthew Jacoby Library contribute ongoing sustainability initiatives on campus? In the final keynote, KC Davis encourages the audience to accept where they are rather than beating themselves up about where they should be. Her talk prompted me to ask, “What things in the library are okay as they are, and what things really need to

change?” While the idiosyncrasies of the library’s architectural design and electrical and HVAC systems make answers to boosting sustainability efforts elusive, the latter question about what really matters has prompted me to condense my yearly strategic planning goals for FY 2025 to one overarching goal: identify ways that I can shorten the pipeline between not-knowing and knowing more by breaking down information access barriers. What does this mean for library patrons? Access to more books and articles more quickly and easily. For instance, two new EBA book agreements with JSTOR and Project Muse will triple the library’s book collection (~60,000 to ~240,000) with approximately 175,000 eBooks readily accessible with a computing device and an internet connection. Stay tuned for more library resource transformations in the coming months.



"AMERICAN CATHOLIC PHILOSOPHICAL ASSOCIATION'S ANNUAL MEETING"
DR. JASON REED—ASSISTANT PROFESSOR OF PHILOSOPHY
DTP DEPARTMENT CHAIR— DEPARTMENT OF THEOLOGY & PHILOSOPHY



I attended and delivered a paper at the American Catholic Philosophical Association's Annual Meeting held in Houston, TX, in November. The theme was "The Human Person." The paper was titled, "A Radical Cosmological Argument: The Real Distinction and the Problem of Uncaused Contingents." Recent books and articles have been devoted to St. Thomas Aquinas's Cosmological Argument for the existence of God found in chapter 4 of his *De Ente et Essentia*. The argument has plenty of critics and defenders. The debate typically centers on whether or not St. Thomas establishes a real distinction between essence and esse. (of course there are question about infinity regresses, whether the God is actually concluded in the argument, the nature of Thomistic essence, the cogency of God as pure act, and things of this sort). This paper develops and responds to an objection we call "The Problem of Uncaused Contingents." This is a double-barreled problem that attacks both the real distinction and the kind of contingency that it supposedly entails. While this label is not as popular in the literature, the ideas it contains are present in the objections critics raise against the argument. In what follows, the cosmological argument will be sketched in part I, Part II will raise and explain the two-sides of the problem of uncaused contingents, and Part III will offer a defense of the real distinction and the contingency it entails within the context of responding the problem. Consequently, the aim is to see there is an interesting route to the real distinction found in the middle phase of the argument, that seems to be overlooked by both sides, and hopefully this paper will help to further the discussion by providing some new food for thought.

" This is a double-barreled problem that attacks both the real distinction and the kind of contingency that it supposedly entails."



“FOSTERING AUTHENTIC ENGAGEMENT IN THE CLASSROOM”

DR. ASHLEY HEIBERGER—ASSISTANT PROFESSOR OF ESL

INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]



Here at Divine Word College, our learners tend to be extremely dedicated to their studies. They are hard-working and focused, but how do we as educators make sure that they are also engaged? With an intensive workload, assessments, grades, and moving up to the next level on our students' minds, I often wonder how I can make sure they are taking the time to really grapple with the material and take ownership of their knowledge and development. For example, while I want a student to get an A on their reading test, I find it is even more important for a student to realize the value of their reading and critical thinking skills and to notice how reading can enrich their lives.

I am very grateful to Divine Word College for the opportunity to attend the virtual TESOL International Convention in April of 2024. This gave me several up-and-coming resources about student engagement. Hafsa Hadj Boulouenouar discussed three different types of engagement:

1. authentic—students have real interest, curiosity, and purpose.
2. strategic—do work for exams or other tasks.
3. passive—do just enough to get by

Certainly, we educators hope our students will demonstrate authentic engagement in our courses and will continue to be critical thinkers and lifelong learners. Presenters shared a variety of practices that promote student engagement. Jimalee Sowell, Maya Rejepova, Karima Biskri, and Mukadas Tashieva, Osh, Kyrgyzstan discuss how inclusive classrooms support better learning and social skills. Deborah Healey shared teaching practices that involve the use of smartphones to promote culturally relevant teaching and learning. Tasks that utilize students' smartphones provide content, interest, and ownership—so that the tasks feel relevant to the students. Elena Taylor delves into reflective writing

and provides many examples of ways to implement these writing assignments to encourage reflection, critical thinking skills, problem-solving skills, and awareness of course material and connections to students' lives. Furthermore, reflective writing helps students learn how to evaluate their own success, address setbacks, and set goals.

Presenters Erin Vobornik and Marcia Luptak discussed their experiences teaching with a community engaged learning approach. This term is another way of saying service learning. This talk was extremely relevant as our students here have many interests and opportunities for service. Perhaps we could connect this service to their language learning in our ESL program. They found that incorporating service into the language class curriculum had the following results:

language skill development
gains in confidence
cultural understanding
community integration
employability (or perhaps for most of our students, skills that they can apply to their vocation and a variety of areas of their lives)

I found the Community Engaged Learning approach to be very inspiring, and I believe our students would find the topic, tasks, and assignments to be very relevant to their lives and ambitions. Overall, the conference presentations provided a variety of ways to engage students and help them find relevance and agency within their English language learning.

TESOL24
International Convention & Expo
VIRTUAL | 11–12 APRIL

“SUPRASEGMENTALS”

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



Have students ever said they cannot understand the words of even simple prayers like Hail Mary and Our Father spoken at speed during a rosary decade? Moreover, as listeners, how they hear a text as a garbled “chunk” of language, that no babel fish could translate. Of course, there are ridiculously complex rules of vowel sounds (unlike other languages where the sound to spelling correspondence is closer) and equally complex and dizzying consonantal irregularities. But there are also suprasegmentals. As the name implies, suprasegmentals go beyond word level issues that students may have problems with. Suprasegmentals deal with thought groups, peak syllables, reductions, linking across words, intonation patterns, and vowel sounds that are part of any utterance in most languages.

Thanks to the generosity of Divine Word College, while at TESOL, I attended a presentation by Jamie Parr of Yale University on just this topic. What was interesting is that she demonstrated suprasegmentals in the six-step procedure, all instrumental in improving this aspect of ESL students' pronunciation. She used the quote below by Malcolm Gladwell to illustrate her point. It might help if you say it aloud to yourself before continuing.

“Success is a function of persistence and doggedness and the willingness to work hard for twenty-two minutes to make sense of something that most people would give up on after thirty seconds.”

Suprasegmental aspects of language are:

Suprasegmental aspects of language are:

1. Thought groups are natural breaks in the language which transcend phrasal rules, for example Hail Mary/ Full of grace/. The result of the first step is seen below. Thought groups are marked in the image below with a vertical line.

2. The peak syllable is usually the most prominent syllable within a thought group, and it is usually in one of the more important focus words. What is the peak syllable in this thought group? Hail Mary/ Full of grace/. Below peak syllables are above.

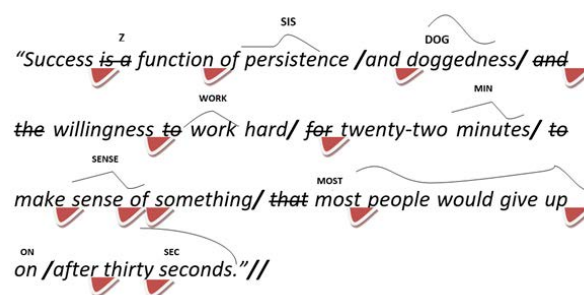
3. Reductions are places in sentences where words cross boundaries between prepositions or articles or helping verbs. Reductions are reduced forms of English words. Some reductions, such as gonna and Im’a, are not real words in English: however, you need to use reductions to sound more native. Reductions are stricken through.

4. Linking means connecting the last sound of one word to the first sound of the following word. Generally, there is no linking across thought groups. The three most common linking patterns are: 1) Final Consonant + Initial Vowel 2) Vowel + Vowel 3) Consonant + Consonant. Can you decipher this? It sa col devening. Linking is indicated with red curl in the image below.

5. Basically, there are three intonation patterns in English: up, down, up-down. See the below for the pattern highlighted above the sentence.

6. Focused vowel sound found in a focus word. How about for the sixth longest word in the Oxford dictionary- antidis-establishmentarianism? The peak syllable is capitalized in the image below

Putting it together:



Adapted with Paul's help and with the author's permission.

“ENGLISH USA CONFERENCE”
MS. HEATHER TAYLOR—ESL INTERN
INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]



This was my first time attending the English USA Conference and I was grateful for this opportunity to learn from other English teachers. One of the sessions I attended focused on incorporating task-based language teaching (TBLT) in course textbooks. The speaker, Tom Flaherty from Universitat de Barcelona, shared how to “taskify” course textbooks in seven ways:

Find out what it is that interests/motivates your students. This may look like conducting an interest analysis through questionnaires, interviewing the students about motivation and experiences.

Involve your students in deciding what is taught and when. After discovering the goals and motivation of the learner, the teacher can bridge the gap through reviewing material and ranking what is most useful or relevant.

Identify the tasks in the coursebooks that you can use. A task focuses on meaningful communication and on a non-linguistic goal. It involves some sort of “communication gap” and is evaluated through outcome, not language. A task also includes a real-world relationship.

Collect any more tasks that you think would be useful.

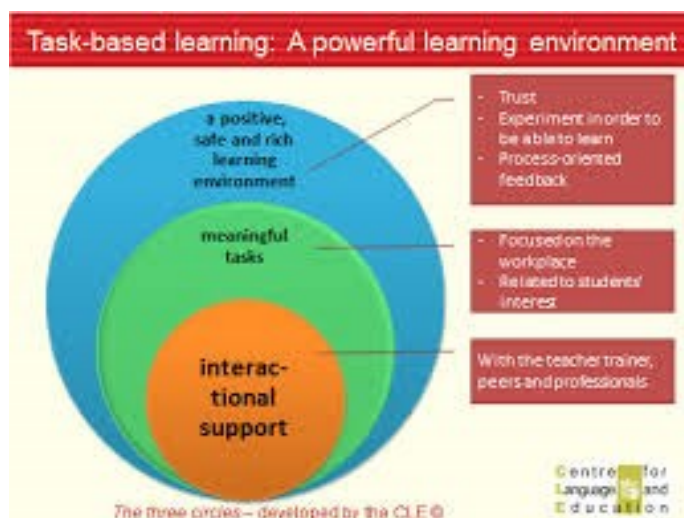
Use your planning time to do the task and identify key language. Plan the language focus. Flaherty believes that task-based language teaching does not necessarily mean more planning time for teachers.

Model the task, observe learners, and use the CB for language feedback. This step includes a pre-task, task cycle, and post-task. A pre-task may include reading and listening to authentic material and helping the students notice key language. The task cycle can be done in groups, pairs, or the whole class and focuses on the outcome. During the post-task the teacher gives lan-

guage feedback and can incorporate language practice through using the coursebook.

Frequent formative assessment and informal evaluation to track progress.

Flaherty advocates that instead of spending a majority of the class time presenting information, teachers can devote more class time for the learners to practice and produce the language they’ve learned through task-based learning methods.



“LEADERSHIP AND SERVICE FOR EQUITABLE AND INCLUSIVE COMMUNICATION EDUCATION ”
DR. JOSHUA YOUNG—ASSISTANT PROFESSOR OF COMMUNICATION & ENGLISH
DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]



Through the professional development support of DWC, I was able to attend the National Communication Association (NCA) national conference, held November 15-19, 2023 in National Harbor, Maryland. While there, I attended a day-long institute focused on the past, present, and future of the foundational communication course (public speaking). The institute was designed to help departments advocate for the foundational course in institutional general education requirements. This experience helped me to see where the trends in teaching and assessing the course are going. DWC is consistent with discipline standards. In fact, given the greater emphasis on diversity, equity and inclusion across college campuses, DWC has been far more responsive to the cultural sensitivity being called for in the public speaking course across the US. Financial support to attend this institute has supported my role as a leader in the communication discipline.

I also presented two papers as part of the national conference. One paper focused on the impact calling the public speaking course the “basic” course, internally, has had on the discipline and course constituents. By calling the course “basic” the discipline frames the course as simple, easy, and unchallenging. The second paper focused on the internal metaphors used to understand the course and their impact. By calling the course the “Front Porch” and linking communication effectiveness to performing whiteness and able-bodiedness, the discipline has gentrified itself and marginalized speakers from diverse cultures. Dr. Steven Bebee, former NCA president and convener of the 2013 task force on the foundational communication course, was in attendance at the presentation and thanked me for continuing an important conversation. I also attended various interest group meetings and performed duties as a representa-

tive of those groups. Specifically, I presented the first awards for the American Studies Division since the pandemic as Division Awards Chair. It is always great to recognize and honor the great work of others. I also attended the Basic Communication Course Division business meeting. I serve as the division representative to the NCA nominating committee and was also appointed to a special task force to review the name of the division and to review and update resources on the foundational course on the NCA website.

In February, a paper I co-authored was presented at the Western States Communication Association conference. Dr. Allison Brenneise and I argue that while assessing communication competency may reinforce ableism, it brings promise as a theory for how we teach communication when paired with Universal Design for Learning.

“ 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.”

Lastly, I attended the Central States Communication Association conference April 4-8, 2024. I received the CSCA Inclusive Scholarship Award for a paper on more inclusive and equitable ways to assess communication effectiveness in public speaking. After presenting this paper, I also presented on the Melissa Beall Top Panel in the Basic Course Interest Group. Our panel focused on developing a unified advocacy for communication education in higher

CONTINUED...

DR. JOSHUA YOUNG—ASSISTANT PROFESSOR OF COMMUNICATION & ENGLISH

DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]

education. During the annual business meeting of the association, I was announced as a candidate for its second vice-president. The second vice-president eventually serves as conference program planner and president of the association. It's a great honor to be a candidate for one of the best regional academic professional organizations in communication studies. The highlight of the conference was being able to mentor two DWC students to present their paper at the CSCA Undergraduate Honors Research conference. They gained valuable experience as aspiring graduate students and were very well received. They were true missionaries while in attendance and never met a stranger. Beyond these activities, I performed my duties as an officer of the Basic Communication Course and Communication Education Interest Groups and will assist in developing interest group programs for the 2025 conference.

The investment in my professional development by DWC continues to allow me to be a missionary within my discipline. I hope to continue to provide service and leadership in the associations while pursuing my research agenda in equitable and inclusive communication education.



“2024 TESOL CONVENTION”
MR. DANIEL GHEORGHE—SENIOR INSTRUCTOR OF ESL
INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]



For my current academic professional development, I attended the 2024 TESOL Convention held in Tampa, FL, 21-23, 2024. I attended a selection

of sessions that focused on research and best practices in ESL teaching. A number of sessions focused on educational AI and how to integrate AI instruments in language teaching and learning. Although many sessions emphasized the importance of using the most recent technological and digital resources, I would like to point out what Diane Larsen-Freeman, (PhD in linguistics Univ. of Michigan, 1975) one of the most admired and respected voices in language teaching and research stated in a plenary session titled A Learning-Centered Approach to TESOL, which was Diane’s 50th year participating in the TESOL convention. After more than 50 years at the forefront of language teaching research and practice, Diane acknowledged the usefulness of technology in learning, but she also encouraged educators to have a critical approach and a discerning dose of skepticism towards any exclusive educational tool, be it AI, which promises to encompass every aspect of the educational experience. After more than five decades in education, her recommendations and perspectives took almost philosophical and religious overtones. No matter how much technology advances, the educational journey has experiential and agentic elements that technology can only partially enhance but never replace. It was like a breath of fresh air to hear the perspective of a well-seasoned practitioner and researcher.

Among other interesting sessions was a session on extensive reading presented by Christopher Collins (Columbia University) and Adil Bentahar (University of Delaware). An important point that the presenters made in the session, which applies both to language learning and reading in general is that students need to be provided with an approach to reading that is dialogical.

Quite often both in ESL and other disciplines, students are given a number of questions to answer based on a given text. The presenters remarked that a more interactive approach should model and encourage students to ask discerning questions of a text, and to help them create criteria that differentiate between different types and level of questions to pose to a text. By doing this, students learn not only how to read a text through the teacher’s perspective, but also develop a dialogical conversation with texts in general.



“AI has great potential. Learning a language is tough— and we have to look for an easier way, but let’s not lose the humanizing part of our teaching.”

Diane Larsen-Freeman, TESOL March
2024

**“ PRESENTATION ON MENTAL HEALTH TO SVD LOCAL SUPERIORS”
 REV. D. LLOYD (SAM) CUNNINGHAM, SVD— ASSISTANT PROFESSOR OF PSYCHOLOGY
 DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]**



Caring for Self and Community: Our
 Mental Health

Presented September 20th

I was asked by the new provincial council to speak about mental health in our community and in the communities with whom we pastorally minister. Mental issues are a stigma and either tightly stored in locked closets or are the proverbial elephant in the room that no one wants to talk about. We see them, but we don't see them, and we certainly won't talk about them. My presentation and the following question and answer period endeavored to bring out in the open the need to create safe spaces in our religious communities and in our pastoral settings to talk about self-care and mental health so we can be capable pastoral ministers who can work and respond to the true needs of confreres and parishioners. Can we end the stigma around mental health and increase our empathy for those who suffer from wounds we don't see?

Two-Part Workshop on the Enneagram for the Chicago
 Area Inter-novitiate Program

Presented at CTU October 6 & 13, 2023

I was invited by the Inter-novitiate Program to present on the Enneagram in a two-part series about: What is the Enneagram? How is it used for spiritual direction? How can participants identify their particular Enneagram path? How do we identify each participant's Enneagram wing? In which directions on the Enneagram does the participant find wholeness, and in which direction does the participant find alienation? Around 50 men and women novices gathered in person or online. Five Redemptorist novices participated from Mexico, and two Dominican novices participated from Bolivia. By the end of the workshop, each participant could identify

their particular spiritual character style from the Nine Character styles represented on the Enneagram diagram and continue their spiritual journey with the insight from the Enneagram system.

SVD Continuing Education Scholarship Was Awarded to Sam Cunningham, SVD, Psy.D., H.S.P. To Attend The Evolution of Psychotherapy Conference In Anaheim, CA. December 12-17, 2023.

The Evolution of Psychotherapy Conference, sponsored by the Milton Erickson Foundation, is held every four years. Around 8,000 professionals come from around the world to attend this large gathering of psychotherapists. It is nicknamed the Woodstock of Psychotherapy. Presenters are cutting-edge practitioners who are leading the way in finding breakthroughs in treating mental illness. Mental health practitioners are able to achieve CEUS and network with other psychotherapists. Dr. Sam Cunningham is expected to present 40 CEUs as a licensed clinical psychologist before his Iowa and Illinois Clinical Psychologist and Health Service Provider can be renewed.

