The values taught and exemplified at Benedictine helped me decide my career path. The academic experience I had at Benedictine was challenging, but also exposed me to a wide variety of topics that I use in my everyday work. Without a doubt, my academic experience prepared me for where I am in my career today. I believe it helped me establish a diligent work ethic. I was encouraged not to give up and to attain my dreams. Athletics taught me when to lead, when to follow and how to play to my strengths.

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A community devoted to excellence in the classroom and success in the workplace

Of all the astonishing things we do at Benedictine to enrich the lives of our students, one of the most significant is how we connect classroom learning with the kinds of skills and experiences that define leaders in today’s workplace.

It is our job, our responsibility and our mission as Benedictines to ensure that each student has every opportunity and advantage to pursue their life’s ambitions and to become fully immersed in a vocation of meaning and purpose.

Benedictine is unique in this regard. We encourage students to pursue and excel in subjects that interest them, while helping them to explore and identify potential careers that evoke a genuine enthusiasm for lifelong learning.

When our students walk across the stage at graduation, I reflect upon the personal journey they have taken and all the hard work that has gone into their preparation.

Along the way, I am sure there were the occasional moments when they became overwhelmed by the task at hand or problem in question. But at Benedictine, we make every effort to provide students with the resources that will help them rise to every occasion and persevere.

Whether it is through the personal attention students receive from our exceptional faculty members outside of class, the refresher courses and tutoring from the Student Success Center staff, or the individualized job counseling and interview training they receive in the Career Development Center, one thing is certain—nobody does it alone.

We are a community—a diverse, close-knit community of dedicated scholars who are here to support each other in times of need and who readily come together to recognize and celebrate our triumphs and achievements.

In the pages that follow, you will learn how Benedictine is making an impact and energizing students to grasp the potential within them by providing the tools that not only help them find a career that fits their unique needs, but allows them to rise above the competition and make distinct and valuable contributions to their organizations.

These stories run the gamut of what is possible and attainable for our graduates, but it represents only the very tip of one monumental iceberg.

— William J. Carroll, President
You will find Benedictine alumni...

Sitting on the faculty at Yale.

Conducting research at Fermilab.

Performing orthopedic surgery at major hospitals.

Teaching students across the United States and abroad.

Penning Academy-award winning movie scripts in Hollywood.

Strategizing in the boardrooms of Fortune 500 companies.

Giving Professional Golfers Association instruction at 4-star golf courses.

Running the offense for a National Football League team.

Training future doctors in urologic surgery at a leading medical education and biomedical research institution.


Working in the executive ranks of some of the nation’s largest corporations and banks.

Running nonprofits to aid those in need.

Holding public office.

Prosecuting criminals or overseeing a courtroom.

And you almost always find them donating their time and money to help their communities, their country and the world.
How is it so many Benedictine alumni attain career success in unique and exciting positions and find the time to do so much for others?

The answer is as broad as the opportunities and values-based guidance that are available at Benedictine, which begin the moment a student first steps onto campus.

“We are a community with a common interest in creating an environment which encourages the growth and development of all people,” said Marco Masini, vice president of Student Life. “To promote such a learning environment, the University emphasizes the values of community responsibility, diversity, social justice, human dignity and our Benedictine heritage by modeling and providing programs that foster fairness, wellness, cooperation and leadership.”

Setting students on the path to success begins at the New Student Advising Center, where students meet with academic advisors who help them make sure they understand their responsibilities as a student and know what resources to utilize.

It is an interactive process between the advisor and student and is supported by technology. The goal is to promote each student’s academic, professional and personal development during their first year at the University. By the middle of their second semester, students who have declared a major are assigned a faculty advisor, while students who have not formally declared a major are referred to the Career Development Center or Student Success Center to assist in the degree evaluation and decision-making process.

By introducing students to these resources early, they are better equipped to seek out services that will provide them with the skills and experiences necessary to plan their future careers.

All three areas are mutually supportive and work in concert with faculty and other University staff to identify services and opportunities that will best support a student’s development and career exploration along the way, said Karen Campana, director of the New Student Advising Center.

“We show them the grand picture of what they need to do, but then we show them the stepping stones that they need to take to be successful,” Campana said. “We have different tools to help them prepare, from checklists to our four-year academic plan. Both of these set us apart from other universities by giving students a detailed path and framework for what they should be doing even before they take a seat in their first class.”

In the classroom, Benedictine students benefit from supportive professors with the highest degrees in their field who know them by name and are personally invested in their success.

To help students identify a career path that meets both their values and their expectations for financial compensation, a new course, “Why Work?” was developed by faculty members Christine Fletcher, Ph.D., and Rick Cali.

Its focus will continue to expand and reach more students through core academic programs and faculty training sessions as part of a Network for Vocation in Undergraduate Education (NetVue) Program grant from the Council of Independent Colleges and the Lilly Foundation. The grant supports the University’s efforts to encourage students to explore and pursue a career path that allows them to lead a life of balance.

The Student Success Center’s Bridge to Success Program allows freshmen to receive study skills training and refresher courses that prepare them for the transition to Benedictine and connect them with other resources on campus, such as the Office of Student Engagement and Leadership Development.

“A lot of the work is helping to identify the potential in our students, getting them to pursue things and see the potential within themselves,” said Jon Miller, associate dean of the Student Success Center. “It’s about helping students discover possibilities that they might not have realized were there or who needed the right motivation to be able to do some of those kinds of things on their own.”

Students can make appointments with a learning specialist or peer tutor at the Student Success Center who will help them stay on track and earn the grade they desire in a difficult course, and gain techniques that will help them succeed in upper-level courses. Workshops detailing how to write an essay, manage time, prepare for a test or how to leverage an individual learning style have also outfitted
students with new strategies that they can apply in academic settings and throughout their lives.

“We are trying to empower students to learn the skills to be able to perform independently and no longer require our services,” Miller said. “It’s about getting students to recognize errors in their own work, to be able to spot them, see them and hone in on improving those skills so that they can become better independent learners. That is the objective. Our services are not just for students who are struggling. We want students to maintain a level of performance or improve where they are already at, even when they are doing reasonably well.”

Students who participate in the Benedictine Opportunities for Leadership Development (BOLD) program learn how to cultivate their own leadership style, how to adapt their style to diverse leadership opportunities, and how those skills can be translated into the workplace. The BOLD program includes an introductory seminar on leadership with four advanced seminars on the topic. The program’s professional development series contains five seminars that highlight professional writing, how to project the most positive image of yourself in the workplace, the art of interviewing, etiquette, and how to identify and develop the characteristics of effective leaders.

“It’s all about preparing students for the next phase of their life,” said Joan Henehan, director of Student Engagement and Leadership Development. “We really focus hard on self-confidence, the ability to work with others and the ability to think logically.”

Some students start out in the program painfully shy. They are afraid of speaking in front of others, or are used to only working with students who share similar interests and are most like them. Different exercises in the BOLD program encourage students to open up to people they don’t know, speak in front of groups and work collaboratively so that they are more confident, marketable and flexible when it comes to competing against other candidates right out of college.

“Everyone takes a speech class, but that’s the minimum expected,” Henehan said. “Whether you are going into medical school, law school or the job market, people want to see these skills. Studies have shown that people who participate in a leadership program or have been involved on campus do better in the job market and their professional careers.”

Students who are involved in a club or an organization on campus learn to apply leadership skills that they can highlight on a resume. Some organizations, such as Student Senate, require students to devote more than 20 hours per week to meetings and other events to support their group’s mission. Many clubs, such as BenUNICEF and Care to Cure, are challenged to raise money for different causes such as improving water supplies in Africa or finding a cure for cancer. For a campus filled with other clubs with similar objectives, launching a successful fundraiser isn’t always an easy task, Henehan affirms.

“They can’t all do a bake sale. They’ve got to really think creatively about how they can raise money when they are competing with more than 40 other clubs and organizations,” she said.

Six seminars focusing on diversity challenge students to identify their own biases when it comes to people of different races, genders, religions, cultures, heritages and upbringings. Through a variety of exercises, students learn how to navigate through different group-based challenges that help them to strengthen their leadership skills and ability to successfully collaborate with others in a diverse workplace.

Benedictine is recognized nationally for its diversity, which is reflected in a student body made up of more than 19 different religions, a minority student population that accounts for one-third of the University’s overall enrollment and students who represent 17 different countries. This level of diversity provides students with unique opportunities to prepare for a more globally competitive world in a constantly shifting marketplace.

“One of the great things about the leadership council and the leadership series is you have all these different backgrounds represented that otherwise would never interact or become friends, but here you see them bond and form study groups or become roommates,” said Henehan.

Benedictine values are reinforced in several ways through the Office of Student Engagement and Leadership Development. This year, students who attended a service trip in New York City spent each day discussing a specific Benedictine hallmark and reflected upon them as they volunteered at soup kitchens, a teen center and an after-school program.
Student leaders also attend a special dinner at St. Procopius Abbey, where Abbot Hugh Anderson, O.S.B., gives a presentation about the correlation between Benedictine values and leadership. Being a good leader means being a good listener and the importance of being open to people who are different than themselves—values that are emphasized in “The Rule of St. Benedict.”

“It doesn’t matter if you are Catholic or non-Catholic, these values translate to anybody,” Henehan said. “That’s what makes us stand apart from other schools. You can go anywhere and get an education, but you can’t get what we offer here—a love for learning and the desire to be a lifelong learner, citizen and leader. Here you are not treated as a number. You are treated as a person. Everyone is welcome, everyone is accepted, and those values are rooted in the Benedictine tradition.”

To ensure students don’t wait until their senior year to think about a career, the University’s Career Development Center provides them with a detailed four-year plan. The steps students are encouraged to take range from completing a career interest survey during their freshman year to finding opportunities for job shadowing, informational interviews and internships later during their academic careers. The plan also outlines the ways students can demonstrate that they not only aced their Molecular Biology class, but were able to apply what they learned through real-world experiences.

“It’s about getting to them really early and showing them what they need to do regardless if they are going into the workforce or into graduate school,” said Julie Cosimo, director of the Career Development Center. “Whatever that might look like, the Undergraduate Four-Year Plan tells them what they need to do every single year so that they are the most competitive candidate when they leave Benedictine.”

Students are also encouraged to avail themselves of Career Development Center workshops on resume writing and networking, and to attend special events such as the Coffee House Networking series, which bring professional alumni in a variety of fields to campus to discuss with students how they prepared themselves for their careers. Students benefit from a diverse network of alumni, including company presidents and medical center residents, who return to campus to share their stories of success and triumph and serve as a resource for students on how to make the transition from college student to career professional.

Recently, Mark Connelly, COO, Management and Organizational Behavior, visited Benedictine and provided students with an overview of his company’s hiring practices.

“As a recruiter and a human resources representative for First Midwest Bank, it’s always good to come back to my alma mater and help students who are seniors prepare for the application and interview process,” Connelly said.

Academic knowledge alone can’t guarantee a position within a company today, which is why students are encouraged to meet with Career Development Center staff to begin exploring career fields and developing job-seeking skills before their freshman year.

Students may take career interest assessment tests and conduct further research on companies and business. Once a student identifies a company that fits his or her interests, Career Development Center staff reach out to the employer for informational interviews or job shadowing opportunities to help students make informed decisions and pursue a career.

“This is where they are doing the investigative part to see if this is something they really like,” said Lynne Schrott, coordinator for Career Development. “Once they’ve done that exploration, then we try to do job shadowing where they get to meet with someone strictly for observation. Then we try to move them into an internship, which is a much more valuable and focused experience. So now, instead of using the internship to explore a career, they have already done that up front.”

The goal is for students to be able to cite these experiences and market themselves confidently by the end of their senior year so they can explain in an interview why they are the best candidate for the position.

“One recent example involves a student who wanted to do a mock interview to help him prepare for a second interview with a prospective employer,” Schrott said. “When he came in, he was very soft-spoken and his posture really communicated that he wasn’t positive and confident. I was trying to help him respond to questions, and we kept going until I was able to see a transformation in his posture and the inflection in his voice. I had him practice speaking out loud and in front of the mirror. A few days later, he came back and told us he got this fantastic job.”

There are so many great stories to share about our students’ success. Here are some things a few of our alumni had to say.
John Gromer, C08
Accounting and Finance
Manager at Deloitte & Touche LLP, New York
“The academic experience I had at Benedictine was challenging, but also gave me exposure to a wide variety of topics that I use in my everyday work. For example, I remember having part of a course my senior year on International Financial Reporting Standards, which at the time might have been rare for other accounting programs. However, this knowledge base helped me as I entered the workforce, and enabled me to further my knowledge on this topic and apply this in my job.”

Jay Dave, C13
Management and Organizational Behavior
Compliance and Tech Administrator, Peapod, Chicago
“All of my internships were extremely helpful in giving me hands-on experience, and the ability to apply skills and ideas learned in class helped me gain insight on what I needed to still work on. One of the internships I had was a sustainability position at the Village of Lisle. The position was created to assist Lisle-area businesses as part of the Green By Choice program in their efforts to become more sustainable. My time at this internship gave me insight into the intersection of business and government. As many of us go through our undergraduate programs, we are constantly working on projects and teams. This was no different during my internship. However, dealing with small business owners or corporate managers is much different than your classmates. Most importantly, I learned how to get things done whether obtaining approvals for a recycling event or assisting a business with a grant application.”

Aaron Youngblood, C13
Political Science
Third-grade Teacher, Teach for America/Achievement School District, Memphis, Tenn.
“The values taught and exemplified at Benedictine helped me decide my career path. As a teacher, I am committed to academic excellence and continually hold my students to high expectations. The experiences I gained from being involved in student clubs and organizations helped me prepare for the career I have today. This translates to my career as my responsibilities have increased. Every day I strive to provide a quality education for my students using the skill sets and determination I gained from being a leader at Benedictine.

The experiences I had in clubs and organizations greatly affected my career by giving me much needed experience in being a leader, which I feel ultimately led to me being accepted by Teach for America. I would encourage others to join clubs and organizations as a way to get to know fellow students and faculty. Becoming a student leader at Benedictine was the quickest way for me as a transfer student to get to know my peers and become a part of the University.”

Alejandra Herrera, C12
Communication Arts
Desk Assistant/Assignment Editor, NBC Universal, Chicago
“I truly believe my degree helps me stand out during job interviews because I always get asked, ‘Why Benedictine?’ and I enjoy answering that question. Benedictine doesn’t have a broadcasting major, but it’s what I did during my time at Benedictine that helped me stand out.

I had never thought about working in the TV business until I took my required class of TV Production. That class changed everything. Taking that required class made me get out of my comfort zone and showed me a completely different world I now call my career. If it wasn’t for the Communication Arts program at Benedictine, I wouldn’t be an aspiring reporter today.”
Kate Loritz, M.S.’00, C97
Management and Organizational Behavior, Communications
Six Sigma Blackbelt and Site Deployment Lead for AME GSM at Molex Inc., Lisle

“When I came to Benedictine, I immediately felt the fit was right as I was able to develop my learning style with direct help from my professors. I also found great opportunity for personal growth in a small, supportive environment. At the larger university setting, I felt as if everything was a race, a competition and I was on my own. Here, I felt the true sense of community that Benedictine still holds as a foundation of education. Today, that sense of support and community has helped me develop stronger relationships in my workplace, a strong professional network and the understanding that true success is not achieved alone, but rather by the combined synergies of a team.”

Eric Jones, C13
Finance and Accounting
Assistant Trader, Good Harbor Financial, Chicago

“My experience as an undergraduate at Benedictine was challenging, yet very rewarding. I was given the opportunity to conduct research with two professors in the College of Business on financial markets, which ultimately developed my career interests. The knowledge and experience I received from researching set me apart from graduates of other universities and opened up opportunities I never anticipated.

The strong relationship I had with a teacher who worked in financial markets gave me the knowledge I needed to obtain the position I wanted and prepared me to get off to a fast start in my career. At a big university, you don’t normally get that kind of special attention from teachers. But at Benedictine, if you showed them you wanted to be challenged and went the extra mile, they were willing to give it to you.

At first, the job hunt was a struggle because there are not a lot of entry-level positions in the industry I desired to work in, but I was encouraged to stay patient. Eventually, by mid-summer I was actually offered multiple positions at two companies with very strong reputations, so it made the decision very difficult. The main reason I was offered these positions was because of the strong relationship I had with the teacher with whom I worked. He spent hours with me before my interviews and answered any questions I had.”

Jacqueline Almazan, C13
Accounting
Tax Associate, PricewaterhouseCoopers LLP, Chicago

“I had multiple internship opportunities while at Benedictine. My first internship was during my junior year. I applied for a tax internship through the Illinois Small College Placement Association and was offered a position at a tax firm in the south suburbs. During my internship, I prepared corporate, partnership and individual tax returns. The skills I acquired during my internship have helped me maintain a general working knowledge of individual and corporate tax laws. My second internship was during my senior year. I applied for the advanced internship experience with PricewaterhouseCoopers (PwC) LLP in Chicago. I was fortunate to be offered a job after my summer internship with PwC while I was still a senior at Benedictine. I am currently studying to take the CPA exam and will be fully in my new role in January 2015.

My internships gave me the opportunity to work with many different types of clients ranging from individuals to private equity firms, and from large multinational corporations to small domestic clients. It amazed me how every day I came to work and learned something new. I believe this is something that will continue to happen throughout my entire career.”
Amy O’Rourke, M.P.H.’09, C07
Biochemistry/Molecular Biology
Emergency Response Coordinator for the Cook County Department of Public Health

“As an undergraduate student, I participated in the Benedictine University Summer Research Program. I worked alongside chemists in the Material Science Division at Argonne National Laboratory on a research project. I learned correct laboratory technique and gained insight into research as a career option.

During my graduate program, I interned at a local health department, which allowed me to learn more about the role of public health in the community. The role of public health is evolving, and interning at a local health department provided an opportunity for me to learn how public health professionals are adapting to the community’s needs and implementing evidence-based population health practices.

Cook County Department of Public Health emergency response coordinators are tasked with outreach and providing public health technical assistance to all municipalities within the jurisdiction. We host quarterly planning meetings with individual or groups of municipalities where local mass dispensing and vaccination plans are developed, tested and improved through an iterative process. We also attend health fairs and work with local faith-based organizations to ensure our messaging of individual and family preparedness is received. I lead many planning coalitions of first responders, schools, and faith-based organizations throughout suburban Cook County.”

Doug Wildes, C02
History
Assistant Principal for Curriculum and Instruction at Willowbrook High School, Villa Park, Ill.

“My academic experience at Benedictine was outstanding. Coming out of high school, I was not sure what my career path should be. I enjoyed math, science and computers, so I decided to focus on computer engineering. I had fantastic math, science and computer science teachers, but after two years, I decided to change majors. In discussing this (and some soul searching) with my academic advisor, we decided that my true interests were in education. I had not taken an education course the first two years of college and only two social science courses. My advisor helped create an academic plan where I would change from Computer Engineering to History with a minor in Secondary Education and still graduate in four-and-a-half years.

The job hunt for me was very seamless from college to the workforce. I was a student-teacher at Addison Trail High School, and after graduation I was hired by them to fill a vacancy the following fall. During my student teaching experience, I was able to demonstrate to Addison Trail all the skills and qualities that go into being a good history teacher—all of which I learned through Benedictine’s program.”

Meghan Krisch, C13
Management and Organizational Behavior
Human Resources Coordinator at Hub Group, Oak Brook, Ill.

“I worked at the Morton Arboretum during the summer of my sophomore year and then throughout my junior year. I was a human resources (HR) intern and I loved working there. The people were so friendly, and I had my first experience of working in the HR world. The experience started my network of contacts and I still stay in touch with the people I worked with. During the summer of my junior year, I worked at Calamos Investments where I was able to do a rotation within all different areas of HR. I loved the interaction I received and was able to build my network even more. I am currently in the process of relocating to Savannah, Ga.”
Nicholas Rios, C12  
Marketing, and Management and Organizational Behavior  
Sales Performance Reporting Analyst at AT&T, Atlanta, Ga.

“Without a doubt, my academic experience prepared me for where I am in my career today. I believe it helped me establish a diligent work ethic. The expectations employers have today are that prospective employees (i.e. students) not only have a track record of success (i.e. GPA); but also have the capability of demonstrating how they delivered on that track record of success (i.e. quality of work ethic). The rigorous curriculum at Benedictine allowed me to do this, and being able to explain the steps I took to ensure that track record of success definitely aided in my interviews with employers.

Throughout my time at Benedictine, I was employed at AT&T Mobility in the retail environment. I began the job search process, which was most definitely a humbling experience, leading up to graduation. My best advice is to remain dedicated, tenacious and diligent in your job search. In December 2012, I was successfully able to secure and transition into my current role, sales performance reporting analyst (team lead), in the Finance Shared Services Organization at AT&T.

I believe that my degree helped differentiate me from other candidates. The courses I took and the projects I completed aided in distinguishing my resume from others. There were several hands-on learning experiences that I had the opportunity to participate in during my time at Benedictine. These experiences provided valuable insights into the expectations of the real work environment. For example, in MKTG 330 Promotional Strategy, students had the opportunity to perform marketing work and deliverables for a client. This allowed students to encounter the expectations of work experience in the marketing field and truly grasp how the marketing mix of price, product, promotion and place functions in the real world. This hands-on learning experience provided the vital ‘bridging-of-the-gap’ between the theory in a classroom setting to witnessing it firsthand.

The experience provided an advantage in my job search as it served as a way to demonstrate a prior project with real applications that was successfully delivered.”

Megan (Brucato) Kunz, C12  
Marketing  

“Benedictine was definitely challenging at times. Marketing core classes were difficult, as to be expected, but my professor really helped me when I asked for it. Together, we had many one-on-one sessions and time spent after class if I did not understand what we were learning. She was always willing to help and spent as much time as needed to ensure I felt comfortable with the material. Her projects really helped me to understand the principles she was teaching in the class and allowed us to be creative and wrap our brains around concepts while using real-life scenarios.

Without the knowledge base of the marketing world and concepts, doing my job would be difficult. Relationships were also a strong part of my preparation. I had leaders/mentors behind me who believed in me and the things I was trying to achieve. Their support helped me to push myself to get to where I needed to be.”
Tyler Zachary, C12
Finance
Financial Analyst at JPMorgan Chase & Co., Chicago

“Prior to graduation, an alumnus visited the Business Club to discuss an internship opportunity with JPMorgan Chase & Co. Upon successful completion of the internship, I was offered full-time employment at the company, which is an opportunity only made possible through the success of other alumni.

My time on the soccer team helped me learn to compete at the collegiate level, which was an invaluable lesson that prepared me for my career. In contrast to high school, both your coaches and your teammates are adults, which is rather similar to the workplace. Athletics taught me when to lead, when to follow and how to play to my strengths. These lessons are ones I use each and every day when interacting with my team at work.”

Samantha Jones, C13
Communication Arts

“My most valuable experience was at The Candor student newspaper. I started as a writer on my first day of college and worked my way up to editor-in-chief the following year. I held that position for two years. I was able to hone my writing and interviewing techniques more than ever before. Thanks to our advisor, I learned how to be a journalist. We won numerous awards and grew in quality every year. Working on The Candor helped me realize how much I love news. It’s also how I met some of my best friends. Most of us had a lot in common, but our relationships surpassed journalism. We became a family that remains strong, no matter how far apart we are in distance.

I was fortunate to already have my dream job while working in college. I started as an intern at CBS 2 News in Chicago as a junior. Four months later, I became the first employee at the station to have yet to graduate from college. Although I was the youngest on staff, I proved myself to be an asset. I worked as a field producer/news desk associate. That means I did a little bit of everything, basically working as a reporter without going on air. I conducted interviews, researched stories and helped run the news desk. I learned from some of the best journalists there are and they became my mentors. Thanks to their endless support and feedback, I was able to land an on-air reporting job just two months after graduation. I had a ton of contacts from CBS, but I found the job on my own. Benedictine helped me grow in confidence and provided me with experiences that opened the door for those opportunities.

Today, I’m a reporter for WSIL News, the ABC affiliate in southern Illinois. I work nights, so my stories air on the 10:00 p.m. news and sometimes the early shows as well. My responsibilities include researching and developing story ideas on a daily basis. Some of my stories have even gained national attention. My mission is to make a difference with every story I tell. I am so thankful to have this job; it allows me to combine my love of writing and public speaking. News is part of me, it’s who I am and I couldn’t be happier right now.”
Tim O’Connell, CO8
Marketing
Assistant Vice President, Director of Digital Marketing and Communications for Retail Properties of America Inc., Oak Brook, Ill.
“I completed two internships while attending Benedictine University. Both were with my current employer. The first was a marketing internship, which took place during my junior year. My responsibilities included the production and design of corporate collateral which supported various marketing events held at one of more than 230 shopping centers. During my senior year, my employer expressed that if possible, they would like me to complete a second internship during the spring semester. Working with my professor, I enrolled in a management internship with the same company. My responsibilities continued to expand and I oversaw the company’s direct mail program for 93 shopping centers, hitting 1.4 million households nationwide. Upon completing the management internship, a job offer was presented and I have been with the company ever since.”

Sarah Troll, M.P.H.’13
Population Health Coordinator for the DuPage County Health Department, Wheaton, Ill.
“The most important lesson I learned at Benedictine was the value of group work. Papers, presentations and discussions were regularly done in groups both during and outside of class. This helped me to gain additional perspectives and increased accountability. The group work was also excellent preparation for work after graduation, where so much is accomplished through the work of teams using the combined skills and strengths of multiple individuals.”

Nina A. Goyal, M.D., C98
Biology
Eye Physician and Surgeon Partner, University Ophthalmology Associates LTD, and Assistant Professor at Rush University Medical Center, Chicago
“I can sum up my experience at Benedictine in one word, ‘Challenging.’ Let’s face it, organic chemistry is not going to be easy no matter where you take it or who you take it with. But the fact that the science professors had an open-door policy made it very doable, even enjoyable. As a serious science student, if you took the time and put the effort into your coursework, your professors were willing to put the time into you. They knew who you were—something that is simply not possible in lecture halls filled with several hundred students.

I made some amazing friends during my college years. Students who were similarly goal-oriented, but understood the power of friendship and camaraderie in attaining those goals. We did not foster a competitive environment. Rather, we worked together so that all of us could succeed. That was the Benedictine way. I think that was one of the most important lessons I learned as an undergraduate—that you do not have to step over others to achieve success, and the power of teamwork supersedes all. I think these are life lessons that make us who we are. These are lessons I try to impart today in the ophthalmology residents I train.

I had a practicum experience at Edward Hospital which was arranged through the University. It is rare for an undergraduate student to have access to this kind of hospital experience, but it is so necessary to understand your career path before committing to it. I also volunteered at Linden Oaks Behavioral Health Center at Edward Hospital where I worked with teenage girls with eating disorders. This was an eye-opening experience for me. It taught me that medicine and healing others is multifaceted. It is not only important to heal the body, but equally important to heal the mind. As a practicing physician, I still rely on what I learned in those experiences to treat my patients in a whole body approach. We are not just treating an organ or a lab number, we are treating the entire person.”
At Benedictine, students receive a foundation for success on which they can build for the rest of their lives. The support and tools they receive at Benedictine is unmatched—from the faculty members who are willing to go the extra mile to the many supplementary resources on campus that are available to help students pursue a career path that allows them to flourish and make unique, long-lasting contributions to their organizations and in their communities.

The Student Success Center provides many levels of support so that students can take advantage of their education and succeed in the professional world. Faculty and staff members truly care about student success, and provide the academic knowledge and applied learning opportunities that will help students learn on the job and exceed expectations. In addition, athletics, University Ministry and International Programs and Services provide multiple ways students can grow and develop by deepening their faith, sense of adventure, friendships and grasp of the world.

**FOUNTAIN FOR SUCCESS**

**Ultimately...**

Success is not defined by a paycheck or title, but rather on one’s ability to understand themselves and to do something they are passionate about—contributing to the needs of the world—so that they can live a life of balance and find ways to be fulfilled on many levels.

**As an alumnus...**

Your success charts a path for others to model and build upon. We encourage alumni to continue to provide donations and to give back by sharing what they have learned about their careers and life after Benedictine with future generations of students.

**As a supporter...**

Your donations, time and positive recommendations help us keep The Benedictine Promise.

Watch The Benedictine Promise video. It’s a great way to learn what The Benedictine Promise means to faculty, staff, students and alumni. ben.edu/promisefvideo.
decide whether to join the monastery and prepare to become a monk or leave the monastic environment ready to enter a secular profession.

When Archabbot Boniface Wimmer, O.S.B., founded St. Vincent Archabbey in Latrobe, Penn., in 1846, he set in motion the very logical work of education. Within five years, the school grew to nearly 100 students and offered ecclesiastical, classical and commercial programs. This fact is important when we consider Wimmer’s decision to send Fr. John Nepomucene Jaeger to take charge as pastor of St. Procopius Parish in the Pilsen neighborhood of Chicago on March 2, 1885.

Interestingly, on September 9, 1886, Fr. Procopius Neuzil, O.S.B., was sent to Chicago because “his health was too frail to continue his seminary studies.” However, Fr. Procopius had a teacher’s certificate from the State Normal School in Decorah, Iowa. On March 2, 1887, Abbot John Nepomucene Jaeger, O.S.B., inaugurated instruction in high school classes. The first teacher and director was Fr. Procopius, who at the time had not yet been ordained. After the first week of the school’s existence, there were only 11 students attending. One can truly marvel at the growth which took place from those early days in Pilsen to the educational programs we offer today spread across our three campuses in Lisle, Springfield, Ill., and Mesa, Ariz., and through our online programs and international partnerships in Asia.

One can truly see that the spirit of St. Basil had spread to St. Procopius. Two courses of study, the Classical Course (designed to prepare students for university or seminary studies) and the Commercial Course (designed to prepare students for careers in business and to provide students with cultural values), centered on training students for careers in the world. You can see from a schedule of classes that they were designed to instill in students skills necessary for employment in the business world and included training in penmanship, bookkeeping and typewriting. One would only need to look at the business ledgers of the day to see their very carefully handwritten entries.

When looking at the history of Benedictine education, there are some who would suggest that there is the “educational instinct” of Benedictinism, which originates from the personality of St. Benedict and is made evident in his famous work. The very first word in “The Rule of St. Benedict” is “Listen.” It is through the practice of listening that allows one to develop the base necessary for a sound educational experience.

Fr. Dominic Milroy, O.S.B., a monk of Ampleforth Abbey in England, further developed the idea of freedom in education from the point of listening. He maintains, “Freedom is not a means, but an end: It is an inward quality of life which can only be bought at a price, and at the same time it is a gift, a flowering of the spirit which, while not being imposed by the learning process, cannot be acquired without it.”

Fr. Dominic believes that “this inspiring and difficult view of freedom, at once so Christian and so humane, must always lie at the heart of any authentically Benedictine educational enterprise.”

We see here reflected elements upon which our own educational system is built.

We are the inheritors of this 1,500-year Benedictine tradition, and we will continue to prepare our students for careers in the world as our founders have done, whether in the liberal arts, sciences, business, continuing education or personal service.

We at Benedictine University are grateful to all who have come before us and have made life on this campus productive. We hope to continue to send into the world graduates who by being “informed today” will help to “transform tomorrow.”
NEW ALUMNI WINE AND CHEESE RECEPTION

To congratulate graduates prior to Commencement and officially welcome the Class of 2014 into the Alumni Association, the Office of Alumni Development and the Alumni Association Board of Directors hosted the Alumni Wine and Cheese Reception on May 8. It was a beautiful, sunny day at the Neff Welcome Center, and everyone had a wonderful time celebrating and getting to know one another.

CASINO NIGHT

Benedictine alumni who were feeling lucky filed into Kindlon Hall on June 21 for Caribbean Casino Night hosted by the Office of Alumni Development and the Alumni Association Board of Directors. The evening was filled with poker, blackjack, roulette, craps, Caribbean-inspired beverages and appetizers, and a whole lot of fun!

A Message from the Alumni Association Board of Directors

JOIN US FOR AN UPCOMING ALUMNI EVENT

There are many appealing University activities and events for alumni these days.

In May, the graduating Class of 2014 mingled with alumni from previous class years at the Alumni Wine and Cheese Reception. Events like Caribbean Casino Night in June and the Beer Tasting and Happy Hour in the City in July allowed alumni to connect with friends and network with other alumni.

Alumni activities are not limited to the Lisle campus. They are also held at Benedictine University at Springfield and at Benedictine University at Mesa. One such example includes Benedictine Day at the Park, an event which alumni and friends of the University take in a Cubs spring training game at Cubs Park in Mesa, Ariz.

From Homecoming to the upcoming Holiday Alumni Cruise, there is an event scheduled to suit the interest of every alumnus. If you are passionate about philanthropy, you can volunteer on campus through the Benedictine University Mentoring Program or discuss your career and past experiences with current students.

Please make sure to stay connected and up-to-date on all of the latest Benedictine news and events through the alumni Facebook, LinkedIn and Twitter social media pages. These will help you find different opportunities to reconnect with your Benedictine family and stay engaged with the Benedictine community.

We look forward to seeing you soon at one of our upcoming events.

If you have any questions or ideas for upcoming events, please contact the Office of Alumni Development or a member of your Alumni Association Board of Directors.

BENEDICT10 ALUMNI

gathered in downtown Chicago to take in the sights aboard the Chicago Architecture Foundation’s River Cruise on June 1. The tour covered decades of Chicago architecture and spanned all three branches of the Chicago River. This was a great time and we hope to see more alumni at upcoming events!

CHICAGO ARCHITECTURE TOUR
Alma matters | Sikirat Ajoke Yusuf, D.C.
C98, Health Science

Alumna Introduces Students to Careers in Chiropractic Medicine

When Sikirat Ajoke Yusuf prepared to open her own chiropractic practice in 2001 at the young age of 24 in Calumet City, Ill., she knew the task wouldn’t be easy. Fresh out of chiropractic school, she was confident in her abilities to treat patients, but had minimal knowledge of the fiscal and marketing aspects involved in running a business.

Today, when she reflects on that period of her life, she says one of the reasons her business, Serenity Chiropractic Ltd., became successful was due to the strong education and lifelong passion for learning she received at Benedictine.

“Like any new adventure, it was challenging. The responsibility of opening your own practice and treating patients who depend on you for medical advice can be frightening,” Yusuf said. “But my education from Benedictine influenced my progress and ability to think critically in multiple situations.”

Today, the single mother of a 9-year-old has achieved a balance in her life and work. She says she is blessed to be able to treat people of all ages and with all kinds of needs, ranging from migraines, joint pain and sciatica to rib subluxations, abnormal gait, scoliosis and many other afflictions related to the spinal column.

“In my practice, I get constant satisfaction by watching and seeing patients respond to care after they have tried everything else,” Yusuf said. “I love my job for the single reason that I get to help people and can make a difference in their lives every day.”

Yusuf discovered the chiropractic field after attending a medical school fair on campus and sought job shadowing opportunities to learn as much as possible about the profession. These experiences helped Yusuf prepare for her career, and is a major reason she continues to offer similar opportunities to Benedictine students so they can decide whether the chiropractic profession is right for them.

“I wanted to honor all the people who allowed me to shadow them when I was deciding what to do in regard to a career,” Yusuf said. “My goal is to give people informed choices, whether they are Benedictine students, grammar school children, high school students or the interns who rotate through my office now. I want them to not only learn the medical side of things, but also the management side of the business that I had to learn the hard way.

I love to have Benedictine students in my practice because I know the foundation they stem from and what my expectation of their knowledge should be,” she added. “When they leave, they are able to run the office from front to back and can create marketing ideas that can be implemented. They also learn how to conduct themselves with patients using verbal and nonverbal communication cues.”

Yusuf began her journey majoring in Health Science at Benedictine in 1994. The summer before her freshman year, she attended a summer science program at Benedictine for minority students, which introduced her to some lifelong friends and gave her the head start she needed to excel in her coursework. Outside of class, she was a resident assistant, ministry volunteer and member of the African-American Student Union and Delta Sigma Theta Sorority.

After Benedictine, she completed medical studies at Cleveland Chiropractic in Kansas City, Mo., and returned to open her practice in the south suburbs of Chicago.

She remains connected with Benedictine through student job shadowing, the University’s Facebook page and a close group of alumni from the Class of 1998.

When she is not immersed in her work, Yusuf enjoys watching her daughter, Jordan, practice tae kwon do and perform on the harp.

“She keeps me on my toes, but I would not have it any other way,” Yusuf said. “I loved my time at Benedictine and I want that experience for my daughter, to have an opportunity for her to develop new skills, her independence and strength.”
When Jodi (Brennan) Olsen talks to her fourth-grade students at Oak View Elementary School in Bolingbrook about careers and the importance of a college education, Benedictine University always seems to come up.

As an alumnus who earned two degrees from the University, Olsen explains how college can not only be a lot of fun, but how it can also help students pursue their dreams. So when each teacher at Oak View was recently tasked with selecting a college to promote and introduce to their students, Benedictine was an obvious choice.

“I had a wonderful time at Benedictine,” Olsen said. “I liked the fact that classes were smaller and more intimate. I just loved the campus and the feeling I had when I walked onto it. Everyone is so willing to assist with whatever you need. All you have to do is assert yourself and ask for help.”

To give students a window into college life, she organized a field trip to tour the campus and attended a program at the Jurica-Suchy Nature Museum. To inspire them, she asked the University’s School of Education for a donation of Benedictine T-shirts and pens.

“They had so much pride wearing the shirts and it was neat to see this sea of gray and red walking down the halls in our school for all to see,” Olsen said.

Olsen wasn’t always a teacher. After working in radiology for the Robert J. Stein Institute of Forensic Medicine and the birth of her daughter, she decided it was time for a change and enrolled at Benedictine.

Olsen admits juggling classes and raising a child was challenging, but the support and extra attention she received helped her balance the two and make the Dean’s List each semester.

“I was given so much encouragement during my time at Benedictine that I believe it has flowed into my passion for teaching,” Olsen said. “I tell my students the word ‘can’t’ is not in their vocabulary and that together, we will find a way that they can.

“I believe that Benedictine’s biggest strength is that the faculty is genuinely interested in the ongoing, lifelong learning of students no matter what age, culture or where a student comes from,” Olsen added. “Professor Eileen Kolich was such a wonderful mentor for me. She gave me great insight into the teaching profession and helped me develop my philosophy for teaching.”

After earning a Bachelor of Arts in Elementary Education, Olsen was hired as a teacher at Oak View Elementary in 2000.

After a few years of teaching experience, she returned to the classroom as a student to earn a master’s degree in Teaching Leadership in 2004, and went back to Benedictine to advance her career by earning a Master of Education in Leadership and Administration (Type 75) in 2009.

Today, in her own classroom, Olsen continues to self-assess her own teaching, implementing new skills and strategies to help reach and motivate students with all different backgrounds and learning styles.

“Fourth-graders are very humorous. They are so hungry to learn, and they are willing to share their knowledge with younger students,” Olsen said. “They are evolving into young thinkers who are beginning to question things on their own. I love that about them. They challenge me on a daily basis while I, in turn, challenge them.”

This past year, every student in her class showed significant improvement on the Measures of Academic Progress test, which is given to students in different grade levels three times a year to assess how much they’ve learned in math, reading and science.

Olsen’s efforts aren’t limited to the classroom, however. Outside of teaching, she tutors students and attends various athletic events to show students she supports them.

“I want them to know that I am not just their teacher for school, but a life coach as well,” Olsen said. “I want them to know I am invested in them.”

Olsen also guides Benedictine students during their student teaching assignments as a cooperative teacher, and recently discussed techniques she’s used to differentiate her instruction for special needs students with a class of Benedictine students.

“I believe providing an environment where BenU students can come to an alumnus and learn is a great way to give back. I always make sure to request that if a Benedictine University student applies I can be their cooperative teacher. This fall I will have another student-teacher from Benedictine in my classroom.”
Building stronger communities of all shapes and sizes

Laurence Lissak | C67, Physics

Before he was old enough to attend St. Procopius College (Benedictine University) in the late 1960s, Laurence Lissak was introduced to Benedictine values by way of his great aunt, who was a nun at Sacred Heart Monastery in Lisle. Ever since then, he has strived to exercise the Benedictine motto, Ora et Labora or “pray and work” and its application for hospitality and living and working in community, into his daily life.

Growing up, Lissak always had a tool in his hand, a trait that led him to explore a vocation in physics.

“My father was an electrician and my grandfather was a carpenter, so I always had access to tools,” Lissak recalled. “My mother loved math and history, so I went into physics because it explained a lot of the science behind what I liked to do and how it all worked.”

At Benedictine, Lissak studied under the tutelage of renowned professors Fr. William Shonka, O.S.B., Ph.D., and Rose Carney, Ph.D., and took advanced classes at nearby Argonne National Laboratory.

“I enjoyed the small college atmosphere and especially the Benedictine character,” Lissak said. “I was a day-student, and because of medical issues, I could not play sports so I gravitated to physics and the Physics Honor Society, Sigma Pi Sigma. The fact the University had a connection to Argonne provided me with a great experience and advantage.”

After earning a master’s degree in 1969, Lissak taught mathematics at Benet Academy. After a few years of teaching, marriage and starting a family, he accepted a full-time job as a software systems developer at Datacron Inc., which was later absorbed by 3M. He retired at age 62, but for the last several years has not shown any signs of slowing down.

In fact, when he is not visiting with his nine grandchildren and two great-grandchildren, most of his free time is spent giving back at home and abroad.

In the local community, he has served as a deacon at St. Pius X Church in Lombard, Ill., since 1997. There he mentors altar servers, assists the DuPage Public Action to Deliver Shelter (PADS) and handles the preparation for baptismal and marriage ceremonies. In prior years, he volunteered as a scoutmaster for a local Boy Scouts troop.

He also donates his time working as a docent for the Center for Ancient Middle East Landscapes at the University of Chicago’s Oriental Institute. When he’s not serving others, he pursues new opportunities to expand on his interests by participating in an Egyptian hieroglyphs reading group and attends an online course in relativity and astrophysics.

After three mission trips to Bolivia, Lissak began heading west on trips through the Joliet Diocese Office of Human Dignity to help construct new buildings in depressed communities within the Navajo Nation. On his first trip he helped make repairs to the St. Michael Indian School in Window Rock, Ariz.

“In 2002, I was wiring a house that we were building and someone kept calling me Frank, which was my father’s name,” Lissak recalled. “I came to realize that this mission is where I was supposed to be. I’m using what I learned from my parents, grandfather, physics and the Benedictine spirit I received from my time at the University.”

Lissak enjoyed the work and fellowship so much that in 2005, he went back to assist the Navajo people in Chinle, Ariz., with building repairs and other carpentry work that they could not otherwise afford. There, he also provided assistance to Our Lady of Fatima Catholic Church and its associated churches. This past summer, he returned to serve the community once again.

“There is a great need out there and my dad gave me the skills to solve some of those needs,” Lissak said. “Where else can you go and hit something with a hammer for God? When Jesus says love your neighbor he didn’t mention any restrictions. I learned how to relate to other cultures by determining which parts of a culture are inherent and which are man-made. It’s like physics, which seeks to identify the basic principles of life.”

Do you know an alumnus who is giving back in the Benedictine tradition? Email lhale@ben.edu.
Springfield Alumna Overcomes Challenges, Aims to Improve Education and Child Development

Donna Smylie | C14, B.B.A. in Management and Organizational Behavior

Donna Smylie didn’t have to go back to school to earn an undergraduate degree. In between running her own business, Victory Through Praise Child Development (VTPCD) in Springfield, raising a family and volunteering in ministry, she already had more than enough on her plate.

But one day she decided it was something she needed to do, not just for herself, but to be able to provide greater support and advocacy for the educational needs of children and families in her community.

“My motivation for starting VTPCD and wanting to earn a degree from Benedictine came from witnessing many families in our community struggle to provide their children with the best opportunities for success.

“One day I inquired about the adult program thinking I would apply at some point down the road, but the admissions counselor encouraged me to start immediately. It was a moment that presented me with a decision to either embrace my future or continue making excuses why I couldn’t complete my education. I like to think of it now as the moment Benedictine chose me and I countered with, ‘I do,’” Smylie said.

In January 2013, however, Smylie tragically lost her father, two nephews and a cousin in a house fire—the deadliest fire recorded in Springfield in more than 25 years. The event hit Smylie and her family hard.

“This tragedy took a toll on me and my family mentally, physically and spiritually,” Smylie said. “But the Benedictine community helped me to weather this very challenging time by encouraging me to not give up and gave me the support I needed to continue pursuing my lifelong dream to attain my degree. I returned a week after the tragedy to a supportive and loving community which assisted me in completing past due work to regain the momentum I had lost.

Throughout this time, Benedictine was a major part of the healing process for both me and my family.”

In her community, Smylie is a member of the Community Child Care Connection, the Home Day Care Provider Association, I Worship Center, and the Enos Park Neighborhood Improvement Association, and has served as the director of Manna Storehouse Food Pantry.

With her degree, she hopes to expand a child care program that offers children emotional, social, physical and cognitive opportunities for growth while closely involving parents in the learning process.

“The most important lesson I learned at Benedictine is that we can accomplish much more when we can engage others in a relationship that supersedes cultural and religious differences and work together to serve others,” Smylie said.
Although there are always challenges associated with establishing a presence in a new community, Benedictine has taken many positive steps toward becoming a permanent part of the Mesa landscape.

“We learned a lot during our first year in Mesa, and we are proud of our success with so many committed faculty, staff and students, as well as the fantastic support we have received from the City of Mesa and its citizens,” said Charlie Gregory, executive vice president at Benedictine.

“Our first year was very successful, but we also have much work to do,” he added. “We see where our strengths are and where we need to improve to ensure the level of excellence expected of a Benedictine education. We are learning more about the community and how to better serve them. We are better today than we were yesterday, and we will be better tomorrow than we are today.”

The growth of Benedictine University at Mesa during the past year has exceeded even the University’s expectations. Second-year enrollment has more than doubled, the John O. Whiteman Student Success Center was established to help ensure student success and new majors have been added to meet growing student demand and job market needs. The groundbreaking $10K M.B.A. program was introduced to offer an affordable master’s degree to area professionals and many new faces have been added to the academic and administrative areas, including a seasoned administrator hired to oversee the campus operations, an experienced student life professional to expand student services and an associate athletic director to run the sports programs.
Students gave back to the community by participating in a number of service projects. They took over a laundromat to wash clothes for children in the foster care system, they helped to revitalize four area homes, they went door-to-door with members of the fire department to distribute information packets to local residents and helped provide clean drinking water to students in Rocky Point, Mexico.

This spring, Benedictine’s National Moser Center for Adult Learning established an adult education presence in Mesa with its $10K M.B.A. program. The program is designed to make an advanced degree affordable and attainable for a broad cross-section of adult professionals in business, industry, public service, military service or other professional employment. It will also offer accelerated adult undergraduate degrees in Criminal Justice and Accounting this year for area residents.

There are aggressive steps in place this year to ensure the University will continue to provide students in Arizona an affordable and attainable education infused with the Benedictine values while honoring the Catholic tradition. Immediate plans include expanding and strengthening the student life experience by building more activities and events, offering more career-focused opportunities through the John O. Whiteman Student Success Center, exploring new academic programs, enhancing recruiting efforts for the new athletic programs and providing new amenities like campus housing and sports facilities.

Benedictine students, faculty and staff are also excited to be part of building a thriving “college town” atmosphere in downtown Mesa and being part of the city’s overall downtown revitalization plan.

“Benedictine has integrated seamlessly within the community and developed strong ties throughout downtown Mesa and the entire city,” said Mesa Vice Mayor Chris Glover. “Every administrator, faculty member and student should be extremely proud of what they have been able to accomplish in just one short year.

“I am excited to see what this campus can achieve in the future and feel privileged to have this esteemed Catholic university located in the heart of Mesa,” he added.

The University also established the Jo Wilson Leadership Institute. The institute combines leadership development, community service, critical and creative thinking, technology integration, collaboration and service learning, and is designed to shape student leaders, foster community service and improve student success among a select group of students.

This fall, students—who chose Redhawks as the school’s mascot—will be able to participate in men’s and women’s cross country, golf, tennis and volleyball. Men’s and women’s basketball, men’s and women’s soccer, softball and baseball are planned for the 2015-16 academic year.

Two new academic programs have been added for the Fall 2014 Semester—a Bachelor of Business Administration in Accounting and a Bachelor of Science in Computer Science. Time magazine reported earlier this year that accounting and technology jobs are some of the most highly needed positions that companies nationwide are seeking to fill.

One of Benedictine’s existing academic programs—Psychology—is expected to more than double in size. Psychology is a popular major among college students because it can be applied in a number of subspecialties or can lead to further graduate study and careers in law, education and business.

Benedictine was a good fit for Marlo Enrico, who said she overcame challenges living away from home for the first time through the friendships she developed and support she experienced from the University.

“I’ve made some very close friendships here, and whenever I felt overwhelmed or homesick, I always had someone to talk to,” said Enrico, a Communication Arts major. “There is a really strong sense of community, and that’s one of my favorite things about going to this school.”

Meanwhile, the University looks forward to continuing its successful partnership with the Phoenix Marriott Mesa. Last year, a dozen students enjoyed the hotel’s exceptional accommodations, outstanding facilities and many amenities including free high-speed Internet, a fitness center, pool, restaurant and free parking.

The students who lived at the Marriott—and whose numbers more than doubled with the influx of student-athletes this fall—reported that they built friendships and utilized the hotel’s facilities for study groups and well-deserved downtime activities.

Students gave back to the community by participating in a number of service projects. They took over a laundromat to wash clothes for children in the foster care system, they helped to revitalize four area homes, they went door-to-door with members of the fire department to distribute information packets to local residents and helped provide clean drinking water to students in Rocky Point, Mexico.

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John O. Whiteman Student Success Center gives students tools to achieve

Benedictine’s new success center gives students an academic edge by providing programs that promote student achievement inside and outside the classroom.

Learning a university degree has its challenges. Students must develop study habits that will enhance classroom preparation while building interpersonal skills that will allow them to successfully lead others—a desired trait among employers.

Benedictine University at Mesa aims to do this and more with the John O. Whiteman Student Success Center, which opened to students during the spring semester in the University’s academic building, Gillett Hall.

The center is designed to help students succeed by offering coaching, tutoring and mentoring; providing access to internships, networking and other career preparation activities; hosting leadership and character development workshops; and organizing service learning and civic involvement activities.

“There are no words that can begin to describe how many lives the center will touch, how many students will be impacted or how many careers will begin because of the John O. Whiteman Student Success Center,” said Gregory.

The center is named after Arizona native John Whiteman, president of the Whiteman Foundation—a philanthropic organization that has a history of supporting education and arts initiatives—who provided the founding donation to establish the center.

“I tell our students that the inner journey begins the moment we realize there’s more to growing than meets the eye, and that we are capable of knowing and doing everything needed to reach our destination if we take advantage of all opportunities.” Gregory said. “John Whiteman and the Whiteman Foundation have given our students a huge opportunity, and I am most grateful.”

New degree completion award in Mesa

In keeping with its promise to provide students with an affordable and attainable values-based education, Benedictine University at Mesa has established the Benedictine Promise Award. It allows students who meet eligibility requirements to earn a $10,000 tuition award applied during the second semester of their senior year.

All freshmen and sophomore students enrolled in the Fall 2014 Semester automatically participate in the award program.

“We want our students to succeed, earn their degrees and move on to personal and career success. We want them to know we support them from day one through graduation—and beyond. We believe that Benedictine’s success is measured by the kind of people our graduates become, so we take an active role in giving them every possible opportunity to succeed in life,” said Charlie Gregory, Benedictine’s executive vice president.

Benedictine offers many scholarships and awards at all of its campuses, as well as assistance with obtaining financial aid.

Charlie Gregory, executive vice president (left), and John Whiteman.
A group of Benedictine students spent part of the spring semester recording firsthand accounts of wartime survival and tales of escape from religious and ethnic persecution for an oral history project preserving the stories of immigrants and refugees living in DuPage County.

Over the course of several weeks, students Jason Vitally, Chris Caballero, Sadia Mahouddini, Victoria Harwood and Rachel Jones interviewed clients of the People’s Resource Center (PRC), a Naperville-based social service agency offering food, clothing, literacy and computer training to low-income residents.

The project, overseen by husband-and-wife team Warren Roth, Ph.D., and Margaret Roth, Ph.D., professor emeritus of International Business and Economics at Benedictine, will eventually form the basis for a book titled “Who is My Neighbor?” that will be self-published through CreateSpace and distributed by Amazon.com.

At the PRC, students spoke to more than a dozen individuals from countries all over the world including Liberia, Sierra Leone, Sudan, South Sudan, Tanzania, Ethiopia, Chile, Columbia, Mexico, Costa Rica, Burma, Bhutan, Sri Lanka, Afghanistan, Iraq, Iran, China and Syria.

They asked questions about each immigrant’s home country, the hardships they encountered, reasons why they left, details about their journey to the United States and how they first arrived at the PRC.

“The internship provided students with the opportunity to practice the same skills as professional historians, according to Vince Gaddis, Ph.D., professor of History at Benedictine.

“By learning the proper interviewing techniques and confidently, compassionately talking to the participants, the students were able to learn about the personal events affecting the lives of the people they interviewed, and connect those personal histories to much broader events affecting humanity all around the world. In other words, they learned that we all have a story and oral history is a way in which you can uncover and make known a story that otherwise would never be told,” Gaddis said.

“My journey to the U.S. began...”

Hands-on opportunity enhances student learning:

Students interview immigrants, refugees for oral history book

The students introduced to stories of real human suffering and heartbreak, like torture, child loss or witnessing the murder of a family member,” Roth said. “We were impressed by the students’ poise in conducting the interviews as some of the interviewees justifiably had a hard time telling their stories without strong emotion, but the students demonstrated understanding, sympathy and the ability to adapt under some challenging circumstances.”

Many of the people students interviewed had limited English-speaking skills. However, one Benedictine student was able to communicate in one refugee’s native tongue of Urdu, Roth said.

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“It is important that these stories are captured and published because the people I interviewed are in every sense of the word, ‘America,’” Jones added. “We are all individuals who form a collective group and it is our society which makes up America. When we listen, see and read the stories of the people of America, we can better assess what needs to be done to help our country as a whole.”

Harwood, who earned a Bachelor of Arts in Social Science in May, said the experience helped her get to know the people most directly affected by immigration laws in the United States.

“I learned that those who have migrated to the United States have some of the most interesting stories of all,” Harwood said. “I also learned that most Americans are not aware of how difficult and long the process is to become a U.S. citizen. Throughout the entire process, I became more aware of the struggles of immigrants and now believe that there must be changes made to immigration laws. Hearing all of their stories humbled me and made all my problems feel so obsolete,” Harwood added. “The whole experience was quite unique and something that no other school in the area can offer. Most students who major in History during their senior year write long thesis papers, but my colleagues and I were not only able to write thesis papers, we were also able to be a part of history by being the first to document the lives of those at the PRC.”
Five Benedictine students and two faculty members visited China in June to study the population of honeybees, butterflies and other pollinators threatened by a mysterious colony collapse disorder through an ASIANetwork Freeman Student-Faculty Fellows Program grant to support collaborative undergraduate research in Southeast Asia.

The rapid die-off of honeybees in the last decade has raised concerns throughout the world because 75 percent of all food crops depend on pollination. The issue has led President Barack Obama to convene a special White House taskforce in an attempt to find solutions to the problem.

After personally observing the absence of bees during a faculty study tour in China in 2013, Cheryl Heinz, Ph.D., associate professor of Biological Sciences, decided to write a grant proposal with Steven Day, Ph.D., assistant professor of Chinese Language and Literature, to more closely examine the phenomena.

Heinz, Day and the students who were selected for the research project recorded more than 36 focused observation hours inspecting more than 2,000 flowers over the four-week trip throughout their travels to Xi’an, Beijing, Shenyang, Aba Prefecture and Chengdu, China. The ASIANetwork grant provided full funding for travel, lodging, meals and other incidentals for the group.

The team plans to analyze their findings and generate a profile of the different pollinators and their numbers in each targeted site. Results from their research are expected to be published in a major science journal and will be presented at Benedictine and a number of regional symposiums and conferences in the Chicago area as well as the 2015 ASIANetwork Conference in St. Louis.

While the primary task centered on collecting data in the field, many of the areas where students conducted research were located near sites of historical and cultural significance. In between their research, the group visited the Temple of Heaven, the Great Wall, Tiananmen Square, the Forbidden City, the Imperial Palace, the Terracotta Warriors and Jiuzhai Valley National Park.

While the project furthered their ecological understanding of the world’s biodiversity, students were also able to develop other important skills as they immersed themselves into Chinese culture. Students learned how to get around using local transportation and bargained with a store clerk in Chinese, while developing a greater awareness and appreciation for other cultures overall.

The experience is something students can include on their resumes to distinguish themselves, having conducted research and applied advanced problem-solving skills in not only a professional setting, but in a foreign country far different than their own.

Both Day and Heinz want to expand the research study and provide other students with an opportunity to participate. They are currently pursuing other avenues for grant funding and working with partner schools in China that could host a group of Benedictine students next year.

For more on the pollination study, visit http://benuchinapollinationproject.wordpress.com.

“My adventures in China have been a once-in-a-lifetime opportunity. Not only to explore China, but also to explore and find myself.” — Kyle Turcic
Like many Catholic dioceses in the United States, the Diocese of Springfield in Illinois has experienced a significant decline in attendance at Mass in the last decade.

Concerned about this apparent trend, Bishop Thomas Paprocki and the Presbyteral Council of the Diocese of Springfield in Illinois consulted with Benedictine faculty members Brian Patterson, Ph.D., associate professor of Psychology, Kelly Kandra, Ph.D., associate professor of Psychology, and Phil Hardy, Ph.D., assistant professor of Political Science, about developing a study to identify some of the reasons why parishioners were wandering from the Church.

The first phase of the study involved a confidential online survey that was distributed in fall 2012 to a volunteer sample of 575 lapsed and drifting parishioners in the Springfield area. The survey included questions asking participants to explain why they had stopped attending Mass regularly, what changes their parish could make that would prompt them to return, and what they would like to say if they could communicate directly with the bishop. The sample was asked to rate their level of agreement on whether a variety of factors, such as work schedule or unfriendly pastoral staff, caused them to stop attending Mass or leave the Church entirely, and whether the Church’s views on abortion, homosexuality and other controversial social issues were contributing factors.

In the second phase, which took place in fall 2013 and this past winter, a volunteer sample of 827 active parishioners in the same area were invited to complete a similar survey about their experiences. In this survey, participants answered questions about the general atmosphere and environment of their parish, and assessed their level of satisfaction with pastoral staff and priests, indicating whether they felt their individual spiritual and religious needs were being met. Other questions asked respondents to rate their level of agreement on a number of issues and policies including abortion, gay marriage, divorce, priest celibacy and capital punishment, and answer whether they had ever separated or considered separating from their parish or the Church.

The full report is available at ben.edu/catholicsurvey.

After reviewing the surveys, the top reasons parishioners removed themselves from Mass or distanced themselves from the Catholic Church included:

- A disagreement on social issues, including the Church’s doctrine on birth control, the ordination of women to priestly office, divorce and remarriage, use of fertility treatments and homosexuality.
- A lack of personal connection to the Catholic Church, including an overall sense that spiritual needs were not being met and a loss of interest in attending Mass.
- Church scandals and the belief that Church leadership has not dealt with these problems appropriately.
- Excessive political messaging at Mass and negative experiences with priests and pastoral staff.

For active Catholics, the sense of community they feel within their parish was the most important reason they continued to attend. The sacraments, particularly the Eucharist, were mentioned as being especially important to their beliefs or practices. Some respondents cited issues with Church doctrine — especially the Church’s stance on the use of birth control — as a belief or practice that they found troubling.

Although many respondents reported extreme overall satisfaction with their parish experience, some suggested Mass changes (i.e. homily or music) or that more welcoming or approachable priests would improve their parish experience.

The survey revealed that more than 75 percent of respondents were satisfied or very satisfied with their priests, but in their answers to open-ended questions, priests were often criticized for their lack of warmth or availability in times of need.
Microsoft Grant Helps Prepare Students for Major Shift in IT Landscape

Students in the Master of Science (M.S.) in Business Analytics and M.S. in Management Information Systems programs are taking advantage of a grant from Microsoft that allows them to use a new tool which will provide them with advanced IT skills in a dynamic field.

Students taking “Data Mining, Text Mining and Business Intelligence” and “Business Analytics” courses this fall and next spring have the opportunity to utilize Microsoft Azure, a cloud-based Web-scale information technology (IT) computing platform, for free as part of the “Azure in Education Grant” recently awarded to Benedictine.

Faculty members applied for the grant after learning that Microsoft was making grants available exclusively to the academic community and to support ongoing efforts to provide students with the latest skills and tools in the IT field.

“The Azure in Education Grant significantly boosts what we can do in the classroom,” said Barbara T. Ozog, Ph.D., program director for the M.S. in Management Information Systems program. “It extends the computing environment beyond our existing IT services and expands the applications that students currently use.”

Web-scale IT is the model for a set of applications that scale to millions of users on the Web and was pioneered by large cloud services firms like Facebook, Google, eBay and Amazon. It leverages low-cost, open-source hardware and software that can handle rapid growth in real time more efficiently and effectively than standard platforms, and can be applied in organizations of all sizes.

Earlier this year, the Gartner Group, one of the world’s leading IT research and advisory companies, reported Web-scale IT will be an approach that 50 percent of global enterprises adopt by 2017 to remain competitive in business.

Gartner Group also reported recently that senior executives have an increased interest in investing in IT to gain a business advantage, which underscores why current and incoming IT professionals should have enhanced, real-world experience in Web-scale IT, Ozog said.

The grant is set to expire at the conclusion of the Spring 2015 Semester, but faculty may decide to apply for additional grants if the platform is a success in the classroom.

New Intensive English Program Prepares International Students for Admission and Future Academic Success

International students seeking to obtain a level of English language proficiency necessary to achieve success in undergraduate and graduate degree programs can now enroll in a new Intensive English Program (IEP) designed to support the academic needs of students for whom English is not a first language.

The IEP’s initial launch was this past spring semester and will be offered throughout the year on a semester basis.

Students who enroll in the program benefit from more individualized attention in smaller classes led by faculty who have advanced degrees in Teaching English to Speakers of Other Languages.

Outside the classroom, students have the opportunity to participate in activities on campus with undergraduate or graduate students. They may also choose to attend day trips off-campus to Chicago or other nearby destinations to immerse themselves in American culture and practice conversational English with native speakers.

This past spring, students visited the Skydeck atop the 103rd floor of Willis Tower and took in other sites and attractions on a trip to downtown Chicago.

Students may choose to apply to a degree program at Benedictine after they complete IEP courses, or take IEP courses simultaneously with courses in their academic program of choice if they satisfy all admissions requirements and successfully complete all required courses.

To assist students with a successful transition into their academic program, the Department of Languages and Literature at Benedictine offers academic discourse classes which provide students with additional assistance.

Students who are not interested in completing a degree program may apply directly to the IEP. The program is open to students applying for a student visa, but also to permanent residents and students on asylum or refugee status.

Students who are interested in enrolling in the program may contact the Office of International Programs and Services for more information at ips@ben.edu or (630) 829-6342.
Benedictine’s Nursing programs have undergone several significant changes in recent years to meet rising demands for highly educated health care professionals in Illinois, across the country and abroad. These changes necessitated the significant expansion of the Bachelor of Science in Nursing (B.S.N.) program from 2009 to 2012 through an Illinois Board of Higher Education grant, the launch of several Registered Nurse (RN) to BSN partnerships with community colleges and the Master of Science in Nursing (M.S.N.) program to prepare more nurses to advance their careers as leaders in a complex and constantly evolving health care system. Both the RN to B.S.N. and M.S.N. programs are accredited by the Commission on Collegiate Nursing Education.

“I believe nurses deserve leaders that have the knowledge and capability to lead them to greatness. That’s why I earned my M.S.N., to help nurses become leaders in their own practice so they can improve patient care.”

Gretchen Pacholek, M.S.N. ’14
Director of Surgical Services, University of Chicago Medicine, Chicago

**Nursing Program Highlights:**

- **2007** Partnerships developed with College of DuPage in Glen Ellyn and Triton College in River Grove to offer RN to BSN program.
- **2009** Benedictine University at Springfield extends program to students in rural Illinois through partnership with Memorial Medical Center.
- **2009** M.S.N. online program launched.
- **2012** Two concentrations added to the M.S.N. program: Nurse Educator and Nurse Executive Leader.
- **2013** Partnerships developed at Morton College in Cicero and Richland Community College in Decatur. M.S.N. and Master of Business Administration (M.B.A.) faculty collaborate to launch the dual M.S.N./M.B.A.
- **2014** In span of seven years, Benedictine graduates landmark 1,000 students in both B.S.N. and M.S.N. programs.

**Healthy Lawns on Campus**

Benedictine University is joining the Chicago Park District, the Midwest Pesticide Action Center, Sierra Club and other environmental groups advocating for the use of natural lawn care techniques in place of pesticides. Lawn chemicals have been cited by the American Academy of Pediatrics as contributors to rising rates of various cancers, asthma and neurological problems among children in the United States.

As part of the University’s “Healthy Lawns at Benedictine” initiative, signs will be placed around campus to inform visitors and the public that Benedictine’s lawns are healthy and pesticide-free. This initiative is another example of the Benedictine value of stewardship, and ongoing sustainability and environmental efforts on campus.

The Healthy Lawns at Benedictine initiative is supported by the Center for Mission and Identity’s Stewardship and Sustainability Implementation Team, Campus Services, the Faculty Assembly, Students for Ecological and Environmental Development, the Student Senate and University administration.

To further communicate the goals of this initiative and educate the public on the hazards of lawn chemicals, the University will hold a free, all-day seminar on the issue of pesticides and pest control on October 31. Several other community forums will also be held throughout the year to provide the community with tips and alternatives for growing healthy lawns. Visit ben.edu/CMI for more information.

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**Former U.S. Attorney General Gonzales Examines Legal Ethics, Career**


Gonzales, who served as White House counsel under former President George W. Bush from 2001-2005 and became the first Hispanic U.S. Attorney General, serving from 2005-2007, was invited to speak at Benedictine by the nonpartisan Center for Civic Leadership (CCL) in July.

During his presentation, Gonzales drew on several high-profile inquiries and accusations that put the reputation of the White House on the line during his tenure, citing a probe into the White House’s role in the collapse of Enron, an investigation by the Department of Justice into the unauthorized leak of CIA operative Valerie Plame, and the 9/11 Commission’s evaluation of the government’s response before and after the terrorist attacks on the World Trade Center and Pentagon. He also discussed the role of both White House chief of staff and White House counsel in protecting the president from scandals and allegations of wrongdoing.

The event was sponsored by the CCL in partnership with the Republican National Hispanic Assembly of Illinois and the DuPage County Bar Association.
Lisle COMMENCEMENT

BENEDICTINE UNIVERSITY honored the end of one journey by marking the beginning of another for Class of 2014 graduates with much “pomp and circumstance” at the 122nd Commencement Convocation held at the Benedictine University-Village of Lisle Sports Complex on May 10.

2014 CLASS GIFT

The 2014 Class Gift Committee raised a record $5,516 by spring Commencement, meeting a challenge set forth by previous classes of students to either match or exceed funding for a parting legacy gift to the University.

As a token of appreciation for the class gift, the University plans to dedicate a bench and a Class of 2014 inscribed brick located at the Alumni Plaza of the Neff Welcome Center during Homecoming Weekend.

The initial fundraising goal was $5,000, but the Class of 2014 raised the bar and will continue collecting additional funds through the end of the 2014 calendar year. If you have not already, please consider supporting this effort with a monetary donation to the 2014 Class Year Giving Program.

We are sincerely thankful and grateful for the support of the Class of 2014 and the generosity of our donors.

Lisle AWARDS

PROCOPIAN AWARD
James Moffitt, B.A. in Political Science

THOMAS J. DYBA LEADERSHIP AWARD
Eman Sahloul, B.S. in Biochemistry/Molecular Biology and B.A. in Global Studies

BENEDICTINE SERVICE AWARD
Harjot Sangha, B.A. in Medical Humanities

COMMUNITY SERVICE AWARD
Kyle Turcic, B.S. in Biology

ARCHBISHOP DANIEL KUCERA, O.S.B., AWARD
Heather Lippe, B.A. in Psychology

Springfield AWARDS

CELLARER AWARD
Ellen Thies, B.A. in Criminal Justice

PROCOPIAN AWARD
Hannah Deal, B.S. in Health Science

PRESIDENT’S AWARD
Donna Smylie, B.B.A. in Management and Organizational Behavior

SEEKER AWARD
Donna Smylie, B.B.A. in Management and Organizational Behavior

ST. BENEDICT AWARD
Jessica Wallace, B.S. in Biology

SCHOLAR AWARD
Todd Stotlar, B.S. in Health Science

PORTER AWARD
Daniel Broadbent, B.A. in Communication Arts

Awards IN ACADEMIC HONORS

COLLEGE OF EDUCATION AND HEALTH SERVICES
Mary Belluomini, B.S. in Nutrition

COLLEGE OF LIBERAL ARTS
Hayley Gerdes, B.S. in Psychology

COLLEGE OF SCIENCE
Marihan Hegazy, B.S. in Biochemistry/Molecular Biology

NATIONAL MOSER CENTER FOR ADULT LEARNING
Brigitte Morris, B.B.A. in Organizational Leadership

View more photos of commencement ceremonies at ben.edu/graduation.

Asia COMMENCEMENT

ONE HUNDRED AND EIGHTY-SEVEN BENEDICTINE GRADUATES were honored in ceremonies at Binh Duong University in Ho Chi Minh City, Vietnam, Vietnam National University in Hanoi, Vietnam, and Shenyang Jianzhu University and Shenyang University of Technology in Shenyang, China.

“I benefited a lot from the case studies in my M.B.A. classes. The intervention techniques I’ve learned from Management and Organizational Behavior courses are very helpful to me now when applying them into my daily management work.”

Zheng Hongchun, M.B.A.’14

“Because of the degree I received from Benedictine, I was able to change my career path and start a new job at a Top 10 state-owned enterprise in Beijing.”

Dou Yueming, M.B.A.’14
BOLAND LEADS WOMEN’S SOCCER

Mike Boland was recently named head coach of the women’s soccer team.

Boland comes to Benedictine after serving as assistant coach of the men’s soccer program at Northern Illinois University (NIU) for three seasons. He helped guide the Huskies to a Mid-American Conference title and the NCAA Division I Men’s Soccer Championship in 2011.

During his time at NIU, Boland was also responsible for recruiting, fundraising, practice planning, marketing and organized community service projects. Under his tenure, the Huskies recruited two nationally-ranked recruiting classes with players of the year from Illinois, Iowa and Nebraska.

“We were impressed with Mike’s commitment to recruit student-athletes who fit Benedictine University, his dedication to develop our students as leaders and his concern for our student-athletes’ well-being,” said Mark McHorney, director of Athletics. “He provided detail and clarity to how this will be accomplished in our program. His vision is what will guide our program to new heights.”

Boland began his coaching career at Carmel Catholic High School in Mundelein, Ill., where he served as an assistant coach for both the boys’ and girls’ programs. His teams earned three conference championships, four regional championships, two sectional championships and a supersectional championship. His 2008 girls’ program finished 22-2 and reached the Class AA state quarterfinals.

Most recently, Boland served as the head soccer recruiting coach for the National Collegiate Scouting Association.

“I can’t wait to work with the student-athletes associated with the women’s soccer program,” Boland said. “These players deserve nothing but the best, and I’m excited to build on the standards and culture that were established before me.”

SOFTBALL TEAM REACHES NCAA REGIONAL FINAL

The Benedictine University softball team won the Northern Athletics Collegiate Conference (NACC) Tournament championship and advanced to the NCAA Division III Softball Championship for the fourth consecutive season.

The Eagles finished the season with an overall record of 34-13, including a sweep of the NACC tournament with wins over Milwaukee School of Engineering, Wisconsin Lutheran College and regular-season champion Aurora University.

Benedictine didn’t have to travel far for NCAA play. The Eagles were assigned to the University of Chicago Regional where they took on No. 1 seed and 20th-ranked University of Wisconsin-Whitewater. Benedictine won 4-2 as the Eagles’ bats came alive early and Melissa Guzior was fierce on the mound.

Holly Haberkorn pitched a complete game the next day to lead Benedictine past Thomas More College, 2-1, sending the Eagles to the regional championship game. However, Wisconsin-Whitewater defeated Benedictine twice, 7-5 and 5-2, in the double-elimination format to win the regional title.

Benedictine earned six NACC Player of the Week honors during the season and six players were named to the all-conference team. Kailee Cable earned second-team all-region honors while Erin Kotlarz and Kelly Mieszala were awarded third-team all-region honors.

TWO STUDENT-ATHLETES RECEIVE TOM WIRTZ AWARD FOR COURAGE

Women’s volleyball player Jacki Kaluzny, C14, Management and Organizational Behavior, and football quarterback Cyle Schultz, C14, Social Science, received the Tom Wirtz Award for Courage and Integrity during the 2014 Benny Awards at the Benedictine Athletics end-of-year banquet.

The award is named in honor of Tom Wirtz, C73, who shortly after graduating from Benedictine was diagnosed with a disease that ultimately took his life. Throughout his courageous battle, Wirtz lost his strength and his kidneys, but the disease never took away his smile, laugh or his love for his friends, his family and his faith.

More than 100 people gathered to honor Wirtz, his family and the award recipients. Among those in attendance were more than 20 football team alumni, Wirtz’s former teammates and his two football coaches, Gene Cavich and Tom Beck.

Recipients of the award must be seniors in good standing, have attended Benedictine for at least two years, exhibit high integrity, lead by example and demonstrate an ability to overcome obstacles during their time at the University.
ALUMNI: REFER A STUDENT
If you know someone who would make a good addition to the Benedictine student community, help them complete the alumni-referred prospect student form online at ben.edu/referral and their application fee will be waived. For more information, contact the Enrollment Center at (630) 829-6300 or admissions@ben.edu.

NO DONATION ENVELOPE? OUR APOLOGIES.
For cost-savings, the donation envelope has been eliminated from Voices. We hope this doesn’t pose too much of an inconvenience to you as we are so grateful for your donations and continued support of the magazine and the University.

Please utilize our online giving at ben.edu/giving.
Or mail donations to:
Benedictine University Fund
5700 College Rd., Lisle, IL 60532.
Please indicate if you have a specific campus and/or need you want your donation used toward. Thank you for your continued support!

On the Move: Changes in leadership for the 2014-15 school year

Lisle Campus:
• María de La Cámara, Ph.D., (former dean of the College of Liberal Arts) named acting provost and vice president for Academic Affairs.
• Susan Mikula, Ph.D., (former professor of History) named acting dean of the College of Liberal Arts.
• Sandra Gill, Ph.D., (former dean of the College of Business) named associate dean for Strategy of the College of Business and associate professor of Business.
• John Minogue, D.Min., (former professor in the School of Education) named acting dean of the College of Business.
• Kevin Broeckling (former associate vice president of Enrollment and Student Life at the Springfield branch campus), has been appointed associate vice president for Student Life of the Mesa branch campus.

Mesa Branch Campus:
• Nancy West Stocker, J.D., (former compliance officer and director of Internal Audit at the Lisle campus), has been appointed vice president for Compliance and Mesa Operations of the Mesa branch campus.

St. Procopius Academy/College
‘61 Tom Mandeville, Literature and Communication, retired after teaching for 41 years. He taught middle school and high school for 21 years then went back to school to earn master’s and doctoral degrees in education, and spent 20 years teaching in higher education.

Albert Mysliwiec, Economics, and his wife, Carolyn, celebrated their 51st wedding anniversary in May. They currently live on a ranch in Stockton, IL, with their herd of Arabian horses.

‘62 Rev. James Schovanek, S.S.C., Ph.D., Classical Language, was promoted to canon in the Diocese of Canada of the Anglican Catholic Church of Canada in January.

‘68 Edward Merkel, Ph.D., Economics, retired from Troy University in 2013 after a 35-year career with the university and was named professor emeritus.

Illinois Benedictine College
‘73 J. Martin Olsen, Business and Economics, retired in 2012 from the Village of Glendale Heights as director of community development.

‘74 Mary (Feery) Amore, D.Min., History, is the executive director of Mayslake Ministries in Downers Grove and recently published a three-part DVD series on the Eucharist titled “Journey to Transformation, Healing and Discipleship.”

‘81 Stephen DeFilippis, Business and Economics, recently appeared as a panelist on “Tax Talk Today,” an online series of programs designed by the IRS to educate tax practitioners.

‘82 Kathy (Mckenna) Fader, Psy.D., Religious Studies, has 20 years of experience as a doctor of clinical psychology, including 15 years directing a psychology internship training program. Today, she is semiretired and continues to treat clients. She cannot think of a more satisfying career and thanks Benedictine and its professors for expanding her horizons.

‘83 Rick Warner, Mathematics, celebrated 20 years of marriage to his wife, Mary, this September.

‘86 Don St. Germaine, International Business and Economics, took his wife, Barb, on a foreign tour to celebrate their 25th wedding anniversary. His company, American Universal Companies, recently opened a new division dealing in environmental health for real estate transactions.

‘89 Donald Pellico, M.B.A., achieved 30 years of federal government service in February.

‘90 Karen (Liesen) Delwiche, M.S. (Clinical Psychology), has been married to her husband, Dean, for 23 years. Their son completed his freshman year of college in May, and they have two daughters who are attending high school. After several years of being a child and family counselor, she went back to school to earn a degree in education.

‘91 Marco Coladipietro, M.B.A., is the chief financial officer for United Cerebral Palsy of Illinois Prairieland in Joliet, IL. He has been married to his wife, Lynn, for 21 years. They have two children, Michael, who is a junior in college and Marisa, who is a senior in high school.

‘92 Gerry Czerak, M.B.A., took a part-time position in March as business manager at St. Rita of Cascia Catholic Parish in Aurora, IL.

‘93 Gary Scheiner, M.S. (Clinical Exercise Physiology), was named the 2014 Diabetes Educator of the Year by the American Association of Diabetes Educators after working nearly 20 years in the field of diabetes care. His book, “Think Like a Pancreas,” was named a top pick for people who use insulin by the American Diabetes Association.

Benedictine University
‘98 Steve Keough, M.B.A., was promoted from developing the digital broadcast market to working on the growth of the Hitachi HTA fiber optics in telecommunication and high-powered lasers. He is currently working with suppliers in North and South America, Europe and Asia.
Bernard Toussaint, Ph.D., a professor of Philosophy, and Soyon Lee, Ph.D., a professor of International Business and Economics, retired at the conclusion of the 2013-14 academic year, leaving behind decades of service and a long list of contributions.

Toussaint taught at Benedictine since 1971. The Aurora resident graduated from St. Procopius College (Benedictine University) in 1957 and served as an officer in the U.S. Navy for several years before beginning his teaching career at St. Patrick High School in Chicago. After earning a doctorate from DePaul University, Toussaint returned to his alma mater to teach philosophy. The current philosophy curriculum is attributable to Toussaint’s leadership. He served as department chair, NCAA faculty representative and faculty senate officer during his time at Benedictine.

During his 43 years of service and throughout his many roles, he fought for academic integrity and making policy that facilitated student learning.

Lee joined the Benedictine faculty in 1974. He earned bachelor’s and master’s degrees while living in South Korea, a Master of Arts in Economics from New Mexico Highlands University and a doctorate in Economics from Northern Illinois University.

During his 40-year tenure at Benedictine, the Glenview resident contributed in many ways. He supervised, observed and evaluated undergraduate business majors while they were student teaching at area high schools, and served on the Core Curriculum Committee, the Financial Aid Committee and the Library Committee.

Identifying a need at Benedictine in the early 1980s, Lee qualified as a certified public accountant and taught Accounting I and II in addition to his classes in Business and Economics.

Lee served the University with distinction, maintaining a high level of scholarship and academic standards.
Springfield College in Illinois

'74
Michael Doerfler, A.A., was named senior vice president and chief operating officer at the engineering consulting firm, Crawford, Murphy & Tilly in Springfield this past February.

'80
Msgr. Carl A. Kemme, A.A., was named by Pope Francis to be the 11th bishop of the Catholic Diocese of Wichita. The appointment was announced in Washington, D.C., by Archbishop Carlo Maria Viganò in memory.

'94

'94
John Shingler, announced in Washington, D.C., in May.

'99
Rene Troppa, A.A., and his wife, Megan, welcomed a daughter, Cole, in March.

Benedictine University at Springfield

'06
Sean Layendecker, (SCI, A.A.), and his wife, Megan, welcomed a daughter, Kynleigh Grace, in January.

'07
Cassandra Shimkus, M.S. (Management and Organization Behavior) and her husband, Frank, welcomed a daughter, Kendall Elizabeth, in December 2013.

'07
Joshua, welcomed a daughter, Kendall Behavior) and her husband, Frank.

'08
Chelsea Beard, (SCI, A.A.), and Psychology’12, and her husband, Joshua, welcomed a son, Milo Issaac, in April.

'10
Paige Dambacher, B.B.A., and her husband, Ryan, welcomed a daughter, Landree Marie, in April.

'12
Jennifer Heid, B.S.N., and Brandon Kissner were married in October 2013.

Stephanie Messmore, B.S.N., and husband, Ian, welcomed a son, Max Joseph, on April 21.

'13
Dee Dee Duffy, M.Ed., an Early Start pre-K teacher at the Early Learning Center in Springfield, was named the Horace Mann 2014 Educator of the Year. Horace Mann, the insurance company founded by educators and headquartered in Springfield, has sponsored the award recognizing successful and influential teachers for 27 years.

Rebecca Ellis, Ph.D., (Organization Development) was promoted to manager, change consulting at Ameren, a Fortune 500 utility company based in St. Louis, MO. Ellis is also an adjunct graduate professor at the George Herbert Walker School of Business & Technology at Webster University.

Leslie McKnight, Ph.D. (Organization Development), presented an academic paper titled "The Convergence of Lean Six Sigma and SEAM to Maximize Performance in Organizations" at the 2014 International Socio-Economic Approach to Management Conference in Minneapolis, MN.

in memory

St. Procopius Academy/College

John Shingler, C61, passed away March 1 and is buried at Arlington National Cemetery.

Illinois Benedictine College

Mark Phillips, C87, passed away May 9.

Springfield Junior College

Thomas Morris, SJC’39, passed away May 24.

Lillian (Ray) Kennedy, SJC’43, passed away March 22.

Emmett Robinson, SCI’48, passed away February 15.

Margaret (Peg) Farney, SJC’51, passed away February 16.


Jerald “Jerry” Ramshaw, SJC’56, passed away February 18.

Donald William Squires, SJC’56, passed away April 19.

Donald Cadagin, SJC’57, passed away March 7.

Springfield College in Illinois

Gene O. Dufner, SCI’75, passed away May 22.

ALUMNI: STAY CONNECTED!

Visit the Alumni and Friends page on the BenU website for all the latest information about upcoming alumni events, Alumni Association benefits, volunteer opportunities and more. You can also stay up-to-date by liking the alumni page on Facebook and connecting with us through LinkedIn and Twitter.

ben.edu/alumni
facebook.com/BenedictineUniversityAlumni
Twitter: @BenU_Alumni
LinkedIn: Benedictine University Alumni group

SEND IN YOUR CLASS NOTES.

Submit your class notes online at ben.edu/classnotes.

Or email, mail or fax us your news.

Email: tarents@ben.edu
Mail: Trente Arens
Alumni Development, Benedictine University
5700 College Rd., Lisle IL 60532
Fax: (630) 829-6313

(Include your name, address, email, phone number, class year and degree, along with your news.)

One alumnus is chosen from Class Notes to win a prize.

Latest Class Notes Winner: Michael Liss, C02.

Please contact Trente Arens at (630) 829-6077 or tarents@ben.edu by October 31 to collect your Benedictine prize.

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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.

Voices

Art Director
Mary Kay Wolf
Wolf Design, Inc.

Photographers
Max Bednarski, C12
Catholic Sun (pg. 18)
Jeff Knox

In this issue:

• Faculty/Staff Notes
• New Insights into Values-Driven Approaches to Leadership

EXTENDED ARTICLES:

• Nursing Programs Continue Growth, Train Top-Notch Health Care Professionals
• Former U.S. Attorney General Gonzales Examines Legal Ethics, Career
• The Center for Mission and Identity: Stewardship and Sustainability

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

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OCTOBER 3
Greater Chicago Women’s Leadership Summit
ben.edu/wls

NOVEMBER 8
Benedict10 and Who’s Who Day at the Game*

DECEMBER 7
Alumni Holiday Cruise*

OCTOBER 24
Bottle & Bottega*

OCTOBER 8 & NOVEMBER 6
Alumni Roundtable*

JANUARY 19, 2015
Rev. Dr. Martin Luther King Jr. Breakfast
Speaker: Eboo Patel, founder and president of the Interfaith Youth Core

FEBRUARY TBA
Alumni Valentine’s Day Event*

MARCH TBA
Benedictine Day at the Park*
Cubs Spring Training Game, Cubs Park, Mesa, Ariz.

* Details on alumni events at ben.edu/alumni.
Providing an affordable and attainable education:

“I am so excited about learning how to manage the accreditation process and growing into my new role. I plan to pursue certification as a Joint Commission professional once I meet the requirements of two years in the role of accreditation manager.”

Rosanne Tombrello, C14, M.S.N.
Manager of accreditation and patient safety
at Brookwood Medical Center
Birmingham, Ala.

“I believe nurses deserve leaders that have the knowledge and capability to lead them to greatness. That’s why I earned my M.S.N., to help nurses become leaders in their own practice so they can improve patient care.”

Gretchen Pacholek, C14, M.S.N.
Director of surgical services,
University of Chicago Medicine
Chicago, Ill.

“The M.S.N. program was a great fit for me because it allowed me to continue my full-time work schedule and give 100 percent in my academic studies. The courses are extremely engaging and the web format you will be using throughout the program is easy to navigate and visually appealing.”

Tasia Porter, C13, M.S.N.
Nurse, West Palm Beach VA Medical Center
West Palm Beach, Fla.

“I cherished my entire experience at Benedictine because it gave me a broader knowledge base and a broader sense of who I am as a person. The instructors not only gave constructive criticism that I put to use in my daily life, but the courage to reach for greater things, which is astounding.”

Amy Seratt, C13, B.S.N.
Clinical informatics nurse, Advocate Good Samaritan Hospital
Downers Grove, Ill.

“The program was very convenient and affordable, and the support and assistance from staff and professional faculty made starting the program and continuing through possible.”

Anne Lipira, C13, B.S.N.
Cardiac rehabilitation nurse, Advocate Good Samaritan Hospital
Downers Grove, Ill.
Former U.S. Attorney General Gonzales
Examines Legal Ethics, Career

Former U.S. Attorney General Alberto R. Gonzales gave lawyers and community members a crash course in protecting client interests in times of organizational crisis in July on the second floor of the Krasa Center at Benedictine University.

Gonzales, who served as White House counsel under President George W. Bush from 2001-2005 and became the first Hispanic U.S. Attorney General, serving from 2005-2007, was invited to speak at Benedictine by the nonpartisan Center for Civic Leadership (CCL). Established in 2005 under the direction of former Illinois Attorney General Jim Ryan, a 1969 Benedictine graduate and Distinguished Fellow, the CCL seeks to shape a new generation of public leaders and responsible citizens.

During his presentation, Gonzales drew on several high-profile inquiries and accusations that put the reputation of the White House on the line during his tenure.

“I know how difficult and frustrating it can be to work in Washington, where success is rare, and every little misstep or stumble is magnified,” Gonzales said. “Contributing to this theory that often envelopes our nation’s capital is the reaction generated by even a whiff of a scandal or wrongdoing. Right or wrong, this has become the regular order of business these days.”

Gonzales discussed some of the decisions that went on behind the scenes, citing a probe into the White House’s role in the collapse of Enron, an investigation by the Department of Justice into the unauthorized leak of CIA operative Valerie Plame, and the 9/11 Commission’s evaluation of the government’s response before and after the terrorist attacks on the World Trade Center and Pentagon. He also discussed the role of both White House chief of staff and White House counsel to protect the president by limiting his knowledge of certain issues and gossip in order to keep him from getting caught up in an unsubstantiated allegation.

At the beginning of his job as White House counsel, Gonzales issued a series of protocols to White House staff. The protocols outlined permissible ethical behaviors and practices, and were designed to instill “the highest culture of ethical behavior expected by the president.”

“By providing clear guidance as lawyers, having employers train their employees and senior management in advance of a complaint or investigation, and by cooperating with investigators and regulators, companies and organizations can limit their financial liability and damage to their reputation,” Gonzales said.

Reflecting on his career in government that ended in resignation, Gonzales affirmed that even with all the pressures and challenges of the job, he’d volunteer to do it all over again.

“Serving as attorney general was the hardest thing I’ve ever done,” Gonzales said. “I suspect it will be the hardest experience of my professional life. But if given the chance, I would do it again because I love this country and all it has done for me. I am the son of a construction worker and a migrant cotton worker, and I became the attorney general of the United States.”

Gonzales’ words and personal story of success resonated with Benedictine Political Science student Qyle Iftikhar, who is contemplating entering law school after he graduates.

“His story and how someone can rise up from humble beginnings like that is inspirational,” Iftikhar said. “Many people will say that, but I think it really is—to see how someone can go on to serve in one of the most important roles in the country.”

Gonzales’ accomplishments include the Harvard Law School Association Award, the Central Intelligence Agency’s Director’s Award and the Office of the Secretary of Defense Medal for Exceptional Public Service. He has also earned recognition as Hispanic American of the Year by Hispanic magazine and one of “The 25 Most Influential Hispanics in America” by Time magazine.

Today, Gonzales is the Doyle Rogers Distinguished Chair of Law and dean at Belmont University College of Law in Nashville, Tenn. The event was sponsored by the CCL in partnership with the Republican National Hispanic Assembly of Illinois and the DuPage County Bar Association.
Benedictine University is joining the Chicago Park District, the Midwest Pesticide Action Center, Sierra Club and other environmental groups advocating for the use of natural lawn care techniques in place of pesticides.

Lawn chemicals have been cited by the American Academy of Pediatrics as contributors to rising rates of various cancers, asthma and neurological problems among children in the United States.

As part of the University’s “Healthy Lawns at Benedictine” initiative, signs will be placed around campus to inform visitors and the public that the presence of dandelions means the University’s lawns are healthy and pesticide-free for the safety and enjoyment of all.

This initiative is another example of the ripple effect Years for the Environment, a three-year sustainability and environmental effort that grew organically from the Benedictine value of stewardship, has created on campus. The project increased the presence of sustainability in the curriculum, highlighted the importance of sustainability in the surrounding community and encouraged the University to reduce its carbon footprint.

Sustainability initiatives currently in effect include the Food Scrap Composting and Revitalization Program, which diverts in excess of 105,000 pounds of food scraps from area landfills, a community garden, energy efficient lighting, a trayless cafeteria system to reduce water consumption and a cooking oil recycling program.

Plans for the Daniel L. Goodwin Hall of Business, currently under construction, include many green building elements such as recycled construction materials, low-flow water fixtures, energy-efficient lighting and occupancy sensors that automatically turn off when rooms are vacant or adjust when receiving adequate natural light, and a chilled beam cooling and heating system, which utilizes non-ozone-depleting refrigerants to help protect the environment.

The Healthy Lawns at Benedictine initiative is supported by the Center for Mission and Identity’s Stewardship and Sustainability Implementation Team, Campus Services, the Faculty Assembly, Students for Ecological and Environmental Development, the Student Senate and University administration.

To further communicate the goals of this initiative and educate the public on the hazards of lawn chemicals, the University will hold a free, all-day seminar on the issue of pesticides and pest control on October 31.

Several other community forums will also be held throughout the year to provide the community with tips and alternatives for growing healthy lawns. Visit ben.edu/CMI for more information.
New Insights into Values-Driven Approaches to Leadership

When Lee DeRemer graduated this May, the celebration was the culmination of a journey that went well beyond three years of doctoral study. As he prepared to retire after 26 years with the Air Force, he began looking for resources to help him with the transition into the next stage of life. “I couldn’t find any,” Lee DeRemer recalled.

So through Benedictine’s Ph.D. in Values-Driven Leadership program, DeRemer set out to identify a process for making successful midlife transitions as part of his dissertation research.

DeRemer earned his degree along with 16 other students who also conducted research as part of the first cohort to graduate from the program, which began in 2011. All of their dissertations offered new insights into values-driven approaches to leadership, according to James Ludema, Ph.D., director of Benedictine’s Center for Values-Driven Leadership (CVDL).

“The breadth of topics was staggering,” Ludema said. “Students explored the impact of bipolar disorder on leadership, the role of humility in empowering others and how truly loving your team leads to effective leadership.”

The following includes a brief synopsis of four dissertations:

**How Social Media is Changing Emergency Response**

When Hurricane Haiyan struck the Philippines in 2013, volunteers mobilized to map roads that were still intact, damaged infrastructure and location-specific needs. The volunteers weren’t only located in the Philippines—they were spread across the globe.

Using satellite imagery and photos reported on social media, these “digital humanitarians” created a real-time crisis map that local first responders and international aid agencies used to help determine the most efficient methods for getting support where it was most needed.

“Social media isn’t usually changing organizational response in a crisis situation,” said Kerrie Carfagno, who researched this phenomenon as part of her dissertation. “It just makes it happen faster. But, in an emergency situation, that can save lives.”

Carfagno’s dissertation explored the social media usage of eight “digital superheroes,” humanitarians on the front lines of response in 53 emergency situations, such as the Boston Marathon bombing, Hurricane Sandy and other natural disasters across the globe.

Read more at cvdl.org/emergencyresponse.

**What’s the Executive’s Role in Combining Culture and Profitability?**

Dave Smith’s coursework made him curious to understand how executives lead companies that combine profitability with great cultures. “What’s behind the curtain?” he asked.

Smith joined the CVDL’s Return on Values research project, a three-year partnership with the Inc. Small Giants Community to explore his question by going inside profitable companies with strong, positive cultures.

In the five companies he studied, Smith found what he calls a “mental model” of developing a positive culture that nurtures employees and equips them with the tools to delight customers. The executives believe this model yields positive financial returns for the companies.

“In these successful companies,” Smith says, “I’m tempted to say the culture ‘is’ the business.”

Learn more at cvdl.org/mentalmodel.

**What the World’s Top Peace Builders Can Teach Us about Conflict Resolution**

The diplomats, ambassador, advisors, mediators and educators Carolyn Maraist interviewed for her dissertation are some of the most highly regarded negotiators and peace builders in the United States and the People’s Republic of China. Their work puts them face-to-face with warring factions and hostile parties, but the advice they have to offer is applicable whether the conflict you need to resolve is in the workplace or at home. To move closer to resolution, you must:

1. Do the work on yourself first. Without empathy for both parties in the negotiation, you’ll be unable to resolve the conflict.
2. Make a safe space where the concerns of each party can be heard.
3. Make ongoing communication possible, starting with good listening.

Find out more about Maraist’s research at cvdl.org/conflictresolution.
Christine Fletcher (Theology) gave a lecture, “Vatican II and the Secular Vocation of the Laity,” at St. Augustine’s Seminary, the diocesan seminary for the Archdiocese of Toronto, in March. Fletcher also presented a paper, “From Gaudy Night to Lean In: Dorothy L. Sayers’ Concept of Women’s Vocation,” at the International Conference on Women and Vocation held in June at Lille Catholic University in Lille, France.

Allan D. Gozum (Business and Finance Services) was selected as a 2014 honoree in the Daily Herald Business Ledger’s third annual “CFO of the Year” awards program. Gozum was honored at a reception and awards presentation in July at the Stonegate Conference and Banquet Centre in Hoffman Estates. He was also profiled in the August 18 edition of the Business Ledger.

Joyce R. Jeewek (Education) presented a session at the Illinois Reading Council Conference in March in Springfield. Her presentation, “Illinois Authors + A Basket of Books = Mentor Texts for the 6 Traits of Writing,” was developed from a paper published earlier and was part of this year’s conference theme, “Building Bridges to Literacy.” Jeewek was also invited by the president-elect of the International Reading Association (IRA) to serve as a member of the group’s 2014-15 Jerry Johns Outstanding Teacher Educator in Reading and the Arbuthnot Award Committee. Members are invited based on their expertise and experience in the areas of teaching and learning, curriculum development and assessment. The appointment began at the 58th Annual IRA Convention in April.

Vicki Jobst (Undergraduate Business) was interviewed about college students and financial literacy in the personal finance blog Money BasicsU. To read her comments, go to http://moneybasicsu.com/financial-literacy-is-one-person-at-a-time-dr-vicki-jobst-interview/.

Tim Marin (Chemistry/Biochemistry) was asked by the American Chemical Society to create a PowerPoint presentation to accompany his publication, “Charge Trapping in Photovoltaically Active Perovskites and Related Halogenoplumbate Compounds,” co-written by Ilya A. Shkrob, that appeared in the Journal of Physical Chemistry Letters, 2014, 5, 1066-1071. The slide presentation can be found at http://pubs.acs.org/iapps/liveslides/pages/index.htm?mscNo=jz5004022. The work is part of Marin’s ongoing collaboration with Argonne National Laboratory and has applications for new solar energy conversion materials.

David Marcet (Fine Arts) had a drawing featured in the “Plus+Plus+Plus” show at the Fr. Michael E. Komechak, O.S.B., Art Gallery on the fifth floor of Kindlon Hall.

Robert McCarthy (Biological Sciences) presented a poster titled “Acoustic characteristics of Neanderthal vowel-like sounds: A comparison with American English speakers” at the 83rd annual meeting of the American Association of Physical Anthropologists in Calgary, Canada. The research described in this poster was supported by the College of Science Summer Research Program and conducted by three students majoring in Health Science—Sarah Mustaly, Katherine Partyka and Mir Zulqarnain—and Nicole Blumenstein, a student at Hinsdale South High School. All four students were co-authors on the poster. McCarthy also presented a paper titled “New approaches to Neanderthal upper respiratory morphology and vocalization” at an international symposium held in Galway, Ireland celebrating the naming of Homo neanderthalensis by William King, Mustaly, Partyka and Zulqarnai—were co-authors on the paper. He also published a paper, “A morphometric re-assessment of BOU-VP-16/1 from Herto, Ethiopia,” in the Journal of Human Evolution. In the paper, McCarthy and co-author Lynn Lucas (University of Arizona College of Medicine) questioned whether an important early human fossil from Ethiopia should be placed into a new subspecies of Homo sapiens.

Joaquin Montero (Foreign Languages) published a book of poetry titled “Soledads, Ausencias y Añoranzas. Poemas de un alma errante,” which translated in English is “Solitudes, Absences and Nostalgias: Poems of a Wandering Soul.” The collection of 124 poems is a reflection of all types of life experiences, including missing the homeland, faith, excitement and disappointments that love can bring, the importance of living in the moment, happiness and sorrows, nostalgia and melancholy for what life takes away, hope, and salvation through art, inspirations and poetry. The book is Montero’s second, following his novel on Alexander the Great which was published in Spain. This latest book was published by the University Press of the South and includes 12 illustrations, all by Montero, who also did the oil painting that appears on the cover. “Soledads, Ausencias y Añoranzas. Poemas de un alma errante” can be found on Amazon.com and in some book stores.

Teresa J. Parker (Fine Arts) opened a solo exhibition in June at La Alianza Francesa de San Salvador. The exhibit, “Battered Madonnas,” included recent prints and drawings from her series on domestic violence. She also had one of her prints acquired by the Cristiano Varella Memorial Foundation, the Cancer Hospital of Muriaé, Minas Gerais, Brazil.

James Pelech (Education) is the author of several books and numerous journal articles and was a featured author at a Library Faculty Authors book chat. He led an informal discussion titled “Research in Education: Watch Out for the Curveball” at the April Library Faculty Authors event.

Heidi Roeber Rice, M.D. (Master of Public Health), who is board-certified in Occupational and Environmental Medicine through the American Board of Preventive Medicine and a staff physician with HealthPartners Clinics in Minneapolis, Minn., in addition to teaching in Benedictine’s online M.P.H. program, published two articles
that exhibit her expertise in the areas of women in the workplace and in underserved populations. In the article, “Fertility goal-based counseling increases contraceptive implant and IUD use in HIV-discordant couples in Rwanda and Zambia,” (Contraception, Volume 88, Issue 1, July 2013), Rice was one of several researchers examining the uptake of two long-acting reversible contraceptive (LARC) methods—intrauterine devices (IUD) and hormonal implants—among HIV-discordant couples in Rwanda and Zambia. She also co-authored “Workplace Hazards to Women’s Reproductive Health,” (Minnesota Medicine, September 2007) with Beth A. Baker, M.D., in which they discuss the impact of commonplace workplace hazards such as chemicals, physical exertion and activities, and infectious agents on the reproductive health of the female labor force.

Niina J. Ronkainen (Chemistry/Biochemistry) co-authored a book chapter with Stanley Okon, M.D., in “Advanced Health Care Materials” (ISBN: 978-1-118-77359-8, publication date May 2014). The book, edited by Ashutosh Tiwari, Ph.D., is a part of the Advance Materials Series by Wiley Scrivener Publishing. The title of the chapter is “The Role of Immunoassays in Urine Drug Screening” (Chapter 14, pp. 485-516). The book is written for readers from diverse backgrounds across chemistry, physics, materials science and engineering, medical science, pharmacy, biotechnology and biomedical engineering. It offers a comprehensive view of cutting-edge research on advanced materials for health care technology and applications. She also published an article titled “Nanomaterial-Based Electrochemical Immunosensors for Clinically Significant Biomarkers” with Stanley Okon, M.D., in the journal Materials 2014, 7(6), 4669-4709; doi:10.3390/ma7064669. The article appeared in a special issue titled “Advanced Nanomaterials for Biosensors” and may be accessed at http://www.mdpi.com/1996-1944/7/6/4669. Ronkainen was also invited to serve as a member of the American Chemical Society (ACS) Examinations Institute’s 2015 First Term General Chemistry Committee. The committee writes and evaluates new assessment materials and reviews essential content for a General Chemistry I course. These ACS exams are used as assessment tools and as final exams by many private and public universities nationwide. The appointment began at the 247th American Chemical Society National Meeting in March in Dallas, Texas.

Robin Pals Rylaarsdam (Biological Sciences) published a paper, “Three intragenic suppressors of a GTPase-deficient allele of GNAS associated with McCune-Albright syndrome,” in the Journal of Molecular Endocrinology. Co-authors included current or former Benedictine students Kyle Turcic, Raquel Tobar-Rubin, Daniela Janevska, Julie Carroll, Eraj Din, Rebecca Alvarez and Jennifer Haick.

Ovid Wong (Education) made a teacher assessment rubric report to Master of Arts in Education faculty and students at Shenyang Normal University in Shenyang, China in June. He also published an article titled “The Wonder of Water” in the Herald Monthly (Volume 27, No. 4, April 2014). The article describes the physical properties of water such as boiling, freezing and density to reveal the connection between the physical law affecting the behaviors of water molecules and the spiritual law of design and creation.

Jan Writer (Education) was selected to give a peer-reviewed presentation and paper at the Illinois Council for Exceptional Children Fall 2014 Convention. Her interactive session, “A Member of the Class! Overcoming Barriers to Inclusion for Students with Low Incidence Disabilities,” provides parents and educators with information and skills pertinent to diverse strategies and tactics for promoting the public school membership, affiliation and active participation of students with autism, intellectual disabilities, orthopedic impairments and multiple disabilities. Writer was also chosen to chair a roundtable discussion group on “Evidence-Based Practices in the Education of Students with Autism” at the convention.

Julie Wroblewski (Library) earned her Digital Archives Specialist (DAS) certificate from the Society of American Archivists in April. The DAS certificate program was developed by experts in the field of digital archives and provides archivists with the information and tools needed to manage the demands of born-digital records such as email accounts, electronic documents and digital media. In addition to specialized coursework, recipients must pass a comprehensive exam. A total of 90 people worldwide have earned DAS certificates since the program began in October 2011.

Elsie Yuan (International Programs and Services) participated in the fifth annual EducationUSA Forum in Washington, D.C. Sponsored by the U.S. Department of State’s Bureau of Educational and Cultural Affairs, the EducationUSA Forum brings together 550 university representatives with more than 60 EducationUSA regional educational experts and advisors from around the world to discuss strategies for helping international students obtain the opportunity to study in the United States and for promoting U.S. study abroad.