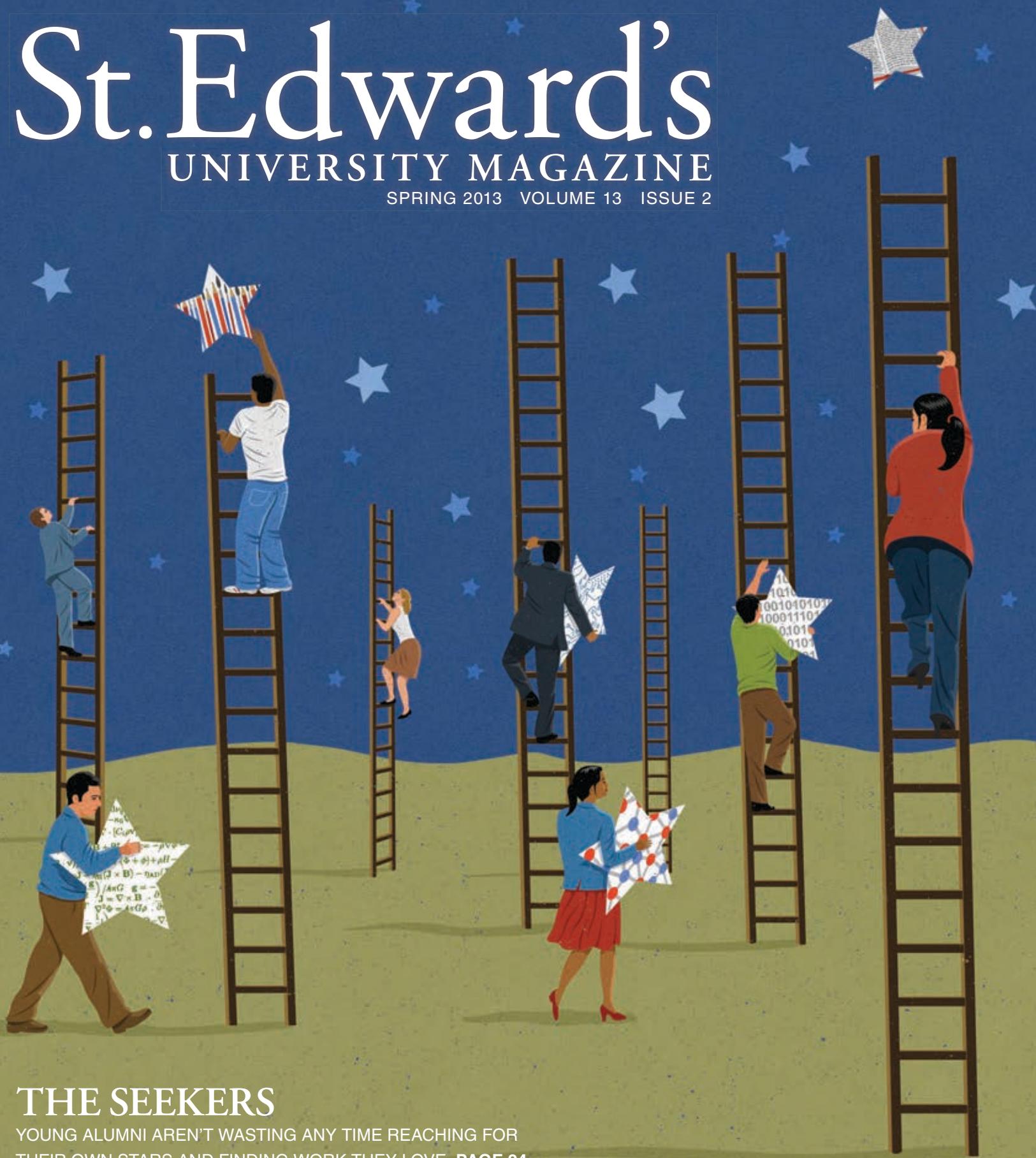


St. Edward's

UNIVERSITY MAGAZINE

SPRING 2013 VOLUME 13 ISSUE 2



THE SEEKERS

YOUNG ALUMNI AREN'T WASTING ANY TIME REACHING FOR THEIR OWN STARS AND FINDING WORK THEY LOVE. PAGE 24



14 ROCK-STAR PROFESSORS

Behind every great professor is... what, exactly? We asked some of the university's legendary faculty members to share the secrets of their success.



18 FACES OF MANY

Religious diversity has a long history at St. Edward's. A recent influx of students from Saudi Arabia and other Middle Eastern countries continues to make the hilltop a place where many cultures find a home.

LETTER FROM THE EDITOR

Thinking back to my college days, I remember one professor who made political science so interesting I considered changing my major.

I stuck with journalism, but the fact that I contemplated a career as a campaign worker speaks to the impression he had on me, and probably hundreds of other students, too.

If you think back to your own college days, you can probably name a professor (or two or three or four) who left their indelible mark on you: Perhaps you did change your major because of this person. Or maybe she gave you the confidence to go after a big-time internship or prestigious fellowship. Or maybe he just made learning downright fun.

This issue honors those professors who are revered and feared and admired and emulated all at the same time. We feature seven on page 14 who are rock stars in their own right. (I'd love to be a student again

just so I could take a class from one of them.) We also bring you the ultimate summer reading list, brought to you by more of our noteworthy faculty members. You can check out legendary Professor Neal Wise's recommendations on page 5. Visit stedwards.edu/webextras to see the rest. I just need to find a way to add a few hours to each day, so I have time to read all of the great books they recommend.

Now that I think of it, I might have missed my calling: Perhaps I should have become a college professor. Then again, I don't think I could ever measure up to the amazing work being done by those featured in the pages of this magazine and the many, many others who are inspiring and shaping young minds on the hilltop every day.

Frannie Schneider
Editor



24 PURPOSE-DRIVEN ALUMNI

Of course, graduating from college is a big deal. But getting that diploma in hand is only the beginning. Just ask these five young alumni, who haven't wasted any time going after their (big) dreams. 🖱️



28 THE MORE THINGS CHANGE

To an outsider, the St. Edward's of today might barely resemble the campus of yore. But to those in the know, the things that matter have withstood the test of time. 🖱️

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stedwards.edu/webextras

Trends and Perks at SXSW: See why our Digital Media Management MBA students attend the Interactive Festival each year and what trends they think you should be watching for.

The Ultimate Reading List: Get smart (and inspired) by the books your favorite professors are teaching and what they're reading now. We've got everything from *The Hunger Games* by Suzanne Collins to *The Critique of Pure Reason* by Immanuel Kant.

All in a Day's Work: These three young alums prove that the first job out of college doesn't have to involve sitting in a cube from nine to five.

Change Is Good: Yellow caution tape is all the rage on campus this spring. Take a look at what buildings are going up and what's been renovated with our slideshow.

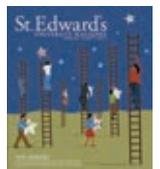
The More Things Change...: Two long-time professors reflect on how Sorin Oak and the red doors continue to inspire students.

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St. Edward's

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President's Letter

Fundamental to the mission of St. Edward's University is its commitment to access for all deserving students, no matter their financial circumstances. Without full access, the university cannot hope to achieve optimal diversity — including racial, ethnic, religious and economic diversity — and the enrichment it brings to the educational experiences of all students.

In the current economic environment, however, institutions of higher education, including St. Edward's, confront ever-more challenging obstacles to access. Operating costs continue to increase, despite efforts to contain them. The average income of the American family has been stagnant for more than a decade. And greater numbers of students who need substantial financial assistance are applying for college admission.

To sustain its mission, the university turns to friends and partners who share its commitment to access and opportunity. And there are no better friends than **Pat and Bill Munday**, whose extraordinary philanthropy gives educational opportunity to students in need of financial assistance to help them realize their full potential.

In February, the university announced a gift of \$20 million from Pat and Bill that greatly expanded the scholarship program they created several years ago. Their gift has made it possible to offer 140 students who will be attending the university in 2013–2014 awards of \$8,300 each toward their tuition and fees. When these new Munday scholars are added to those who have already graduated, they will together number more than 200 students, and that number will grow every year in the future. These students' lives are transformed by their experiences at St. Edward's, and their hopes and dreams come closer to being realized through education.

The Munday Scholarship Program is a symbol of Pat and Bill's compassion for those in need and their personal dedication to creating a more just society. They have heard the counsel of Blessed Basil Moreau, founder of the Congregation of Holy Cross, to all who would be part of the Holy Cross family: "If at times you have a marked preference for certain people, it should be for the poor, the abandoned, the most in need of education, those who have less than everyone else."

President George E. Martin

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Think GREEN

Buy organic. Turn off the lights. Take a shorter shower. We all know that little changes like these can have a big impact on the environment. Here are five easy ways to green your life, brought to you by **Emma Flynn '16**, **Lily Zintak '16** and **Christopher Jackson '16**, winners of the Green Living essay contest, sponsored by Residence Life.



1 Get out and walk. When Flynn realized that H-E-B is less than a mile from campus, she decided she could walk instead of drive. After all, an eight-minute walk never tired anyone to death, and she was picking up just a few things.

2 Use a water filter. Skip wasteful (and pricey) bottled water and opt for a water-filtration system instead, suggests Jackson. Flynn reuses water bottles whenever possible.

3 Change up your wheels. Many college students don't have cars, making public transportation a virtual necessity. Between the bus system and his bike, Jackson has reduced his carbon footprint and saved some cash.



4 Decorate on the cheap. When Flynn graduates, she plans to scour salvage yards and antique shops to add vintage charm and a green touch to her first home.

5 Learn why it all matters. Zintak's passion for environmentalism was sparked by a *National Geographic* documentary. Whether it's having a conversation with a friend or reading a news article on climate change, take the time to learn why it's so important to live green.

Saved by the Bells

A historic French church set for demolition last year is still standing tall. So are the teams of MBA students who helped make it happen.



St. Marguerite Catholic church

Victoire is sweet, no matter the language.

For Benoit and Lucy Patier and like-minded fellow residents of Sainte-Gemmes-d'Andigné, France, it means St. Marguerite Catholic church — a 148-year-old Gothic masterpiece in the village — will likely be renovated instead of razed.

In February, France's culture minister announced a one-year survey called an *instance de classement* for ministry experts to determine whether to designate the church a historical monument. For the rest of 2013, St. Marguerite's is protected by national law from the demolition the town council previously approved.

"The reality is that we have won — and we have won because so many people came to help and so many journalists talked about this church," says Benoit, who has been guided by two teams of MBA students from St. Edward's University in his fight for the church. "Finally, the French government decided to look more closely at us."

Given precedents from other ministry surveys, it is very likely the historical designation will be granted. But the battle isn't over. It will take *une vigilance constante* as the study progresses to ensure that the church ultimately receives permanent protection — and access to government funds for desperately needed renovations estimated at 2 million euros. Another team of MBA students may begin work as early as this summer to monitor the process.

"The article in the [Fall 2012 issue of] *St. Edward's University Magazine* and the two buses full of American students and professors who visited last summer were part of the buzz," says Benoit. "But we must keep talking until the decision is official." —*Stacia Hemstrom MLA '05*

7 THINGS We Love

USA TO UAE

The United Arab Emirates is a long way from the Tarkington farm where **William Haynes III '14** grew up. One of only three candidates from the United States (and the first from St. Edward's) accepted to the International Student Exchange Program with the American University of Sharjah, he's spent the past year studying business intelligence and Middle Eastern economics. Haynes' favorite part of living in the gulf region is the cheap price of travel, specifically to Ethiopia, Oman, Qatar, Germany, Lebanon and Egypt. Can we go along?



NEURON NEWS

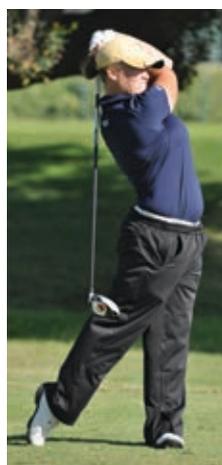
Psychology students can now delve further into the study of the brain (and the rest of the nervous system) with a concentration in Behavioral Neuroscience, one of the most rapidly expanding fields in the behavioral and natural sciences. The concentration focuses on how the brain influences behavior. Aspiring doctors and veterinarians — and anyone thinking about a career in medicine, neurology or pharmaceuticals — will find this brainy concentration particularly useful. We think it sounds flat-out interesting.

MILLIONS FOR STUDENTS

In February, the university announced that **Pat and Bill Munday** contributed \$20 million to its endowment. The gift will create additional scholarships. We're humbled and awed by their generosity. And we can't wait to see what all those Munday Scholars go on to do. Something tells us that it's going to be a pretty amazing group that just might make it into the pages of this magazine someday.

TO A TEE

The Hilltopper women's golf team was the only NCAA Division II team to win every event they entered last fall. Their four victories included



a win at the NCAA Division I Tournament hosted by Sam Houston State. Along the way, the No. 2-ranked Hilltoppers, second only to defending national champions Nova Southeastern, achieved the highest ranking for women's golf in St. Edward's University history. We're clapping very quietly for them.

COUNSELING IN ACTION

After two years of planning, the Master of Arts in Counseling program unveiled its Center for Counselor Training, which gives students the opportunity to role-play therapy sessions. With top-of-the-line equipment — including high-end hidden cameras and microphones — sessions are monitored and overseen by faculty and later debriefed by peers. So far it's a hit with students, who love the ability to practice counseling sessions that mimic real life. We're guessing potential employers will love the experience these future counselors bring to their jobs, too.



IT'S FACEBOOK OFFICIAL

The St. Edward's University Facebook page reached 10,000 likes in April. In the race to reach that goal, **Ignacio Lopez '16** was selected as our most engaged fan and received an Alamo Drafthouse gift card. To be considered, students commented about and liked our posts. We're choosing winners at the beginning of each month, so if you've ever aspired to 30 seconds of Internet fame, this contest is for you.

LOVE FOR LEISURE SUIT LARRY

Three students in the MBA in Digital Media Management program helped launch a pretty big comeback in video gaming. **Beverly Baker DMBA '12**, **Kevin Kettler DMBA '12** and **Gabriel Maldonado DMBA '12** helped Austin-based Replay Games fund a high-definition remake of Leisure Suit Larry, the popular '80s video-game franchise. In just 30 days, the campaign raised more than \$655,000, making it one of the top-funded gaming projects in the three-year history of Kickstarter. —*Hannah Hepfer*



Neal Wise Loves Poetry

When we put out a call on Facebook asking which professors' reading lists you most wanted to see, one name kept coming up: **Neal Wise**, beloved professor of Political Science. We asked Wise to share some of his long-time favorites and new discoveries.

Favorite book to teach:

Joseph Ellis' *Founding Brothers: The Revolutionary Generation*. I've given away more copies as gifts than any other book.

Must-read books in your field:

Hobbes' *Leviathan* — I recently bought a beautiful two-book set printed in both Latin and English. Some of the great delights of my reading life have been Robert Caro's books on Lyndon Johnson. Biographies invite us to partially experience the ways others have dealt with challenges and opportunities, especially in politics, where there are so many actors and fluid events to deal with, all while seeking to maintain integrity and provide leadership.

Favorite pleasure reads:

I keep anthologies of poetry beside my bed and often read them before I go to sleep. Poetry is whimsy that warms the soul the way a light sweater does the body on a cool spring morning. I also enjoy Louise Erdrich and Robert B. Parker. Joyce Carol Oates is always a surprise.

Currently reading:

Jon Meacham's *Thomas Jefferson: The Art of Power* and *My Share of the Task* by Stanley McChrystal. —*Lauren Liebowitz*



THE ULTIMATE READING LIST

Find out what books your favorite professors love to teach and what's on their e-readers at stedwards.edu/webextras.

FINDING GOD ...IN BEER?

Campus Ministry Director Father Peter Walsh, CSC, can connect just about anything to spirituality — even (or perhaps, especially) a certain hoppy beverage.

As told to Lauren Liebowitz

People often comment when I preach that there's a recurring theme. If I could boil it down, it would be: This world is where we live, and our faith needs to be part of it and not against it. Spirituality is meant to be part of human life, not something that separates us from human life.

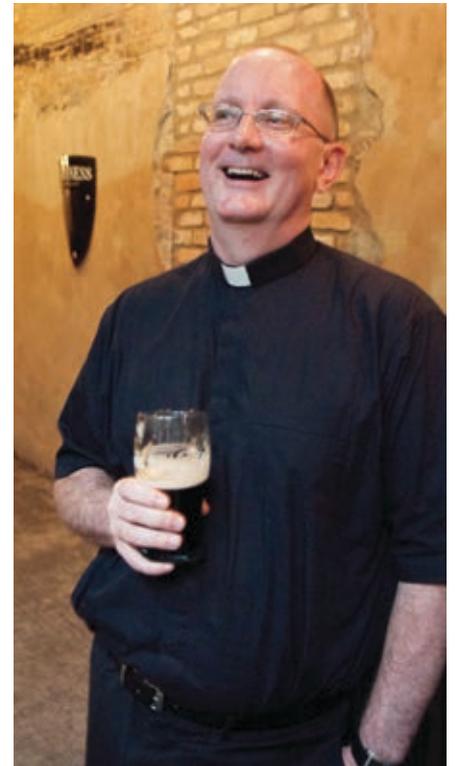
I'm Irish, and Irish spirituality has always been open to the presence of God in nature. There's a respect for mysticism that's a long tradition in Irish literature. I have a master's degree in Literature with an emphasis in Irish poetry, which is a great resource in ministry, especially in preaching.

I think it's important to pay attention to the holiness of ordinary life, whether in literature or the world around us. Catholicism focuses on the wedding of the spiritual and the physical world — the incarnation of Christ becomes the whole basis for Christian spirituality. We can celebrate our spirituality just by getting out and enjoying the creation.

I love that Campus Ministry at St. Edward's has the same approach to spirituality that I do. There's a serious, contemplative side, but a lot of our programming is fun. I think that's a magic combination for college students. Living a life of faith and discovering God's presence and spirituality isn't always silent.

When I was at Yale, I worked with graduate students at the Catholic chapel on campus. They proposed we brew beer as a spiritual exercise because brewing was perfected in monasteries. I found a series of prayers in an old Roman ritual to bless it. It's a blessing of the creature, of beer, and the grains and the fruit of the earth. We talked about the cooperation of craft and nature, understanding that part of Catholic tradition that looks to the created world, the natural world, for presences of God's spirit and love. And when the time came to enjoy the beer itself, we read this wonderful poem-prayer attributed to St. Brigid, where she imagines heaven as a lake of beer.

I'm looking forward to finding hands-on ways to celebrate life and spirituality at St. Edward's — although we probably won't be brewing beer, considering most of our students don't meet the legal drinking age.



“Spirituality is meant to be part of human life, not something that separates us from human life.”

IS PAINT TOXIC?



It's a tall order: Produce a work of art for the Greater Austin Hispanic Chamber of Commerce's (GAHCC) 40th-anniversary celebratory gala. That was the assignment for students in the Fall 2012 Art in Public Spaces class, taught by Associate Professor of Art **Hollis Hammonds**.

Here's the unlikely path — which included finding out if swallowing paint will hurt you — **Ally Parks '13, Margaret Dye '14, Danielle Denham '14** and **Brogan Ward '14** took to create their art installation. —*Lauren Liebowitz*



- 1 **Brainstorm with classmates.** Suggest a lot of ideas. Shoot most of them down. Propose one as a joke, then realize it's the best.
- 2 **Present to your client,** then wait for a decision. Wait some more.
- 3 **Finally hear back.** You've been chosen!
- 4 **Buy supplies:** samples of yellow, orange and red paint; a bag of black balloons (to pour the paint into); several packages of darts; plywood for sandwich boards.
- 5 **Drag yourself out of bed at 8 a.m.** to build a sample of your project.
- 6 **Try blowing up a paint-filled balloon with your mouth.** Get a mouthful of paint. Check if it's non-toxic. Decide against doing that again.
- 7 **Trial run!** Throw darts at balloons affixed to sandwich boards. Miss. Try again. Miss again. Watch darts bounce off balloons. When a dart does pierce a balloon, watch a thin trickle of paint leak out instead of the great burst you envisioned.
- 8 **Start over.** Try compressed air with diluted paint. Enjoy your successful splatters.
- 9 **Spend four hours filling balloons with paint** and compressed air the night before the real performance. Discover the next morning that compressed air only lasts for a few hours. Proceed anyway.
- 10 **Throw darts with passersby and the members of the GAHCC.** Do a victory dance whenever a balloon is successfully hit. Chase each other around with paint-covered hands. Have fun.
- 11 **Stretch the paint-covered canvases** into the shape of the GAHCC logo. Present to client.
- 12 **Sleep!**





The Global Hilltop

Illustration by Richard Faust

The hilltop is an increasingly global place — rich with diversity and cultural experiences. Here are just a few of the ways students can travel the world without venturing across Congress Avenue.

From top left: The university's athletic department hosted **Global Sports Day** on Feb. 23, which included a soccer exhibition with Austin's professional women's team and the Monterrey Tech University team from Mexico. On Nov. 12, 2012, **Ballet Folklórico** took audience members on a tour of Mexico via traditional dances and songs during its annual Noche Folklórica event. Organizations, such as **Amnesty International**, give students a way to get involved in global causes without going abroad. In the **Modern Languages Living Learning Community**, upperclassmen hone their French- and Spanish-speaking skills in Johnson Hall. The **Inks Across Asia** event, held Oct. 25, 2012, celebrated Asian culture with examples from calligraphers and henna artists. **Video-conference classrooms** bring students and faculty from across the globe together. The required **Cultural Foundation courses** expose students to a range of observations and ideas about different cultures and how they influence our lives. The **Kozmetsky Center** regularly holds screenings of international films. This year, that included *¡Bienvenido Mr. Marshall!*, a 1953 Spanish film.

Forever Google

Students are learning how the search engine has a way of never losing anything.

The romantics might say diamonds are forever, but those who want to show their devotion to a loved one may be better off posting it on the web. It might last longer.

In fact, says **James McGuffee**, associate professor of Computer Science, things posted to the web leave a more permanent imprint than most people realize. McGuffee teaches students in his general-education computer-science classes how to “hack” Google — not so they can become Internet criminals, but so that they can learn the vulnerabilities of the web and how to avoid them as they create their own websites.

One of the functions of the mammoth search engine is that it creates a cache where it stores all the content it comes across over time, says McGuffee. So even if a web developer takes something off a website, there is still a copy of it in the Google cache.

McGuffee shows his students how, with a few clicks of the mouse, they can search the cache instead of the Internet. And by simply searching for the word “confidential,” they can bring up a variety of documents not intended for public viewing, including the private budget for a large university.

“It’s pretty eye-opening for students,” says McGuffee, who co-wrote an academic paper on the topic. “Google hacking helps to illustrate the importance of computer security at a level these students can understand and be motivated to care about. Computer science is an important part of a broad-based liberal-arts education, and it helps provide a broad spectrum of knowledge for all students in the curriculum.” —*Lisa Thiegs*



Learning the Ropes

Last year, Veronica Cuellar '12 was sitting in a classroom. This year, she's teaching science to a classroom of seventh graders.

As told to Lisa Thiegs

I was a Biology major planning to become a doctor. But after spending time volunteering with Campus Ministry and tutoring kids, I began to think I'd like to teach science. I applied to the Robert Noyce Scholarship Program my junior year and received the scholarship to help with tuition, which was nice because I had to continue an extra year to complete all my education classes. I graduated in 2012 with a Biology major and Education minor.

In my job search, I found an opening at Ojeda Middle School in Austin, where I had tutored kids in eighth-grade science. My certification was at the high-school level, but the principal, who happened to be my former high-school principal, encouraged me to apply and get my middle-school teaching certificate. I knew he was a great administrator and supportive of his teachers, so I applied. In July, I was offered the position.

I didn't get to go into my classroom until mid-August. I only had one whirlwind week to decorate and transform my classroom into a learning environment. On my first day, I was so nervous. I had planned the day, but I had no idea what to expect. I was both anxious and excited. A lot of students had schedule changes, so we didn't really get into teaching content until the third day, which was a little rough. But I had to stay on my toes. Teaching the science content wasn't the toughest part at all; it was coming up with icebreakers to help introduce everybody.

As a first-year teacher with a diverse population of students, I find it really helpful to make sure I teach students based on their prior knowledge. I try to make sure any example I use in class is something they can relate to or see in their daily life. If we're learning about genetics, I might ask them what diseases run in their families. If I am explaining the respiratory system, I remind them of the root of the word. Many of my students are Hispanic, and so I ask them, “How do you say ‘breathe’ in Spanish? *Respirar*.”

I'm still learning the ropes, but I really like being in front of a classroom. It's exciting to see the kids' enthusiasm about what they're learning.

The Robert Noyce Teacher Scholarship Program is funded by a five-year National Science Foundation grant and is a collaboration among St. Edward's University, Austin Community College and the Austin Independent School District.



How to Curate a Class

Two St. Edward's University professors use a museum curator's artistry to prepare their lessons.

Imagine, if you will, that you're the curator for a museum preparing a new exhibit. First, you collect works of art and determine what to include. Then you choose how to present the materials — their placement, their context and what you want the audience to know. Finally, you open the doors and welcome visitors to enjoy the experience you've created for them.

Now imagine that instead of a museum curator, you're a professor, and the "exhibit" is a university course. Each "work of art" is an article, book or idea you want to share with your students.

It's an easier transition than it might seem, according to professors **Corinne Weisgerber** and **Shannan Butler**. In 2012, they presented on the topic at SXSWedu.

The idea of content curation has received a lot of buzz in techie circles over the past few years, but Weisgerber and Butler are among the first to bring it into the classroom. Many professionals use this approach to establish themselves as thought leaders in their industry: They cull through vast amounts of material and present the most relevant information in an interesting way.

After hearing the term come up numerous times, Weisgerber realized that it applied to the way she prepared for her classes on social media and public relations — she

would comb through topical material and determine how best to present it to her students. She and Butler streamlined the technique into eight steps.

1: Build a personal learning network.

A personal learning network (PLN) is made up of thought leaders in your field. For Weisgerber, that meant identifying social-media experts and PR professionals on top of the latest trends and following them on Twitter.

"I used to call it social-media serendipity," she says. "The night before class, I'd get tweets about what I was going to teach. The information came directly to me, and it was always on topic." But it was no coincidence; she was reaping the benefits of a PLN without realizing she'd built one. Now she teaches her students to develop their own PLNs, which can help with school projects and professional networking.

2: Filter the content you receive from your PLN.

Keep the best, most relevant information and discard the rest. One of the benefits of a trustworthy PLN is that it's like checking the sources cited in a scholarly article — highly recommended information that generally has been vetted.

3: Editorialize.

Put the content into context, analyze the material and add your own perspective.

4: Arrange.

Be intentional: The order in which you present information has an impact on how students learn from it.

5: Create.

Pick a tool (such as Paper.li, Scoop.it, Storify or a good old-fashioned slideshow) and build your presentation.

6–8: Share, Engage, Track.

Once you've curated material for your class, open it up to your students — and the world at large, thanks to the Internet. Talk to your students about what they're reading. And don't be surprised if people from around the globe reach out to ask questions or thank you for sharing. —*Lauren Liebowitz*



TRENDS AND PERKS AT SXSW

Check out what two Digital MBA students think are the coolest things to come out of SXSW Interactive 2013 at www.stedwards.edu/webextras.

WORLDWIDE ACCESS

How does a small private school in the center of Texas give as many of its students as possible a global experience? They find global universities to work with. Here are the schools making study abroad a reality for so many of our students.

Illustration by Joanie Cahill and Kelly King-Green



Universidad Argentina de la Empresa
Buenos Aires, Argentina

Institut Supérieur de Gestion Paris
Paris, France

Tecnológico de Monterrey
Monterrey, Mexico

Universidad Adolfo Ibáñez
Santiago and Viña del Mar, Chile

Fachhochschule Koblenz
Koblenz, Germany

Queen Margaret University
Edinburgh, Scotland

Universidad Técnica Federico Santa María
Valparaíso, Chile

Katholische Universität Eichstätt–Ingolstadt
Ingolstadt, Germany

Universidad Pontificia Comillas
Madrid, Spain

Wu Yee Sun College Chinese University of
Hong Kong | Hong Kong, China

Asia Pacific University
Beppu, Japan

Universitat Jaume I
Castelló de la Plana, Spain

Université Catholique de l'Ouest
Angers, France

Catholic University of Korea
Seoul, South Korea

St. Edward's University
Austin, Texas, USA

A Voice from Egypt

A visiting Fulbright scholar shares her own biography to introduce her students to the Middle East.



Students in this semester's honors course Approaches to Arab Biography encountered a variety of Middle Eastern voices: a feminist who explored a girl's sexual and political awakening. A Google exec who helped start a revolution via Facebook. A blind writer who chronicled his journey from rural Egypt to Sarbonne, France.

Though it wasn't on the syllabus, there emerged another compelling biography: the teacher's. **Fadwa Mahmoud Hassan Gad**, a visiting Fulbright Scholar from Cairo, spent the spring semester at St. Edward's University, where she shared with students her own experience.

Born in Upper Egypt, Gad has lived what she calls a typical Egyptian story: moving from one place to another to pursue economic and educational opportunities. Her journey took her to various places in the Middle East, including Algeria, Saudi Arabia, the United Arab Emirates and, more recently, back to Egypt, where she found herself at Tahrir Square on Jan. 25, 2011, the scene of the Egyptian revolution.

Gad passed through the square on her way home from the airport. Thousands had gathered with flags and placards calling for an end to the Mubarak regime. The energy was palpable, as was the anxiety. She remembers watching her husband and son leave to join the demonstration. Mobile-phone service had been shut off, and she realized "there was no way to know if they were coming back."

A storyteller first and foremost, Gad expresses herself through short stories, poems, academic papers, her blog and Facebook posts. She believes her story, like the biographies on her syllabus, is infused with a kind of historical destiny and purpose.

"I cannot separate myself as a person," she says of her approach to teaching. "You are made of all those things."

On a bright January morning with the spring semester just barely underway, Gad, a youthful-looking *hijabi* in a hot-pink head scarf and

blue sweatshirt, reviews her syllabus. Each biography — including Mahmoud Darwish's *Memory for Forgetfulness*, which explores the themes of war and exile through prose poems, and Tariq Ramadan's *The Messenger* about the life of Prophet Muhammad — captures a critical element of the Arab experience, she says.

The six biographies covered in the class are only fragments of a rich and ancient story but offer a starting point for students who acknowledged on Day One that they knew little about the Middle East.

"I asked them, 'What do you know about this part of the world?'" Gad says. "They responded, 'We know Muhammad, and we know the Egyptian Revolution.'"

If the students were worried on that first day, Gad was even more nervous. She has taught for 20 years — she's on leave as an English Literature professor at Helwan University in Cairo — but has never faced the challenge of teaching Arab culture to non-Arab students.

Any doubts she had were balanced by a conviction that she was meant to be at St. Edward's at this time, with the 2011 revolution still fresh and her country's future still swirling with uncertainty.

Gad's perspective has been in high demand on campus. She's been a guest lecturer in several classes and in March gave a public talk about the revolution. In class, while reading *Revolution 2.0* — Wael Ghonim's account of organizing thousands of Egyptians through Facebook — Gad weaved in her own recollection of those turbulent days and the ongoing struggles with the country's new leadership.

"This is a perfect time for me," Gad says. "I have faith that you are part of history as a person."

With that in mind, she encourages her students to question everything. —Eileen Flynn

Undivided in Prayer

In a world where religion can be a polarizing force, a French meditation style helps faculty and students find peace.

Matthew Aragonés '13 sits cross-legged on the floor facing the altar, his head bent in prayer. The only light in Our Lady Queen of Peace Chapel comes from the glow of candles. The only sound, the occasional creak of a pew.

For Aragonés, this period of silence observed in the twice-monthly Taizé (pronounced tah-ZAY) service brings both peace and discomfort. The Religious and Theological Studies major is grappling with a spiritual dilemma as he attempts to honor his Roman Catholic background while pursuing a call to ministry in the Protestant denominations.

There may be no better space for Aragonés to work out this tension. Taizé, an ecumenical service that blends prayer, song and silence, is rooted in Christian reconciliation and calls on believers to find unity through prayer and quiet reflection.

"There's something about the candles, the repetitive phrases of the music — it centers me," Aragonés says. "It makes me focus on the struggle that I need to confront and overcome."

The silence, he says, "creates the space for the presence of God."

That's exactly what the **Rev. Jennifer Veninga**, ecumenical minister for Campus Ministry, was hoping for when she launched the Taizé service last fall. A Protestant minister who teaches Religious Studies at St. Edward's, she sought a service that would be inclusive while also offering students a unique worship experience. Veninga discovered Taizé in graduate school.

The services are modeled on the contemplative prayers practiced by the Taizé brotherhood, an ecumenical monastic community that formed in France during World War II and offered peace and refuge in the midst of turmoil.

Taizé services provide a refuge in today's world, too.

"We are so stressed and so busy. I think we long for moments of quietude," Veninga says.

The darkness, silence and simple, almost chant-like songs allow students to reflect and recenter spiritually, she says. But Veninga knows this can be a challenge for students used to multi-tasking and constant stimulation, so she introduced silent meditation gradually, starting with three minutes and working up to 10.

"Today, we have no silence," says **Laulie Eckeberger '14**, a Religious and Theological Studies major who at first found the quiet uncomfortable. Now, she says, she leaves the service feeling "relaxed, like I left something in there that I was carrying before."

The service usually draws 10 students. But on the last Monday in January, which marked the first Taizé service of the spring semester and the end of Christian Unity Week, more than 20 students and faculty members attended. Their voices filled the dark chapel as they sang the simple melody repeatedly: "Jesus, remember me when I come into your kingdom." After several rounds, the music faded, and the sanctuary grew quiet again. People left in silence.

For Aragonés, the service is a testament to the possibility of reconciling his Catholic and Protestant identities. "It is wonderful to see a group of Christians come together and transcend denomination," he says. "The greatest thing that ties them together is that they're all part of the body of Christ." —*Eileen Flynn*



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the candles, the repetitive
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LEADING THE WAY



FRANK WOODRUFF '69 IS ON A MISSION: TO HELP THE UNIVERSITY SECURE 100 EDWARDIANS THROUGH THE GIFT PLANNING ADVISORY COUNCIL.

Frank Woodruff '69 retired as general agent of Sapiient Financial Group last August. His newfound free time is spent on the ski slopes near his Colorado home — and also on the hilltop as chair of the university's Gift Planning Advisory Council (GPAC). "Life is not about making money anymore — it's about how to give back," he says.

Six years ago, Woodruff joined GPAC, a group of 16 who volunteer their knowledge of financial, legal and asset-management issues to increase donor support from gift plans. Now, as the group's first chair, Woodruff advises the university on specific financial cases. He also guides donors in selecting gift plans that protect their loved ones and fulfill their desire to support the university.

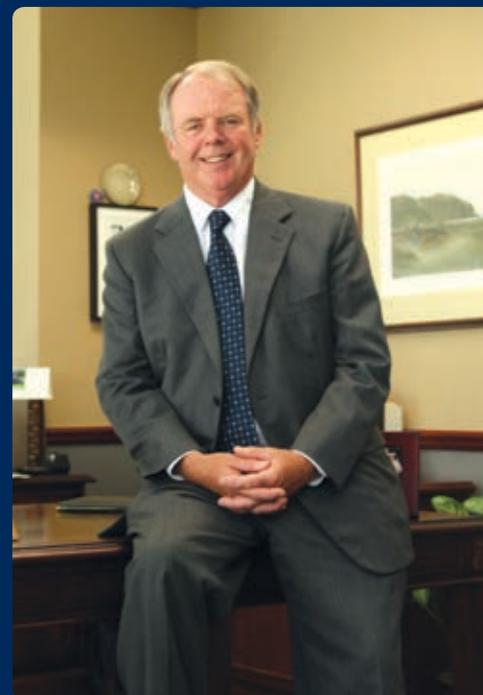
Under Woodruff's leadership, GPAC has set a goal to secure gift-plan commitments from 100 new Edwardians, a group of donors whose cumulative gifts total \$100,000 or more.

"We want to put a more structured system in place so that more people can include St. Edward's in their estate plans," says Woodruff. "It may take 30 or 40 years for the university to see the results of these gifts, but tens of millions will flow in over time."

"Life is not about making money anymore — it's about how to give back."

Ultimately, Woodruff says, volunteering for the university is about the students — like himself 45 years ago, and his son, **Tim '02** and daughter, **Katie '06**. Over the years, he has led the San Antonio alumni chapter and served on the Alumni Board of Directors. He has also contributed to annual scholarships, Trustee Hall and the Community Internship Program as a President's Associate. He is also a regional campaign volunteer.

"St. Edward's and the Holy Cross Brothers gave me the skills I needed to work through many issues. I had a lot of growing up to do, and the university's culture had a major impact in developing my beliefs," he says. "For me, the Gift Planning Advisory Council is a proactive way to ensure these same opportunities for younger generations."



To learn how the **Gift Planning Advisory Council** can help you plan for your family while supporting St. Edward's, contact Tony Weber at 512-233-1401 or anthonyw@stedwards.edu.

If you are a legal or asset management professional interested in **servicing on the Gift Planning Advisory Council**, contact Tony Weber at 512-233-1401 or anthonyw@stedwards.edu.

ROCK-STAR PROFESSORS

Behind every great professor is...what, exactly? We asked some of the university's legendary faculty members to share the secrets of their success.

As told to Erin Peterson | Photos by Jessica Attie

At St. Edward's, great teaching is everywhere. Forget dry lectures and textbook reading — professors are teaching classes that change students' minds, their career plans and even the trajectory of their lives.

Though we couldn't possibly feature all of the teachers who have inspired and changed their students, we asked seven amazing St. Edward's professors to get us started. These faculty members have earned acclaim from their students and awards from the university's Center for Teaching Excellence. And they agreed to take us behind the scenes to share their teaching philosophies, their best assignments and their work with students. In short, they helped us understand what makes great teachers great. Here's what they told us, in their own words.

JEANNETTA WILLIAMS

Associate Professor of Psychology ♦ At St. Edward's since 2005

Teaching philosophy: I try to model the idea that I'm not there just to give students information; we're there to build information together. Why? As scientists, we need to be open to experimentation, new theories and new procedures. There's never a "final answer." We just come to understand phenomena a little bit better through our successes and failures. The knowledge in psychology changes so much that we would be fools to say, "This is the final word." In my classes, there are opportunities for students to develop their own questions and find their own answers.

Cool class project: In Theories of Personality, I teach classic and contemporary theories on personality, from Freud to cutting-edge genetics and brain research. At the end of the course, groups of students analyze a person

they find fascinating, from Frida Kahlo to Sarah Palin to Charles Manson.

How I think about my students: Getting an education from St. Edward's is not just about getting a diploma; it's an experience. I want to get to know students not just in my classes, but on my research teams, as advisees and through student organizations. Who they are goes beyond who they are in my classroom — students are shaped by their upbringing, their family, their career and their extracurricular interests. I consider it my job to connect with them both inside and outside of the classroom. When I was a student, I don't think my professors would have known who I was, but I want my students to leave knowing that they can always contact me. We're in this journey together, and we're in it together for life.



AR



Jeannetta Williams,
Catherine MacDermott
and Danney Ursery

CATHERINE MACDERMOTT

Professor of Business Communication ♦ At St. Edward's since 1979

My secret teaching mission: When I ask business students where they'd like to see themselves in five years, a common thread in their answers is making a lot of money. But it's been an ulterior motive of mine to help them discover that their passions should drive them. The money will come, but more important is the contribution they make to the world as a person.

Why I Google-stalk my students:

Before class begins, I go to Facebook, Google and other public sites to find out about my students' interests. I use it to create an icebreaker, which includes a photo of them. I have them tell me about themselves — words that describe them, risks they've taken, rewards that

followed. Those things show me a lot about my students that help me teach the course, but the project also demonstrates that I'm interested in them as individuals.

Cool class project: One semester, we did a project linked to homelessness in Austin. As part of the project, we took a class trip to Caritas, a program that offers lunch to those in need. We ate lunch with the homeless to conduct a needs assessment. We didn't serve them, because that's very different. We learned that what the homeless really needed wasn't food. It was things like socks, soap and ChapStick. Students asked for those specific in-kind donations from organizations and then used the donations to make up packets to sell on campus. People who bought the packets could hand them to someone who was homeless rather than handing them a dollar bill. In the end, the packet purchases raised \$5,000 for Caritas.

DANNEY URSEY

Professor of Philosophy ♦ At St. Edward's since 1986

Teaching philosophy:

When I was in school, professors stood in front of the room for 50 minutes, and we took notes. I used to do that, but I've moved from talking to them to talking with them. And the reason for that is that the experiences and voices of different students add important views to the classroom, especially on controversial issues.

Powerful class project: Utilitarian ethics — doing the greatest good for the greatest number of people, in simplistic terms — has been pretty much the same for 200 years. But what makes it still relevant is that we ask students to

write up a moral dilemma that they're currently having and how a utilitarian, for example, might respond to it. Sure, they can take the easy way out, but some of them work on very difficult issues: rape, incest, affairs, abortion. I think that part of the goal of education is to give people tools to evaluate what to do or to think about a problem differently.

Lasting impact: Students say my classes are hard, but I think learning should be hard. Many times, those same students will come back a year, two years or five years later and say, "That stuck with me. I really put some of the ideas from class to use." And that's what makes me feel good.

KRIS SLOAN

Associate Professor of Education ♦ At St. Edward's since 2006

My teaching philosophy: I want to give students the tools to exercise their powers in a transformative way, so they have a real voice in what they teach their students. Many teachers leave teaching because they feel like they're continually being dictated to. But I don't just want students to become teachers. I want them to become teacher-leaders. I set the bar high.

Beyond facts and figures: Knowledge is not neutral. For everything you teach, there are a hundred things you're not teaching. You have to make choices, and you have to be really thoughtful about what you are teaching — and what you're not.

Cool class assignment: Rather than have students write reflective papers about their required community-service learning assignment in my Introduction to Education course, I require them to present to the class a Pecha Kucha — put very

simply, 20 images up on screen for 20 seconds each. It encourages visual storytelling, rather than “death by PowerPoint.” It's a format that shakes them up a bit, and that's what I want.

Why it's OK for students to choose not to teach for life: Teacher turnover rates are high: About 50 percent [leave] after three or four years. People wring their hands about that. But the fact is that the demands of teaching are challenging, and unfortunately, the rewards might be insufficient for some. I point out to my students that people change professions often, but teaching is a tremendous early career. What they learn as a teacher — the responsibility and the management of students, parents and administrators — will help tremendously as they transition into the next phases of their lives, whether it be a lawyer, a doctor or an accountant.

SUSAN LOUGHRAN

Professor of University Programs ♦ At St. Edward's since 1978

Teaching philosophy: Some might say I have a tough-love approach — sink or swim. But I also want students to know that if they feel like they're in over their head, I'll jump in the pool with them and ask how I can help.

Bringing classroom lessons to the real world: I want my students to see that they can translate specific class exercises for theater into lifelong skills. For example, we might be doing an acting exercise, but I remind my students, “Don't think about this [just] as acting, because it's interacting. Think about how you can take what you're doing for this class and translate it into interacting with your girlfriend, your boyfriend or your boss.” You've got to show them that

what they learn in class translates to their jobs or to their church, for example.

Guiding students: Students are at such an amazing point in their lives during the four years that they're at college. They're often away from their parents for the first time, and they're making hard decisions that can affect the rest of their lives. When they give you an opening to be part of that, whether it's personal issues or thinking about grad school, it's an opportunity and a responsibility. Often, these students become part of my life, whether that's having lunch when they're in town, going to their weddings or sending baby gifts. It's such a privilege to be part of that journey.

BILL QUINN

Professor of Biology and Computer Science ♦ At St. Edward's since 1983

My teaching philosophy: I'm embarrassingly old-school. I tend to spend way too much time talking. But I love biology, I love computer science and I love putting those two things together. And I hope that comes through in my teaching.

Cool class project: To demonstrate [the idea of] contemporary foraging theory, I have my students act as “pastavores.” The pasta is in several small plots on the ground outside, and the students have to scramble to extract pasta of different colors and nutrient content while avoiding other students who are acting as predatory hawks. It can be

quite a scene. But it brings out the best in all of us, believe me.

How students make good teachers great: I feel like somebody from the 1960s when I say this, but teaching is such a high. It can take you to places you didn't realize you were going, and it's beyond rewarding. It's just plain fun. Sometimes my jaw almost literally drops when I see the kind of smart and unexpected directions students take. It's such a joy when people who are interested in a topic can bring their own perspective to it and share it with confidence.



KELLEY COBLENTZ BAUTCH

Associate Professor of Religious and Theological Studies ♦ At St. Edward's since 2002

When I knew I was a teacher: My parents tell me that when I was little, I lined up my stuffed animals and “taught classes.” It’s who I am.

Teaching philosophy: I’m not afraid to experiment. I would never take a risk just to be a risk taker, but if I think of something that might help a student reach a goal in his or her learning, I’m willing to try it.

Cool classroom experiences: I’ve brought in members of the Theater program to do a live reading of an ancient text. I’ve asked students to imagine themselves as a spokesperson for a religious figure. I’ve even had students think about how to diffuse potentially explosive situations [like the one at the West Texas compound] based on their knowledge of apocalypticism.

Keeping age-old topics current: Last year, when I was teaching a course on apocalyptic movements, we spoke with Millsaps College researchers, who were studying Harold Camping and Family Radio. Camping was predicting the end of the earth in 2011. I wanted to show students what a dynamic environment academia is, with contemporary debates and pursuits toward truth.

How I think about my students: I see myself as a coach — I try to recognize the potential of my students and provide them a strategy for growth. I try to inspire them to do their best work, to challenge them and help them understand that I have confidence in them.



Kris Sloan,
Susan Loughran,
Bill Quinn and
Kelley Coblentz Bautch



ALYA SALEM



ANDREW NADER



HEBAH HAJAR



AWAD ABDELGADIR



MARAM ABDULAAL



FAWAZ ALFAGEEH



FAISAL AL-FARD



FAHAD MASRI



SHAYMA ABU-ESBA

FACES OF MANNING

Religious diversity has a long history at St. Edward's. A recent influx of students from Saudi Arabia and other Middle Eastern countries continues to make the hilltop a place where many cultures find a home.

By Joel Hoekstra | Photos by Jessica Attie

James Puglisi was passing through Ragsdale Center recently when he saw something that caught his attention: Two rugby players were sitting at a table, talking. One was a Muslim from Saudi Arabia, the other was a Jewish student from Zimbabwe. “They were hanging out. They play sports together. They’ve become friends,” says Puglisi, associate director of Campus Ministry. “It goes against the stereotype of what everyone thinks Jewish-Muslim relationships are.”

International students have long been part of the St. Edward's community. But an influx of students from the Middle East has significantly altered the look and feel of the campus in recent years. The university has long attracted students from Bahrain, Lebanon, Turkey, Qatar and even Libya, but since 2010, more than 50 men and women from Saudi Arabia have enrolled at St. Edward's. It's become commonplace to see a young woman wearing a headscarf in a literature class or to hear Arabic as a group of students enters a residence hall.

The new faces and perspectives have changed life for everyone on campus. Like America itself, the university's faculty and students increasingly find themselves engaged in a dialogue about the politics, people, customs and culture of the Middle East. Such conversations are often challenging but illuminating, fostering the kind of education that can't always be taught in classrooms.

“I think St. Edward's is a very welcoming place — welcoming of religious and ethnic diversity,” says **Erin Ray**, an academic counselor with the office of Academic Planning and Support Services, who teaches a first-year seminar for international students. “But this is not a population that has been well-represented on campus in the past, so I think we're having an opportunity to demonstrate and experience a new facet of diversity on campus.”

The students, faculty and staff pictured here represent only a fraction of those with Middle Eastern ties at the university. This group, though incomplete, includes a mix of the international students and U.S. citizens with strong Middle Eastern roots who have found a temporary home at St. Edward's.



NORAH JUMAIAH



MASHARI JAMAIAH



MAGIE ANNAB

A NATIONAL CHANGE

Many American colleges and universities have seen an uptick in enrollment of students from Saudi Arabia in recent years. According to Open Doors, a research service that tracks international students studying in the United States, the number of Saudi students in America grew from 22,704 during the 2010–2011 academic year to 34,139 in 2011–2012 — an increase of more than 50 percent. A scholarship program established by King Abdullah in 2005 has fueled much of this growth: The initiative pays for 18 months of language training and up to four years of undergraduate education at eligible American institutions if Saudi students promise to return to work for the government for five years after graduation. In 2010, St. Edward's was added to the list of eligible schools. Thirty-four Saudi undergraduate students enrolled at the university for Fall 2012. (Overall, students from Middle Eastern countries account for roughly 20 percent of the school's international population.)

Assistant Director of Admission **David Bernay** says he typically spends about two weeks each year recruiting students in the Middle East, visiting high schools in countries including Saudi Arabia, Oman, Qatar, Bahrain and the United Arab Emirates. Prospective students from these countries often want to know the same things

their American counterparts do: “They want to know what majors are offered. They want to know about the campus. They want to know what the city is like,” Bernay says. “Most teenagers are interested in culture, music, art, sports, digital media.” Austin's climate, music scene and reputation as a fertile place for digital start-ups help make St. Edward's an easy sell, he adds.

Such amenities certainly helped lure **Mashaal Jumaiah '16** to Austin from Saudi Arabia in 2010. But it was the prospect of a hands-on education at St. Edward's that convinced her to enroll at the university last spring. “I liked Austin, and I heard that St. Edward's had small classes, so I'd get individual attention from teachers,” says Jumaiah, who is studying Communications and plans to work in public relations or advertising. “Everyone here is so nice. People are helpful and friendly. That really surprised me.” She has since persuaded her younger sister, **Norah**, to attend the university, too.

Among Saudi students, the most popular majors are Economics and Computer Science. Others have chosen to focus on the social sciences and even English literature. Bernay notes, however, that — for better or worse — St. Edward's lacks one course of study that attracts many Middle Eastern students to the United States, and Texas in particular: petroleum engineering.



MOHAMMAD MAHMUD ABU-ESBA



SHAIMA BAKHASHWAIN



CAMILLE SAAD

CULTURAL CHALLENGES

Campus life can be full of challenges — and even well-prepared Americans often encounter an unexpected situation or two during their first few weeks at college. But for international students, and for students from the Middle East in particular, those challenges can be formidable. There are language barriers and cultural divides. Expectations and customs at St. Edward’s are different than what Saudi students are used to. Class schedules and Muslim prayer times sometimes conflict.

Associate Professor of History **Mity Myhr**, who teaches a first-year seminar for international students that aims to facilitate their academic and cultural transition to the university, says many Middle Eastern students require instruction in the expectations that underlie the St. Edward’s experience. In class and during office hours — with both American and international students — she regularly underscores the importance of attending every class, showing up on time and learning to read a syllabus. “Professors here expect students to participate,” Myhr says. “That is not the case at many universities, which often have large lectures and focus on an end-of-semester final exam or paper.”

Ray, who co-teaches the seminar with Myhr, says she often fields questions about cultural differences when she meets with Middle

Eastern students. “They’re well-adapted, but they’re still learning the ropes of American culture,” she says. Middle Eastern students can be surprised by the informality of American college students, in conversation and in clothing. People are willing to talk about everything — and wear almost nothing.

Michele Moragne e Silva, an assistant professor of English Writing and Rhetoric who has taught many freshman composition courses for international students, says Middle Eastern students also struggle to express themselves. Some of this is due to language (“Many of the Saudi students arrive with [English] language skills that are much lower than we currently see in, say, the Bahraini population,” she notes). But students from Arab states have always had a tendency to self-censor, says Moragne e Silva: “When they first arrive, they often worry about who’s going to read their papers. It takes a while before they’re comfortable giving their opinions in class.”

MIDDLE EASTERN STUDENTS CAN BE SURPRISED BY THE INFORMALITY OF AMERICAN COLLEGE STUDENTS, IN CONVERSATION AND IN CLOTHING. PEOPLE ARE WILLING TO TALK ABOUT EVERYTHING — AND WEAR ALMOST NOTHING.

LOUIE MORSY



FADWA GAD



THAMER ALMUTAIRI



MEALS AND MOSQUES

Diversity at St. Edward's is a two-way street. In the classroom, faculty members have aimed to integrate the perspectives of Middle Eastern students into the larger conversation. Elsewhere on campus, administrators and staff seek to accommodate by catering to the dietary preferences and religious requirements of the Middle Eastern population.

The overwhelming majority of Middle Eastern students at St. Edward's are Muslim. Those who follow Islam must say prayers five times a day and are forbidden from consuming pork or alcohol.

For Bon Appétit, the food-service operator that runs the campus cafeteria, Islamic dietary rules have proven challenging. The company provides several vegetarian options at each meal, but as the Saudi and Bahraini populations have grown, requests for dishes like tabbouleh, falafel and baba ghanouj have increased. "We try to pay attention to what students want to eat," says General Manager **Michael Smith**. "So lately, we've been asking the Saudi students what they like. What are the comfort foods of their culture?"

It's unlikely that an operation as big as Bon Appétit can comply with halal — the rules that govern Islamic dietary law. But in late

January, the company did begin serving up a traditional Middle Eastern dish as a part of St. Edward's Friday dinner lineup. The initial offering of *al kabsa* — "a chicken dish braised in a tomato sauce flavored with Arabic spices, such as saffron, cumin, cinnamon and nutmeg, served over basmati rice cooked with raisins and shaved almonds," according to Executive Chef **Elvin Lubrin** — sold out. "There were several students who said it was phenomenal, just like back home," Smith crows. He and Lubrin have met repeatedly with several small groups of Middle Eastern students in hopes of developing even more culturally appropriate options.

Across campus in the Woodward Office Building, Room 144 has been designated as a prayer room — or mosque — for Muslim students. In fact, St. Edward's has had a designated mosque in various locations since the mid-1970s, but the sacred space never got much use. The influx of international Saudi and Bahraini students on campus, as well as an increase of American Muslim students, ultimately led administrators to find a new space for the mosque about three years ago. Now, even that space is often filled to capacity, according to **Mohammad Mahmud Abu-Esba '15**, a sophomore who serves as head of the Muslim Student Association. Friday prayers often draw Muslims from off-campus, as well as non-Muslim students seeking to further their understanding of Islam.



MASHAEL JUMATAH



EIMAD ZAMRIK

DIFFERENCES IN THE MIDDLE EAST OFTEN SPARK CONFRONTATION AND CONFLICT. BUT AT ST. EDWARD'S, THE ADDITION OF SAUDI, BAHRAINI, QATARI AND ISRAELI VIEWPOINTS HAS KINDLED CONVERSATIONS AND CONNECTIONS.

“The mosque is very important for Muslim students, specifically the international Arab students,” says Abu-Esba. “This is where they find religion. This is where they’re comfortable. This is where they find others who are like them.”

QUESTIONS AND CONNECTIONS

Differences in the Middle East often spark confrontation and conflict. But at St. Edward’s, the addition of Saudi, Bahraini, Qatari and Israeli viewpoints has kindled conversations and connections.

Hebah Hajar ’16, a native of Saudi Arabia who moved to Austin with her husband in 2010 and is studying Computer Science, says she misses her family and friends back home, but she has been impressed by the friendliness of the students, faculty, and staff at the university. “Everyone here is so nice and willing to help,” she says.

The presence of Middle Eastern students has also impacted life in the classroom. Last fall, **Selin Guner**, an assistant professor of Global Studies, taught a course called Middle East Society that attracted not only American students but also four students from Bahrain. Three of those students were Sunni and one was Shiite. A debate arose over the size of the minority Shiite population in Bahrain. The two sides failed to reach agreement, but the professor thinks both

groups were changed by the discussion. “Middle Eastern cultures are very different,” says Guner, a native of Turkey. “Students are not encouraged to freely express their beliefs as much as they [are] at St. Edward’s. Religious and political differences exist, but you don’t really talk about them. At a university like St. Edward’s, on the other hand, you are not only allowed but encouraged to express your point of view.”

And such discussions can lead to transformations. The presence of Saudi students on campus has certainly had an effect on **Noah Meicler ’13**, a Global Studies major from Houston whose parents are Israeli. Initially, he admits, he was wary of the Arab students in class. “Because of where they were from, I assumed that their views on Israel would be different than mine,” Meicler says. As the weeks passed, however, he made up his mind to engage the Bahrainis. When he saw the Bahraini students off-campus, he went out of his way to say hello. In Guner’s class, he made a point of engaging and helping his Middle Eastern classmates. By the end of the semester, he and one of the Arab students — to Meicler’s surprise — had become friends.

“Today when I see him, we talk,” Meicler says. “We see eye to eye on many things. In many ways, we’ve broken down the barriers. We’ve gotten past the stereotypes.”



PURPOSE - DRIVEN ALUMNI

Of course graduating from college is a big deal. But getting that diploma in hand is only the beginning. Just ask these five young alumni, who haven't wasted any time going after their (big) dreams. As told to Hannah M. Hepfer
Illustrations by John Holcroft

The savory smells of carrots, peas and a buttery crust waft through the kitchen. Made-from-scratch chicken pot-pie is on the menu today. It's not quite 9 a.m., and **Andrew Willard's** day is well underway. He's already picked up food donations across town and delivered them to the Bread and Roses Café — a soup kitchen on its surface, though it's much more than that — where he's worked the past six months as part of a one-year commitment to the Jesuit Volunteer Corps in Venice, Calif.

Next, he corrals a group of volunteers that has trickled in to help serve 150 homeless people a piping-hot four-star meal prepared by a trained chef. Willard, who graduated in 2012, and the volunteers straighten the tables, each set with tablecloths, fresh flowers, juice, coffee and a bowl of fruit. Their guests will soon be welcomed into the restaurant-like ambience, and the volunteers will act as waiters, keeping in mind the cafe's mission to fill hearts as well as stomachs.

Willard, who fills the role of maitre d', will greet each of them with a smile as he looks them in the eye. The work can be trying and tiring, but he wouldn't have it any other way.

"It's not unlike Andrew to run down the alley and return something to a client that may have [been] forgotten or pack a to-go box of food if they have to go to homeless court or a doctor's appointment," says Derek Walker, program manager at the cafe. "He's extremely sensitive to [our clients'] needs."

Committing to a cause — any cause — can mean long nights, travel fatigue and exhaustion that will test even the most steadfast. Challenging days and difficult moments tend to be par for the course when pursuing a passion. But is it worth it? A resounding yes, according to these five St. Edward's University alumni who are chasing their callings and working a little overtime along the way.



the HUMANITARIAN

ANDREW WILLARD '12 IS WRAPPING UP A ONE-YEAR COMMITMENT WITH THE JESUIT VOLUNTEER CORPS IN LOS ANGELES, WHERE HE AND THE OTHER VOLUNTEERS ARE GUIDED BY THE CATHOLIC, IGNATIAN TENETS OF SPIRITUALITY, SIMPLE LIVING, COMMUNITY AND SOCIAL JUSTICE.

I spend the first half of my day working at the Bread and Roses Café, where we serve three meals a day to 150 homeless people in the Venice and Santa Monica area. I coordinate volunteers and manage the front of the house, similar to a maitre d'.

Our menu changes daily, and all the meals are made in-house. Meals range from pad thai to roast beef to pasta with pesto sauce made from scratch. We try to make the meals really good and give our clients an experience that recognizes their human dignity as opposed to just shuffling in as many people as possible and feeding a mass quantity.

The people we serve are so thankful to have someone look them in the eyes and see what their needs are or remember their names. But it's the highlight of my day to have a 15-second conversation with them. They're very gracious. Being homeless or poor isn't a spot they aren't trying to get out of; they're not complacent. A lot of them suffer from mental-health or addiction issues.

In the afternoons, I work as a program assistant and recruiter at the St. Joseph Culinary Training Program, a 10-week course that teaches low-income people skills to succeed in the culinary industry. They learn knife and plating skills and how to prepare soup, sauces, meats and garnishes. We also teach them interview skills and how to write a résumé.

I interviewed a man who said, "I really want [to improve my life]," and shortly after completing the program, he was employed and came back to tell me he got his first paycheck. This is what he takes pride in, and witnessing that was really gratifying.



the EDUCATOR

AMANDA BARTENSTEIN '09 TAUGHT ENGLISH IN GERMANY THROUGH A FULBRIGHT SCHOLARSHIP AND IS NOW IN THE SECOND YEAR OF HER MASTER'S DEGREE IN ENGLISH AT THE UNIVERSITY OF OREGON. WHEN SHE'S NOT STUDYING, SHE'S ROUSING YOUNG MINDS IN THE CLASSROOM.

I teach Freshman Writing Composition. It's pretty wonderful. I have 26 students who each turn in six essays in 10 weeks, so it's a lot of grading. I spend at least 20 minutes on each essay and about 30 hours a week total teaching, planning and grading.

I asked my [Freshman Writing] students to answer the question, What's the difference between art and science? They initially answered in very black-and-white terms. They tend to think there are only two possible answers to a question. But by the end of the conversation, those dichotomies started to break down.

When I asked my students to write diagnostic essays about why they came to college, most said they love college because they're exposed to so many new ideas in such a short time. They're genuinely motivated by learning new things. After one lecture, a student told me his mind was blown. They're like, "Wow, there is so much in the world that I didn't know about."

Most of my students say their favorite article [from the class] is about dumpster diving. It prompts them to think about how much we throw away as a society. I use the article to teach them about social justice as well as how to structure their thoughts. Writing is thinking, so as they revise their essays, they're learning to think and then rethink.



the **MEDIATOR**

BROWN SCHOLARSHIP RECIPIENT **JUHI TARIQ '12** SPENT THE SUMMER AFTER GRADUATION RESEARCHING MEDIATION IN GENEVA, SWITZERLAND, AS A THINKSWISS SCHOLAR, A PROGRAM RUN BY THE SWISS EMBASSY. SHE'S NOW IN A DUAL-DEGREE PROGRAM EARNING HER LAW DEGREE AND A MASTER'S IN INTERNATIONAL AFFAIRS AT AMERICAN UNIVERSITY IN WASHINGTON, D.C.

I spent the majority of my days researching at the U.N. library and conducting interviews with individuals who do mediation-related work. One of my best interviews was with Jean Freymond, the director of Dialogues Geneva, who did conflict transformation research on countries under stress, like the Democratic Republic of the Congo. He described many of the mediations he participated in, noting that many times, two countries or sides to a conflict just needed to sit in a room and speak with one other. If the countries didn't want to talk, the question arose of whether a mediator could actually change something. Freymond's insider knowledge helped me understand what actually goes on behind closed doors in mediation.

A trend I saw in my research was that the existing literature on mediation doesn't take into consideration the increasing number of intrastate conflicts and new weapons and technology, such as drones, all of which pose serious questions to the entire mediation process. Additionally, the reputations of larger state actors, such as

the United States, are under attack because of a lack of consistency in following certain ideals, notions and international legal norms. This is problematic because of the United States' long-time role in being entrusted to conduct mediations.

I think that with the changing nature of warfare, there should be a shift to understanding and identifying the interests of both parties in a conflict as well as trying to keep the conflict itself in the hands of the parties. In the past, we have seen arduous mediation processes that only result in a tenuous, shaky agreement because the parties seemed to be coerced into signing an agreement or were under a lot of political pressure to do so, even though their needs weren't addressed.

Ideally, I'd love to be a legal advisor for the International Committee of the Red Cross (ICRC) in Geneva. The ICRC is an independent, neutral organization and the premier advisor for international humanitarian law, helping protect victims of armed conflict by persuading countries to expand their legal protections.



A NATIVE OF JAMAICA, **DAHLIA CAMPBELL '06** IS A FORMER MCNAIR SCHOLAR WHO GRADUATED WITH A PHD IN ANALYTICAL CHEMISTRY FROM PURDUE UNIVERSITY IN WEST LAFAYETTE, IND., IN DECEMBER.

Analytical chemistry is the study of the chemical composition and structure of a material. An analytical chemist can tell the purity and quantity of a compound — whether synthetic or natural — as well as its identity. We also focus on improvements in experimental designs and the creation of new measurement tools to provide better chemical information.

My research focused on developing an analytical method to detect biomarkers molecules as well as grade and diagnose cancer by analyzing very small areas of tissue samples.

I eventually developed a method so that after someone has a biopsy, the molecules in the tissues can be analyzed on the micrometer scale to determine whether they indicate the presence of cancer. Prior to my research, the technology was at a place where we were looking at a large group of cells in a 200-micrometer area, but now earlier diagnosis is possible as we are able to look at cells contained in a 30-micrometer area. Universities and some companies are now using the method to study other diseases, as well.

My day as a doctoral chemistry student began around 8:30 a.m. I worked on instruments, analyzed compounds and conducted experiments until 2 p.m. Then I processed data for the rest of the day. If I saw some trends that I wasn't familiar with, I'd search in the literature and read a few papers to understand what the trends indicate. Sometimes I'd work until midnight after a dinner break.

In March, I began working as an analytical chemist in research and development for a company that makes chemicals for products applied in many different areas of life, like detergent, medicines, and paint for cars and houses. Doctoral chemistry students typically go on to become professors in academia or into industry as chemists. I chose the industry route because it's allowing me to employ the leadership skills that I began to hone at St. Edward's and Purdue. I'm good at managing and leading, and working in the industry allows me to merge two of my greatest passions: leading through serving and conducting cutting-edge scientific research.



AUSTIN LYTLE '09 JOINED BURGEONING AUSTIN-BASED SOCIAL-MEDIA SOFTWARE COMPANY, SPREDFAST, AS A SOCIAL STRATEGIST A YEAR AND A HALF AGO AND SPENDS HIS WEEKS TRAVELING THE COUNTRY LANDING BIG ACCOUNTS.

Spredfast builds social-media software that allows brands such as Whole Foods, which has Facebook and Twitter accounts for all 350 of their stores, to tie their accounts into one platform.

We're seeing all kinds of social movements happening on social media. A nonprofit can easily reach people who are interested in its cause, gain greater visibility and procure donations. Social media is a great way to bring issues not covered by traditional media to the forefront. Someone championing a cause can communicate to the right audience with the right message and get greater reach out of it.

At my company, we believe we are acting as pioneers in a new age of how brands communicate with consumers, helping curb the typical ideology of just blasting messages out. People now have an expectation of engagement and dialogue. Brands are learning not to say "buy, buy, buy." They are harnessing the power of one-to-one communication as a mechanism to interact with customers and potential customers on the local level to build brand loyalty. A year and a half ago, companies wanted to know the return on investment of having a presence on social media. Today that's like asking the value of wearing a shirt to work. It's a no-brainer; you have to do it.

Social-media software is a very young industry — one that didn't even exist when I was in college — with a lot of unknowns. I'm drawn to the fast-pace and high-risk nature of working for a start-up. I also like the variety. One day, I'll meet with a retail giant and the next day with the legal firm of a big financial institution because they need archiving capabilities.



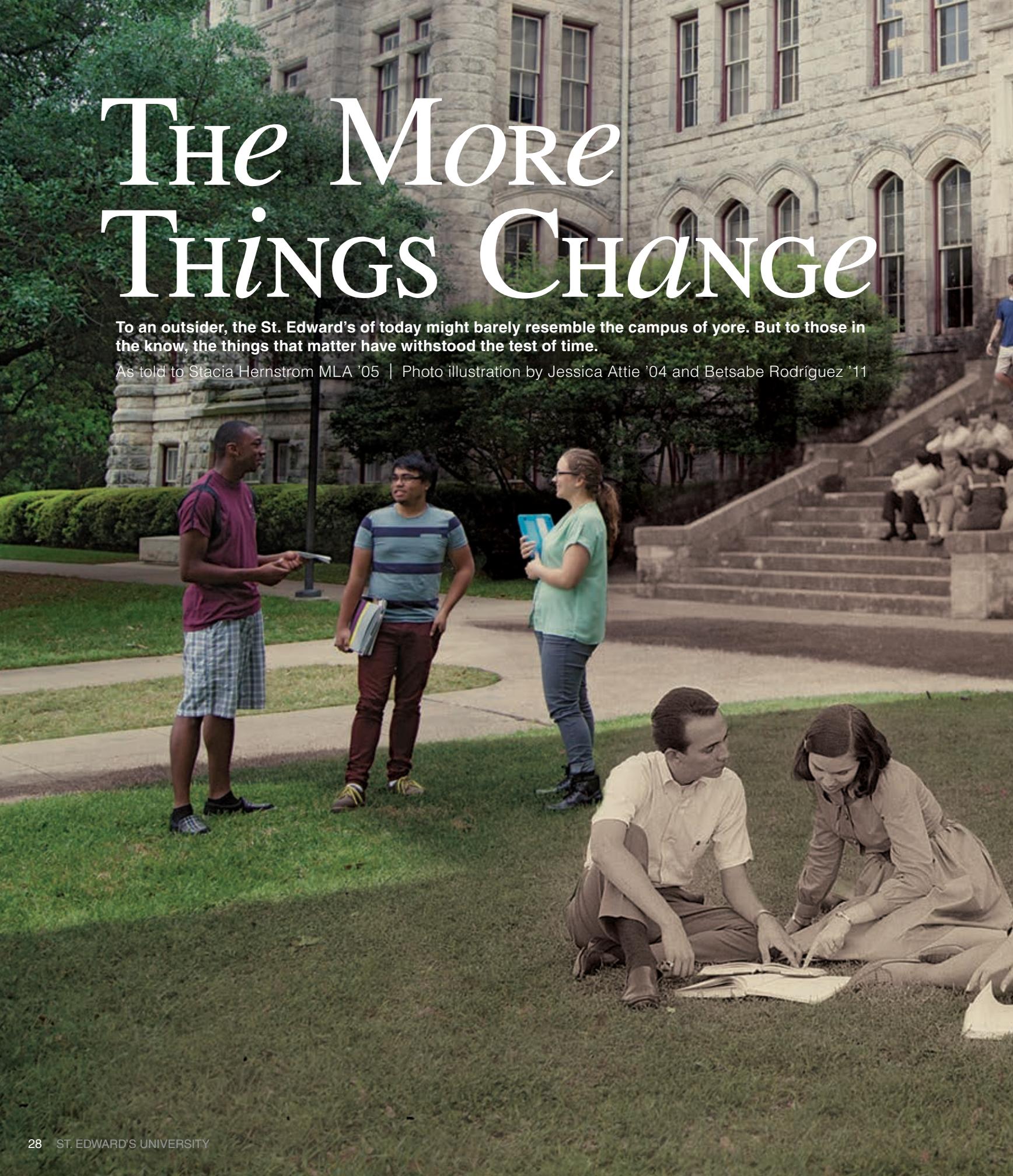
ALL IN A DAY'S WORK

Three young alumni who are reaching for their stars give us a glimpse into their day (and sometimes night) jobs. Check out the slideshows at www.stedwards.edu/webextras.

The More Things Change

To an outsider, the St. Edward's of today might barely resemble the campus of yore. But to those in the know, the things that matter have withstood the test of time.

As told to Stacia Hernstrom MLA '05 | Photo illustration by Jessica Attie '04 and Betsabe Rodríguez '11





Professor of Biology and Computer Science **Bill Quinn** leans back in his office chair, a well-worn leather number that lets him spend hours poring over Population Biology quizzes and the latest issue of *Trends in Ecology & Evolution*. He moves a 22-inch bark sample out of the way and picks up a photograph. It's an aerial shot of the St. Edward's University campus "taken sometime after airplanes were invented and Penn Airfield was built," says Quinn.

Holy Cross Hall is on the right. Main Building is on the left. "And there's not much else," he says, "except Sorin Oak." In the 100 years or so since that photograph, "our famous plateau live oak hasn't really changed that much."

Neither has the university that surrounds it.

Sure, there are more students, more teachers, more buildings and more than a few construction fences. There's Wi-Fi instead of hi-fi, iPhones instead of pay phones. But what really matters — the experience, the connections, the community, the reliable shade of Sorin Oak on a stifling August afternoon — hasn't changed a bit.

Just ask these familiar faces.

Brother Gerald Muller, CSC

Assistant Professor of Music

I became a brother to get off the farm in North Dakota. I wanted to serve God in a religious community as a teacher witnessing to the Catholic faith. I knew I would be countercultural, that I would own nothing, work hard, develop my talents at the behest of the community and be joyful. So, on Feb. 5, 1945, I entered the Brothers of Holy Cross rather than the U.S. Army. World War II was raging, and the draft was taking every young man available. I joined the brothers instead of getting shot at.

And the rest of the story is my life in Holy Cross.

I came to St. Edward's University in 1978. The Music program was in total chaos. No music had been cataloged, no records kept of performances or enrollment or anything. Pianos used to be hauled from Carriage House to destinations for performances. In one case, a piano rolled off the end of a truck. Imagine the damage to that instrument!

When my parents died, I bought with a modest inheritance the baby grand Kawai that has been in Maloney Room for the past 25 years (and three other spinets in other practice rooms).

In my 68 years as a Holy Cross Brother, God has allowed me to sing opera, write books, conduct choirs and bands, and teach music — my passion and favorite subject. Now, at age 86, I am fronting a rock band [Brother Muller and His Brothers] with four students and having a great time doing it.

I was one of the last brothers teaching, and I retired May 3. What I'm sure of is that Holy Cross (and St. Edward's) will continue to go where the need is, just as Father Basil Moreau did in the order's early days. As for me, I have no idea what I will do. If I am still breathing, I will thank God for another day and yell, "HALLELUJAH!"

Norman DeTullio

Class of 1963

The hilltop appears the same to me as it did in the fall of 1959. The quaint chapel off to the left, the library and Fleck Hall to the right — even 50 years later, they signal the start of life beyond high school. And my many returns over the past few years still take me back to that once-upon-a-time.

I always make a point to walk the sidewalks and pathways I so vividly remember. I have traced those paths thousands of times in my mind's eye, from morning walks to breakfast to late-night meetings at the Grotto for a rendezvous

with Ursa Minor and a couple of Lone Stars. Obviously, the growth of the physical campus is overwhelming, but the basic footprint and original roadways remain the same. There is still that generous feeling of wide open space so much a part of the Texas I know and love.

It never fails to make me smile when I see students gathered in buildings or hallways, especially wandering in and out of the bookstore, Quick Dip and Ragsdale Center. Our gathering place was always rather singular and limited to the steps of Holy Cross Hall or our dorm rooms. On the other hand, watching students wander about with a friend or two, books in hand, is no different than in days past.

Walking on campus still feels as natural as breathing to me. I love the way the air of Austin feels from the university grounds. Every time I return, I am awed as I stand under the evening stars or at sunrise just as the morning light drifts in. I've always thought of the campus as a world unto itself — it was home to me then, and it is home to me now.

Janice Swope

Class of 1973

When I attended St. Edward's University, the student body was diverse with students from all parts of the United States and several foreign countries. It didn't matter if you were the nephew of a foreign dignitary or a poor kid on an academic scholarship (that was me). You felt that you were important and that you made a valuable contribution to the university community.

When former classmates from various parts of the country plus Mexico and Canada gathered at Homecoming in February to celebrate our 40th reunion, our social status still didn't matter. Each one of us being there did. This accepting, loving spirit began at St. Edward's.

I came to the hilltop from a small Central Texas hamlet. My high-school graduation class boasted 27 seniors. I was, and still am, so thankful for the small classes and caring instructors who could and did take the time to get to know me. The low student-teacher ratio protected me from

being one of those students who slipped through the cracks. Our professors were readily available and willing to conference with us. I changed my degree plan three times, and I remember [former School of Education Dean] **Glenn Hinkle** patiently working out a new plan each time.

St. Edward's is larger now than when I attended, but faculty members still give consistent attention to students. Degree plans are still customized to meet students' needs, and endless opportunities for graduates still exist. Undergraduates still find a strong sense of community and a first-rate academic experience. There may not be a 9 p.m. weekday curfew, and women can now wear slacks to class (I enjoy visiting with current students and shocking them with these experiences from the early '70s), but St. Edward's is still the kind of place where you can feel known, important and excited about what you're studying.

John Lucas '65

Career Counselor

There's no doubt the student experience now is very different than the one I had. I think about why that is, and a short list includes things like coeducation, a couple of wars, higher divorce rates, civil rights, a greatly expanded definition of who should go to college, less prejudice, financial aid and technology.

Through all of this, though, St. Edward's hasn't lost sight of its core principles: a student-centered experience coupled with a willingness to take on critical missions and make a difference. One of my most enduring memories of my own time at St. Edward's was contact with people who kindly and frequently offered guidance and mentoring. I know that my son [**Michael Lucas '97**] had the same experience, and I know that students today can count on it.

I particularly remember people like Professor **Pete Pesoli**. Not only was he a great teacher with a passion for his subject, but he went out of his way to make me feel at home. (I came from the distant planet of New York to the wilds of Texas.) I remember being invited to his home for countless family dinners — Italian fare, and lots of it!

People like Pete made me feel special and influenced how I deal with students. That's why I enjoy my current role more than any other position I've had here — it allows me so much one-to-one contact with students. Every semester, I make a point of asking students to join my wife, Mary, and me for dinner. I want to make a difference for students because people did the same for me. That's why I remain confident that, no matter what happens in the world or on campus, my two-year-old granddaughter, Maya (Class of 2033), will come to love the same hilltop that I do.

Catherine Rainwater

Professor of English

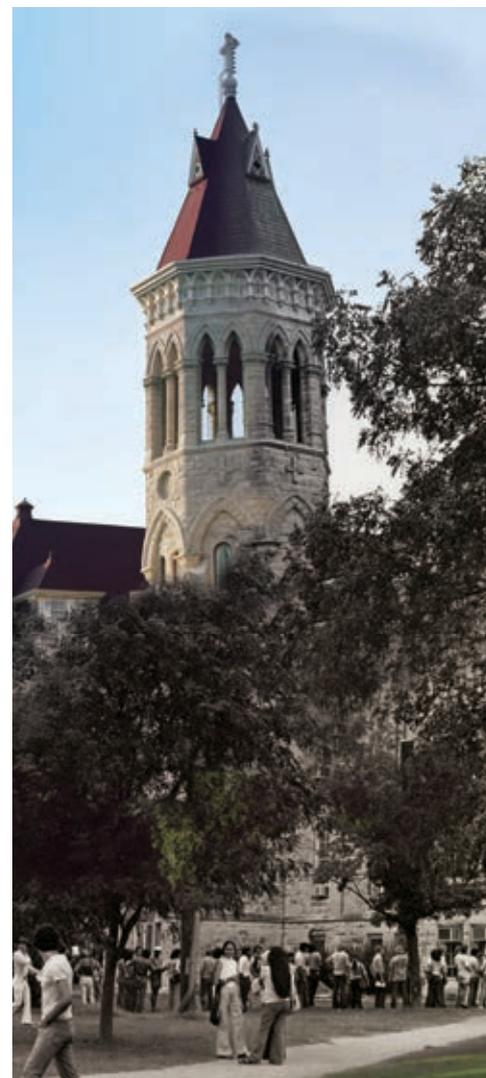
Twenty years ago, I had classes about the same size as today. Small classes give me a chance to get to know some of the students and, potentially, to play a more powerful role as professor and mentor for them. I am able to get through to many students about why they must train themselves to read more, to resist the distractions of electronic devices, to learn how to sustain thought and discussion on a focused topic. If they want an education from me, it is still available just as it has always been throughout the years.

To an extent, nothing changes except how old I am. I am always talking to people in their late teens and 20s, for the most part, while I keep getting older and older (and this is sometimes a strange experience for me).

Almost every year, one of my students asks me to oversee an independent study, and I almost always agree if I think the person can succeed in a self-directed situation. Last year, I had a student take a semiotics course that way, and another student take a class in Coleridge, Poe and Lovecraft. As always, we explored ideas, connections among ideas and applications of concepts. We enjoyed the journey.

I also get to know and understand the personal experiences, values and interests of that student, who in turn gets to know me better. This context allows for something quite important to happen in the student's intellectual maturation. The student sees that a professor's knowledge is not some

kind of quantity that sits outside of him or her on the desk or in a book. The professor lives a life that is interwoven with knowledge and inquiry. It is not something we have but something we are. Past and present, I have enjoyed such conversations with any student who wants to have them.



 webextra

CHANGE IS GOOD

See what has changed on the hilltop with our slideshow of new construction, renovations and campus improvements at stedwards.edu/webextras. Plus, read essays by professors **Bill Quinn** and **Catherine MacDermott** on Sorin Oak and the red doors.

2013 Alumni Award Recipients

In February, St. Edward's University honored three incredible alumni. We have the inside scoop on how an actor, a rocket scientist and an economist all got their start on the hilltop. Interviewed by Lisa Thiegs

ALUMNI ACHIEVEMENT AWARD:

KATHARINE BARAGONA '87



Whether she's building financially sustainable infrastructures in developing countries or rebuilding her parents' home after a hurricane, Kate Baragona commits. After graduating from St. Edward's, she went on to earn a law degree and was one of the first five American lawyers to dual qualify as a U.K. Solicitor with the Law Society of England and Wales. Baragona has worked at law firms on both sides of the Atlantic and currently works for the World Bank.

What has affected you most from your time abroad?

It's the opportunity to see the world from so many perspectives — to be on the front lines as history unfolds, to experience different cultures with all my senses and to hear stories from interesting people. These experiences continue to change me, fuel my curiosity and give me a life beyond my wildest expectations.

What are the most interesting changes going on in the world right now?

Nigeria is currently undergoing the world's most extensive and historic power-sector reform: restructuring and reforming every link in the value chain, including upstream gas, power generation, transmission and distribution. It's the most populous country on the African continent. It rightly deserves a place in the top-12 economies of the world. But it only has 45 to 50 percent connectivity for its citizens. When the country improves its electricity sector and can make power more widely available, it will jump to double-digit GDP growth. It's probably the most exciting and dynamic market in the world to be working in, and I'm very happy that the World Bank trusts me to be their lead person for financial structuring, guarantees and credit support.

Were there any people at St. Edward's who influenced your career path?

At St. Edward's, I was fortunate to have **Jim Koch**, **Joe Pluta** and **Ed Shirley** as teachers. Their passion and expertise built the foundation of my professional pursuits. Each of them is intellectually unrestrained. They know the principles of their areas of expertise but have continued to challenge accepted "truths" in pursuit of deeper knowledge and understanding. It was this practice of the art of curiosity that spoke to me and inspired me to go find answers.

Your family is from New Orleans. How were you impacted by

Hurricane Katrina? I was living in London at the time, but my parents were in New Orleans. After the storm, the little bits and pieces of their 50-plus years of marriage fit into a small backpack. After three years of negotiations, I was finally able to secure their insurance payment in full, and we started construction of their new home. I flew back and forth from New Jersey to Louisiana to work with the contractor on the new home, which was completed four years and three months after Katrina.

DISTINGUISHED ALUMNUS AWARD:

TIM RUSS '77



Tim Russ may be best known for his forays into the future as *Star Trek: Voyager's* Tuvok. But for him, his past is just as important — especially his time at St. Edward's. Russ honed his acting skills in the Theater Arts program before moving to Los Angeles to pursue his career.

Was there a specific experience or person at St. Edward's that influenced the direction your career took after graduation?

I was most influenced by **Edward Mangum**, who at the time was the head of the Theater Arts program. I was also influenced by Al Lewis, who was one of the television celebrity guests we worked with at Mary Moody Northen Theatre in a show called *Cave Dwellers*. I kept in touch with him after leaving St. Edward's, and he encouraged me to move to Los Angeles.

As part of the Star Trek legacy, you've probably encountered a lot of devoted fans. Any particularly memorable moments?

The fan interactions range from a simple thank you for my work on the show to some very touching letters I've gotten where fans took comfort and sometimes inspiration from the show while going through very difficult events in their lives. But there was a moment once, when I was in Alicante, Spain, in a hotel room. The TV was not working. The repairman was kneeling in front of the TV set, and when the picture popped on, it was *Star Trek: Voyager* (in Spanish). I happened to be on the screen. The repairman did a double-take from the TV to me several times then took off to go tell the other hotel workers. True story.

BIRTHS

To **Lou Serna '99** and **Karen Serna '11**, daughter Lilian Kate on Oct. 23, 2012

To **Kristin Yingling Simon '07** and husband Josiah, daughter Iris Ellen on June 6, 2012

To **John Whelan MSCIS '10** and wife Katie, daughter Sarah Ruth on Oct. 22, 2012

MARRIAGES

♥ **Douglas Tough '09**, of Redding, Calif., to Tricia Plummer on Dec. 1, 2012

♥ **Molly Golden '10**, of Austin, to Tyler Kee on Nov. 12, 2012

IN MEMORIAM

✚ **Father David Verhalen, CSC, '45**, of Notre Dame, Ind., on Sept. 11, 2012

✚ **Joseph Dargan hs '52**, of Henderson, N.C., on Oct. 30, 2012

Why is it important to you to maintain a connection with St. Edward's? In my case, it's personal. I really grew as a person and as a performer at St. Edward's. I was so fortunate to have gotten the hands-on experience and a foundation in the performing arts at this school.

What Star Trek gadget do you think has the most potential to be a real invention? The holodeck. They will eventually figure out how to make that happen. And nobody will ever get any work done again.

DISTINGUISHED ALUMNUS AWARD: ROBERT WILEMS '63



Bob Wilems discovered his love of physics and mathematics his freshman year at St. Edward's. But it wasn't until after his junior year during a summer fellowship that he discovered his career path: computer modeling. After earning a PhD in Physics, he focused on modeling strategic-defense systems and eventually was named vice president of Science Applications International Corporation, where he focused on nuclear-waste disposal systems and helped grow the company significantly. Now

retired, Wilems devotes a great deal of time to his alma mater.

What inspired you to major in Physics? On the first day I came to St. Edward's, I went to register for classes in the old gym. At the science and math table, I was asked what I would be majoring in. I said, "Science, Math or Engineering. But I know one thing I don't want to major in, and that's Physics." And the man at the table said, "Why is that?" I told him physics was boring. He looked at me and said, "I'm **Brother Romard [Barthel]**, and I'm head of the Physics department. I'm teaching a freshman physics course this year, and you're in it. We'll put you down as a general Science major, and we'll see what it is next semester." When my wife and I took him out to dinner about 15 years ago, he told me he never said that to another student because every day I walked into his class for four years he would think to himself, "Is Bob going to find this boring?"

You've mentored several students throughout the years. What is a memorable mentoring moment for you? About a year ago, I was sitting at the chairs and tables near Main Building. A young man I was mentoring came by after class with several of his classmates. I asked a question about class, and soon there was a lively conversation going. They thoroughly enjoyed discussing what they had just learned, and they were learning so much more. I smiled and I said, "*This is a study group. This is what I've been trying to get you all to do.*"

What community involvements have had a significant impact on you? The two most significant would be Confraternity of Christian Doctrine (CCD) and Catholic Youth Organization, which my wife, Nela, and I did together. There are a number of students who keep in contact with us. There is one young man from 45 years ago. He was in CCD class as a senior in high school. He's come and visited us everywhere we've ever lived and visited us in Boerne in March. His dad died when he was nine years old, so he sort of adopted us as parents.

Why is supporting St. Edward's so important to you? It's the strength of the professors and their incredible focus on the student. The university recognizes the internationally interconnected world we live in today and gives opportunities to so many students to study abroad and get an immersed education. St. Edward's also recognizes the importance of science and math for all students on campus.

To read the complete bios of these alumni, visit homecoming.stedwards.edu/alumniawards.

ALUMNI ASSOCIATION STRATEGIC PLAN

The alumni board, together with the Alumni and Parent Programs (APP) office, has been working on a strategic plan for the university alumni association. The plan will coincide with and support the overall strategic plan of the university. The group has been working to develop a plan that provides the infrastructure for the alumni association to engage with the university, grow the active alumni base, determine tangible and intangible benefits for alumni, create events and volunteer opportunities that are beneficial for alumni and the university, and help the St. Edward's alumni association become a top-tier alumni association.

Since June 2012, APP and the board have conducted focus groups with alumni and campus departments, administered an alumni survey, researched peer institutions' alumni associations, and interviewed representatives from groups that work with the alumni association. The board began drafting the plan in April and will formally adopt the completed strategic plan by September.

The entire board and the APP office are invested in this process. We look forward to planning for the future and finding creative ways to improve services for alumni and finding meaningful ways for alumni to interact with the university.

 **Frank Kern '52**, of Henderson, N.C., on Oct. 30, 2012

 **Joseph Pfister '55**, of North Haven, Conn., on June 14, 2012

 **William Fitch '56**, of Palm Beach Gardens, Fla., on July 17, 2012

 **Raymond Todd '59**, of Carrollton, on Jan. 20

 **Eugene Palinski '54**, of Lansing, Mich., on Aug. 14, 2012

 **Jorda Cirehs '56**, of Spring, on Aug. 25, 2012

 **Sam Tramonte '56**, of Galveston, on Jan. 6

 **Royce Jalufka '61**, of Corinth, Miss., on Sept. 6, 2012



A group of Theater Arts alumni and faculty presented *The Attic Space* by **Nigel O'Hearn '09** at the Salvage Vanguard Theater in Austin in December 2012. The cast included **Babs George, Ev Lunning Jr. and Helyn Rain Messenger '08**. Sets were designed by **George Marsolek '11**. The production marked the final presentation of The Palindrome Theatre, founded by O'Hearn and **Kate Eminger '08**.



Don Cox '69 took this photo of **Leo and Edna Osterhaus**, who recently celebrated their 70th wedding anniversary. Leo is a retired faculty member in the School of Management and Business.

1950s

Tom Bresnahan '57, of Burr Ridge, Ill., received the Board of Certified Safety Professionals Award of Excellence on June 6, 2012. Bresnahan was a two-term director on the board and served as its president in 2005.

1960s

Brother James Hanson '66, CSC, of Tulpetlac, Mexico, will celebrate his 50th anniversary of religious profession on August 16 at noon in the Shrine of the Fifth Apparition of Our Lady of Guadalupe in Tulpetlac. Anyone from St. Edward's or the Holy Cross Congregation is welcome.

1970s

Joe Goldblatt '75, of Edinburgh, Scotland, was featured in *The Scotland* on March 28. He discussed the importance of higher education for aspiring event planners.

Rosa Rodriguez '79, of Little Rock, Ark., was named president of the Federal Law Enforcement Officer Association of Arkansas. She was also named a Top-42 Volunteer at the Clinton Presidential Library.

1980s

Nick Dayton '80, of Lake Forest, Ill., received his PhD in Social and Behavioral Sciences from Tilburg University in the Netherlands on Oct. 15, 2012. He is director of global compliance at Baxter Healthcare in Deerfield, Ill.

Kevin J. Miller '83, of Orchard Park, N.Y., was promoted to professor at Buffalo State College, where he is chair of the Exceptional Education department. He is also an adjunct associate professor at SUNY at Buffalo.

Cathy Friesenhahn '85, of Round Rock, has made collectible magnetic images of her award-winning art and is giving a portion of the profits to St. Edward's University. The magnets are available at Cathyworkingfromhome.com and are \$10 each with free shipping. Friesenhahn will donate to the university 40 percent of profits from each magnet purchased by alumni.

1990s

Diane Lynne Gilley '92, of Austin, joined Morgan Samuels, a leading human-capital consulting firm, as principal.

Fred Goodwin '93, of San Antonio, is a competitive markets analyst at the Public Utility Commission of Texas located

in Austin. Previously, he was a senior telecommunications engineer at the Oregon Public Utility Commission in Salem, Ore.

T.K. Griffith '93, of Akron, Ohio, received the 2013 Clem Caraboolad Memorial Coach of the Year award from the Akron Journal and the Touchdown Club of Greater Akron. Griffith is an English teacher and the boys basketball coach at Archbishop Hoban High School in Akron.

Sandra Cochrun '94, of Pflugerville, is founder of The Storehouse Food Mission. The organization hosted its ninth annual golf tournament in April to raise money to provide additional food for the families it serves during the summer months.

Michael Lucas '97, of Atlanta, spoke to the state bar at the ICLE Seminar on Advanced Debt Collection. Lucas is the director of Housing and Consumer Programs for the Atlanta Volunteer Lawyers Foundation. His presentation focused on the foundation's Dollars for Judgments Program, which connects clients with collection attorneys to collect judgments obtained against unscrupulous landlords and employers.

Jeff Earle '99, of Kyle, has accepted the position of police captain at St. Mary's University in San Antonio. Earle previously served as sergeant in the University Police Department at St. Edward's.

2000s

Casey Hughes '00, of Austin, was promoted in February 2012 to chief operating officer at Insuraprise, a nationwide senior health insurance brokerage.

Jessica Sjolseth '02, of Austin, launched OAK Lifestyle, a philanthropic company that sells bags and T-shirts.

Carol Warkoczewski MSOLE '05, of Austin, has been selected as city architect in the City of San Antonio's Capital Improvements Management Services Department.

Ricardo Zamarripa MBA '05, of Austin, was recently named an associate at Klotz Associates. He has 12 years of

Thomas Armbruster '62, of Norfolk, Neb., on July 28, 2012

Richard Emge '62, of South Bend, Ind., on March 6, 2012

John Bryan '63, of Newburgh, Ind., on Oct. 31, 2012

Robert Moisant '63, of Vancouver, Wash., on Jan. 7

Brenda Hartnett '74, of Houston, on Jan. 6

Arthur Dardeau '75, of Trussville, Ala., on Oct. 9, 2010

Reverend Kenneth Armstrong '78, of Ponca City, Okla., on Nov. 27, 2012

Edna Campbell '78, of Bryan, on Aug. 12, 2012

experience in transportation engineering and project management.

Tyler D. Stack '06, of Sandy, Utah, is a fourth-grade teacher at Saint Vincent de Paul Catholic School in Salt Lake City.

2010s

Katelyn Goodall '10, of Rockport, completed her master's degree in December 2011 at Marymount University in Arlington, Va. In August, she'll join the Peace Corps in the Dominican Republic.

Jesse Cancelmo '11, of Houston, interned in the U.S. Embassy in Beijing from June to August 2012. He provided daily support to the ambassador's office and wrote weekly reports. Cancelmo also volunteered with fingerprinting operations at the U.S. Embassy.

Hans Christianson MLA '11, of Dunmore, Pa., has co-written his first e-book with his brother, Lars. *Motley 1973* was released on Amazon.com in January. Hans describes the novella as "crime noir meets Minnesota nice with a little Roswell thrown in for good measure."

Christina A. Hales '11, of Austin, recently opened a coffee-shop franchise, LavAzza Espresso, at 914 Congress Avenue in Austin.

Sean Ripple '13, of Austin, is the curator for *Of a Technical Nature*, an exhibit at AMOA–Arthouse that explores the increasingly integrative relationship between natural and technological systems. The exhibit runs through August 11.

▲ SEND IN YOUR CLASS NOTES

Send your Class Note and wedding or birth announcement to the Alumni Office at seualumni@stedwards.edu.

Learn more about upcoming events with **Hilltop.Connect** stedwards.edu/hilltopconnect



When **Kate Voth '07** was told she could no longer pursue her passion of running due to complications from her stage-four melanoma diagnosis, her friends (and fellow St. Edward's alumni) wanted to do something to honor her. **Stephani Smolucha '08**, **MSOLE '11** and **Katie Shagman '07** formed Team Kate for the 2013 LIVESTRONG Half Marathon, held in Austin on February 17. The team had 119 members, including 10 St. Edward's alumni. "The beautiful thing is that we brought together people from different walks of life to reach one common goal — to support a beautiful human being," says **Melinda O'Cañas '10**, a member of Team Kate. "Most of the team members had never run more than a 5K, so to push ourselves out of our comfort zone was a tough but rewarding challenge." The team raised more than \$55,000 for the LIVESTRONG Foundation in Voth's honor. Voth passed away June 1.

In Memoriam

Brother Edwin Reggio, CSC, '58 passed away April 24. Reggio taught at Holy Cross high schools across the country, including St. Edward's High School. He later returned to the hilltop as an administrator. High-school alumnus **Fred Stewart** recounts how Reggio became one of his heroes.

As a 1960 graduate of St. Edward's High School, I had the good fortune to be taught by Brother Edwin Reggio.

Brother Reggio embodied all the qualities of a great teacher. In my senior year, it was "suggested" that it might look good on my résumé to have participated in at least one constructive endeavor during my four years at St. Edward's. I guess countless hours spent in homeroom and detentions were not considered career enhancers. So I joined Glee Club. Upon reflection, I believe this "encouragement" was in preparation for a play planned for later that year, which would require almost anyone with a pulse to participate. I vividly recall our solo tryouts: Most of us were probably dreadful, but this is when Brother Reggio proved he could have been a great poker player. His hopeful expression never wavered during every ear-damaging audition.

That's what I remember most about this dedicated man: his boundless enthusiasm, discipline, dedication, and willingness to do his utmost to help us hopefully become heroes. In the process, he became a hero to many.

✦ **Allan Milder '79**, of Georgetown, on Nov. 16, 2012

✦ **Phillip Roberts Sr. '79**, of Austin, on Dec. 11, 2012

✦ **Ronald Christenson '81**, of Aransas Pass, on April 26, 2012

✦ **Monte Cain '90**, of China Spring, on Feb. 22, 2012

✦ **Roy Hernandez '91**, of Austin, on May 25, 2009

✦ **Charles Robinson III '93**, of San Benito, on Sept. 18, 2012

✦ **Philip Williams '93**, of Round Rock, on Oct. 14, 2012

✦ **Tina Blain '96**, of Alpharetta, Ga., on Dec. 14, 2012

DATES TO REMEMBER

AUG. 10

Austin Alumni Night
at the BallparkFEB. 21-23,
2014

Homecoming

Alumni

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Presidential Receptions: President **George E. Martin** visited the Laredo, Houston and Dallas alumni chapters this spring to share updates on Strategic Plan 2015. The Laredo reception was held at the Texas Community Bank and was facilitated by **Joaquin "Kinny" Cigarroa III '74**. The Houston reception was hosted by siblings **Elizabeth Chen '09** and **Stephen J. Chen '07**, children of university trustee **Regina Lewis** and her husband **Joseph J. Chen**. The Dallas reception was hosted by **David "B.D." '07** and **Jaclyn Amend**, along with **John and Teresa Amend**. The receptions offered alumni, parents of current students, and prospective students the opportunity to spend an evening with Martin.

A Night with the San Antonio Spurs: Alumni and parents in the San Antonio and Austin areas gathered for an exclusive event with the San Antonio Spurs on April 6. Attendees enjoyed premier access passes and a courtside experience prior to the game. The Spurs took on the Atlanta Hawks.

Hilltopper Night at Rodeo Austin: Austin-area alumni enjoyed the Super Shootout and a Gary Allan concert at Rodeo Austin. The Super Shootout is a four-event championship featuring the world's best athletes in a head-to-head battle for the right to be called No. 1.

New York City St. Patrick's Day Parade: Alumni, parents and current students marched in the 252nd New York City St. Patrick's Day Parade. This marks the fifth time St. Edward's has participated in the parade. Afterward, the group celebrated at a local restaurant with the Alternative Spring Break students.

Alternative Spring Break Gatherings: Chicago and El Paso alumni gathered with Alternative Spring Break students in March as an opportunity for the students to meet and interact with local alumni.

Florida Spring Training Game: Alumni and parents in West Florida gathered to watch the New York Yankees battle the Tampa Bay Rays at a spring training game in Tampa.

St. Edward's High School Reunion: All graduating classes of St. Edward's High School gathered on the hilltop in May for a reunion. Alumni from many generations shared stories and memories from their days as St. Edward's Tigers.

Welcome, Freshmen!: Nine alumni volunteers reached out to more than 220 prospective students to congratulate them on their acceptance to St. Edward's and to encourage them to enroll. Chapters represented include: Dallas Ft. Worth; Washington, D.C.; Chicago; Houston; Louisiana; New York and the Bay area.

✦ **Jacob Gomez '97**, of Houston, on
Dec. 27, 2011

✦ **Robert Rodriguez '01**, of Corpus
Christi, on Jan. 6

✦ **Juan Aguilera '05**, of Sylmar, Calif.,
on Jan. 1, 2009

✦ **Robert Olson '05**, of Austin, on
May 18, 2012

✦ **Adrienne Carpenter '07**, of Houston,
on Nov. 3, 2011

✦ **Ellis Camacho '08**, of Austin, on
July 26, 2012



THE SONG GOES ON | Photo by Jessica Attie '04

How do you convince prospective students that St. Edward's is the place for them? Give them a taste of Austin's quirky food-truck culture, and throw in one of the university's most beloved Holy Cross Brothers. On April 5, **Brother Gerald Muller, CSC** (right), welcomed the newest class of Holy Cross and Moreau scholars to campus during a recruiting event.

Muller retired on May 3 after 35 years of service to the university, though his legacy lives on for future Hilltoppers. When Muller came to the university, the entire Music program consisted only of him. Under his leadership, the program grew to include 12 adjunct instructors, two full-time faculty members, one staff member and multiple performance groups.

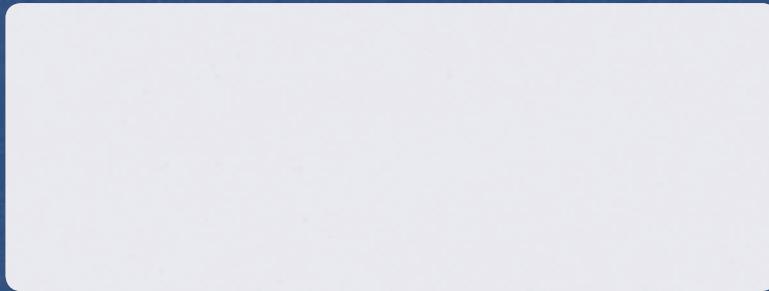


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