Values Make the Difference

There are more than 4,500 public universities, private universities, liberal arts colleges and community colleges in the United States. Most provide a liberal arts education, which means that rather than focusing on one specific area or trade, they provide general knowledge and develop intellectual ability. Students leave the liberal arts experience with transferable higher order thinking skills — often referred to as critical-thinking skills — that bode well for success in the professional world.

As with many other private independent institutions, Benedictine provides students with a liberal arts education. So what makes us unique? It’s our values and how we implement them among our students, faculty and staff.

The world of values is like the starry heavens. There are literally hundreds (if not thousands) of values from which to choose. Through almost 1,500 years, Benedictines have honed their values into a distinctive brand that differentiates the Order of St. Benedict from others.

Benedictine University builds its educational life and efforts on the same values which Benedictine men and women have espoused for centuries. What are those values? And how do they influence our approach to education and so differentiate us from other institutions?

A search for God by oneself and with others — God created us as incomplete, characterized by our constant search for meaning in our lives. Our search for knowledge, for Truth Itself, for God, cannot be accomplished alone. It is our job at Benedictine to provide our students with the necessary tools to accomplish their search for God.

A tradition of hospitality — At Benedictine, we are urged to welcome the stranger. Benedictines believe that God comes to us in the stranger. In welcoming the stranger, in my definition — a person who may not look or believe like me, we welcome God. To turn the stranger away is to turn God away. We have a wonderful mix of “strangers” from many ethnic, religious and cultural backgrounds. This diverse environment allows students to discover other perspectives and learn from other students’ experiences. It also introduces students to different cultures and religions, and so prepares them to play an important role in today’s world.

An appreciation for living and working in community — We provide students the opportunity to promote better relations between all people through a framework of friendship and service. We encourage our students to get involved in community outreach and service projects. We want them to realize that a life is fully lived when in service to the greater good.

A concern for the development of each person — We strive to take every student from the point where they are, to the point of what they can become. At Benedictine, we embrace our incompleteness and work with one another to make each of us the best we can be and become the person we were meant to be.

A dedication to responsible stewardship of all things — All of those who have come before us have been given the opportunity to realize their potential. As part of this human chain, we have an obligation to pass on to those who follow us a world in good order — a world complete with God’s creatures and resources. We do not own the world. At best, we are simply stewards of the world and its resources. We are charged with passing the world on to the next generation in better condition than we received it.

A commitment to academic excellence — The University continually strives to develop an academic community that supports each person in the pursuit of knowledge and personal development. This includes providing them with top faculty, the necessary resources, and a challenging and hands-on learning environment. If we can help students be the best they can be while giving them the skills necessary to be successful in their careers and their lives, we have created an environment teeming in academic excellence.

An emphasis on a life lived in balance — A human being is a unique juxtaposition of body, mind and soul. We cannot feed one and ignore the others. Rigorous academics, robust athletic programs, opportunities for travel and leadership, as well as meaningful liturgy and religious dialogue are all part of the learning experience at Benedictine University.

What makes Benedictine unique as opposed to other liberal arts institutions? These seven values and how we pursue them, which provide a framework on how we approach our students and ourselves. These values help create a community in which we individually and collectively can pursue a common goal… Truth Itself, God.

— William J. Carroll, President
The value of a values-based education

There are many things to consider when deciding on attending college.

TUITION COST.

DEGREE PROGRAMS.

ACADEMIC REPUTATION.

RESIDENCE HALL ACCOMMODATIONS.

STUDENT LIFE ACTIVITIES.

But there is one overarching factor worth contemplating that is not as immediately tangible as enrolling in a thermodynamics course taught by a professor who is affiliated with one of the largest national laboratories in the Midwest, spending spring break soaking up the sights in Cuba while learning about a different culture, or participating in an internship at a Fortune 500 company.

It is the set of core values—or blueprint for living a good and just life—which Benedictine aims to instill in its graduates. Values that reinforce goals for students to possess the fortitude to work hard and the virtue to give back to the community in meaningful ways whether as doctors on the operating table, lawyers in the courtroom or businessmen in the boardroom.

Benedictine students, faculty and staff are asked to pursue academic excellence, strive to lead a life of balance, develop an appreciation for and understanding of their role as an individual living and working in a community, engage in a tradition of hospitality, be mindful and concerned about the development of others, dedicate themselves to responsible stewardship of the Earth and all of its creation, and have the willingness to seek Truth as part of a search for God.

One does not have to be Catholic or identify with a specific faith to be receptive to these values, as they can easily be received and applied on a universal level, according to Alicia Cordoba Tait, D.M.A., assistant to the president for Mission Integration and director of the Center for Mission and Identity.

“"For what is basically a faith-based concept, they transcend faith as well—that’s what’s so beautiful about them,” Tait said. “They fit just about every particular culture, environment, race, faith—it doesn’t matter who you are. It is a way of living in the world—it’s not just a monastic concept. It’s actually such a common and normal sense of being that you realize there is actually something of worth in these values, that there is something more to be obtained."

“This school, because of how it lives its values, attracts a certain type of person,” Tait adds. “There are a lot of faculty here who could be working at other institutions and making a lot more money. It’s just a fact. Here, we really live our values and create that bond between the student and professor which allows for another level of communication with students that you can’t get anywhere else. There is just something about Benedictine—something about how you can be more of yourself here and it’s because of those values that for me, I feel I can become more of my whole being in this environment than I can anywhere else.”
Instilling good values and developing the whole person has been a major component of a Benedictine education since its founding in 1887. The only thing that has changed is the manner in which they’ve been delivered, according to Fr. David Turner, O.S.B., D.Min., Ph.D., C58.

“Sixty years ago, students just absorbed the monastic values and Benedictine Hallmarks by osmosis,” Fr. David recalled. “You were with the monks every day, in the residence halls, at Mass and in the classroom. Once the University grew and the monks moved across the street (to St. Procopius Abbey), there was not that immediate elbow-rubbing.”

Responding to the decline of the Abbey’s presence on campus many years ago, Fr. David and a group of monks, Benedictine faculty and staff met to outline some of the most important traits of a Benedictine education. Using the seminal work, “St. Benedict’s Rule for Monks,” as a guide, they established some of the key values and guiding principles of a Benedictine education.

Chief among those values is how you receive and relate to people who are different than you and together engage in the search for Truth, he said.

“When you incorporate the values and hallmarks, it changes how you deal with people and how you deal with situations,” Fr. David said. “It’s a personal thing, and a person has to say, ‘Yes, I am going to absorb this and carry this with me.’”

“One of the most positive things that happened while at BenU that I did not expect is that I became very close to my religion. I grew up Catholic, but I hardly understood what being Catholic really meant. I learned so much in my Theology class and by just being around a Catholic community in general. I love being able to go home and tell my sisters all the different stories about saints, miracles and icons. Going to a Catholic university really solidified my faith. I’ve grown so much and I think it’s one of the most beautiful things that’s happened to me in college.”

MARLO ENRICO, SOPHOMORE, COMMUNICATION ARTS
“I am not only taking classes that are part of my degree, but classes that make me and others more well-rounded as individuals. These values come across to students through the passion of the professors who teach the courses. Their passion is what makes classes more enjoyable.”

LAURYN LIGOCKI, JUNIOR, HEALTH SCIENCE

“I have learned so many transferable skills, and after my four years at Benedictine, I truly believe that I have grown into a student who embodies the Benedictine values. Specifically, I have become a better leader and a global citizen, and I am committed to working for the greater good of my community. In the classroom, I have been challenged by professors to create innovative solutions that solve problems on a larger scale. Outside of the classroom and through my participation with various student organizations, I have gained invaluable skills which I can utilize for the rest of my life. Through student organizations, I have gained leadership skills such as public speaking, team work, management, and how to adapt to problems which arise at the last minute. I am confident in saying that my time at the University has equipped me to be successful in the future.”

SREE BODEPUDI, SENIOR, BIOLOGY/PRE-MEDICINE

“I can tell that professors invest a lot of their time and energy in making sure students will be successful, not only in the classroom but also in the real world. For example, professors who engage students in the classroom and encourage them to participate can help enhance their students’ communication skills, self-esteem and courage, among other things. I know that when I graduate from Benedictine, I will be able to tackle any challenge that I have to face, and that would not be possible without the help of the professors who I had the pleasure of meeting throughout my college career.”

SONDOS MASOUD, JUNIOR, BIOLOGY

SEVEN VALUES

- A search for God by oneself and with others
- A tradition of hospitality
- An appreciation for living and working in community
- A concern for the development of each person
- An emphasis on a life lived in balance
- A dedication to responsible stewardship of all things
- A commitment to academic excellence
When students arrive as freshmen and transfer students, they are introduced to the values through two required interdisciplinary courses, “Catholic and Benedictine Intellectual Traditions” and “Human Dignity/The Common Good.” Both seminars cover topics related to the values and their application in life, emphasizing lifelong inquiry, dialogue, social responsibility, citizenship, conflict resolution, peace and justice.

Outside of class, faculty and staff challenge students to evaluate their goals and ask deep questions, such as whether they have chosen to pursue a degree that best complements their talents and what they want to accomplish (other than simply earning a paycheck) from a career.

“Of course, we want students to have a job when they are finished,” said Christine Fletcher, Ph.D., associate professor of Theology. “But we are also interested in whether students have developed into full human beings.

“You could graduate today and be on your way to an exciting career, and life circumstances change your job focus. Have we given you the kind of mental and spiritual resources that you can still make a good life? (The average person changes careers four to five times in their lifetime.) Have we given you a solid basis in critical-thinking and calculation, and how to approach the world, that you are adaptable and that you can change and be successful?”

Most young people today want careers that will allow them to combine their passions and interests with their desire to make a difference in the world, according to the fifth annual Millennial Impact Report released by the Case Foundation and the latest research on the next wave of college students, Generation Z.

They are also looking for careers that can still pay the bills.

To help students identify their values and beliefs and examine how they fit with career opportunities and demands, Fletcher developed a new course titled “Why Work?” in 2014.

Today, with the support of a $50,000 Network for Vocation in Undergraduate Education (NetVue) Program Development Grant from the Council of Independent Colleges and the Lilly Foundation, Fletcher is working to expand the course. She is instructing faculty how to approach students who are still determining a career path, and showing faculty how they can incorporate brief lessons on what may await their students in a specific discipline or field.

“We want to help people find their strengths,” Fletcher said. “If you are constantly working against the grain, it will take a toll on you and you will not be healthy or happy. Faculty want better language to try and explain to students that it’s not all about getting hired within a certain profession—it’s about living a life where your talents match with what you are asked to do at work every day.”

By 2016, the addition of major-focused vocational seminars will also serve as another safety net to catch undecided students early and steer them to the Career Development Center, where they can find additional tools to explore careers that might better fit their interests and abilities. The center also offers seminars for students on workplace etiquette and values so they can further develop the kinds of traits that will help them excel in a job.

“I am receiving a values-based education because no matter what subject I am learning, the professors at Benedictine emphasize the importance of justice, compassion and diligence in reaching success. Students are taught with not only words that emphasize values, but also with the expectations of professors who truly want to see their students succeed.”

JUNELLY GONZALEZ, JUNIOR, POLITICAL SCIENCE
Developing the whole person

In many workplace situations, employees who put selfish desires aside and readily work in concert with others tend to have the most success. They learn to take criticism positively as an opportunity for growth and communicate their opinions in an educated and courteous manner—takeaways Julie Cosimo, Ed.D., director of the Career Development Center, stresses to students who make their way to her office every day. “We try to talk to them about what it means to be respectful in the workplace,” Cosimo said. “They have to respect not just themselves, but others at work and in their community, because when they are here, they are Benedictine, and when they leave, they are Benedictine.”

Through the Office of Student Life, students can attend a series of leadership workshops, such as Leadership 101, designed to enhance communication and time management skills, teach them how to search for a job and build a network. “We help students identify personal and career-related values, because one of the things students struggle with is that they may be pursuing an academic program in which they are not succeeding,” said Jon Miller, associate dean for Student Life. “By taking a look at other kinds of criteria, other than just the occupational outlook, it helps redirect many students who then can modify their academic plan and move on accordingly.”

Students can enhance their resumes and exemplify the Benedictine value of service by joining any number of philanthropic organizations, such as the Best Buddies Club or BenU UNICEF, which was named the 2014 “Chapter of the Year” by the national organization for “helping to educate, advocate and fundraise for the world’s children.”

The club also raised more than $10,500 to support UNICEF’s mission of assisting children lacking basic needs such as water, food, shelter, health care and education. “We have many students who want to volunteer and give back in the community—whether it’s a day at a soup kitchen or mission trip to the Philippines or Bolivia,” said Joan Henehan, director of Student Engagement and Leadership Development. “During the Rev. Dr. Martin Luther King Jr. Day of Service, more than 150 students volunteered. They like to serve and live out those values.”

All students have the opportunity to observe their faith during Catholic Mass, or Hindu and Muslim prayer times through Campus Ministry. They may also choose to join a religion-focused student group or interreligious group, such as the Hindu Student Association or the Movement of Students Achieving Interfaith Collaboration (MOSAIC), a group through which they can learn more about each others’ experiences, religious practices, traditions and backgrounds.

This culture of openness, mutual respect and commitment to the development of the well-rounded student sets Benedictine apart from other universities, said Carrie Roberts, Campus Ministry’s pastoral associate for outreach. “One of our values is a search for God by oneself and with others, and eventually students begin to see how that value really molds the whole person,” Roberts said. “They see how that affects all of who they are, how they live out their academic career, their family life and their relationships with their friends. “If you talk to alumni and seniors as they reflect on their experience here, they will also tell you Benedictine helped them reflect on who they are as a person through the values of working in community, taking care of the poor and recognizing God in others, and how that can all play out in ultimately choosing a career,” she added.

“In every class that I’ve taken at Benedictine, I’m always reminded to give it my all and be respectful to my peers. I try to do those two things to the best of my ability.”

HASHIM ARAIN, JUNIOR, POLITICAL SCIENCE
Molding values-driven leaders who can solve real-world problems

One important hallmark of effective leaders in every discipline or career field is the ability to navigate ethical challenges and dilemmas. In these situations, having a good values system on which to base decision-making is essential.

Science is one area in which a strong values-based background is paramount. Take, for example, the technologies and advances that brought forth military and commercial drones, the discovery of DNA and the creation of the atomic bomb.

Every new development presents its own set of moral questions that scientists must weigh regarding its use and the potential impact on society, said Bart Ng, Ph.D., dean of the College of Science.

“When J. Robert Oppenheimer was sitting in the desert looking at the explosion of the first atomic bomb, he was said to have quoted the Bhagavad Gita, a Hindu scripture, saying, ‘Now I am become Death, the destroyer of worlds,’” Ng said. “You feel he’s just realized he’s created a moral dilemma, like, ‘What did I just create?’”

“Having a scientific background with a well-rounded liberal arts education can really put you in the position to talk about the kind of policy issues that will impact millions of people,” he added. “There are big moral issues that will, in fact, confront us as technology marches on, that will literally create new ethical problems the likes of which we have not seen before.

“Should there be such a thing as privacy on the Internet? How should the line be drawn between life and death, whether you should offer someone treatment? Science changes our values, and our values influence science. It informs us how we use the knowledge and it is a two-way street.

“We in the College of Science really want to train scientists who have a very keen ethical awareness, who really try to understand how science can be brought to bear for the greater common good, and we very consciously try to promote that point—that it is not just science for science’s sake,” Ng added.

Students in the College of Science get firsthand experience researching with faculty in the lab and presenting at national conferences through the Summer Research program, which helps them to see how what they do in the lab makes a real and valued contribution to the field.

Robin Pals Rylaarsdam, Ph.D., professor of Cell and Molecular Biology, has involved students in her ongoing research seeking a cure for McCune-Albright Syndrome, a rare genetic disorder that causes bone weakness, facial malformation and hyper-pigmented skin at puberty and extremely young ages.

Kyle Turcic, C14, who collaborated with Rylaarsdam during his participation in the Summer Research program, received an honorable mention award after presenting his work at the annual meeting of the American Society of Biochemistry and Molecular Biology.
“I definitely feel like the education I am receiving is values-based, by means of the University-wide degree requirements of humanities, arts, ethics and literature courses. These values come across to me in not only the way I approach my major courses, but I believe they have helped improve my interaction with others on campus and in my community. I am driven by my learned values, and these ideas also help me strive to become a tolerant, well-rounded individual with a unique perspective.”

TANUSHRREE NAIR, JUNIOR, BIOLOGY

“Evidence of a values-based education is everywhere you look at Benedictine. From our core education requirements, which include religion and humanities courses, to our wide variety of clubs that encourage involvement and interdependence throughout the student body. Most importantly, the values of Benedictine are seen through the way faculty members care for their students. Whether it is a coach, advisor or professor, the people at this University care about developing students into strong, values-based adults, whose roots at Benedictine will continue to benefit them as they continue to grow as people and professionals.”

KRIS ROSEMANN, SENIOR, MATHEMATICS

“Every day, I strive to find pleasure and purpose in the monotony of daily life. To some, this may sound negative. However, to me, this means turning the mundane into the extraordinary on a daily basis. For some, their job is a means to an end—a way to provide and live. What a Benedictine education taught me is that a career must be so much more. I have the ability to positively influence others on a daily basis through my vocation. If I can leave the hospital and return home knowing that I positively affected the lives of my students, residents and patients, then my life has a greater purpose.”

MICHAEL ALEBICH, D.O., HEALTH SCIENCE, C07

When she observes health care professionals and teachers in the field, Ethel Ragland, Ed.D., dean of the College of Education and Health Services, can readily tell the difference between the practitioner who truly shares a value for helping people and the one who is just going through the motions to get through another day. “I can tell you who is grounded in values and who isn’t,” Ragland said. “I can tell in the way they approach clients and the level of respect they have for them. It really makes a difference. You can have the most brilliant practitioner, but if they don’t have those values, I don’t want them taking care of my family or educating my children and grandchildren.

“We prepare professionals who will look to the educational and health needs of the world, and having values within those disciplines is essential,” she added.

“I think there exists some notion that education should be values-neutral, but that contradicts Benedictine’s commitment to values-driven education. If we can prepare educators and health care practitioners who are grounded in values they can apply to their work as a vocation, it is a decided advantage and a real gift.”

As part of their studies, students in the Master of Science in Nutrition and Wellness program implement clinical leadership projects in health care facilities across the country. Dietetic interns in the Master of Science in Nutrition and Wellness program offer nutritional information, education, screening and counseling for the community. Master of Public Health (M.P.H.) students are encouraged to spread awareness about multiple issues that affect the well-being of community residents.

M.P.H. program graduate Rebecca Carlstrom was recently recognized as the “Illinois Public Health Association’s Student of the Year” for supporting the proposed implementation of a tobacco-free campus at Benedictine, organizing a health fair in partnership with a local church, and participating in a study tracking the legislative outcomes of public health bills introduced in the Illinois General Assembly.

As vice president of the M.P.H. Student Advisory Panel, she planned events supporting students’ exploration of the field, organized networking opportunities with alumni, and raised money to support HIV/AIDS and Lou Gehrig’s disease research.

At Benedictine, students and faculty are encouraged to share their unique cultural, ethnic and religious heritage and customs in an open and friendly environment where all are welcome to inquire, discuss and engage in the search for Truth.

They explore and appreciate different cultures through Catholic-Muslim Student Dialogue, where students of both faiths meet biweekly to share lunch, read the Qur’an and Bible together, and discuss current events; the Intercultural House, a special residence hall where students are randomly assigned and encouraged to interact with a roommate with contrasting life experiences; and several interfaith dinners, cross-cultural events and dozens of study abroad opportunities.
Through the Office of International Programs and Services (IPS) and the Global College, Benedictine welcomes students from other parts of the world into the University and helps them obtain what they need to be successful.

Once on campus, IPS exhibits the value of hospitality and community by helping students open a bank account, obtain a cellphone, answer questions about VISA regulations and concerns associated with adjusting to American culture.

"From getting to know our students at the onset of their Benedictine journey to nurturing their growth and development, we seek to ingrain in our students Benedictine values," said Elsie Yuan, executive director of IPS. "We realize intention alone is not enough. If we are to help them better understand and embrace our values, we need to connect with them as individuals."

One activity that best addresses these values is an ongoing volunteer project supporting the Aurora-based nonprofit, Feed My Starving Children, during which students help package meals for malnourished children in nearly 70 countries around the world.

Graduate students enrolled in Benedictine’s programs in China and Vietnam are also exposed to Benedictine values through ethics courses, according to Alan Gorr, Ph.D., dean of Benedictine’s Global College.

“All of our endeavors are conditioned by the familiar Benedictine values,” Gorr said. “Since the Global College was formed, we have worked to include basic ethical principles and their historical and values-laden premises in these courses.”

Bringing people together from a variety of backgrounds to live, work and play helps Benedictine better prepare students to participate and lead in an increasingly global society, according to Susan Mikula, Ph.D., acting dean of the College of Liberal Arts.

“We have so many different programs that reflect the Benedictine values in some way,” Mikula said. “I think students have this incredible opportunity to be exposed to this, not just in the classroom, but in the co-curricular activities and the intellectual environment on campus.”

The college’s renowned, nonpartisan Center for Civic Leadership (CCL) brings well-known and dynamic speakers to engage students and the public on some of the most thought-provoking and critical issues of the day.

In 2014, the CCL marked the 50th anniversary of the Civil Rights Act with a slate of civil rights activists who discussed the landmark legislation’s impact on the past, present and future state of the country. That same year, former presidential economic adviser Austan Goolsbee, Ph.D., visited Benedictine to talk about the nation’s economic future.

Bringing speakers from diverse backgrounds and careers to campus provides students with an opportunity to listen to other viewpoints and ideas.

Students exercise this value of listening to others when they delve into issues affecting nations they might not have known about or considered in the past through their involvement in Model U.N., which simulates the undertaking of the U.N. General Assembly. Model U.N. students debate pressing issues confronting the world and advocate for the foreign policy interests of countries they are selected to represent.
“We teach students that you have to examine your ideas and your values, think about how your values relate to my values, and ask how do we form a community and work together to form a better community?” Mikula said.

“I don’t want students to graduate and say, ‘It’s all about me,’ because in the end, what have they accomplished?” she said. “I want students to graduate and say, ‘Yes it’s about me, but it’s also about how I can contribute. What can I bring to my family, community, country and the world?’”

From the sub-prime mortgage fiasco to the BP oil spill, there are multiple examples today of companies that have committed major ethical lapses. The results of these lapses have affected the livelihoods of millions and endangered the earth’s vital natural resources.

“Certainly there have been less than angelic performances—with the temptation for quick results with long term disaster—by some of the businesses in the world,” said Jack Minogue, D.Min., acting dean of the College of Business.

But great business leaders don’t need to sacrifice values for profit to succeed in business, he said.

“Economies are only sustainable if companies look long-term, add value to people’s lives and make a difference for their families,” Minogue said. “The quick grab-and-run to show a quarterly profit is a sure way of undermining the very thing that allows your business to be successful. At Benedictine, we have found that students would prefer to take the long-term approach and do things that add value to the corporation for which they work—not simply take the quick return and get out the door.”

At the College of Business’ Center for Values-Driven Leadership, Director and Professor of Global Leadership Jim Ludema, Ph.D., and a team of researchers are trying to answer whether there is a link between a strong values-driven workplace culture and profit. The “Return on Values” project is expected to be completed in August 2015 and will include the results of interviews conducted with more than 26,000 small- and mid-sized companies.

“Going to school at Benedictine gave me a better appreciation for different cultures. I went to many events on campus and got to know a lot about other cultures. This has helped me in teaching because students come from different backgrounds and experiences. Benedictine helped me to relate to these students and encouraged students to appreciate people or customs different from their own.”

MIKE THERIAULT, C13, MATHEMATICS

“As a Catholic, I appreciated and embraced the values of Benedictine. As a student, I learned a great deal from many great professors. Within the business department and beyond, I took a great liking toward several teachers for their passion for what they do. It helps you see the meaning of what you learn beyond the textbook. In my major, I had many opportunities to continue developing and demonstrating skills. I was able to excel and seek opportunities beyond the classroom and challenge myself. I felt confident in my preparation to succeed in the fields I was studying. I know the people I met and learned from helped to enrich my education and my life.”

DOMINIC ROCCO, MARKETING AND MANAGEMENT AND ORGANIZATIONAL BEHAVIOR, C12
Benedictine faculty members are approachable and available to mentor their students. They teach an average class size of 17 students and know them by name. They also give of their time, volunteering to lead study abroad trips, clubs and summer research projects.

This extra effort not only provides students with individual attention and a one-of-a-kind experience, but reinforces the importance of giving back and sharing talents with others, said María de la Cámara, Ph.D., provost and vice president for Academic Affairs.

“It makes all the difference in the world, as opposed to someone who just teaches and goes home,” de la Cámara said. “By and large, our faculty is in many ways exemplary and personifies the kinds of values that we are talking about. If you look around, what I see in every program, regardless of what it is, there is an emphasis that you should not just be in it for the money but for the common good. It’s great that you want to make money, but there has to be more to that. Many times, students haven’t thought about that.

“Aside from the degree, if we can give them that other piece, then we are sending out graduates who are going to be great contributors to society and who are fulfilling themselves in the way we would want them to be fulfilled as they go on with their lives,” she added.

“Benedictine has taught me to consider the beliefs and perspectives of others by providing me with a values-based education. This is especially evident when I talk to my friends at other institutions because I feel Benedictine has shaped me as a more well-rounded and considerate individual. Benedictine values are not only discussed in the classroom, but their practice is evident throughout the entire campus, whether it be through friendships, relationships with faculty and staff, or through clubs and activities. Values such as stewardship, community and hospitality are especially integrated into everyday life on campus, which is what makes the University unique.”

DANA CAIRNS, SENIOR, BIOCHEMISTRY/MOLECULAR BIOLOGY

“What I found at Benedictine was an institution that not only met my professional needs, but more importantly, understood that faith and reason work together in advancing knowledge. I discovered faculty who would not just ‘allow’ but actually ‘encourage’ me in my studies to discover new knowledge in the fullness of Truth. While the emphasis was on individual achievement, I was reminded that having the support of like-minded colleagues is really important. Benedictine respects individuals for their own intrinsic worth… while challenging us in thoughtful and cognitive ways to really push ourselves as we explore and consider varying views in our research. I am deeply indebted to the University for its world-class education, and for challenging me intellectually in ways that have made me a better person who is equipped to make meaningful contributions to the common good.”

TIMOTHY J. COLLINS, ED.D.’13, HIGHER EDUCATION AND ORGANIZATIONAL CHANGE
“When I first came to Benedictine University, I heard the phrase, ‘values-based education’ quite a bit. It was intriguing to hear, as I had not seen the principles of education and moral or ethical values addressed in terms of one another very often. It was an interesting concept, and as I began and continued my education at Benedictine, I found that I had received, and continue to receive, a values-based education.

The idea of using one’s education in order to become a better person and, in essence, a better citizen of the world, is enhanced and implemented in a number of ways, from fulfilling one’s civic duties to completing service projects, and even to the various experiences we have with people of different religions and cultures. This basic idea of becoming a better citizen of the world and contributing something positive to humanity is something that everyone at the University seems to believe. It shows that there is something bigger and more meaningful than anything a textbook can teach us. It is a feeling of community and togetherness that fosters understanding, tolerance and other values that become a great part of who we are.

There is an amazing dynamic at Benedictine, where everyone is encouraged to follow their goals, and these goals are enriched by the values that are instilled within every social or educational experience. So much so, that once we come out on the other side, we know that we are prepared to face whatever comes next and be proud of who we have become.”

MAHIRA MUSANI, JUNIOR, POLITICAL SCIENCE

As a strong faith-filled community that espouses Catholic and Benedictine values, the University seeks to prepare students for a lifetime of success and service that will help them lead purpose-filled and rewarding lives.

We are committed to giving our students opportunities to grow academically, personally and spiritually.

All are respected and encouraged to work together because all have something to contribute as part of the larger world community in which we live.

Watch The Benedictine Promise video—it's a great way to learn what the Promise means to faculty, staff, students and alumni.

ben.edu/promise
BENEDICTINE DAY AT THE PARK—
CUBS SPRING TRAINING GAME IN MESA

Benedictine alumni and friends gathered for the third annual Benedictine Day at the Park to watch the Chicago Cubs take on the Milwaukee Brewers in their last spring training game of the season in April in sunny Mesa, Ariz. Everyone was able to view the action from the private deck along the first base line while enjoying traditional ballpark food. Alumni also met surprise Cubs guest, Kris Bryant, for autographs and pictures. This has become a great yearly event and we hope more alumni make the trip next year.

ADMITTED STUDENT POSTCARD PROJECT:
A GREAT OPPORTUNITY TO VOLUNTEER!

The Admitted Student Postcard Project invites alumni to write postcards to newly admitted students encouraging them to complete the enrollment process and become part of the Benedictine community.

Each volunteer sends a minimum of 10 postcards to students in which they congratulate them on being accepted and welcome them to Benedictine. This year, 72 alumni volunteered for this project and sent postcards to nearly 1,000 undergraduate admitted students who are considering enrolling at the Lisle main campus and Mesa branch campus.

Our goal in the future is to make sure every admitted student receives a postcard from a Benedictine alumnus. We are well on our way to reaching this goal, thanks to the dedication and hospitality of our alumni.

To learn more about this volunteer opportunity and others, please contact Trente Arens at (630) 829-6077 or tarens@ben.edu.

VIRTUAL NETWORKING HELPS
ALUMNI MAKE CONNECTIONS

We know life gets busy and you can’t always make it back to campus to connect with other alumni, so the Office of Alumni Development has made alumni networking available anywhere you are.

Alumni can now connect with each other around the globe in an instant from their desktops, laptops, tablets or cellphones through a new virtual networking platform powered by Brazen Careerist.

For more information on this free service, visit ben.edu/virtualnetworking.

ACCEPTING ALUMNI AWARD NOMINATIONS

DISTINGUISHED ALUMNI AWARD: achievement in a career field or personal endeavor.

ALUMNI SERVICE AWARD: donations of time and talent in service to the University.

BENEDICTINE SPIRIT AWARD: exemplifies the Benedictine values.

To find out more and to submit nominations, go to ben.edu/alumni or email tarens@ben.edu. Nominations must be received by July 1.

ATHLETIC HALL OF FAME INDUCTEES HONORED

Four former Benedictine student-athletes were inducted into the 2015 Athletic Hall of Fame in January.

Inductees (from left): Bridget (Kilpatrick) Wiacek, C92, Physical Education, Softball; Terry Frigo, C01, Finance, Men’s Basketball; Patrick Keeley, M.Ed.’08, C98, Social Science, Men’s Swimming; and Barry Williams, C74, Sociology, Football and Men’s Track and Field, were honored during halftime of a men’s basketball game in the Rice Center, followed by a dinner and ceremony in the Krasa Center.

The Athletic Hall of Fame was established in 1997 to recognize and honor alumni for their exemplary athletic achievement and who through their service have significantly contributed to the growth and success of Benedictine athletics and student-athletes. The 2015-16 Hall of Fame induction will take place on November 7. Visit benueagles.com for more information.
Benedictine’s Office of Alumni Development honored five Visionaries and 15 Rising Stars at the 2015 Who’s Who Among Benedictine University Alumni Awards banquet in March.

The Visionary award recognizes alumni who have reached the pinnacle of their careers and have made a significant impact on the world around them through leadership and philanthropy. The Rising Star award is given to alumni who earned their undergraduate degrees less than 20 years ago, have made considerable strides in their careers in a relatively short period of time and have shown dedication to philanthropic endeavors.

Please join us in congratulating this year’s award recipients:

VISIONARIES
John Atkinson, C84, Political Science
Maurice Bell, C87, Political Science
Maryellen Lissak Giger, Ph.D., C78, Mathematics, Physics and Health Science
Debra Hornell, M.S.’11, Management and Organizational Behavior
Lt. Col. (P) Joseph A. Ricciardi, Ph.D.’14, Values-Driven Leadership

RISING STARS
Kerry (Rerucha) Andrews, M.B.A.’14, C96, International Business and Economics
Maggie (Bruzik) Augustyn, D.D.S., C99, Molecular Biology
Michael D’Angelo, C01, Biochemistry
Geoffrey Goodfellow, O.D., C97, Biochemistry
Aimee Jaremowicz, C99, Nutrition
Rita Mayfield, M.S.’04, Management and Organizational Behavior

Mary (Thomas) Nicholas, Ph.D., C96, Biochemistry (not pictured)
David Norman, C08, Special Education
John Parker, C01, Management and Organizational Behavior
Tiffany “Tiff” Pua, C00, Communication Arts
James Sostak, M.D., C01, Health Science
Tramayne Whitney, M.S.’04, Management and Organizational Behavior
Douglas Wildes, C02, Social Science

To nominate an alumnus for next year’s awards, contact Trente Arens at tarens@ben.edu.

2015 WHO’S WHO AMONG BENEDICTINE UNIVERSITY ALUMNI

PLAN A “ROAD TRIP” and enjoy your journey to Homecoming 2015 at Benedictine!

Thursday, October 15
11:30 a.m. Homecoming Parade and Lunch
Friday, October 16
6:00 p.m. College of Science Reunion and Dinner
Golden Eagles Induction and Dinner

Saturday, October 17
10:30 a.m. Tailgate in Rice Center Parking Lot
Food and beverages available at Alumni Tent
Children’s area with moon jump, games and petting zoo
Benedictine vs. Concordia University Wisconsin Halftime: Announcement of 2015 Alumni Award Winners and College of Science Alumni Achievement Award Winner

8:00 p.m. BenBash Concert
In mid-July, check ben.edu/homecoming for the headline performer and ticket information.

Stay tuned for the Grand Opening of the Daniel L. Goodwin Hall of Business this fall.
Two Alumni Forever Linked By Benedictine Experience

Mike and Sanem D’Angelo have an eternal connection to Benedictine—from their first days as students in video production class, as newlyweds at the altar and as parents of a potential future Eagle.

It was where both their relationship and careers blossomed and where they forged lasting connections with faculty and staff who prepared them for success.

Mike D’Angelo, C01, Communication Arts  |  Sanem (Tezcan) D’Angelo, C01, Communication Arts

So when it came time to plan their wedding day, it made sense to invite Pete Seely, one of their favorite professors, to help tie the knot.

“We wanted to make our vows a memorable moment,” Sanem said. “We’ve kept a close relationship with him over the years and since we first met at Benedictine, we felt this was the best way to come full circle with our relationship. We asked if he would officiate, so he studied to become an ordained minister and married us in September 2007.”

Today, Mike is an award-winning photojournalist and editor for WGN-TV. Sanem is a stylist and the owner of a women’s clothing boutique, “Sanem’s” in Oak Park.

At WGN-TV, Mike shoots, edits and produces long-form stories, documentaries and daily news stories covering a range of issues, locales and people from the canonization of Pope John Paul II and the election of Pope Francis to the challenges facing a Kenyan hospital supported by Chicago philanthropist Ann Lurie.

Last year, he and fellow staffers won an Emmy for a series exploring soul food through the eyes of several Chicagoans, and for the documentary “Girl with a Gift,” about 12-year-old prodigy Emily Bear who produces piano records and draws sold-out concerts around the world.

“I get to see things in a week that most people will experience in a lifetime,” Mike said. “That’s one of the great perks of this job. People open their hearts for us and share their stories with us, giving me access to worlds, cultures and lifestyles I would never had experienced otherwise.”

In March, Mike was recognized as one of the University’s “Who’s Who Rising Stars” for his leadership and innovation in the field of television media.

After two years as an account executive for 670-AM “The Score,” Sanem sought out a career change that led her into the fashion world, first at a high-end handbag company and eventually as store manager and apparel buyer for two small women’s clothing boutiques. This past March, she celebrated the five-year anniversary of Sanem’s.

“I have always had a passion for fashion and always had the entrepreneurial spirit in my blood,” Sanem said. “After years of working for other people, I knew that I had to have a business of my own. I enjoy helping women feel and look their best and building relationships with them. It’s very gratifying, and being my own boss isn’t that bad either.”

As a student at Benedictine, Mike wrote for and became news editor of the student newspaper, The Candor. He and another classmate also produced a man-on-the-street improvisational comedy show called “Two Guys and a Microphone.” Sanem was a news anchor for the student-run “Eye of the Eagle” TV show and ran on the cross-country team.

Both Mike and Sanem cherish their time at the University, where their abilities and ideas were embraced and encouraged by caring professors, many times outside working hours.

“The Benedictine experience was a discovery of ourselves and our abilities,” Sanem said. “The teachers and professors recognized and cultivated our creativity. We received one-on-one, personalized attention that would have been lost at a larger school. We would never have been able to realize our passions if it weren’t for Benedictine.”

Today, the two try to visit Benedictine whenever possible for Communication Arts reunions or Homecoming. In 2009, Mike was asked if he would be interested in sharing his expertise with Benedictine students. The request evolved into a weekly TV editing class he taught for two years.

“We try hard to keep a connection with Benedictine—not only because it’s our alma matter, but because our lives are forever changed because of it,” Mike said. “We want our son, Luke, to experience the connection his mom and dad have with Benedictine. We want to show him the importance of education and how an emotional and academic relationship with the University and its educators can positively impact the rest of your life.”
Building Our Global Brand

When we say Benedictine provides students with an education that prepares them for the world, we mean it. Take for example alumnus Torian A. Richardson, who has spent more than a decade advancing educational opportunities in his career across not one, but three continents.

After his first job with the Northern Trust Company, he moved into educational sales and management where he worked closely with universities in Florida for the publication and assessment service, Pearson Education. A few years later, he took a position as Pearson’s business solutions director in Africa, where he was tasked with implementing a teacher training business and managed the transition of Pearson’s businesses from print to digital formats.

In 2011, he started his own consulting firm, TORIANITE Inc., to help educational institutions expand globally. Soon thereafter, a familiar client came calling looking for help expanding education partnerships in China.

“Benedictine hired my firm to help as well as assist with building and marketing the Benedictine University brand,” Richardson said. “Working with the University appealed to me because I loved my experience as an undergraduate student and I wanted to share it with others — particularly within the international community — because diversity and inclusion are such an important part of the future of higher education.”

Richardson is helping to build upon the efforts of Benedictine faculty and staff who have supported nearly 2,000 students in Benedictine’s Asia programs since 2003. Today, Benedictine’s partnerships in Asia include Shenyang Jianzhu University, Shenyang University of Technology and Dalian Medical University in China, and Binh Duong University and Vietnam National University in Vietnam.
And Benedictine continues to grow with more students recognizing the University for its academic standing and foundation in the sciences.

“Benedictine is viewed as a good university with a solid reputation,” he said. “Benedictine’s greatest strength is its future potential. The routes the University selects over the next five to seven years will solidify its relevance and world-class status for the next 100 years. Benedictine is in a unique spot as higher education is in the middle of a paradigm shift. Continuing to outgrow the competition while providing an authentic learning experience is key.”

He remembers how challenging his undergraduate studies were and will never forget the personal attention he received from so many at Benedictine who helped him succeed in his classes and contributed to his current success.

“Professor Charles Gahala, Ed.D., shaped my view toward education and finance because he never gave up on me when I was struggling as a student,” Richardson said. “Professor Vincent Gaddis, Ph.D., opened up the world outside of the Chicago area, and Rev. Linda Owens and Denise West were always there for guidance and support. Also, President William J. Carroll’s exceptional vision for the future of the University when he arrived in the 90s was incredibly influential. In a nutshell, the intimate higher education experience Benedictine offered was life-changing.”

Recalling the nurturing support he received at Benedictine, Richardson felt the need to give back and helped establish the Dr. Charles Gahala High Potentials Award for business students in their junior and senior years. In the future, he wants to continue to do more for the University by providing mentoring opportunities for students.

Recently, Richardson chose to expand his knowledge of global economics by earning a Master of Public Administration in International Development from the School of Public Policy and Management at Tsinghua University.

“I pursued this degree because it took an analytical focus on economics and policies that shape the growth of developing countries,” Richardson said. “The educational perspective and experience was one of a kind in that we consistently compared and contrasted western economic models to those of the economies of the future: Brazil, Russia, South Africa, India, and of course, China.”

With his newly earned degree, he plans to position his company for growth in other globally competitive markets.

Outside of work, he enjoys traveling to different countries where he is able to experience entirely new cultures firsthand, from visiting historical sites throughout Myanmar to backpacking in the Himalayas.

“Experiencing day-to-day life in a country like China is something that visiting or having friends from other countries cannot substitute,” Richardson said.

Do you know an alumnus whose life and/or career would make a good feature in an upcoming issue of Voices? Email lhale@ben.edu.

Guardian of the environment takes on new mission as Red Cross director

By taking positions that have allowed him to protect both people and the environment from harm, Padraic Gallagher doesn’t just employ Benedictine values—he lives them.

He’s rebuilt trails for national parks in southern Utah, sought applications for wildlife refuges in New Mexico and worked to conserve some of the most endangered birds in the world as a park ranger for the Kilauea Point National Wildlife refuge.

Recently, he accepted a position as director of disaster services for the Kauai Office of the American Red Cross, where he will help lead disaster awareness and preparedness efforts for more than 67,000 Hawaiians on the state’s fourth largest island.

In his new role, he will draw from previous experience as a Red Cross volunteer during which he organized and provided clothing, food and shelter for victims recovering from severe flooding and house fire emergencies.

“One of the tasks I am hoping to accomplish as director is awareness and preparation,” Gallagher said. “It is not a matter of ‘if’ but ‘when’ a major hurricane is going to hit this island, and if I can help people understand that, it will be easier for all of us to prepare and we can all weather the storm easier.”
Gallagher’s life could have easily taken a different path. After graduating from Benedictine in 1996, he landed a job with the Chicago office of Accenture, training and advising employees for the management consulting and technology services company.

But when the economy took a turn for the worse in 2001, Gallagher lost his job and was forced back to the proverbial drawing board to contemplate his next career move. “I applied with Americorps VISTA as a volunteer where I learned and taught fire fuels reduction and chainsaw skills to Navajo and Ute children through the Canyon Country Youth Corps, and then did pretty much the same type of work for the Great Basin Institute in the Tahoe area,” he said. “After a year of that, I decided to get a job with the Bureau of Land Management in southern Utah. So I gradually worked my way west, starting in Utah, Nevada, back to Utah, New Mexico and then to Hawaii.”

Working in isolated places like southern Utah got me out of my comfort zone and I learned to live with what I had,” Gallagher added. “I also learned that despite regional differences within the United States, there are so many more things we all have in common and it’s those commonalities that you look for to help you expand your comfort zone.”

As a park ranger at Kilauea Point, Gallagher did the work of three different people most days—everything from washing away bird droppings and fixing toilets to parking cars and giving tours of the wildlife refuge.

“It was challenging because the work I did wasn’t always viewed as the best use of government funds,” Gallagher said. “I was constantly asked, ‘Why should my tax dollars be used to help save a bird I’ve never heard of?’

“My goal in educating the public was to help them understand why it was important to care about the environment, because we saw constantly how the birds and plants were not able to adapt to some of the rapid changes we as humans were doing to the environment.”

He cites monitoring one of only 15 successful births of the critically endangered Newell’s shearwater seabird in a 12-month period and launching a tour of the 100-year-old Kilauea Point Lighthouse as among his biggest contributions to the refuge.

“The lighthouse had sat there locked up, and all that interesting history and technology was hidden from the public,” Gallagher said. “So I took it on my own, with backing from my supervisor, to develop a tour. I worked unpaid hours and nights developing the tour, logistics and training for volunteers, presented it to management and got the green light to start regular tours of the lighthouse for the first time in its history.”

Despite being so far away from his alma mater, Gallagher participated in Benedictine’s “Wish You Were Here Postcard Project,” in which he sent postcards to admitted students encouraging them to complete the enrollment process to attend the University.

“I thought this was an interesting way to give back to Benedictine and potential students,” he said. “I mailed them while I attended training at Hawai‘i Volcanoes National Park, so that they had that postmark on them.

“I mentioned the close-knit community, how their world is full of so many opportunities and that they should try to enjoy the time they spend at Benedictine,” he continued. “I also told them how being a student is a lot of hard work, but the reward is worth more than I could have imagined. I never would have thought that pulling an all-nighter would have led to a job that allows me to see the ocean and hear the waves crash every day.”

Gallagher isn’t the only alumnus who has found his way to the Aloha State. Out of the throngs of tourists he’s worked with over the years, he’s encountered more than a few friendly faces showing off their BenU pride.

“Even being 5,000 miles away from Benedictine and Lisle, it is surprising how many times I will see someone wearing a Benedictine shirt or hat,” he said.

Do you know an alumnus who is giving back in the Benedictine tradition?
Email lhale@ben.edu.
Help-a-Latte Challenge

Generous donors gave up their daily lattes last December to re-direct this routine expense and support Benedictine University. This weekly giving challenge benefited key University priorities such as providing students with assistance through the Benedictine Fund.

The Help-a-Latte Challenge fundraising campaign engaged donors through social media to help spread the word about the idea of how something small can really add up. Every gift—big or small—helped Benedictine-a-latte as the campaign raised the equivalent of 802 of these well-liked beverages!

Thanks to all who supported this challenge and stay tuned as we prepare to roll out a new one later this year. Together, our efforts can make a difference in the lives of our students.

Professional sports broadcaster Jim Durham believed in the value of hard work and the commitment to serving community. To honor him and his beliefs and values, the Durham family established the Jim Durham Memorial Scholarship Fund at Benedictine University.

After learning of Benedictine University’s history, Helen Durham, Jim Durham’s widow and a recent convert to Catholicism, met with Benedictine Community Development Director Denise West and University President William J. Carroll. She felt Benedictine was the right institution to found a lasting scholarship in her husband’s name to cement his legacy of professionalism and giving, and help new generations of communicators.

Jim Durham was lead NBA play-by-play announcer for ESPN Radio, a broadcaster for the Dallas Mavericks, and the TV and radio voice of the Chicago Bulls between 1973-91. In addition to ESPN, he worked for NBC, ABC, CBS and Turner Sports. He was presented the Naismith Memorial Basketball Hall of Fame’s Curt Gowdy Media Award in 2011, was named Illinois Sportscaster of the Year in 1979, 1989 and 1990, and won two Chicago Emmy awards.

When Durham passed away in 2012, NBA great Michael Jordan called him “the voice of champions.”

The Jim Durham Memorial Scholarship Fund provides a $1,000 award to a Communication Arts major with a Sports Communication concentration. Preference is given to students who are planning to pursue a career in sports broadcasting, but all Communication Arts majors may apply.

Students must be of at least sophomore status, demonstrate a financial need, have a cumulative 2.5 GPA, write an essay, provide details of academic achievement, and have a desire and commitment to making a difference for good in the world. The scholarship is renewable each academic year.

For more information on how to apply for the scholarship, please visit ben.edu/scholarships.
Benedictine President William J. Carroll will step down from his role as president in December 2015 after more than two decades of exemplary leadership, spearheading a host of initiatives that reaffirmed the University’s position as an innovator in higher education.

Carroll will pass the torch to a new leader who will embrace Benedictine as he has and help chart a course for continued achievement in the future.

The University’s Board of Trustees, under the leadership of incoming chair Jim Melsa, is conducting a national search to find a candidate who will be the right fit for the University and build on Carroll’s successes.

“All that has been accomplished in these 20 years is because of what it means to be Benedictine,” Carroll said. “Setting high goals and achieving them, then not being complacent but rather continuing to look into the future while not forgetting those who helped you get there, welcoming the stranger with open arms to build peace and understanding, making student success our main focus and doing what is right, not what is necessarily profitable. That’s what it means to be Benedictine.”

Since its founding as a small liberal arts college by the monks of St. Procopius Abbey more than 128 years ago, Benedictine has grown into a global university and is positioned as a leading higher education institution.

“Today, with class sites in China, Vietnam, Arizona and throughout Illinois, we are the fastest-growing university in the country with more than 10,000 students worldwide, have a host of remarkably dedicated and compassionate faculty and staff, and the University is recognized as one of the most diverse and welcoming in the country,” Carroll said.

He attributes the University’s present standing as a leader to the incredible commitment by the Benedictine community to the growth and development of the University under his tenure and for working together to make a collective vision a reality.

Some of the University’s Accomplishments Under President Carroll

1995
- Richard C. Becker Great Issues-Great Ideas lecture series established.

1996
- With the addition of doctoral programs, monks and trustees changed name from Illinois Benedictine College to Benedictine University.
- Established first Rev. Dr. Martin Luther King Jr. Breakfast in DuPage County in partnership with College of DuPage.
- Launched President’s Invitational Golf Outing to raise money for student scholarships.

1997
- Two motions introduced for Board consideration:
  - Close institution with honor, (or) engage in dramatic facilities improvement to include new science building and learning center.
  - Board agrees unanimously to proceed with proposed capital improvement projects.

1998
- Began Campus Beautification Day tradition.
1999
- Awarded first doctoral degrees in Organization Development.
- Launched adult-centered Associate of Arts degree in Business Administration.

2000
- Received a $1.75 million Title IV grant to support a five-year project to “Strengthen Student Services and Academic Programs.”

2001
- Dedicated Birck Hall of Science, Kindlon Hall of Learning and Founders’ Woods apartments.
- Established First Responder Program following the tragedy of 9/11 to provide reduced and tuition-free education to firefighters and police.

2002
- Began discussions to establish partnership with two universities in northeast China: Shenyang Jianzhu University and Shenyang University of Technology.

2003
- Formed partnership with Springfield College in Illinois and became a regional university.
- Accepted in the Academic Quality Improvement Program (AQIP) by Higher Learning Commission.

2004
- Ground broken for a new Sports Complex in collaboration with Village of Lisle.
- Benedictine Hall demolished.
- Benedictine incorporated into the Village of Lisle.

2005
- Reorganized into four colleges: College of Business, College of Education and Health Services, College of Liberal Arts, and College of Science.
- Ranked by *U.S. News & World Report* as a “Top School” in Midwest, and “Top 10 Schools” for Campus Diversity in Midwest.
- Launched Doctor of Education in Higher Education and Organizational Change and fully online degree programs for Master of Business Administration (M.B.A.) and Master of Public Health (M.P.H.).
- Joined U.S. Department of State’s Middle East Partnership Initiative.
- Established Center for Mission and Identity to preserve Catholic and Benedictine foundation, and espouse values and hallmarks.

2006
- Established fifth academic college, Harold and Margaret Moser College of Adult and Professional Studies, in Naperville.
- Master of Science (M.S.) in Management and Organizational Behavior and Ph.D. in Organization Development programs rank among top three programs of their kind in the world.
- Benedictine notified of compliance with all five AQIP goals.
- Formed partnership with Shenyang Jianzhu University and Shenyang University of Technology.

2007
- Kohlbeck Hall demolished.
- Hohai University in Nanjing, China, becomes an M.B.A. partner.
- Administration and faculty helped develop 10 hallmarks of pedagogy from seven Benedictine values.

2008
- Veterans of Iraq and Afghanistan became eligible to participate in First Responder Program through a $750,000 federal grant.
- Peking University in Beijing, China, became an M.B.A. partner.
- Binh Duong University in Vietnam became an M.B.A. partner with a Finance concentration.
- University Planning Council formed to make recommendations on University’s Strategic Plan and serve as AQIP Steering Committee.

2009
- Board of Trustees voted to freeze tuition through Spring 2010 for all students.
- Completed lower level of Birck Hall with classrooms, lecture hall, seminar room, labs for chemistry and physics, student study spaces and adjunct faculty offices.
- Benedictine notified of compliance with all five AQIP goals.
- Established Interreligious Dialogue Institute to promote open discourse among all religious groups while preserving religious integrity.

2010
- In partnership with Deltak, more than 1,000 students enrolled in Benedictine’s fully online degree programs.
- Adult accelerated programs offered at 42 sites in northern Illinois. Enrollment at Moser College of Adult and Professional Studies increases 100 percent since 2007-08.
- Fall 2009 enrollment was 5,836 students compared to 2,540 in 1995.
• Number of international students enrolled at Benedictine in Lisle and Springfield increased from 38 in 2004-05 to a record high 154.
• Nursing Expansion Grant approved by Illinois Board of Higher Education.
• College of Liberal Arts approved new undergraduate degree programs in Criminal Justice and Graphic Arts and Design.
• Higher Learning Commission approved Springfield branch campus.
• Ph.D./D.B.A. in Values-Driven Leadership launched.
• Baseball and softball fields designated as “Field of the Year” by the Sports Turf Managers Association.

2011

• Opened a 427-spot, three-story, $7.8 million parking garage.
• Launched Center for Lifelong Learning at Moser College of Adult and Professional Studies.
• Most successful season for Athletics — five teams made postseason appearances and three teams win Northern Athletics Conference.
• Established “Illinois Back to Work” program.

• Renovated Dan and Ada Rice Center and new Benedictine Fitness Center opens.
• Forbes magazine named Benedictine among “Top 20 percent of America’s colleges” for 2011 (first of four consecutive years).
• StateUniversity.com ranked Benedictine 34th safest campus in United States — and safest four-year school in Illinois.
• Partnered with Rush University to offer 3+2 program in Clinical Life Science.

2012

• Celebrated the commemoration of Benedictine University’s 125th anniversary.
• Renovated old Neff Farmhouse into Welcome Center for undergraduate enrollment activities.
• Arizona State Board for Private Postsecondary Education voted unanimously to approve Benedictine’s application and grants license to offer educational programs in Mesa, Ariz.

2013

• Higher Learning Commission’s Institutional Actions Council voted to approve opening of Mesa branch campus.
• Krasa Center served as Red Cross shelter for local residents during flood.
• Dan and Ada Rice Center named among Chicago’s best building renovation projects by Chicago Building Congress.
• Baseball and softball teams became Northern Athletics Collegiate Conference champions and qualify for NCAA tournament.
• Benedictine University Police received accreditation from Illinois Law Enforcement Accreditation Program.
• Affordablecollegesonline.org ranked Benedictine among top 25 most affordable Catholic colleges and universities in country with highest starting salaries earned by graduates.
• Global College established to coordinate growing international programs.
• Gillett Hall in Mesa blessed, dedicated and opens for first classes.

2014

• New graduate programs in M.S. in Taxation and M.S. in Business Analytics announced.
• Fr. Michael E. Komechak, O.S.B., Art Gallery opened in Kindlon Hall.
• M.S. in Management and Organizational Behavior and Ph.D. in Organization Development programs celebrated more than 50 years.
• The Chronicle of Higher Education ranked Benedictine as No.1 among the fastest-growing campuses in the country among private nonprofit research universities between 2001-2011.

2015

• Reported second-highest incoming undergraduate enrollment with more than 780 new freshmen and transfer students.
• M.P.H. program earned national accreditation by Council on Education for Public Health.
• More than 1,000 Nursing graduates awarded degrees since 2007 at 122nd Commencement Convocation.

2016

• Ground broken for new Daniel L. Goodwin Hall of Business (scheduled to open fall 2015).
• $10K M.B.A. program created to make graduate education more affordable and accessible to students in central Illinois and southwest Arizona.
• The Moser College of Adult and Professional Studies transitioned into the National Moser Center for Adult Learning to better respond to the need for more affordable adult education across the country via more locations and online programs.
• The Chronicle of Higher Education ranked Benedictine as No.1 among the fastest-growing campuses in the country among private nonprofit doctoral institutions between 2002-2012.
National Moser Center Meets Need for Growing Adult Population in Underserved Areas

Benedictine’s National Moser Center for Adult Learning is leading a new charge to provide more programs and services tailored to a growing adult workforce in need of advanced skills, technological qualifications and leadership intelligence.

Nearly 40 percent of the nation’s higher education students are adults who are looking to accelerate their careers or change jobs, and the U.S. Department of Education (DOE) indicates the number of nontraditional students (those older than 22) has surpassed the traditional undergraduate student population. This number is expected to increase by another 23 percent by 2019, according to the DOE.

While the National Moser Center has offered programs at 42 class sites throughout Illinois, including the Bellwood Learning Center in the Chicago area, it has further expanded its scope more recently, extending into communities and areas of the country where historically few opportunities for adult education have existed or have been prohibitively expensive for working families. The center’s adult programs are also offered in accelerated formats with options for taking courses fully online or in a blended format that combines the most effective aspects of live instruction with self-directed, Internet-based learning. Classes meet one night a week so adults can earn a degree while balancing work and family obligations.

In 2014, Benedictine launched a $10K M.B.A. in central Illinois and southwest Arizona to meet the needs of the adult career changer and adults seeking career enhancement with an unprecedented tuition pricing strategy—far lower than the average M.B.A. price tag of $80,000-$130,000, according to MBA360.com.

The University recently began a $10K Master of Education in Reading and Literacy at Lisle partner sites, the Springfield branch campus and at Springfield area partner sites. A $15K Bachelor of Arts in Criminal Justice also launched at Lisle partner sites, the Springfield branch campus and at Springfield area partner sites. In Mesa, the Bachelor of Arts in Criminal Justice program is offered on campus for adults at $335 per credit hour.

Additional current adult degree offerings at the Springfield branch campus include a Bachelor of Arts in Organizational Leadership, Bachelor of Arts in Psychology, Bachelor of Business Administration in Management and Organizational Behavior, Bachelor of Science in Nursing and English as a Second Language Endorsement. Plans include growing the adult programs in this region as the University transitions into a full adult learning campus. The Mesa area will also see many new programs and opportunities in the coming years.

Benedictine also offers the Master of Science in Management and Organizational Behavior and Ph.D. in Organization Development programs in central Illinois. Both programs are recognized worldwide for educating managers who are competent in the human side of enterprise and regularly attract some of the industry’s foremost thought leaders to campus. The University will soon offer a Bachelor of Business Administration in Accounting and Master of Public Health at the Springfield branch campus.

“We are pleased to be a change agent within the current and future higher education landscape,” said Michelle Koppitz, vice president of adult and professional programs for the National Moser Center. “We are one of the first private universities in Illinois to offer innovative adult and nontraditional education, and we have nearly 35 years of experience adapting our nationally-recognized quality degree and certificate programs to meet nontraditional student needs. As students’ needs for adaptable, accessible and affordable learning environments continue to expand, we find progressive ways to bring them quality programs and instruction in a modality that best suits their lifestyle.

In addition to ensuring academic integrity, we work in tandem with industry experts to ensure our programs meet accreditation requirements and provide for learning outcomes that are immediately applicable in the personal and professional worlds. With our most recent expansion, nontraditional students now have access to private higher education programs in business, education and health care, offered in blended and hybrid formats not only in Chicago and the suburbs, but also in the central Illinois region, southwest Arizona and online in 43 states.”
In elementary school, science has the potential to engage students with activities that can cultivate early interest in the discipline. But by the time those wide-eyed students reach high school and college, many of those once promising scientists give up the academic pursuit, leaving millions of potential career paths in science, technology, engineering and math (STEM) unfilled.

It’s a phenomenon that if left unchanged could have disastrous implications, placing our nation’s innovation sector behind the rest of the world, experts say.

In Illinois alone, the demand for STEM jobs has increased dramatically. By 2018, STEM jobs in the state are expected to reach nearly 320,000 positions — 57 percent of which will be related to computing occupations, according to a report from the Center on Education and the Workforce.

To develop more qualified STEM professionals, Benedictine has been actively recruiting students and career-changers with expertise in science and math to pursue the teaching profession, utilizing a $1.2 million Robert Noyce Teacher Scholarship Grant awarded in 2012 by the National Science Foundation. Named after the founder of the computing company Intel, the grant seeks to encourage talented science and math majors and professionals to become K-12 teachers so they can inspire future generations to excel in those areas and prepare for a STEM career.

Since receiving the grant, the University has created the Benedictine Educating STEM Teachers (BEST) program and has awarded $10,000 stipends to 12 Alternative Licensure Program students who are actively teaching in area schools and $10,000 scholarships to two undergraduate students.

The grant also supports other activities, such as internship experiences for freshmen and sophomores to explore the teaching profession, a learning assistant program for undergraduates to promote effective teaching practices in college courses, and an “Exploring Careers in Science” course for all incoming freshmen and transfer students in the College of Science.

By the time the grant expires in December 2017, the goal is to have awarded 27 two-year scholarships to undergraduate students and 33 one-year stipends to career-changers who will work in high-need school districts for a minimum of two years for each stipend or scholarship awarded.

High-need school districts include those that have a large percentage of students who receive free and low-cost school lunches, high teacher turnover, or teachers with minimal training in science and math.

Ryan Pentzien is one of the Noyce stipend recipients. He was an applications engineer for conveyor company Industrial Kinetics for six years before enrolling in the Alternative Licensure Program at Benedictine.

Last year, he taught physics and biology and volunteered as a robotics coach for students at Oswego East High School. This year, he is fulfilling a need in the school district by teaching Introduction to Engineering Design and Digital Electronics at Oswego High School.

“The Noyce Scholarship program has been an exciting experience,” Pentzien said. “Looking back on my visit to the national conference last summer, it was really cool and humbling to work with hundreds of STEM teachers, sharing their enthusiasm and ideas. Everyone involved has a very positive outlook/energy and is driven to put students first.”

Other career-changers in the program include engineers, a military veteran, lawyer, chiropractor, college professor and math tutor.

“All of these Noyce scholars bring unique practical experience into the classroom that influences their approach to teaching,” said Allison Wilson, Ph.D., professor of Biological Sciences and principal investigator of the grant program. “Because of the ongoing support these new teachers receive, they are better able to bring quality STEM teaching into the high-need classroom.”

For more information on the Noyce grant and BEST program, contact the College of Science at (630) 829-6187.
Individuals seeking a graduate degree to enhance their careers should consider Benedictine University’s new dual Master of Business Administration (M.B.A.) and Juris Doctor (J.D.) degree program with John Marshall Law School.

After meeting admissions requirements at both schools, students can take classes at Benedictine toward earning an M.B.A. and at John Marshall toward a law degree.

“This program is fully integrated for students seeking degrees in both law and business to gain an advantage in today’s global business environment,” said Rick Holman, assistant professor and chair of Benedictine’s Graduate Business Administration program. “Benedictine is providing an opportunity for students who have an interest in the area of management whereby the combination of a law degree and an M.B.A. degree will give them an advantage in the corporate world.”

As students continue to grow in business through market uncertainty, global competition, ethical challenges and constant change, the M.B.A. and J.D. dual degree will help Benedictine students develop quantitative, qualitative and legal competence as professionals who can assess business risks and strategic alternatives, Holman said.

Students enrolling in the dual degree program can attend classes part-time or full-time. However, full-time law students must attend the first year of law school exclusively at John Marshall. After successfully completing the first year of law school, the student can combine law courses with Benedictine M.B.A. courses for the remainder of the program. Part-time students can attend classes simultaneously at Benedictine and John Marshall.

Though some other higher education institutions also offer dual M.B.A. and J.D. degree programs, Benedictine’s emphasis on values-based education is a distinct advantage as global corporations place greater emphasis on the correlation between ethical behavior and more sustainable and profitable results.

Students within Benedictine’s M.B.A. program can customize their program to fit their needs. Courses are interactive, taught by faculty and instructors who are practicing professionals and provide real-world business planning and strategic management experiences.

Both Benedictine and John Marshall accept applications on a rolling admissions basis throughout the year. For more information about Benedictine’s M.B.A. program, visit ben.edu/mba or contact Admissions at admissions@ben.edu or (630) 829-6300.

Institute for Business Analytics and Visualization Challenges Students to Solve Local Business Problems

Benedictine’s pioneering programs in the evolving field of business analytics have led to the founding of a new institute designed to provide students with experiences helping local businesses find solutions to a variety of real-world problems.

The Institute for Business Analytics and Visualization, developed by faculty members Deb Cernauskas, Ph.D. and Nona Jones, Ph.D., will serve as a venue for the exchange of ideas on using data analysis and predictive modeling in decision-making and employing graphics and technology to better understand abstract business data.

“It’s a way for us to connect with the local community, and it allows us to use our expertise to help local businesses while engaging our students,” Cernauskas said. “It’s also a way for us to highlight all of the cutting-edge technologies we are introducing into our curriculum.”

The institute will advance its mission through experiential learning projects in which three to five students can earn college credit by working to solve problems faced by participating organizations. Current projects include developing ideas for new products for ConAgra Foodservice and providing digital marketing and branding support for the National Tiger Sanctuary.

Other projects are currently being developed with K-9 Swim & Trim, a business that promotes dog health and wellness; The Camelot Company, a logistics/freight-forwarding business; and the Lisle Lanes bowling alley.

All projects will include ongoing meetings between students and company representatives to facilitate the exchange of information and problem-solving. Each student team is required to prepare a “Statement of Work” to define the scope of the project and delineate deliverables that will be produced for the client.

“We wanted to add to our efforts to give our students real-world experiences that will provide them an edge in a very competitive employment environment,” Jones said. “The institute is also another differentiator for Benedictine, as we are teaching students things that they cannot learn from a textbook.”

“Given the huge investment corporations have made in collecting, analyzing and visualizing data, it is essential the education we provide our students will equip them with the critical-thinking skills required for this type of environment,” added Jack Minogue, D.Min., acting dean of the College of Business.

In addition to experiential learning, the institute will also host a speaker series and offer short courses and seminars, applied research, visualization labs and summer camps for high school students in which they can engage in hands-on business projects.
Rev. Dr. Martin Luther King Jr. was "an interfaith hero" and "paragon of global nonviolence," keynote speaker Eboo Patel (left), founder of Interfaith Youth Core and an Oxford-educated scholar and author, said in front of more than 600 people gathered at the 20th annual breakfast that bears the name of the civil rights leader.

"Selma was an interfaith movement," Patel said. "America was born as a country in which people could orient around religion differently and regard each other as friends and allies to work with, not enemies to hate. This country was born as a nation where people from different religious communities look at each other and say, ‘How can we work together?’"

Proceeds from the event benefit the Rev. Dr. Martin Luther King Jr. Scholarship Fund. Benedictine students awarded a King scholarship were Kejuan Glosson (right, top), an Accounting major from Milwaukee, Wis; and Eryn Krueger (right, bottom), a Management major from Mechanicsburg, Ill.

To read more, visit ben.edu/webextras.
Pioneering business programs. Renowned faculty. Advanced technology. Partnerships with business leaders. The training and experience students need to succeed.

Scheduled to open its doors this fall, the Daniel L. Goodwin Hall of Business will provide students with a cutting-edge learning environment that brings all the inner workings of the real-world marketplace to Benedictine.

To view photos from this project, visit ben.edu/COBprogress.

The News in Mesa

Benedictine University at Mesa continues to make headlines for fostering student achievement and launching new programs, amenities and opportunities for students as the branch campus prepares for a third year delivering a private Catholic, values-based higher education in the East Valley.

First Four Graduates Honored

Four students who became the first to graduate from Benedictine University at Mesa—the first Catholic university in Arizona—were honored at a reception last December.

From left: Meghan Doherty of Frankfort, Ill., earned a Bachelor of Science in Nutrition; Krystin Newman, of Gilbert, Ariz., earned a Bachelor of Arts in Theology; David Edwards of Mesa, Ariz., earned a Bachelor of Arts in Psychology; and Chelsea Brumby of Chandler, Ariz., earned a Bachelor of Arts in Criminal Justice.

The branch campus’ first formal Commencement Convocation will be held on May 16.

Café Opens in Gillett Hall

Food is now on the menu at BenU Mesa. The University unveiled the new BenU Café this past January with food service in Gillett Hall. Students can purchase affordable and convenient meals, snacks and refreshments so they don’t have to wander off campus for a bite to eat between classes.
New Major and Minor in Spanish to be Offered

Benedictine will offer a Spanish major and minor beginning in fall 2015 to provide interested students with the opportunity to obtain a skill set that has been growing in demand among employers. The Spanish major emphasizes cultural and communicative competence that enables graduates to use their Spanish in a professional environment. Students can pursue career paths in a variety of areas such as government, business, advertising, law, journalism, the sciences, the arts, education and health care. The major includes a required study abroad experience in a native Spanish-speaking country.

Internships for Every Student

Benedictine is partnering with local businesses and the City of Mesa to offer students relevant internships to help them better prepare for today’s ultra-competitive job market. Sources of internship placements already established include the City of Mesa Police Department, with plans for additional opportunities for experiences outside the classroom. In addition to internships, students can shadow Mesa city council members through the Jo Wilson Leadership Institute, and obtain hands-on experiences through student organizations, athletics, external volunteer programs and development projects.

Redhawks Athletics Logo and Name Debuts

Say Hello to Rico

Students were given a special introduction to the Redhawks athletic logo with free T-shirts and pennants prominently displaying the bird of prey during a special reception in the Gillett Hall Community Room at the beginning of the Spring semester. They were also asked to vote on a nickname for the Redhawk. The winning name? Rico.

The choice for the University’s athletic logo came after planning, research and student input, said Kevin Broeckling, associate vice president for Student Life at Benedictine University at Mesa.

“We wanted to choose something that was recognizable and embodied our students’ strength of character,” Broeckling said.

Redhawks have a very distinguished call and soar to great heights with grace and beauty. They also help balance the Earth’s ecosystem. Likewise, the Redhawks at Benedictine University at Mesa have the strength of spirit and conviction to soar to great heights in their careers and personal lives, serving others, living life in balance and being faithful stewards of the Earth.

Steve Schafer, associate athletic director at Benedictine University at Mesa, said students and staff are well-prepared for what he predicts will be a competitive and successful athletic season in 2015-16.

“Each day is exciting and history-making as we start a new chapter, not only within athletics, but also as a University,” Schafer said. “Our intent is to recruit bright and talented students who can use college-level athletics to develop into responsible citizens within their respective careers.”
MEN’S BASKETBALL 
EARNED SECOND SEED IN 
CONFERENCE TOURNAMENT

The men’s basketball team concluded one of its best seasons in 10 years this February, finishing with an 18-9 overall record including a 15-5 mark in the Northern Athletic Collegiate Conference (NACC).

Thanks to their strong regular season, the Eagles earned the second seed in the conference tournament. They defeated Wisconsin Lutheran College 64-55 in the quarterfinals, but the season came to a close after the Eagles dropped a 76-70 decision to No. 3-seed Concordia University-Wisconsin in the semifinals.

There were many highlights for the Eagles in 2014-15, including a thrilling 61-60 victory over national powerhouse and fourth-ranked Illinois Wesleyan University in their season opener at the Rice Center.

The Eagles did not lose more than two games in a row and took a five-game winning streak into the NACC tournament.

Head coach Keith Bunkenburg, C89, reached a career milestone this winter, earning his 300th career win on January 24. Senior post Tim McGinty ended his Benedictine career on a strong note, averaging a team-high 14.4 points and seven rebounds while joining the school’s...
INDOOR TRACK CHAMPIONSHIP: KENEBREW EARNS THIRD FIELD ATHLETE OF THE MEET HONORS

The veteran leadership of Eric Kenebrew (right) carried the day at the 2015 NACC Indoor Track and Field Championship. The junior finished first in both the shot put and weight throw en route to earning Field Athlete of the Meet honors.

It was the third time Kenebrew earned Field Athlete of the Meet distinction. He received the same honor at both the 2014 NACC indoor and outdoor meets.

He also was named All-American after earning eighth place in the weight throw at the NCAA Indoor Track and Field Championship.

WOMEN’S BASKETBALL TEAM GOES TO NACC TOURNAMENT CHAMPIONSHIP GAME

The Benedictine women’s basketball team returned to the NACC tournament championship game for the first time since 2010, but fell 71-51 to top-seeded Wisconsin Lutheran College.

Benedictine avenged a pair of late season losses to reach the title game, taking down Lakeland College and Milwaukee School of Engineering in its first two tournament contests. The Eagles finished 18-10 overall (the school’s second-most wins since joining the NACC in 2006-07) and 16-4 in the conference.

The Eagles also achieved several other milestones this season. Senior Meghan Novak (No. 3) became just the seventh Benedictine player to score 1,000 points in a career, and the Eagles earned the 500th win in program history on February 5 with an 83-60 decision at Alverno College. The victory also marked the 50th win for fourth-year head coach Kristen Gillespie.

Benedictine opened the season 0-5, but responded with six straight wins to match the team’s longest winning streak since joining the NACC.

1,000-point club in a win over Rockford University.

The team’s two point guards — junior John Dodson (No. 3) and sophomore Tahron Harvey (No. 2) — both averaged more than 10 points per contest and dished out more than 80 assists. Sophomore wing Mike Blaszczyk (No. 33) built off a strong freshman season, averaging more than 12 points and five rebounds per contest.

The future appears bright for the Benedictine men’s basketball program, which loses just two seniors to graduation.

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Faculty Retirement

CHARLES L. GAHALA, ED.D., retired in January after 30 years of teaching as a faculty member in the College of Business.

Gahala began his academic career in 1984 as assistant professor in the Department of Economics and Business. He was chair of the Department of Undergraduate Business for 13 years, during which he launched the Bachelor of Arts in Finance, Bachelor of Arts in Marketing, Bachelor of Arts in Management and several other undergraduate business programs. His most recent contribution was the creation of the minor in Sports Management. He was twice elected by Benedictine faculty to serve as president of the Academic Senate and was the first chair of the Faculty Assembly. He was also active in various other University academic and service committees.

His many academic contributions include helping to develop the adult accelerated business programs, and extensive regional outreach to credit management executives, which resulted in student internships and employment. Gahala established and supported the annual Volunteer Income Tax Assistance (VITA) program in conjunction with the Village of Lisle for running the program for the past 12 years. BenU continues to participate in this program, which helps the poor, the elderly and persons with disabilities prepare their tax returns.

He is the author and editor of five books, more than 90 articles and has given dozens of presentations.

Throughout his career, one of his greatest joys was keeping up with hundreds of his former students and hearing how their lives and careers have flourished after their time at Benedictine.

St. Procopius Academy/College

'56 Joseph A. Carroll, Philosophy, welcomed his 27th grandchild, Julia Treacy, in September 2014.

'66 Glen Gabert, Ph.D., Political Science, has been the president of Hudson County Community College since 1992. In 2013, he was one of five community college presidents to receive a Distinguished Executive Officer Award from the Association of Community College Trustees.

'68 Michael Merscher, Mathematics, was named professor emeritus after retiring from a 46-year career at Lawrence Technological University in Southfield, MI.

'73 Tom Condron, History and M.B.A.’80, finished several races in 2014 including the Chicago Rock ‘n’ Roll Half Marathon, Discover Whitewater Series Half Marathon, Toledo Glass City 5K and Soldier Field 10 Mile. He was able to accomplish this with the help of John Ostrowski, head coach of the Benedictine baseball team.

'76 Jim Ryan, Business and Economics, completed his 12th season as an on-field football official in the Big Ten Conference. The highlight of his recent season was officiating the Big Ten Championship Game in December 2014 between Ohio State University and the University of Wisconsin at Lucas Oil Stadium in Indianapolis.

'78 Tony Lulek, Physical Education, is happily retired after 35 years with Procter & Gamble Co.

'81 Richard Willis, Political Science and M.P.H.’12, is pursuing a Master of Environmental Law and Policy.

'83 Richard Warner, Mathematics, was promoted to senior underwriter in January 2015. He celebrated his 25th anniversary with EMC Insurance Companies in February.

'84 Linda Zec, Business and Economics, started a new position as an online communications specialist with the American Nuclear Society.

'85 Alexander Ghanayem, M.D., Biochemistry, is an orthopaedic surgeon at Loyola University Medical Center and was elected president of the OMeGA Medical Grants Association, which awards and manages grants for orthopaedic graduate medical education.

'88 Christine (Kavcar) Melsa, Psychology, took a new position at The Walsh Group as the vice president of compensation.
### Voluntary Subscriptions to Voices

It’s always great to see that new issue of Voices in the mail. You can help supplement the cost of publishing and mailing the University magazine. Your tax-deductible gift of $25 helps defray the costs of production. This is strictly voluntary. Please note your contribution is for Voices. Please utilize our online giving at ben.edu/giving or mail donations to: Benedictine University Fund, 5700 College Rd., Lisle IL 60532.

### Your Class Notes Can Win You a Prize.

One winner is chosen from Class Notes to win a prize. Last issue’s winner received an Alumni Throwback Wear T-shirt.

**Latest Class Notes Winner: Jason Alice, C07.**

Please contact Trente Arens at (630) 829-6077 or tarens@ben.edu by June 14 to collect your Benedictine prize!

### ’89

Donald Pellico, M.B.A., is a business opportunity specialist with the U.S. Small Business Administration. He specializes in federal procurement and assists small business owners and students in understanding the federal marketplace and how to open a small business.

### ’94

Beth (McGowan) Welch, M.P.H. and M.S. (Management and Organizational Behavior), was recently named the chief executive officer of Clare Oaks, a Bartlett-based, nonprofit continuing care retirement community.

### Benedictine University

**’99**

Katherine Obmascik, M.B.A., received three awards from the Chicago chapter of the Society for Technical Communications. She received two distinguished awards: one for the “Argonne National Laboratory Site Environmental Report” and the other for the “9th U.S.-China Electric Vehicle and Battery Workshop.” She also received a merit award for her contributions to “Earth’s Mysteries and the Advanced Photon Source; Fighting Disease with the Advanced Photon Source.”

### ’01

Alexis Eckersall, M.Ed., is currently teaching biology and coaching both male and female gymnastics teams at Glenbard East High School in Lombard. She has also designed new courses in astronomy, geology, oceanography and meteorology that will be part of the school’s new Earth Science program in fall 2015.

### ’04

Lindsey (Keigley) McMahan, Elementary Education, and her husband, Bryan, C04, Business and Economics, welcomed their second child, Declan James, in August 2014.

### ’10

Jennifer Brechtel, Communication Arts, is the marketing coordinator at ENTaCT LLC, and is a lecturer at Benedictine.

### ’11

Justin Wise, Management and Organizational Behavior and M.B.A.’14, started a new career at Follett Corporation.

### ’12

Annie Earle, M.P.H., accepted a position as a disease intervention specialist/bridge counselor in the Communicable Disease Branch of the Division of Public Health for the North Carolina Department of Health and Human Services.

### Special Note:

If you are an alumnus of Springfield Junior College, Springfield College in Illinois or Benedictine University at Springfield who would like to share your news with us in a future issue, please email Susie Doddek at sdoddek@ben.edu or call (217) 718-3489.

### ’13

Vincent Cheng, M.P.H., is the co-director of the Northern New Jersey Health Professions Consortium. He recently presented in Washington, D.C., on the innovations of a $24 million Health Profession Opportunity Grant from the U.S. Department of Health and Human Services. His presentation discussed cloud-based customer relations management, software for job development and employment tracking in higher education health care grants.

### ’99 Family has BenU pride on display

Generations of the Loritz family rang in the Christmas 2014 holiday dressed in their Benedictine gear. Family members from left to right are Rich Loritz, C62, Philosophy; Robert Loritz, C68, Biology; Ralph Loritz, C87, International Business and Economics; and Kate Loritz, M.S.’00 (Management and Organizational Behavior), C96, Communication Arts.

### in memory

**St. Procopius Academy/College**

Joseph Bowe, Ph.D., C43, passed away November 4, 2014.

William Regan, C65, passed away December 2, 2014.

John Hobart, M.D., C68, passed away December 24, 2014.

Randy Yorke, C69, passed away January 3.

**Benedictine University**

Phyllis Henry, Ph.D., an adjunct Humanities faculty member, passed away January 16.

Philip DuPont, M.D., Ph.D., adjunct professor in the Department of Biological Sciences, passed away February 25.
St. Benedict’s Rule for Monks begins with a powerful imperative: **Listen.** And at Benedictine University, we believe in the importance of listening to one another. We therefore have named our magazine **Benedictine Voices.** We pledge that within these pages, members of the Benedictine Community will speak with candor about issues facing our University and our world. We cordially invite you to enter into dialogue with us.

Benedictine University students spread the value of working in community 8,000 miles away building homes for local villagers in the Philippines. Service trips such as these offer students a chance to give back to those who need the most help, while receiving so much more in return.

**IN THIS ISSUE:**
- Faculty/Staff Notes

**EXTENDED ARTICLES:**
- 20th Annual Rev. Dr. Martin Luther King Jr. Breakfast

Find more articles, links, pictures, videos and past issues of **Voices** online at ben.edu/voices.

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To learn more about our adult and graduate programs on the Lisle campus, contact (630) 829-6300 or ben.edu/admissions.
Upcoming Events

**JUNE 9**
Alumni Happy Hour —
Lagunitas Brewing Company, Chicago .......... ben.edu/alumni

**JUNE 13**
Saturday Preview Day, Lisle ......................... ben.edu/preview

**JULY 27**
21st Annual President’s Invitational Golf Outing
Cantigny Golf, Wheaton ................................ ben.edu/golf

**JULY 28**
Graduate and Adult Undergraduate
Open House, Lisle ...................................... ben.edu/GAOH
For a list of National Moser Center (accelerated adult undergraduate and graduate programs) open house events, go to ben.edu/moser.

**AUGUST 6**
BenU at a Glance, Lisle ................................. ben.edu/glance

**OCTOBER 15-17**
Homecoming Celebrations ......................... ben.edu/homecoming

**OCTOBER 17**
BenBash Concert ....................................... ben.edu/alumni
Visit the website for more information on performer and ticket sales.

*ALUMNI EVENT: For more information, go to ben.edu/alumni.
**SPREAD THE WORD: These events are for prospective students and their families.
Rev. Dr. Martin Luther King Jr. was “A paragon of global nonviolence, the archetypal African-American hero and perhaps the greatest American of the 20th century,” keynote speaker Eboo Patel, founder of Interfaith Youth Core and an Oxford-educated scholar and author, said in front of more than 600 people gathered at the 20th annual breakfast that bears the name of the civil rights leader.

He called King an “interfaith hero” for embracing the teachings of Mahatma Gandhi as a Christian.

While a student at Crozer Seminary, King attended a lecture by the first black president of Howard University, Mordecai Johnson, who described the efforts of Mahatma Gandhi as a prime example of Christian love.

“King thinks to himself, ‘What can I learn from the way that Mahatma Gandhi activates nonviolence in a social reform movement in India that releases that subcontinent from English colonial rule?’” Patel (left) said. “‘What can I learn from this Hindu from India on what it means to practice Christian nonviolence?’”

Patel discussed the lessons King learned from Gandhi and how he implemented them during the nonviolent bus boycott in Montgomery, Ala., and the march in Selma, where blacks, whites, Baptists, Jews, Catholics and Protestants walked hand-in-hand against injustice and inequality.

“Selma was an interfaith movement,” Patel said. “America was born as a country in which people could orient around religion differently and regard each other as friends and allies to work with, not enemies to hate. This country was born as a nation where people from different religious communities look at each other and say, ‘How can we work together?’

“King leads the way on that for us,” he said.
King’s call for nonviolence and interfaith collaboration still needs to be realized in many communities, according to Kejuan Glosson (left), an accounting major from Milwaukee, Wis., who was a recipient of a King Scholarship.

“In some ways we’re getting closer to his dream,” he said.

Eryn Krueger, a Management major from Mechanicsburg, Ill., also received a King Scholarship.

Benedictine University president William J. Carroll, Ph.D., who established the breakfast that commemorates King and his legacy, said that people must focus on their sameness, not their differences, and celebrate King’s message every day, not just once a year.

“We have to come together as a faith community, not communities,” he said. “It’s a task that’s never over. Celebrating his legacy on his birthday has set this opportunity up wonderfully, but it needs to be every day. We have a receptive audience out there. We need to find ways of reinforcing his message every single day.”

The message must also begin in the home, said NICOR president Beth Reese (left), whose company sponsors the breakfast and who introduced the keynote speaker.

“I think about the conversations that I have with my daughter versus the conversations my parents had with me,” Reese said. “They’re very different, and a lot of that is because of the work of King and the people who followed King.”

James Pelech, Ph.D., an associate professor at Benedictine and chairman of the Board of Specified Jurisdiction at St. Ethelreda Grammar School, a Benedictine partner on the South Side of Chicago, said King’s message of love must also be emphasized in the classroom.

“I really think it goes back to what our speaker said today... the idea of one binding thing, and that’s love,” Pelech said. “At St. Ethelreda School, whether we say its Christ’s love or King’s love, it’s just love. It’s really an open school and we talk about being open to everyone and loving everyone.”

Where the message comes from is unimportant, Pelech said.

“I think a lot of times we’re living that message without really saying who it came from,” he said. “But I think when we talk to the parents of our students, King’s and Christ’s messages get combined. It’s just one big message of love.”

Benedictine students in Lisle and Mesa put King’s message of community building into action.
Christine Fletcher (Theology) recently published the book, “24/7 Christian: The Secular Vocation of the Laity,” which explores the Second Vatican Council’s universal call to holiness, the freedom of conscience and the role of the laity in the world together with the wisdom of “The Rule of St. Benedict” to provide a practical guide to becoming a Christian 24/7. The book was printed by Liturgical Press. She also wrote an article, “The Virtue of Chastity: Lessons on Love from Jane Austen and Dorothy Sayers,” that appeared in The Sydney Morning Herald on February 13.

Jason Horay (Online Master of Public Health), a Benedictine adjunct, was selected as one of The Wellness Council of America’s Top 100 Health Promotion Professionals. Horay is the health promotion coordinator for the North Carolina Medical Society Employee Benefit Plan. The Top 100 Health Promotion Professionals were chosen by peer voting and the empirical review of a judging panel based on submissions from health promotion professionals who are currently creating, coordinating and maintaining ongoing health promotion programs; have implemented innovative solutions for health improvement and culture change; are leaders and role models in business and the community; have an inspiring vision for the future of the industry; and have demonstrated a desire to be the next leaders in health promotion.

Joyce Jeeewek (Education) was published as a co-author in an article with members of the Chapter Services Committee of the International Honor Society in Education, Kappa Delta Pi, titled “Meetings to Go: Convenient Professional Development” in The New Teacher Advocate, Winter 2014 edition. The article provides information regarding podcasts and encourages educators to participate in research-based educational webinars as part of their ongoing professional development.


Pete Nelson (Physics) was invited to speak during a workshop titled “Teaching Science Like We Do Science: Integrating Research and Education” at the Biophysical Society 59th Annual Meeting held in Baltimore, Md., in February. Nelson’s presentation, “Keep Reading and Do Science: A Diffusive Model of Osmosis,” addressed teaching materials and the active-learning approach that he has developed for the Physics for Life Sciences course that he is designing. Nelson, who represented the University on the Biophysical Society Education Committee, also presented a research paper titled “Single-file water permeation through aquaporin channels.” Nelson also gave an oral presentation, “Osmosis, Colligative Properties, Entropy, Free Energy and the Chemical Potential,” at the American Association of Physics Teachers Winter Meeting in January in San Diego, Calif., in a session titled “Updates and Resources for Introductory Physics for Life Science.” Nelson presented a novel model of osmosis and a new pedagogy that introduces life science majors to thermodynamics using the new osmosis model. This material will also be used in the “Physics for Life Sciences” course. His work was funded by National Science Foundation Grant DUE-0836833.

Teresa J. Parker (Fine Art) exhibited recent works on paper in March for the 2015 International Caucus of the Women’s Caucus for Art and its United Nations Program, in New York, N.Y. She also produced several prints that were on display at the Universidad de El Salvador.

Additionally, she has several prints included in a group printmaking exhibition shown at the Indus Valley School of Art and Architecture Gallery in Karachi, Pakistan.

James Pelech, MeShelda Jackson and Ovid Wong (School of Education) and members of the St. Ethelreda Board of Specified Jurisdiction were notified by the National Catholic Educational Association that the board was named one of five recipients of the “Outstanding Board Award.” Pelech, as president of the board, will receive the award in April in Orlando, Fla. The board, along with the Big Shoulders Fund, has worked to support the school in its efforts to bring the finest Catholic education to its students. Board participation is just one facet of Benedictine’s commitment to St. Ethelreda. Through the efforts of Benedictine University President William J. Carroll, a partnership has been established that includes free tuition to Benedictine for any St. Ethelreda student who goes to high school, maintains a “B” average and desires to teach. Another component of the partnership is the professional development provided to the teachers of St. Ethelreda in the areas of math, science and English language arts provided by Pelech and Wong.


Ovid Wong (Education) in partnership with the Fermi Science Education Center used the lab facilities to investigate the properties of light to prepare teacher candidates to teach science in alignment with the Illinois Learning Standards for Science and the Illinois Professional Teaching Standards. He also published a peer-reviewed article titled “Using the Knowledge Types-Levels Matrix to Analyze Student Teaching” in Spectrum, Volume 40, Number 2. The article describes the pattern of teaching to indicate the frequency of using a specific knowledge type/level over a predetermined time range. Spectrum is the official journal of the Illinois Science Teachers Association.

Jan Writer (Education) presented a peer-reviewed presentation and paper at the 2015 International Conference on Autism, Intellectual Disability and Developmental Disabilities in Clearwater, Fla. Her interactive session, “I Can Speak for Myself Strategies that Foster Reciprocal Communication with Students Who Have Significant Disabilities,” detailed diverse strategies for enhancing the communication competence of children and youth with intellectual disabilities, autism, orthopedic impairments and multiple disabilities. The conference was produced by the International Council for Exceptional Children’s Division on Autism and Developmental Disabilities, for which Writer currently serves on the Critical Issues, Professional Development and Professional Standards Leadership Committees. Writer was also selected to give a peer-reviewed presentation and paper at the 2015 Illinois Council for Exceptional Children state convention. Her session, “Eye on Empowerment: Visual Supports that Foster the Active Participation and Personal Independence of Students with Significant Disabilities,” is designed as a skill-building workshop for practicing educators of students with intellectual disabilities, autism, orthopedic impairments and multiple disabilities.