

In This Issue:

Seeing Jesus	2
Endings and Beginnings	3
Assessment Bites	4
Student News	5
Summer Vacation	6
JPIC	7
Commencement	8
Library News	9
2025 Graduates	10
Summer Birthdays	13
Dialogos May addendum	
2025 Newsletter	

Birthday Corner:

MAY

15	Fr. Juntang Duan, SVD
16	Ben Wintress
18	Fr. Toan Vu, SVD
19	Fr. An Thien Huynh, SVD
19	Fr. Alexander Roedlach, SVD
20	Pau Khual
20	Thi Nguyen

Continued on page 13



THE PRESIDENT

Fr. Tom Ascheman, SVD

We Want to See Jesus...

I have a young theological advisor who comes to Sunday Mass at Divine Word College. He is about four years old, and often is dressed in his favorite Spiderman shirt. His dad is a guitar instructor at the College who also accompanies the singing groups at Sunday Mass. "Spiderman's" mom is a lovely and patient woman. With kindness, and abundant love, she manages some of our superhero's more energetic outbursts!

After Mass, recently, it was reported that folks overheard Spiderman saying, "I want to see Jesus.... now...!"

During Jesus ministry there were some Greek speaking folks who approached St. Philip with almost the same words. They said: "We wish to see Jesus" (Jn 12:21). That happened just days before Jesus offered his body and blood in the Last Supper, on the Cross, and in the Resurrection.



The Gospel readings in Eastertime keep making the point that, *at first, the disciples do not recognize Jesus*. When they interact with this stranger, they do come to recognize Jesus in his changed, resurrected body. That was the experience of Mary Magdalen in the garden (Jn 20:14-15). The same happened with the disciples on the road to Emmaus (Luke 24:15-16). A third time was when Peter and some of the other disciples were fishing in the early morning in Galilee (Jn 21:4). I wonder about how that could be?

It is not so uncommon. Sometimes we meet people whom we knew years earlier. As we recall experiences we shared in the past, it dawns on us who they are. Or, like a few days ago, I was searching through old photos for pictures of my nephew who is graduating from high school this year. His baby and boyhood pictures don't look very much like how he looks now. I wonder, would I recognize myself if a four-year-old version of me would show up in my office?

These Sundays after Easter are First Communion time. There is excitement

for the young people who will be receiving the Body and Blood of Jesus for the first time. Many people can remember details of their first communion even decades later. My date was May 6, 1962! I had a seven-year-old brain, but I knew that was a momentous event.

I like to distribute Communion. Often, there are parents or grandparents with little children in their arms. Almost always, the little ones reach out their hands for their share. They too, would like to see Jesus. I get to see Jesus in their instinctive wish to eat with the Church.

A prayer at the Offertory of the Mass, during the mixing of the water and the wine, is one that the priest usually prays quietly. It goes: *may we come to share in the divinity of Christ who humbled himself to share in our humanity*. It is a reminder that we are all on a stupendous journey to new life. Paul wrote in his letter to the Philippians: “Our citizenship is in heaven, and from it we also await a savior, the Lord Jesus Christ. He will change our lowly body to conform with his glorified body by the power that enables him also to bring all things into subjection to himself” (Ph 3:20-21).

When she heard her name, Mary Magdalen recognized Jesus through her tears. In the breaking of the bread, the disciples at Emmaus recognized Jesus through their fears and confusion. In a great catch of fish, Peter, John and the others recognized Jesus through their doubts and uncertain futures. In his missionary journeys, Paul could glimpse Jesus, and he looked forward to seeing him face-to-face.

Divine Word College is full of people who want to see Jesus, and they do encounter him in their lives here. In frantic activity and in solemn silence; in work and play; in stress and peace; in the gathering of the community and in the breaking of the bread, whether in chapel or in the dining room, we get chances to see Jesus. When we cheered the election of a new pope, we exulted in our continuing hope for the future.

I think our young “Spiderman” has an excellent chance of seeing Jesus. He may need some patience though.





VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Joshua Young

Endings and Beginnings: A Short Reflection

The end of the year is always a time of reflection, to think about what things went well and what things we can improve and plan for in the next experience. Most students do not approach their learning in the same systematic way many of their teachers do. Students don't often take the time to review the learning objectives listed in our syllabi. Most of them do not think about where they were at the beginning of the year and where they are now. However, when one student does and takes the time to thank an instructor, it can mean so much! Teachers, too, often forget to look back, trying to get grades turned in and vacation started. However, taking the time to reflect on the semester and on each course while it's still fresh in our minds can be a way of letting go of the frustration and embracing our successes. Perhaps one good place to start for teachers and students is to reflect on the people that made the biggest difference in our lives during this last year. Who helped you survive? Who helped you grow? Who challenged you? Who supported you? Take time to think about your answer, and then let those people know.

When we share our gratitude and appreciation for each other, something new presents itself; new opportunities for deeper and more meaningful relationships emerge, an ability to see the other as Christ becomes present. Thank you to everyone that has made this year a success. I mention only a few names here, but acknowledge it is our entire community working together that makes our work so fruitful. I am especially proud of this year's graduates, those in the undergraduate program and in the Intensive English Language Institute. I am thankful for my colleagues in the faculty. I want to especially thank Dr. Rioux for her service as Director of Institutional Effectiveness. Finally, I lift up all of the support staff that work to make the academic part of the College much more effective. Without each of them, learning would be a challenge. As we end this academic year, look for new beginnings; reflect and look for ways to introduce people to Christ's love.

New Graduation Banner Added

Those attending graduation may notice a new banner that has been added to the processional. This year, DWC will add a banner honoring the Intensive English Language Institute. Discipline banners follow a strict color coding system established by academic tradition and by each college or university. The colors represent each discipline. For instance, red typically signifies theological studies, while blue often represents philosophical studies. While ESL does not have a traditional academic color, DWC has adopted aquamarine as the color to represent the IELI. Congratulations to all of our IELI graduates and thank you for being a significant part of our college community.





Dr. Yasmin Rioux

Assessment Bites

Good Luck! ☺

- Dr. Yasmin Rioux





VICE PRESIDENT FOR FORMATION/DEAN OF STUDENTS

Fr. Tuan Hoang, SVD



Finals Week

Finals week is here, and I want to wish good luck to all of you. I know that this will be a busy and stressful week, but please find some time to rest, relax, and pray. I posted the schedule for finals week on the bulletin board. Just a reminder that we will have two masses from Monday through Thursday. The DWC community will keep you in our prayers.

DWC's Mass of Thanksgiving and Commencement

This Friday, May 16, 2025, we will have our commencement, celebrating the graduation of our students who have worked hard the last few years to get to where they are today. We also thank them for their time and dedication serving Divine Word College in their various ways. This day, we will congratulate them by having a Mass of Thanksgiving at 8:00 am, followed by Commencement at 10:30 am. A light lunch will follow after the commencement.

All students are required to attend the Mass of Thanksgiving and Commencement. Please come dressed in formal or religious attire.

Summer Vacation

After DWC's 2025 Commencement, you are free to begin your summer vacation. Please be aware of the times where the deans will be doing room inspections. I also want to remind you of some other things before your summer vacation:

- For those who will be returning next academic and formation year, please store your belongings in the student storage room on the ground floor with your names. All of the rooms must be completely clean before leaving for your summer vacation.
- For those who are staying for the Summer Placement Program or Summer IELI program, I have sent you a personal email with your room assignments for the summer. Please move into your rooms as soon as it is available. This week, I will post up the schedule for washing dishes and community service for the summer, effective Saturday, May 24, 2025.
- Please return your dormitory key to me before you leave for your summer vacation or when you change to your assigned room for the summer. Your deposits will be returned to you when you return your key to me.

I wish all of you a wonderful summer!





VICE PRESIDENT FOR ADMISSIONS

Len Uhal

Summer Vacation

The staff of the Admissions Office wishes everyone a safe and enjoyable summer break! In your travels, please consider telling others about the Divine Word Missionaries and Divine Word College. We are always looking for new SVD candidates to enter formation for the SVD and new students at Divine Word College are always welcomed.

Please stop by the Vocations/Admissions Office and get some literature to take with you. Give someone a prayer card or a brochure and encourage them to consider a religious vocation and visit our websites to learn more about DWC and the SVD.



Prayer for Families and Vocations

God our Father,
in baptism you called me by
name,
and made me a member of
your people, the Church.
I praise you for your goodness,
I thank you for your gifts.

Father, bless your Church
with love.
Raise up in our communities
good and holy families,
loving husbands and wives,
devoted parents and children.

Raise up from our families
and friends,
dedicated and generous leaders,
who will serve as Sisters and
Brothers,
priests and deacons,
missionaries and lay ministers.

Send your Spirit
to guide and strengthen me,
that I may serve your
people, following the
example of your
Son, Jesus Christ,
in whose name
I offer this prayer.

Amen.



VICE PRESIDENT FOR OPERATIONS

Steve Winger

Divine Word College – Summer Projects Overview

As we kick off the summer season, several key projects will be underway to enhance our campus facilities and enrich the experience for both students and staff. The following initiatives are scheduled for completion this summer:

- HVAC Dampers Replacement: Upgrading outdated dampers to improve air circulation and also boost energy efficiency.
- Dishwasher Installation: Adding a new commercial-grade dishwasher in the main kitchen to support food service operations.

- SVD Bathroom Renovation: A complete remodel featuring modern fixtures, improved accessibility, and updated finishes.
- Student Bathroom Upgrades: Enhancing student bathrooms across campus with new plumbing fixtures, tiling, and improved functionality.
- Loading Dock Repairs: Structural improvements and safety upgrades to ensure long-term durability of the loading dock area.
- Meghan Hall Parking Lot: Resurfacing and restriping to improve safety, manage stormwater runoff, and enhance visual appeal.
- Martha's Kitchen Renovation: Installing new appliances, updating prep areas, and upgrading electrical systems for better efficiency.



We're continuing our commitment to a safe, welcoming, and cost-efficient campus through these projects. Thank you to our Maintenance, Housekeeping staff, and student workers for their year-round work in keeping our buildings in great shape.

Justice and Peace Committee

Upcoming Events

"Peace Movie Night: A Man of Conscience," with Dr. Heleana Theixos, May 15th, from 6:30 – 7:30 PM.

Watch an inspiring documentary about Franz Jägerstätter, an Austrian farmer who nonviolently refused conscription into the army of Nazi Germany. Donation only; can be attended in person or via Zoom. Learn more and RSVP your attendance here -- https://shalomretreats.org/stec_event/peace-movie-night-a-man-of-conscience-with-dr-heleana-theixos/.



"The Russo-Ukrainian War & Prospects for Peace," with Dr. Chris Budzisz, Professor of Politics at Loras College, May 21st, from 6:30 – 7:30 PM.

This donation-only program may be attended in person or via Zoom. Learn more and RSVP your attendance here -- https://shalomretreats.org/stec_event/the-russo-ukrainian-war-and-the-prospects-for-peace-with-dr-chris-budzisz/.

external affairs

CLASS OF 2025

Commencement DIVINE WORD COLLEGE

Friday, May 16, 2025 | Mass at 8:00 | Commencement at 10:30

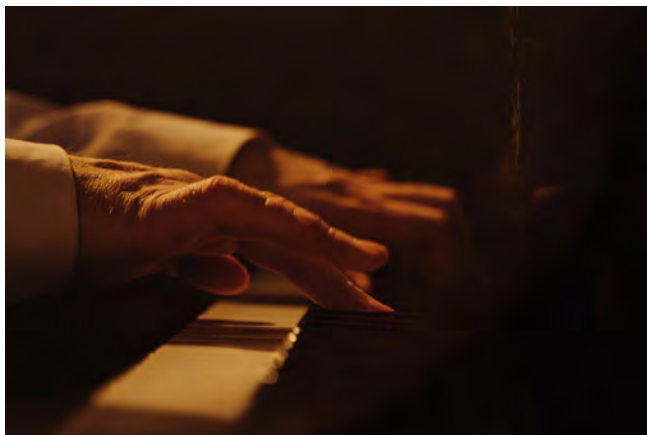
Watch Here: <https://www.youtube.com/@DWCEpworth>



Archdiocesan Priest Convocation Returns to DWC

June 23–25, 2025

We are pleased to once again welcome priests from the Archdiocese of Dubuque to Divine Word College for their annual convocation, which will take place June 23–25. DWC has had the honor of hosting this gathering since 2011, providing a space for prayer, reflection, and fraternity. We look forward to supporting the group during their time on campus and are grateful for the opportunity to serve the Archdiocese in this way.



Piano Recital

Join us for a delightful afternoon of music! Ms. Rachel McCoy, a piano teacher from Dyersville, will present a recital featuring her young students on Sunday, May 18 at 3:00 PM in the main chapel. All are welcome to attend and support these budding musicians as they share their talents!

 Matthew Jacoby Library

opac.dwci.edu

End of the Academic Year Reminders

The library is open over the break! That means that you can borrow items and use the library all summer long. If you are leaving campus, you can still access the library's electronic resources.

If you need to renew an item while off-campus, you can do so remotely by logging into your library account. You can find directions on how to log in and use library resources here: <https://matthewjacobylibrary.tawkhel.com/>

Anybody who is not returning to campus in the fall should return all library materials prior to departure.

Summer Recommendations

Grab a few books to take with you over the summer, or take advantage of [Kanopy](#), the library's movie streaming platform, and [Libby](#), the library's eBook and audiobook platform. Both platforms are accessible anywhere you have an internet connection. Kanopy has over 10,000 films and tv shows. Libby has over 26,000 fiction and non-fiction books.

Pro-tip: Pick out your books on Libby before a trip, once you check them out, you can read or listen to them offline (no cell service or WIFI needed!).





December 2024 Graduates



Sr. Jesca Lucy Alitubeera, IHMR

Nakasongola, Uganda

B.A. Theology & Mission and Intercultural Studies



Vuong Minh Vu

Saigon, Vietnam

B.A. Philosophy & Intercultural Studies

What have you been up to since graduation? I am taking the next step in discerning God's call by joining the Divine Word Novitiate.

What are you most excited about as you move forward? I'm most excited to enter the Novitiate and continue discerning God's call more deeply.

May 2025 Graduates



Ladouceur Flarissaint

Petit-Goâve, Haiti

B.A. Philosophy

Plans after graduation? I will study theology.

What are you most excited about as you move forward? I am most excited about the opportunity to grow deeper in my vocation while serving others with compassion and faith. I look forward to building relationships across cultures and making a meaningful impact in the lives of those I serve.



Sr. Nhi Thi Thao Nguyen, LHC-GV

Bien Hoa, Vietnam

B.A. Theology & Mission

Plans after graduation? I will continue pursuing a master's in Elementary Education at the University of Saint Francis in Joliet, Illinois.

What is one lesson you learned at DWC that you will carry with you into the future? One lesson I learned at DWC is the importance of embracing cultural diversity with respect and humility to build inclusive and compassionate communities.



Sr. Tram Thuy Thi Nguyen, MSC

Binh Thuan, Vietnam

B.A. Theology & Mission

Plans after graduation? I will apply to another school for my master's degree.

What is one lesson you learned at DWC that you will carry with you into the future? I can say that enjoying, laughing, joking, loving, and friendship are profound lessons I will carry with me wherever I go. These memories will be powerful and real lessons for my future ministry.



Sr. Ozioma Maurine Okpara, SST

Kumba, Cameroon

B.A. Philosophy & Intercultural Studies

Plans after graduation? I will return to my home country for active ministry.

What is one lesson you learned at DWC that you will carry with you into the future? Diversity is not disunity. Rather, it brings a unique dynamism to every group. The good makes us appreciate our talents, and the bad serves as a reminder to never stop striving to grow.



Ae Pa You Paw

Saint Paul, Minnesota

B.A. Theology & Mission

Plans after graduation? I will work at a Catholic elementary school and do ministry with the youth and children at my parish in Minnesota.

How has your time at DWC prepared you to serve people from diverse backgrounds? I have seen and learned about so many cultures and backgrounds that I didn't expect to know. This helps me be ready at any time and in any place to serve in a diverse community.



Sr. Nhung Hong Thi Tran, LHC-TD

Lam Dong, Vietnam

B.A. Theology & Mission

Plans after graduation? I plan to pursue a master's degree in the U.S., either in early childhood education or pastoral theology.

How has your time at DWC prepared you to serve people from diverse backgrounds? My time at DWC has prepared me to serve diverse populations by teaching me to listen deeply to others and recognize that, despite our differences, we share a fundamental connection as members of the same human family.



Fr. Julenord Clervil, ST

Port-au-Prince, Haiti

A.A. Intercultural Studies

Plans after graduation? I will serve at Our Lady of Lourdes Parish in Georgia.

How has your time at DWC prepared you to serve people from diverse backgrounds? Besides English proficiency, DWC provided me with a real multicultural-world experience to gain a strong understanding of cultural diversity and inclusive communication. Learning about different cultures has been eye-opening. I hope this will help me serve people from all backgrounds with care.



Fr. Georges Mukangu Midiangu

Limete, Democratic Republic of Congo

A.A. Intercultural Studies

Plans after graduation? I will begin employment with the Archdiocese of Dubuque.

What is one lesson you learned at DWC that you will carry with you into the future? I learned the importance of exhibiting humility and a willingness to assist those in need as a dedicated missionary.



Frt. Nam Duy Nguyen, SVD

Dong Nai, Vietnam

A.A. Interdisciplinary Studies

Plans after graduation? I am beginning a new chapter at Catholic Theological Union in Chicago to pursue a Master of Divinity.

What are you most excited about as you move forward? I am completing a stage of my life journey to move forward to a new one. What makes me most excited is that I do not know what God is guiding me to do or where He is leading me to go, but I know I am always in His plan.



Kim Hoa Pham

Qui Nhon, Vietnam

A.A. Interdisciplinary Studies

Plans after graduation? I'm heading to Mexico for a mission experience with Fr. Anthony Cong Nguyen, SVD, then off to Houston for my sister's wedding. Finally, I'll go back to Vietnam to hug my grandma and reunite with extended family and friends—if they still remember me after eight years!

What are you most excited about as you move forward? I'm super excited (and a little nervous) to take the next step toward religious life, trusting that God has some unforgettable adventures waiting for me!



Peter Mathias Brungardt

Atlanta, USA

Certificate of Pre-Theology

Plans after graduation? I will work in the Atlanta area before applying to the SVD Novitiate.

What is one lesson you learned at DWC that you will carry with you into the future? One lesson I've learned from DWC is that despite our differences, we are united in our diversity—and our similarities far outnumber our differences.



Andrew Thanh-Quang Nguyen

Seattle, USA

Certificate of Pre-Theology

Plans after graduation? I will go home and visit family and friends, visit Vietnam for the first time, and then go to the SVD Novitiate at Techny, if accepted.

How has your time at DWC prepared you to serve people from diverse backgrounds? I have learned to serve other people. I need to be humble enough to be served by others and to be aware of how others are serving me every day.



Summer Birthdays

MAY

24 - Fr. Tom Aschewan, SVD
25 - Ae Pa You Paw
27 - Sr. Lan Huyen Hoang, LHC-KT

JUNE

4 - Fr. Thang Hoang, SVD
8 - Steven Winger
11 - Fr. Dominic Savio H Pham, SVD
17 - Sr. Loan Nguyen, FMSR
19 - Sr. Mo Pham, FMM
21 - Maria Trinidad Gomez Llambi
22 - Fr. Djeny Joachim

JULY

1 - Sr. Edem Ocloo, OLVSM
1 - Bro. Qouc Le, OCist
7 - Do Tuang
12 - Fr. Kiettisack Souvanmany
15 - Jason Reed
15 - Nguyen Vo
17 - Jean Floyd
17 - Sr. Precious Mutepfa, HLCM
19 - Fr. Huy Quoc Nguyen
20 - Sr. Yolette Dorce, SSps
24 - Cathleen Cleary
26 - Emily Shedek
26 - Sr. Tung Tran, MCV

27 - Richard Garrett

27 - Sr. Nhi Thao Nguyen, LHC-GV
29 - Randy Accola
29 - Leonardus De Class

AUGUST

1 - Fr. Augustinus Fasak, SVD
4 - Sr. Charity Rabson, HLMC
4 - Fr. Thinh Phuc Nguyen, SVD
5 - Tai Truong
8 - Sr. Tram Thuy Nguyen, MSC
9 - Sr. Marietha Kimaro, OSS
10 - Fr. Simon Thoi Hoang, SVD
13 - Sr. Anh Nguyet Pham, LHC-GV
14 - Sr. Nguyet Nguyen, OCist
15 - Sr. Trinh Tuyet Nguyen, LHC-GV
17 - Elizabeth Winter
19 - Sr. Tuyen Thanh Nguyen, LHC-PT
20 - Jerry McGrane
20 - Sr. Thuy Pham, LHC-TD
20 - Frt. Cong Nguyen, SVD
20 - Fr. Sam Cunningham, SVD
21 - Truong Nguyen
22 - Amy Hartman
22 - Sr. Ngan Mai, OP
25 - Ryan Alfred
26 - Bro. Tony Kreinus, SVD

you are not forgotten!



DIALOGOS

διάλογος

The Academic Newsletter for Divine Word College

IN THIS ISSUE:

CLIMATE ACTION ACTIONS DR. CATHLEEN CLEARY	3
CREATING INCLUSIVE ENVIRONMENT IN THE ESL PROGRAM DR. SEO HYUN PARK	4
AN AI TOOL FOR ENGLISH SPEAKING PRACTICE MS. JEAN FLOYD	5
LOS ANGELES RELIGIOUS EDUCATION CONGRESS BRO. BRIAN MCLAUCHLIN	6
CAUGHT IN THE CROSSHAIRS: IOWA LIBRARIES AND THE FREEDOM TO READ MS. ELIZABETH WINTER	7
PHILOSOPHIZING WITH THE AESTHETICIANS DR. RONALD CONDON	8
CALL- IS INTERFACE ON MYTESOL WEBSITE MR. LARRY UDRY	10
ENGLISH USA CONFERENCE MS. HEATHER TAYLOR	11
FACULTY MEMBER PUBLISHES ACADEMIC MONOGRAPH ON FAITH AND REASON IN SAINT BONAVENTURE DR. BENJAMIN WINTRESS	12
FROM DIVERSITY TO PLURALISM: TEACHING BEYOND THE CLASSROOM REV. AKIZOU KAMINA	13

UPDATE FROM THE ACADEMIC DEAN DR. JOSHUA YOUNG, PH.D., VPAA



Since the last issue of Dialogos, I've attended two conferences. First, I attended the Missio Dei conference sponsored by the SVD Generalate in Rome at the end of March 2025. The three-day conference focused on cultural wounds, the influence of postmodernity, and recentring interculturality to advance mission efforts. I was able to meet with Fr. Augustin Pushpa Anbu, SVD, Generalate Formation and Education Secretary. We discussed the work being done at DWC and the important relationship between the College and the Generalate. We have committed to working together to find opportunities to grow our relationship and providing opportunities for DWC community members to connect to the global Arnoldus Family educational mission.

I also attended the Central States Communication Association Conference. I completed my duties as chair and conference program planner for the Communication Education and Foundational Communication Course divisions, planning and scheduling over 20



different paper and panel discussions. I also presented two papers on communication education and undergraduate curriculum administration. In one paper, I and my co-author argue for a convergence of Communication Competence, Universal Design for Learning, and Critical Communication Pedagogy theories to develop more robust and inclusive teaching practices in the communication classroom. In the second paper, I argue that department chairs and college deans need to better understand what communication education promises through institutional student learning outcomes,

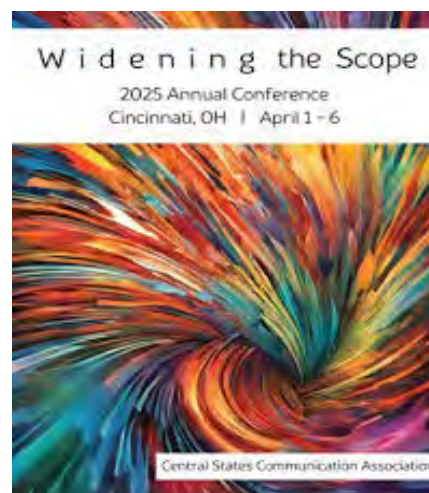
**“CONTINUED...UPDATE FROM THE ACADEMIC DEAN”
DR. JOSHUA YOUNG— VPAA & ASSISTANT PROFESSOR OF COMMUNICATION & ENGLISH
DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]**

especially if chairs and deans want to be ethical about what they’re teaching.

Finally, in April 2024 a special issue of Communication Teacher was published by Taylor and Francis/National Communication Association where I served as a co-editor. The issue focuses on how to apply critical assessment practices to communication education. The journal features class activities and semester-long projects that can help students develop communication skills and provides assessment measures or guidelines meant to make instruction and assessment more equitable and inclusive. I am particularly proud that the issue also features an important forum section where leading scholars discuss the need for more critical assessment in communication education if it is to remain relevant in higher education.

Divine Word College Students Present at Communication Conference

Srs. Monica Karibu and Comfort Nguyongo presented papers at the Central States Communication Association Undergraduate Honors Conference in Cincinnati, OH at the beginning of April 2025. Sr. Monica presented her paper on teaching needed communication skills for employment to Kenyan youth as part of the interreligious mission of Kenyan sisters to train youth. Sr. Comfort presented her paper on communication education requirements at Catholic colleges and universities, focusing on what their institutional learning outcomes say about communication and what communication courses are required for graduation. As part of their attendance at the conference, the students were able to attend various workshops about pursuing graduate studies and participated in a graduate school fair.



“CLIMATE ACTION ACTIONS”

**DR. CATHLEEN CLEARY—ASSOCIATE PROFESSOR OF BIOLOGY
DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]**



In the Fall 2024, I attended and arranged for students to attend two events held at Loras College in Dubuque, that both focused on sustainability. One was a panel discussion on Environmental Justice, part of the Dubuque International Day of Peace events. The other event was a talk sponsored by Loras College and the Archdiocese of Dubuque titled “Finding Hope in Climate Action”, on climate actions in the teachings of Laudato Si’ presented by Emily Burke of the Catholic Climate Covenant and doctoral student at University of Wisconsin. Students enjoyed these events and appreciated my efforts to bring them.

In March, I received notification that the application for the Tree Campus Higher Education recognition that I had submitted to the Iowa Department of Natural Resources and the Arbor Day Foundation, in December 2024, had been approved. Divine Word College is distinguished as a ‘Higher Education Tree Campus’ for the third year!

As a member of the Campus Climate Action Working Group of the Dubuque Colleges Sustainability Coalition, I participated in the planning of the Climate Action Festival which took place on April 3, 2025. At this event, I co-presented a talk titled “The Evolution of Climate Science – What We’ve Learned and Why It Matters.” This was one of four, 50-minute presentation sessions, and the event also included tables from community organizations such as The Mississippi Riverboat Museum and Aquarium, the Bike COOP, Indivisible Dubuque, Dubuque County Conservation, Dubuque Rescue Mission and the City of Dubuque Sustainability Office.



“CREATING INCLUSIVE ENVIRONMENT IN THE ENGLISH LANGUAGE PROGRAM ”

DR. SEO HYUN PARK—ASSOCIATE PROFESSOR OF ESL

DIRECTOR OF INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]



One prominent buzzword at the EnglishUSA Professional Development Conference, held virtually last January, was Universal Design for Learning (UDL). Developed in the early

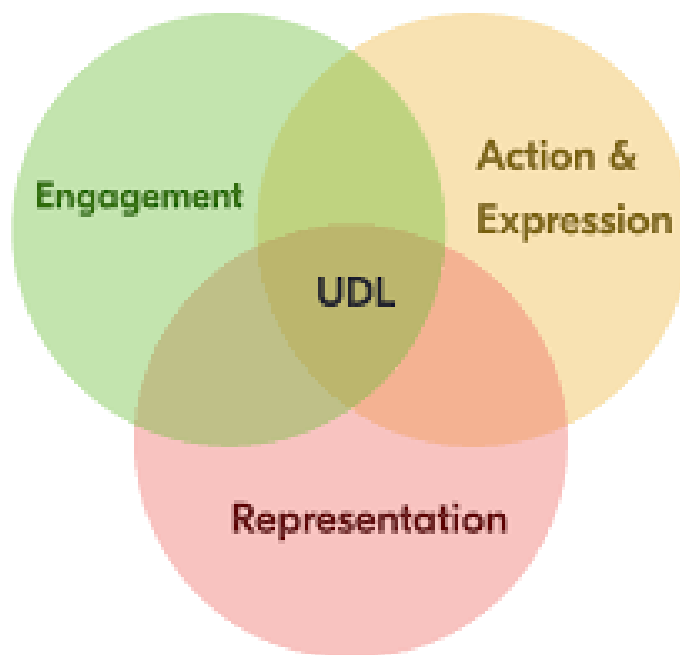
1990s, UDL serves as a model for addressing the diverse learning needs of students in the classroom. It can be applied to course or individual class session designs, and its focus on accessibility makes it an effective approach to ensuring the success of class sessions for every student. UDL provides multiple means of (1) engagement (the “why” of learning), (2) representation (the “what” of learning), and (3) action and expression (the “how” of learning). Instructors can apply this theory to support students both in and out of the classroom through open office hours, one-on-one and small-group conferences, additional learning and grading opportunities, formative assessments, and reliable communication habits. Research shows that such support visibly extends the teacher’s commitment to all students’ learning.

In light of this perspective, the IELI strives to support ESL students holistically by extending a sense of belonging in the classroom regardless of their life seasons and experiences, establishing a caring classroom tone, and encouraging students to explore relationships between language learning materials and their social experiences. One recent example is Dr. Ashley Heiberger’s research on the role of art in her writing class. Her project allows students alternative participation opportunities through artistic means and other creative project-based assessments of learning. The instructor collects journal entries, reading logs, or other reflection pieces, avoiding a homogenous language learning approach. Other UDL strategies for English language teaching include offering choice in assignments (written, spoken, multimedia), using scaffolding and modeling for com-

prehension, and providing visual aids and captions for language support. Experimenting with alternatives can be time-consuming but rewarding. While it can be nerve-racking, it is worth trying. I feel fortunate to work with creative team members who continually explore new ideas, generate insightful moments, and provide students ample room to create, make mistakes, learn, and share.



Universal Design for Learning



“AN AI TOOL FOR ENGLISH SPEAKING PRACTICE ”
MS. JEAN FLOYD—SENIOR INSTRUCTOR OF ESL
INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]



There are many AI tools that are becoming available every day, but one is specifically designed for learners of English as a Second Language. The Bridge Education

Group offered an English Language Teaching Expert Series webinar titled, “Supporting Teachers to Implement AI Speaking Practice.” The CEO and Co-founder of Flow Speak, an AI tool, joined two educators who use this Internet-based app in a panel discussion and follow-up Q & A session.

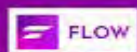
Matt Sussman of Flow Speak, recognized that one of the challenges that language programs face is providing enough one-to-one feedback on students’ speaking skills. Students are often anxious about being evaluated on their speaking skills, and instructors are not inclined to give corrective feedback in the classroom setting where students’ peers are present. Aside from providing students with individual tutors, what else is available today? Flow Speak was developed to fill this need. It works like a virtual tutor that interacts by voice with a student providing extra practice with a library of over 1,200 lessons on topics ranging from formal, academic topics to casual, everyday topics. Flow Speak offers both AI-generated voices as well as recorded native speakers’ voices of a variety of ages, tones, regional accents, and speeds.

Unlike previous tools, this app provides real-time, individualized feedback on a student’s grammar, pronunciation, fluency, and speed of delivery. It takes a student’s response and shows the student how to improve the response with example sentences. It is best-suited to intermediate learners with a foundation of vocabulary and grammar. It seems especially useful for students who have reached a plateau in their speaking and are stuck. It provides unlimited practice and feedback helping students put parts of language that they know together to make complete responses. It even provides practice in doing a full IELTS speaking test with open-ended questions and gives an overall IELTS-like score. It is entirely

self-paced, but instructors can assign and monitor students’ work if they wish.

The teachers on the panel discussed the typical questions when considering new educational technology: Will it be effective? and Will the return on the investment (the training time involved and the price of the product) be worth it? One teacher on the panel remarked that instructors in an ESL environment often assume that students are getting enough real-world practice outside of class, but they do not always receive error correction or other useful feedback from those with whom they interact. He uses this app as self-directed homework, and said his students like being able to do speaking practice where the stress level is reduced because speaking to an AI partner is less intimidating for them than speaking to a real person, and receiving feedback in the privacy of their own room is more comfortable. He uses the institutional subscription since students are continually entering and exiting his intensive English program. Another instructor uses it because her students like to select topics of interest to them, and they notice a significant increase in their confidence in speaking within just one semester.

I can see this being a useful tool for students who may not have access to a native-speaker tutor, or for students who have reached a plateau and are feeling the stress of this slowdown in their progress (which happens to most students at one time or another along the learning path). It could also be useful for those who have completed an intensive course of study, and want to keep their English language skills sharp when they are no longer in an English-speaking environment. Flow Speak offers individual subscriptions that are reasonably-priced for such circumstances. This is an AI tool that does not appear to have any downside since it was designed to be easy to use with no training needed.



**Speak
English
Confidently**

“LOS ANGELES RELIGIOUS EDUCATION CONGRESS”

**BRO. BRIAN MCLAUCHLIN SVD—INSTRUCTOR OF INTERDISCIPLINARY STUDIES
DEPARTMENT OF INTERDISCIPLINARY STUDIES [DIS]**



From February 21-23 2025, I attended the Los Angeles Religious Education Congress, focusing specifically on social justice issues. In this short article, I would like to share two meaningful experiences that have been valuable for my Trauma and Healing class (ICS 450).

One workshop I attended was given by Fr. Gregory Boyle, SJ who talked about his work at Homeboys Industries, which is a rehab and reentry program for ex-offenders who seek to transform their lives. When it comes to crime, we tend to work out of a punitive model. In other words, we tend to believe offenders must be punished for their crimes. When we look at crime from a restorative model, rather than meting out the worst punishment possible, we focus instead on the needs of both the victims of crime and the perpetrators. Homeboys Industries addresses the needs of those who have committed crimes by providing them with a job after leaving the prison system. While some may find this to be a “soft on crimes approach,” what it is doing is reducing the recidivism rate. If ex-offenders have a job and a steady flow of income, then they are far less likely to reoffend.

Another enlightening experience from the conference was getting to meet with the Catholic Mobilizing Network, an organization that works toward the abolition of the death penalty and advancing justice through healing. There have been far too many instances of people who have been sentenced to prison, only to find out that they did not commit the crime for which they were imprisoned. In my opinion we need to work toward a society that upholds ALL life, including those who have been sentenced to death.



“CAUGHT IN THE CROSSHAIRS: IOWA LIBRARIES AND THE FREEDOM TO READ”

MS. ELIZABETH WINTER—LIBRARY DIRECTOR & ARCHIVIST



In the Fall of 2024, I attended the Iowa Library Association’s Annual Conference in Des Moines, Iowa. The conference theme was “Anchoring Communities Through Connection and Empowerment.” The Legislative Panel Discussion,

which took place in the morning on the first day of the conference, had a lasting impact on my understanding of the politics of libraries in Iowa. To truly understand the importance of this session requires a bit of history and context of the current political climate vis-a-vis libraries.

Iowa librarians have been in the trenches over the past several years, fighting for the freedom to read and intellectual freedom. Iowa was ranked second highest in the nation for book bans in 2024, and the Iowa Senate and House have proposed or passed several library adverse bills, including SF 238 & HF 284/880, HF 274/521, SF 347, SF 181, and HSB 856/HF 856. Many of these bills target school and public libraries, but academic libraries are also in the crosshairs, especially at the federal level. Despite that fact that intellectual freedom is integral to higher education, public and private colleges in Iowa have preemptively removed Diversity, Equity, and Inclusion-related content from their websites, courses, and libraries due to fears of losing federal funding and looming state legislation, undermining intellectual freedom in the state of Iowa. When it seemed like things couldn’t get worse, President Trump signed an executive order on March 14th that severely reduced the staff and budget of the Institute of Museum and Library Services (IMLS). The IMLS is instrumental in supporting libraries around the country—Iowa alone received over 2 million dollars in 2024. The DWC community may be impacted directly if the State Library of Iowa’s IMLS-funded interlibrary loan system (SILO) is defunded. Many grants have been canceled or are in limbo in other states. Since pend-

ing lawsuits may reverse some of the March 14th executive order IMLS’s future remains unclear.

Circling back to the ILA legislative session in October, I heard directly from Iowa Senators and Representatives from both sides of the aisle speak about local control, book banning, and first amendment rights. While there was some disagreement amongst the legislators concerning fiscal allocations to libraries, it was heartening to hear from all of them that they appreciate the impact that libraries have on their communities and that they understand that libraries provide a place of solace and advancement for humanity from birth to death. Indeed, few places in the world provide so much but ask so little in return. While it is well known that public libraries are free to use, most academic libraries also allow the general public to use their spaces and information resources. Such is the case for our library here at DWC. The Mathew Jacoby Library promotes open knowledge and open education by allowing access to the local community through guest library cards and to the world through interlibrary loans. Small colleges like DWC are instrumental in ensuring access to materials, and I will continue to champion the freedom to read here on campus and in my other professional roles.

In 2024, Iowa received \$2.2 million from IMLS, funding vital programs like:



Training for library staff



OverDrive/ Libby digital library consortium



Interlibrary Loan & sharing systems



Library website hosting & online resources



Library data & accreditation programs



Summer & STEM programs for kids

“PHILOSOPHIZING WITH THE AESTHETICIANS”
DR. RONALD CONDON—ASSISTANT PROFESSOR OF PHILOSOPHY
DEPARTMENT OF THEOLOGY & PHILOSOPHY [DTP]



Thanks to the generosity of Divine Word College, I was able to attend the 82nd Annual Meeting of the American Society for Aesthetics. This meeting was held in Chicago, at the Palmer House Hotel, October 23-26, 2024. My wife, Maria, her mother, Raquel, and I drove to Chicago from Dubuque, arriving on the evening of Wednesday October 23rd. I attended numerous sessions throughout the next several days, while Maria and Raquel enjoyed the sights, foods, and general ambiance of downtown Chicago

For those who might think that a conference of aestheticians might involve much time in beauty parlors and tanning salons, I should point out that aesthetics is an area of philosophy concerned with the nature of beauty, both human-made, such as works of art and architecture, and natural, such as the Grand Canyon or a sunrise over the Atlantic Ocean at Acadia National Park. The study of aesthetics begins, as so much else in philosophy does, in the works of Plato and Aristotle, but the subject has flourished most in the period since German Romanticism and German Idealism, in the latter part of the 18th century. I have long been interested in this subject, and writings in aesthetics feature prominently in my course in the Philosophy of the Arts, offered here at DWC every few years.

Over the two full days that I spent attending sessions, I only took short breaks for meals, and rarely saw Maria and Raquel. The sessions I went to were often panel discussions centered around a single topic. Typically, three or four speakers would each read papers lasting from 45 minutes to an hour on some aspect of the topic of the panel, with very short pauses between these presentations. Most presenters allowed for a brief period of questions and answers after reading their papers. So, the first session I set in on featured two panelists presenting papers on the topic “The History of Aesthetics”. One philoso-

pher read a very interesting paper on Mexican aesthetics with the intriguing title “From Germany, to Mexico, and Back: Friedrich Schiller and Antonio Caso on Aesthetics as a Remedy for Existential Crisis”. The second panelist read a somewhat less interesting paper, I thought, called “Artificiality in the Place of Totality: The Form of Modernity in Lukacs and German Romanticism”.



A short time later, early that afternoon, I attended a larger panel, with four philosophers reading essays on the topic “Aesthetic Understanding and the Pleasure of Bewilderment”. From the title of the topic, I had no idea what to expect, but several of the presentations proved to be very interesting indeed. One paper that was particularly outstanding, in my opinion, was entitled “Acknowledging Silence”. This paper was jointly authored and presented by two aestheticians from Auburn University, John Dyck and Keren Gorodeisky. The authors were interested in the use of silence as a vehicle of expressiveness, and not just as an absence of sound or communication, in several works of cinema and theater. Close attention was paid to the often profound uses of silence in the films of the great Japanese director Yasujiro Ozu. The panelists quoted the American film writer Paul Schrader: “ [In Ozu’s films] Silence and emptiness are active ingredients...characters respond to them as if they were audible sounds”. Being a long time admirer of Ozu’s work, I found this talk very insightful.

“CONTINUED....”

DR. RONALD CONDON—ASSISTANT PROFESSOR OF PHILOSOPHY

DEPARTMENT OF THEOLOGY & PHILOSOPHY [DTP]

The following day, I was present at two more panel discussions organized around given topics. The first panel was sponsored by the Feminist Caucus of the ASA, and was titled “Good Grief”. The three presenters discussed the role of aesthetic experience in helping people live through periods of prolonged deep grief. Kathleen Higgins, from the University of Texas at Austin, spoke movingly of how her great love for music helped her navigate her overwhelming feelings of loss after the sudden death of her husband of many years, the existentialist philosopher Robert Solomon. Later that day, I attended yet another panel discussion, this one on the topic of “Music and Representation”. In the wake of the musical romanticism of the 19th century, it has become practically tautologous to think of music as concerned only with the expression of private feelings, but it was not always regarded in this way. In the era of Bach, for example, music was thought of as primarily about the creation of formal structures in sound. Thus, the issue of the extent to which music without words can be representational in nature is of current interest to philosophers of music. At the panel, there were two presenters, Gabriel Oak Rabin, of New York University, Abu Dhabi; and Jenny Judge, of the University of Melbourne, Australia. Dr. Rabin spoke on “Contemporary Music Notation: What and Who Is It For?” In his essay Dr. Rabin defended the somewhat counterintuitive thesis that contemporary music notation is not primarily for representing music, but is rather aimed to aid the performing musician in the practice of reading music. The argument got somewhat technical for me, but as I understood it, the main contention was that contemporary music notation is organized around absolute pitches, which makes reading music easier for performers, but which also represents the music as heard much less accurately than a notation of relative pitches would. Dr. Judge argued, contrary to many analytic philosophers of music, that music is not so much about expressing feeling, as it is about representing feeling. A passage of

music thus has representational content (meaning) in much the same way that a passage of descriptive language does. Although I’m uncertain what to make of Dr. Judge’s argument, I was delighted that the title page of her powerpoint was illustrated with a photograph of the great jazz pianist Bill Evans. A philosophy talk could hardly have started with more promise!

Overall, it was a fabulous conference. I learned much by hanging out with the aestheticians, while my wife and mother-in-law enjoyed the very different modes of beauty that Chicago has to offer.



American
Society
for
Aesthetics



**“CALL-IS INTERFACE ON MY TESOL WEBSITE”
MR. LARRY UDRY—ASSISTANT PROFESSOR OF ESL
INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]**



The first TESOL CALL-IS Newsletter of 2025 was published March 10th. The Newsletter is not just articles. It also contains announcements, letters from the chairs, both incoming and outgoing, letters from the incoming editor (Mike Winans), leadership updates, and a column called Making Connections. For the two announcements. First, the CALL-IS has updated its website. The second concerned the Best of EVO 2025: A free two-day, online event for the professional development of English teachers worldwide. For articles, it was a little light this winter; Precision In Practice: Structured Prompting Strategies to Enhance TESOL Instructional Design Dr. Jasmin Cowin, Ed.D., Touro College was the only article. In it, she discussed how Artificial Intelligence is reshaping language education, emphasizing the need for AI literacy and prompt engineering to prevent AI "hallucinations." This article explores the theoretical underpinnings of structured prompting, illustrates practical classroom applications, and offers a concise Prompting Framework Infographic as a practical resource. For the Making Connections column, I ask the following questions:

- ◆ What is your favorite platform?
- ◆ What is the one indispensable tool/webpage?
- ◆ What is your most unexpected source of information about CALL?
- ◆ What was your favorite CALL creation?
- ◆ What are you working on now?
- ◆ What area would you like to see developed/researched?

In a sentence, what advice would you give to a newbie starting in CALL?

In this column, we interview two leaders from the CALL Interest Section to discover their favorite tools, tips, and ideas for combining technology for teaching and learning. For the Conference review, two Ph.D. Candidate from Arizona State University

Mohamed Almahdi and Marlene Tovar reviewed the 11th AZCALL 2024 Conference, in which scholars presented key developments in CALL research and highlighted innovations in AI, digital tools for language education, and ethical research practices.

I am working on the second newsletter for the post conference 2025 and looking for ideas.



tesol
international
association

**“ENGLISHUSA CONFERENCE”
MS. HEATHER TAYLOR—LECTURER OF ESL
INTENSIVE ENGLISH LANGUAGE INSTITUTE [IELI]**



Last January, I attended the 2025 EnglishUSA Professional Development Conference. This year’s theme was Exploring New Horizons: The Evolving Role of English Language Programs. This theme was fitting with the rise of artificial intelligence, recovery from the COVID-19 pandemic, and the change in political administration. How can English teachers adapt to these challenges and changes? Below are summaries of two presentations I found especially insightful.

AI in English Language Programs: Opportunities, Challenges, and the Future

This session discussed the role of artificial intelligence in program policy and classroom applications. While there are certainly challenges, it was encouraging to learn how other English programs are implementing and embracing the use of AI. Some general guidelines the presenter proposed include clearly defining when and how students can use AI, to avoid banning AI where enforcement isn’t feasible, and to compensate for the use of AI, emphasizing in-class assessments. One English instructor allowed students to use generative AI to simplify an English text. By simplifying the language, students can better understand the content. As students’ progress, the content language can become more difficult.

Beyond Presentations: Boosting Oral Discourse Skills in Higher Ed ELLs

Oral communication is one skill that students cannot fake or cover (as well) with AI. Intensive English Programs similar to Divine Word College tend to focus heavily on academic writing and reading skills. This led presenters Kathleen Philpott Costa and Leslie Sheen at Georgetown University to research methods and assessments of academic discussion skills. This presentation

focused on both individual and group assessments of discussion-building activities. Communication skills such as active listening, interruption and clarification, agreement and disagreement, inclusion, co-facilitation of discussion, and consensus were all taught explicitly. One activity included a “Socratic Discussion” - allowing the students to prepare for class with an assigned listening or reading, and the teacher asked higher-order questions. In another project, students met one-on-one for an interview with their teacher. This was then recorded, and the student was given formative feedback (often referencing the communication skills taught earlier). The students were given the recording and encouraged to listen back and note their strengths and weaknesses. Formative feedback in group discussion helped students observe their interactions in a group dynamic.



**“FACULTY MEMBER PUBLISHES ACADEMIC MONOGRAPH ON FAITH AND REASON IN SAINT BONAVENTURE “
DR. BENJAMIN WINTRESS—ASSISTANT PROFESSOR OF THEOLOGY
DEPARTMENT OF THEOLOGY & PHILOSOPHY [DTP]**

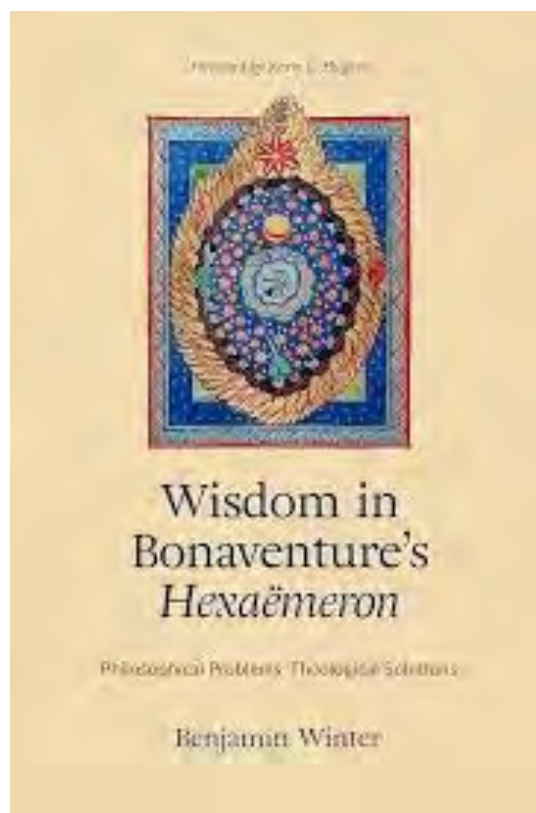


Dr. Wintress recently published a book with Catholic University of America Press. The title of his monograph is: *Wisdom in Bonaventure's Hexaëmeron: Philosophical Problems, Theological Solutions*. In

this study, Dr. Wintress presents Saint Bonaventure as a cutting-edge thinker who engaged with natural philosophy on its own terms. His final academic project was an unfinished collection of scholastic sermons titled *Collationes in Hexaëmeron*. At this moment in history, academics were clashing over the limits of cognition and the definition of science (*scientia*). Much has been written detailing how the incorporation of Aristotle's philosophy into university curricula eventually prompted the Condemnations of 1270 and 1277. But perhaps it is incorrect to conceive of these events in a frame of escalating tensions leading to collapse. Perhaps a new perspective can be found by venturing back to 1273, to see Aristotle through the eyes of a theologian who was both magister and minister, bishop and brother—one who respected the academy's rigor but also challenged its tendency toward self-absorption.

Guiding readers through vision one of *Collationes in Hexaëmeron*, Dr. Wintress argues that Bonaventure's rejection of certain philosophical errors ought to be understood within the context of the virtuous person's journey to wisdom. Propositions such as the eternity of the world, the unicity of the intellect, and fated necessity are not variables in a zero-sum equation “balanced out” by truths of faith. Instead, Bonaventure sees these propositions as opportunities to reflect charitably on nature and grace, emphasizing that just as knowledge is empty without love, understanding is insufficient without humility.

Rather than renounce Aristotle or stifle scientific inquiry, *Collationes in Hexaëmeron* wholeheartedly acknowledges the affective and communal dimensions of philosophical knowledge. Bonaventure creates a magnificent and enduring text with powerful applications today.



“ FROM DIVERSITY TO PLURALISM: TEACHING BEYOND THE CLASSROOM”
REV. AKIZOU KAMINA SVD— INSTRUCTOR OF THEOLOGY
DEPARTMENT OF THEOLOGY & PHILOSOPHY [DTP]



Contemporary debates in education, both within the United States and globally, increasingly revolve around the appropriate role of government, the selection of educational resources, and the efficacy of K-12 and higher education in fostering genuine inclusion. These discussions, far from being abstract, reflect the lived experiences within diverse educational contexts. Notably, even some Catholic institutions may inadvertently perpetuate post-colonial educational paradigms characterized by unidirectional knowledge transmission. Amidst these complexities and the multifaceted realities of global populations, Catholic educational institutions hold a crucial and distinctive role.

The mission statement of Divine Word College (DWC), a Roman Catholic Seminary in the tradition of the Society of the Divine Word, articulates its commitment to educating future missionaries, both men and women. This educational mission, as I interpret it, yields two fundamental implications. Firstly, pluralism stands as a paramount principle in the education offered by the college. Pluralism, in this context, necessitates the recognition and acceptance of the diverse array of values and perspectives inherent within our educational systems. Consequently, educators at Divine Word College bear the responsibility of exposing students to a multiplicity of knowledge acquisition methodologies. Fundamentally, the adequate preparation of future missionaries, many of whom hail from developing nations or former colonies, cannot be achieved if they are relegated to the role of passive recipients of Western epistemologies.

Secondly, the effective preparation of future missionaries inherently necessitates transcending the physical boundaries of the classroom. Considering that over 80% of our student body originates from developing nations, the pedagogical environment must function as a micro-

cosm reflecting both their diverse origins and the contexts to which they will return. In other words, our institutional mission extends to cultivating intellectuals who are not only knowledgeable but also equipped to enact transformative change in the world, embodying the Kingdom of justice and peace proclaimed by Jesus. This, in my estimation, represents a far more consequential objective than solely producing academics who accumulate knowledge without meaningfully impacting the communities they are called to serve.

The realization of this mission necessitates that we, as educators, embrace pluralism and foster hope through experiential learning that extends beyond the traditional classroom setting. Only through such an approach can we genuinely align our practices with the broader educational mission of the Church and the specific charism of the Society of the Divine Word.

