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On The Cover
The sculpture of St. Ignatius, founder
of the Society of Jesus, stands in
front of the Reinert Alumni Library
at the heart of campus — a visible
reminder of Creighton’s Jesuit heritage.
Created by Creighton artist Littleton
Alston, the statue was crafted to be
an inspiration for those who
work and study at Creighton.
Engaged in the hustle and bustle of another academic year, our campus is enlivened by a flurry of construction activity, by a record number of students energizing our classrooms and by the anticipation of the public launch of our capital campaign.

In this busyness, perhaps it is appropriate to step back and reflect for a moment on the core purpose of our enterprise. We say in the Creighton Mission that Creighton is both a Catholic and a Jesuit university. What does that mean in 2005?

Across the centuries, the responsibility of a Catholic university has been to consecrate itself without reserve to the cause of Truth. This is its way of serving at one and the same time both the dignity of the human person and the good of the Church, which, as John Henry Newman wrote in The Idea of a University, has “an intimate conviction that truth is its real ally … and that knowledge and reason are ministers to faith.”

Pope John Paul II also noted that a “Catholic university is distinguished by its free search for the whole truth about nature, man and God.” He added that with God as the “Supreme Truth,” this pursuit is carried out “without fear but rather with enthusiasm.”

The Jesuit approach to education begins, first, with spirituality. The Spiritual Exercises of St. Ignatius of Loyola, the founder of the Society of Jesus, provides the foundation of all Jesuit endeavors. That spirituality views women and men as created in love and created to reflect the wisdom and goodness of God. Conscious of that human dignity, we are enfolds in God’s care and compassion, offered companionship as brothers and sisters of Christ and empowered by the Spirit of God to complete the work of Christ on earth.

To that end, the Jesuit university must function within the cultural, social, ethical and religious complexities of the world. To paraphrase from a 2002 Jesuit Conference document: A Jesuit university serves as a mediator between the world and the Gospel. The world and the Gospel must be in dialogue.

Student development, of course, lies at the heart of a Jesuit education. Over the centuries, the Jesuits have always claimed to educate the whole person: intellectual, spiritual and social. The importance of that claim may be more relevant today than at any point in times past. In the face of advancing technology and scientific advancement, social disconnect and moral confusion, we must provide the appropriate processes that will facilitate the kind of intellectual, ethical, social and religious integration that Jesuit and Catholic education has traditionally espoused. We must educate our students to think critically, to be reflective and evaluative. We must encourage them to explore new ideas, new approaches and new cultures. We must support a spirit of community. And we must instill in them a belief that they can reshape this world in terms of the justice, love and peace preached by Christ and cherished by the Church.

As George Ganss noted in his book Saint Ignatius’ Idea of a Jesuit University: “The result which Ignatius aimed to produce in the students was manifestly a carefully reasoned, and therefore, scientifically grounded, Catholic outlook on life which enabled and inspired them to contribute intelligently and effectively to the welfare of society.”

Finally, our Jesuit and Catholic identity provides not a push to exclusivity but a call for inclusiveness, outreach and diversity. We welcome all faiths and cultures in a spirit of dialogue and respect.

I end with a quote from the Very Rev. Peter-Hans Kolvenbach, S.J., the Jesuit superior general, who, during a visit to Creighton last October, told a gathering of students: “The vision of Jesuit education is that we can make a contribution to the world by equipping you to make a critical analysis of the conditions of the world today, with compassion and commitment. The success of our Jesuit education is determined by what you become.”

It is with the sustaining spirit of a Catholic university, in the Jesuit tradition, that I suggest that as we prepare to gather with friends and family for the holidays, let us keep in our prayers those devastated by the recent hurricanes and by the earthquake that struck Pakistan and India, those affected by the struggles of war and those in need in our own communities and beyond.

May God bless you and your family.

John P. Schlegel, S.J.
Letters to the Editor

Dr. Welie’s article “The Ethics of End-of-Life Care: Lessons to be Learned from the Schiavo Case” (Fall 2005) shows neither respect for the disabled, nor understanding of Catholic teaching. I am saddened that Creighton University, a so-called Catholic university, prints such an article on “end-of-life ethics,” and that his colleagues in the departments of law, theology and philosophy followed the Terri Schiavo case for several years. The reasoning and examples are inconsistent with the truth about Terri Schiavo and the teaching of the Church.

Dr. Welie wrongly asserts Terri Schiavo was in a “persistent vegetative state” (PVS); she laughed, frowned, she verbalized; she was more than “reflexively” aware of her environment. Dr. Welie mistakenly implies Terri was dying because she had no “real chance of recovery” and was kept alive only by “life sustaining technologies.” Terri was severely disabled but, until food and water were removed, she was not dying. Hydration and nutrition were medically indicated for her case. Food and water are always an effective remedy against death by starvation!

Unlike those near death, food and water were not harmful or uncomfortable for Terri. Death camp and famine testimonies tell us starvation is a horrible way to die except when one is, as Dr. Welie says, “overmastered by disease.” Terri was not overmastered by disease. Dr. Welie uses the quote “there is really no difference between artificial ventilation and artificial nutrition.” A ventilator is a highly refined machine; food and water, even delivered by tube, is neither mechanical nor extraordinary treatment.

Welie says the conditions that originally motivated treatment must still apply for treatment to continue; Terri’s condition still indicated continued treatment, i.e., food and water sustain life. However, the conditions that originally motivated Michael Schiavo to have his wife treated no longer applied. He was awarded a large sum of money, then he no longer needed Terri.

Christ tells us He came to serve, not to be served, and tells us to do the same. Do we serve others by “letting them go” when they are no longer useful to us, when they cause us to sacrifice ourselves, when they become “a burden”? Are disabled persons less pleasing to God? Perhaps the reverse is true because the simple offend Him less with their arrogance! Every human person is created in the image of God, thus has dignity and is entitled to respect from the first moment of conception to the last minute of natural death. By His death on the cross, Christ gave meaning to suffering. Who are we to decide if the person justifies treatment?

Life and death is the province of God. It is playing God to claim one should die because she “will no longer pursue life’s ends.” God decides life’s ends; God is life’s end. To the wealthy, the poor cannot pursue life’s ends; to the intelligent, the retarded cannot pursue life’s ends. Notice how the Son of God chose to come to earth, as a poor, simple carpenter. If Terri’s brain was less than half normal size, how much smaller must be the brains of those who think murdering her was justified, even right? How small are all person’s minds in comparison to the mind of God? He loves even the small minded, and we who are called to imitate Him, should love them too.

Here is how we measure love: “Greater love hath no man than he lay down his life for his friends” (John 15:13). If we ask whom our friend is, we need only read the story of the Good Samaritan, or look at a crucifix.

There is “a time to be born, and a time to die” (Ecclesiastes 3). As Dr. Welie writes there is a time to let go, but this was not Terri’s time to be let go, nor is it time for us to let go of the Truth. I am saddened my university sanctions disrespect of the disabled. I write this to register my complaint that a “Catholic” institution would publish and promote such heresy. A statement by the Catholic Medical Association regarding the case of Mrs. Terri Schindler-Schiavo can be found online at http://www.cathmed.org/newsroom/schiavo_02-2005.html.

Mary Barbara Watkins McKay, BA’70, BSN Pleasanton, Kan.
**A Note About Nancy Cruzan**

Thank you for the recent article on medical ethics and the Terri Schiavo case. It provided clarification on many complex, emotional issues.

I did notice one factual error that referenced AP Worldwide as the source. It stated that in the Nancy Cruzan case, the U.S. Supreme Court ruled her feeding tube could be removed. Actually, in the case of Cruzan v. Director, Missouri Department of Health, the U.S. Supreme Court found in favor of the state of Missouri and ruled that the state could impose the restriction of needing “clear and convincing” evidence to show that a patient would wish the removal of a feeding tube.

The court found that the Cruzan family did not offer sufficient clear and convincing evidence as to Nancy Cruzan’s wishes. The court did indicate, however, that if such evidence was presented, the feeding tube could be removed. On this basis, individual states began to provide for advanced directives that would offer evidence as to the patient’s wishes regarding artificial nutrition and hydration.

The conclusion of Nancy Cruzan’s story was that, at a later date, further evidence as to her wishes not to be kept alive artificially was found. On this basis, individual states began to provide for advanced directives that would offer evidence as to the patient’s wishes regarding artificial nutrition and hydration.

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**Ventilation vs. Nutrition**

Thank you for the end-of-life articles in the fall magazine, especially that of Dr. Carlson. I happened to be nursing my infant while reading Dr. Welie’s article and felt that his summary of the differences between providing ventilation and providing nutrition was incomplete. It isn’t ONLY the “social connotations” attached to mealtime that distinguishes these two activities. It is inherent in the very design of woman to feed the hungry who are helpless, beginning with our own newborn children, but not ending there. I have fed AIDS hospice victims through feeding tubes and found the process to be amazingly simple and easy, and much less time-consuming than breastfeeding my own children, I might add. Feeding tubes require none of the electricity or specialized machinery that a ventilator does. I think it is interesting that providing breath is biblically portrayed as an activity of the Creator, but that “feeding the hungry” is a command given to the Church Militant.

**Bush-bashing**

The author of the article “International Law in the 20th Century” (Summer 2005) is engaged in the popular activity of Bush-bashing when he states: “The administration wasted no time in denouncing the Kyoto Protocol to reduce ozone-depleting gases in March 2001 ...” A more careful explanation of the U.S. position on the Kyoto Protocol would have noted the following facts:

1) On June 25, 1997, before the Kyoto Protocol was to be negotiated, the U.S. Senate passed a 95-0 vote the Byrd-Hagel Resolution (S. Res. 98), which stated the sense of the Senate was that the United States should not be a signatory to any protocol that did not include binding targets and timetables for developing as well as industrialized nations or “would result in serious harm to the economy of the United States.”

2) On Nov. 12, 1998, Vice President Al Gore symbolically signed the protocol. Aware of the Senate’s view of the protocol, the Clinton Administration never submitted the protocol for ratification.

3) The Kyoto Protocol limits emissions to a percentage increase or decrease from their 1990 levels. Since 1990, the economies of most countries in the former Soviet Union have collapsed, as have their greenhouse gas emissions. Because of this, Russia should have no problem meeting its commitments under Kyoto, as its current emission levels are substantially below its targets. Indeed, it may be able to benefit from selling emissions credits to other countries in the Kyoto Protocol, which are currently using more than their target levels of emissions.

The Protocol did not include binding targets, as required by the Senate, for developing nations. I believe it should be apparent to any thinking person that President Bush recognized, as did President Clinton, that there was no way to obtain Senate approval of this treaty. As shown above, it is easy to understand why Russia was willing to put the Protocol into effect.

I obtained these facts verbatim from http://en.wikipedia.org/wiki/Kyoto_Protocol

**Several Articles of Interest**

I read with interest several articles in the fall issue. I had been looking for such information as included in “Lessons Learned from the Schiavo Case.” That message needs to be spread throughout the country. The article on incoming freshmen was also interesting. I noticed that a third of the class is from the Omaha area. I wonder what is done today to bridge the gap between the “dayhops” and the “dormies.” I entered Creighton as a local student in the fall of 1964. I did not notice an attempt to merge the two groups until Fr. Joe Eagen arrived with the faculty from Omaha Creighton Prep High School in 1967. Keep coming with the wide array of articles in future issues.

Mike Butkiewicz, BSBA’68
Woodstock, Ga.
Creighton Tops Again in U.S. News Rankings

For the third year in a row, Creighton University is No. 1 in the U.S. News & World Report magazine rankings of Midwest master’s universities. It is the eighth time in 10 years Creighton has been No. 1, and the 19th straight year Creighton University has been ranked at or near the top of U.S. News & World Report magazine’s “America’s Best Colleges” edition.

The graduation rate for Creighton students is among the top five in the region and U.S. News & World Report lists Creighton as a “best value,” where students get the best return on their tuition investment.

“The rankings reflect the momentum that Creighton is experiencing. The academic profile of our entering class is even stronger academically than last year’s, which was one of the strongest in the University’s history, and our outstanding faculty and staff are behind Creighton’s No. 1 ranking,” said Creighton President the Rev. John P. Schlegel, S.J.

“However, magazine rankings only tell part of the story. As a top Jesuit university in the country, Creighton University has placed an emphasis on assessing student learning, so that we know our students are leaving here highly educated in their field of study,” said Fr. Schlegel. “Continuing support from alumni and donors who are engaged in the University’s vision and mission of quality education, excellent patient care and service work is pushing the University’s fund-raising efforts forward.”

The U.S. News ranking category, Universities-Master’s, reflects the schools’ mission, providing a full range of undergraduate and master’s-level programs and, in Creighton’s case, doctoral programs. The criteria are academic reputation, graduation and retention rates, faculty resources, student selectivity, financial resources and alumni giving.

Princeton Review Recognizes Creighton

Creighton University also was listed as one of the nation’s best institutions for undergraduate education in the 2006 edition of the Princeton Review’s The Best 361 Colleges. Only about 15 percent of the four-year colleges in America and two Canadian colleges are included in the book. The book’s profile on Creighton University commends the school as “one of the best Midwestern Universities.”

Medical School Honors Russell

Thomas Russell, MD’66, executive director of the Chicago-based American College of Surgeons, was honored with the School of Medicine’s 2005 Alumni Merit Award on Sept. 16. Russell has led the American College of Surgeons (ACS) since 2000. He is also adjunct professor in the Department of Surgery at the Northwestern University Medical School.

As head of the ACS, the Creighton alumnus leads an organization with more than 64,000 members. Colleagues say that Russell’s philosophy of respect and concern for all patients, regardless of social status or position, permeates the organization.

Before assuming the directorship, Russell had a large surgical practice in San Francisco. In 1997, he was presented the Premier Physician Award by the Crohn’s and Colitis Foundation.

Russell and his wife, Nona Russell, Ph.D., M.D., reside in Chicago.

Also receiving an Alumni Merit Award this fall, from the School of Law, was Deborah Macdonald, BA’72, JD’80. For more on her and the gift she provided in honor of her parents, please turn to Page 40.

Haddad New Director of Center for Health Policy and Ethics

Amy Haddad, Ph.D., BSN’75, has been named director of Creighton’s Center for Health Policy and Ethics, where she was interim director since July 2004.

The Center boasts a multidisciplinary group of scholars dedicated to the study and teaching of ethical dimensions of health care and health policy. Their work addressing the most challenging social justice and other ethical issues faced by society has resulted in national and international recognitions and distinctions. The Center also supports education in the ethics of health care practice and policy in Creighton University Medical Center’s four health professions schools.

Haddad, also named the next Dr. C.C. and Mabel L. Criss Endowed Chair in Health Sciences, is a nationally known expert in ethics education, providing leadership in the development of novel methods to shape ethically competent and committed health professionals. She teaches ethics and health policy in the schools of Pharmacy and Health Professions, Medicine and Nursing, and has been teaching ethics in the health sciences at Creighton University Medical Center since 1984.

Haddad is a Carnegie Scholar, winner of the 2003 Alpha Sigma Nu National Jesuit Book Award, and recent recipient of the Robert K. Chalmers Distinguished Pharmacy Educator Award from the American Association of Colleges of Pharmacy (AACP). She is the author or editor of nine books and more than 50 journal articles and writes a bimonthly column, titled “Ethics in Action,” that has appeared in RN Magazine since 1991.

“We are fortunate indeed to have Dr. Haddad fill this important position,” said Cam Enarson, M.D., vice president for Health Sciences and dean of the School of Medicine. “Her many contributions to teaching and promoting ethics in the health sciences will enhance the success of the Center for Health Policy and Ethics as a source of inspiration, knowledge and understanding for the Creighton community.”
The Creighton community joined colleague Peter Silberstein, M.D., this fall for a spirited rally as he set off to ride in the Bristol-Myers Squibb Tour of Hope.

Silberstein, assistant professor of medicine at the Creighton University School of Medicine and chief oncologist at Creighton University Medical Center, was among a team of 24 cancer survivors, advocates, caregivers, physicians and researchers selected for a nine-day journey across America to share their powerful stories about the promise of cancer research.

Throughout its 2,600-mile journey, which began on Sept. 29, the team encouraged people to learn more about the benefits of cancer clinical trials and to “Make the Promise.”

By making the promise, interested people helped honor a loved one who has been touched by cancer and showed their support for cancer research. Lance Armstrong and the Bristol-Myers Squibb Tour of Hope Team delivered thousands of promises to Washington, D.C., on Oct. 8, following their journey across America.

The Creighton rally was held on Sept. 23.

Book Features Creighton Women

Creighton’s female vice presidents, deans and board members will be featured in a forthcoming book by the Women’s Fund of Greater Omaha titled A Celebration of Women. The Women’s Fund of Greater Omaha is a permanent fund created to improve the lives of women and girls in the Omaha area through targeted philanthropy.

Pictured, from left, are: Deborah Wells, Ph.D., recent acting dean, College of Business Administration; Gail Werner-Robertson, BA’84, JD’88, board member, president & founder, GWR Wealth Management, LLC; Constance Ryan, board member, president, Streck Laboratories, Inc.; Susan Jacques, board member, president & CEO, Borsheim’s; Barbara Braden, Ph.D., SJN’66, BSN’73, dean, Graduate School & University College/Summer Sessions; Andy McGuire, BS’78, MD’82, board member, National Alumni Board president and chief medical officer, American Republic Insurance Company; Eleanor Howell, Ph.D., dean, School of Nursing; Lisa Calvert, vice president for University Relations; Pat Callone, vice president for Institutional Relations; Christine Wiseman, J.D., vice president for Academic Affairs and professor of law; Mary Conti, BS’66, MD’70, board member, president, XRT Management Services; and Mimi Feller, BA’70, board member, senior vice president (retired), Public Affairs & Government Relations, Gannett Co., Inc.
Creighton Celebrates ‘Love of Jazz’

Creighton University hosted a daylong celebration of Omaha’s place in American jazz history on Sept. 20 with “For the LOVE of Jazz.”

Sponsored by Creighton’s black and American studies programs and the Multicultural Affairs Office — with support from the Nebraska Arts Council and the Omaha Musicians Association (OMA) — the event featured musician-led workshops, a panel discussion on Omaha’s place in jazz and a benefit concert for the Preston Love Scholarship at Creighton.

Love, an Omaha native, was a world-renowned musician, having toured with the legendary Count Basie and having performed across Europe and North America. Love, who received an honorary degree from Creighton in 1992, died last year at the age of 82 after a yearlong battle with cancer. Established by family and friends, the Preston Love Scholarship Fund benefits music students at Creighton who have financial needs.

“The history of jazz in Omaha, so well represented by the career of Preston Love and all of those who have been so gracious to come to celebrate him and Omaha’s place in American jazz history, from as far away as Los Angeles and New York City and as close as our own city, is a beautiful and rich combination of the local, national and international. And whether those artists communicate their gifts on the local, national or international scenes — or on all three — it is their work and their relation to Omaha and thus their contributions to our city’s life that have given and continue to give Omaha its musical and cultural vitality,” said Greg Zacharias, Ph.D., who helped organize the event as coordinator of Creighton’s American Studies Program.

The event’s benefit concert featured the Preston Love Orchestra and Richie Love and the Love Connection. Richie Love is Preston’s son.

Other celebrated musicians who participated in the event included: Victor Lewis, an internationally acclaimed drummer and composer and member of the Omaha Black Music Hall of Fame; Luigi Waites, renowned drummer, a “Nebraska Artist of the Year” and member of the Omaha Black Music Hall of Fame; Dan Cerveny, a keyboardist and one of OMA’s “jazz all-stars”; Mark Luebbe, a bass player and another OMA “jazz all-star”; Jorge Nila, leader of Jorge Nila and the Jazz Ninjas; vocalist Carol Rogers (a.k.a., Mama Ô), who has worked with the likes of Sergio Mendes, Stevie Wonder and Dionne Warwick; and Ron Cooley, a guitarist/composer whose touring highlights include performing on NBC’s Today Show and at the Kennedy Center for the Performing Arts.

Torture Victim Speaks at Creighton

Sr. Dianna Ortiz, an American-born nun, who was abducted and tortured in 1989 while living and working in Guatemala, shared her heart-wrenching story during an emotional speech at Creighton in September. Sr. Ortiz’s talk, “Torture Where is the Outrage?” was sponsored by the John C. Kenefick Chair in the Humanities and the Department of Modern Languages and Literature.

Sr. Ortiz was living in rural Guatemala, teaching young children to read and write, when she was snatched one morning from a convent garden by members of the U.S.-trained Guatemalan security forces. Her resulting 24-hour ordeal continues to haunt her.

“Each time I speak publicly, I feel as if I’m being snatched back into the past,” Sr. Ortiz said. But she had made a promise to herself that, if she survived, she would “never forget” those held captive with her and would “tell the world what I have seen and heard.”

Calling torture “the plague of the 21st century,” Sr. Ortiz would return to the U.S. to help form TASSC (Torture Abolition and Survivors Support Coalition) International — a coalition of torture survivors representing more than 20 countries. She is also the author of The Blindfold’s Eyes: My Journey from Torture to Truth.

“Torture is not a partisan issue nor is it political,” she said. “It is first and foremost a moral issue. Torture is wrong, absolutely wrong.”
Creighton University President the Rev. John P. Schlegel, S.J., middle, and his fellow Jesuits celebrate the annual Mass of the Holy Spirit at St. John’s Church on Sept. 14. The Mass welcomes, in prayer, the Creighton community for another academic year. The Rev. Casey Beaumier, S.J., offered the homily. “Who knows what the Lord will reveal to each of us during our time here at Creighton this year,” Fr. Beaumier said. “We know this much, however: that much, much will be revealed to each of us, and all of it will be because of God’s abundant love.” Read Fr. Beaumier’s entire homily online at www.creightonmagazine.org.

Creighton Lawyer Online

The School of Law’s magazine, the Creighton Lawyer, can be viewed online at www.creightonlawyer.com. Inside the Fall 2005 issue are the following feature stories: “The Genocide of the Iraqi Kurds and Trial of Saddam Hussein” by Michael Kelly, associate professor of law; “Judgments, Precedents, Federalism and Same-Sex Marriage: A Well-Known, but Often Forgotten, Secret of the Judicial System Revealed” by Ralph Whitten, professor of law; and “The First Step in the Nomination of a Justice is a Vacancy on the Court” by Michael Fenner, professor of law.

Mass of the Holy Spirit

Creighton University President the Rev. John P. Schlegel, S.J., middle, and his fellow Jesuits celebrate the annual Mass of the Holy Spirit at St. John’s Church on Sept. 14. The Mass welcomes, in prayer, the Creighton community for another academic year. The Rev. Casey Beaumier, S.J., offered the homily. “Who knows what the Lord will reveal to each of us during our time here at Creighton this year,” Fr. Beaumier said. “We know this much, however: that much, much will be revealed to each of us, and all of it will be because of God’s abundant love.” Read Fr. Beaumier’s entire homily online at www.creightonmagazine.org.

Opus Square

A new junior-senior residence community is under construction at 20th and California streets, west of the new Morrison Stadium. The new Opus Square is scheduled to open in the fall of 2006. It will feature a Victorian design, much like Davis Square, which opened to upperclassmen in the fall of 2004. Opus Square’s 100 apartments, on four floors, will provide space for 287 students.

Campus Mall

More work was completed this summer on the main campus mall. The first phase, unveiled in the fall of 2004, received national recognition from the Association of School and University Architects. (The same association also recognized Creighton’s campus master plan as one of the top three in the country.) The new stretch, from Kiewit Hall west to Gallagher Hall, includes a bronze sculpture/water fountain — “Millennium Milestone of Hope,” created by Canadian artist Timothy Schmalz.

Living-Learning Center

Demolition of the Epsen-Hillmer Graphics building at 21st and California streets, just to the northeast of the law school, began in mid-October to make way for a new student living-learning center. The yet-to-be-named center — scheduled to open in 2007 — will integrate traditional student services with academic support services and leisure, classroom and meeting space.

Photos by Mark Romesser

New food court

This summer, the University completed $1.3 million in renovations to the 18-year-old Skutt Student Center — redesigning, updating and renaming the popular food court and game-room area. Eateries C.J.’s and Jebees were combined to make Wareham Court, making room for more seats and more food options. The adjacent game room was renamed Jack and Ed’s and now offers convenience items, pizza and a beverage bar. The redesigned space is named for the University’s founders — the Creightons (brothers Edward and John) and the Warehams (sisters Mary Lucretia and Sarah Emily). The space is wired for Internet access, multimedia devices and plasma-screen televisions — providing students a place to eat, relax and study.

Parking Garages

In January, work is scheduled to be complete on two new parking garages — providing a combined 1,100 parking stalls. The garages will replace what were surface parking lots at 24th and Burt streets (near McGlinch Hall) and at 20th and Cass streets (east of the School of Law).

Creighton Moves Forward with Construction, Renovations

A new residence hall, two new parking garages, continued renovations to the campus mall, improvements to the Skutt Student Center, a new living-learning center … Whew! These are all projects either under way or recently completed on the Creighton campus. Here’s a brief rundown:

The new Jack and Ed’s eating area replaces the former game room in the Skutt Student Center.

Photos by Dave Weaver
Keough, Buffett Headline Business Ethics Forum

Business today is “all about integrity, integrity, integrity,” Creighton alumnus and former president of Coca-Cola Don Keough, BS’49, told an audience of almost 400 at Creighton’s first President’s Forum on Business Ethics Oct. 26.

Keough, the keynote speaker, was joined on the stage at the Lied Education Center for the Arts by special guest Warren Buffett, chairman and CEO of Berkshire Hathaway, Inc.

Keough asked the audience to consider “where we are as a nation,” a society that has been wracked by “scandal after scandal after scandal” in so many areas, including business, the church and government.

“There’s a heightened disturbance in the United States right now,” a polarization, Keough observed. As a result, “reality is getting lost … debate is ad hominem,” focusing on personalities, not the issues.

“The principal casualties” of this behavior in our culture today, Keough believes, “are civility and truth.”

We have to once again as a society stand for an accepted code of ethics, Keough believes — a “melting pot” of commonly held values.

Addressing the corporate scandals of the past decade, Keough said: “We went from asking, ‘Are you making the business better?’ to ‘Are you making the stock rise?’” Keough pointed to the tremendous “pressure put on the chief financial officer to show a profit. There were more chief financial officers fired in this period than at any time before.”

Businesses, he said, need to get back to the core purpose of their particular enterprise.

Keough and Buffett then fielded questions from the audience of business leaders, faculty and students from Creighton’s College of Business Administration.

Keough, who retired from Coke in 1993, now serves as chairman of the investment banking firm Allen & Company and is on the boards of McDonald’s Corporation, USA Interactive, Berkshire Hathaway and YankeeNets, a holding company that owns the New Jersey Nets and the New York Yankees.

Speaker Challenges the Corporate Paradigm

Co-founder and editor of Business Ethics magazine Marjorie Kelly came to Creighton to deliver the 12th Annual Markoe-DePorres Social Justice Lecture on Oct. 6. Her topic: “Challenging the Corporate Paradigm: Why Moving Toward a Just and Sustainable Economy is (all but) Inevitable.”

Kelly launched her lecture by suggesting that an old watchword of the 1970s, “the only social responsibility of business is to make a profit,” might be in need of replacement.

“Business is moving from a property-centered corporation to a life-centered corporation,” she said. Quite simply put: “Society is changing its mind.”

Kelly, who is also the author of the 2001 book The Divine Right of Capital: Dethroning the Corporate Aristocracy, was brought to Creighton through the Justice & Peace Studies Program, the College of Arts & Sciences, and the Center for Business Ethics in the College of Business Administration. All three entities sponsor the lecture series.

Kelly suggested that business is moving toward a different paradigm in part because “investors want ethics … and society is insisting on this, as well.”

The recent ethics scandals, she said, were not “aberrations or just a few bad apples,” but were the result of a corporate system that puts too much emphasis on shareholder profits — often at the expense of employee or community welfare. Kelly’s Business Ethics magazine, which she launched in 1987, does an annual listing of the “100 Best Corporate Citizens.” It ranks the 1,000 largest publicly traded companies in the United States in eight different categories: total return to stockholders, community, governance, diversity, employees, environment, human rights and product.

A Jay Hug at the JayWalk

Raven Fulkersee, 8, left, and Jaedya McCoy, 6, are all smiles as they meet Creighton mascot Billy Bluejay at the third annual JayWalk 5K charity walk/run on Sept. 24. The event, sponsored by the Creighton Students Union and Creighton Prep High School, benefits Omaha’s Jesuit Middle School. More than 700 people registered for this year’s event, raising $7,460.
Creighton University welcomed three new members to its Board of Directors in October: Chris Murphy, CEO of First Westroads Bank; James Young, CEO of Union Pacific Railroad; and Andrea “Andy” Holden McGuire, BS’78, MD’82, the new president of the National Alumni Board.

McGuire, who lives in Des Moines, Iowa, and earned a bachelor’s and a medical degree from Creighton, is chief medical officer for American Republic Insurance Company (Des Moines)/World Insurance Company (Omaha).

Read more about her in Alumni News, Page 42.

Murphy, chairman and chief executive officer of First Westroads Bank, actively manages AmeriWest Corporation, which acquired First Westroads Bank in 1990. He serves on the boards of the Greater Omaha Chamber of Commerce, the Children’s Hospital Foundation and the Knights of Aksarben.

Young, president and chief operating officer of Union Pacific Railroad, is responsible for the railroad’s operation, information technology, marketing and sales. Joining U.P. in 1978, he was elected a director of Union Pacific Corporation this past February. An area chairman for United Way of the Midlands, Young has served on the boards of Girls, Inc., and the Nebraska Council on Economic Education.

The Rev. Cedric Prakash, S.J., a Jesuit priest from India and one of that country’s leading human rights activists, spoke passionately during a September visit to Creighton about the need for non-violent peacemaking. He then urged those attending a panel discussion to “make it happen.”

“We have to show the world that this could be the Kingdom of God on earth.” Fr. Prakash said.

The panel discussion, titled “The Vocation of Peacemaking in a Violent World,” was sponsored by Creighton’s Kripke Center for Religion and Society and the University’s Cardoner program. Catholic theologian and author James Alison joined Fr. Prakash on the panel, and the Rev. Bert Thelen, S.J., pastor at Creighton’s St. John’s Church, served as moderator.

Fr. Prakash has been a tireless champion of human rights during his 30 years as a Jesuit priest in Gujarat, India. In 1995, Fr. Prakash was presented with India’s presidential Kabir Puraskar award for his work in the promotion of “communal peace and harmony.”

“If one wants to have a vocation of peacemaking, one has to adopt means that are non-violent,” Fr. Prakash said.

He later added: “I am clear that a faith expression that is true can never lead to violence. A true faith expression must lead to forgiveness, to reconciliation, to compassion, to love, to healing.”

Creighton professor Ron Simkins, Ph.D., director of Creighton’s Kripke Center, said bringing these types of discussions to Creighton is important.

“Violence has always divided people of different religious faiths. Promoting peace and interfaith dialogue demands that we understand the dynamics and causes of religious violence so that we can overcome its effects,” said Simkins, an associate professor of theology and classical and Near Eastern studies.

In October, as part of its Exploring Religion and Violence series, the Kripke Center hosted a lecture by Hector Avalos, Ph.D., a professor of religious studies at Iowa State University and author of the controversial new book Fighting Words: The Origins of Religious Violence.

Stop Intimate Violence Week

The Eileen B. Lieben Center for Women at Creighton University hosted Stop Intimate Violence Week in early October. Pictured above are participants in the Take Back the Night event. Take Back the Night is held nationally throughout the year — often during October’s Domestic Violence Awareness Month — to protest violence against women and to promote awareness of the attitudes, beliefs and behaviors that perpetuate this specific type of violence. Participants at the Creighton event gathered outside St. John’s Church. According to Allison Taylor, director of the Lieben Center, events like Take Back the Night are important as a way to give voice to survivors and to educate students, faculty and staff on issues of violence against women.
Kairos Through Chaos

By Becky Chabot and Joe Burke

Editor's note: This summer, a dozen Creighton students and recent graduates traveled with theology professor Thomas Kelly, Ph.D., to the Maryknoll Language Institute in Cochabamba, Bolivia, for six weeks to live with Bolivian families and participate in language study, vocational discernment and service. This is the story of two of those participants.

Our trip began with an 11th-hour announcement. At 10 p.m. the night before we were scheduled to leave, Carlos Mesa, after just a year and a half as president of Bolivia, offered his resignation. It was the second time in six months he had tendered his resignation. The Bolivian congress refused his first offer, but this time — at 10 a.m. on June 10, the day of our flight — they accepted. A half-hour before we were to board the plane, the U.S. Department of State issued a travel warning for all non-essential personnel heading to Bolivia.

With faith as our guide, along with Creighton theology professor Tom Kelly, we stepped onto the plane — a diverse group, traveling for a variety of reasons.

Some of us were students of theology and wanted to experience Latin American liberation theology in its context. Others were looking for adventure or a chance to build relationships with people from another culture. Some of us were discerning if life in a Third World country was supposed to be a part of our vocation.

But we also had plenty of commonality. We all wanted to better our Spanish skills. And, perhaps more importantly, thanks to the funding from Cardoner at Creighton, we had all been asked to consider our vocation before we left and while we were there.

What is Vocation?

For us, vocation is God’s calling to a lifelong commitment of consciously working for justice and for the present development of the Kingdom of God. And, after seven weeks in Bolivia, we realized just how much justice depends on social change.

Our daily one-on-one Spanish classes at the Maryknoll Language Institute (IDEIM) taught us not only how to speak the language with confidence, but challenged us to look at life from other perspectives.

Our grammar lessons included reading articles on the metaphysical properties of Bolivia’s natural gas reserves, stories about the persecuted Church in El Salvador, and novels like Paulo Coelho’s The Alchemist.

During our conversation-centered class periods, we discussed everything from consumer-market capitalism to Bolivia’s current political crisis, from fetal stem-cell research to epidemiological problems specific to Bolivia and South America, and from Bolivia’s class structure to the evolving role of women in the Catholic Church.

Invariably, these discussions proved to be one of our greatest opportunities to learn — both about the country and about ourselves.

The Country as a Classroom

Outside of class, we lived with Bolivian families and traveled throughout the country — putting to use what we learned in the classroom. It quickly became apparent to us, however, that the whole of the country and its people were also our teachers. We learned as much, if not more, outside our classes as in them.

While driving through the countryside, we witnessed the extreme poverty that holds the majority of Bolivians in a stranglehold. We saw old men, Quechua women and their children begging on the corner of every street. We watched young men sniff cleft, a glue used for making shoes, in an effort to escape from their meager existence.

Although we lived with upper-middle class families, we were not totally isolated from the reality of life in Bolivia. We had daily glimpses into the desperation that drives so many people to lives of petty crime or drugs. And as we shared our stories with each other and heard stories from missionaries and our teachers, we realized just how desperate the situation really is.

For those of us who worked at Hogar Salomen Kline or Casa Nazareth, both orphanages, we met children whose parents had abandoned them for one...
reason or another. Many of them are children with AIDS, a hidden reality in Bolivia. The rate of infection is high (approximately one in every five Bolivians is infected), but there is little education and the rate continues to climb. Many of the children we worked with will die from AIDS, from lack of medicines so readily available here in the United States.

**Heartbreaking, Life Giving**

While working at Salomen Kline, we helped feed, change, bathe and play with the children. At times, this meant being up to our elbows in diarrhea; at others, it meant having six or seven children using our body as a jungle gym. It was heartbreaking and life giving.

The orphanages, run by the Amanecer program, are always filled to capacity. Amanecer, which means new dawn, is one organization working to get the children off the street, to provide them a place to stay, and to get the children off the street, to get the children off the street, to get the children off the street. With the children. At times, this meant having six or seven children using our body as a jungle gym. It was heartbreaking and life giving.

The orphanages, run by the Amanecer program, are always filled to capacity. Amanecer, which means new dawn, is one organization working to get the children off the street, to provide them a place to stay, and to get them back in school. Education is vital to breaking the cycle of poverty and death.

Other students had the opportunity to view the Bolivian medical system through Solidaridad — a social work clinic that provides medication to indigent patients and raises money to cover hospital bills for patients who could not otherwise afford treatment.

Students spent their days talking with patients and volunteers about the disparities in health care and health care education. They also visited a housing project operated by Solidaridad, which was developed to provide recovering drug users an affordable place to stay and get help.

Finally, we had the chance to visit patients in the local university hospital — providing one of the closest pictures of the health care disparities between our world and theirs. At the hospital, we found an Intensive Care Unit with no curtains separating individual beds, patient rooms housing as many as six sick patients, and a facility so poverty-stricken that they routinely sterilized latex exam gloves because they could not afford to buy the necessary quantities.

**Awe and Reverence**

We also spent a weekend in the poor Quechua village of Aramasí — among the living descendants of the Incan Empire. While there, we experienced the awe and reverence with which the Quechua treat the land that they cultivate. This awe and reverence is the same that they have for God and, in a very real sense, they are one in the same. It was a powerful witness to the villagers’ vocation, and it provided an occasion to assess the things in our lives that we most reverence and to question how that relates to our own vocation.

**Vital Work**

Our last trip was to the Chiquitania region of Santa Cruz, the site of Bolivia’s Jesuit missions. Visiting them and seeing the work that continues today gave us great pride in being part of a Jesuit institution.

The Franciscans now run the two churches we visited, but they are continuing on in the spirit of St. Ignatius and the Jesuits who founded them. In San Javier, there is still a Baroque choir, with children continuing the artistic tradition of the original mission. In Concepción, the church runs two schools: one for mechanics, the other for carpenters. Just like the original missions, the churches today are helping the people of Chiquitania reach for a better future.

As we lived amongst the country’s mix of cultures (we learned there are 24 different ethno-linguistic groups in Bolivia), we realized just how much of this does depend on our vocation and how much our vocation depends on experiences such as this. If vocation is God’s continual call to action, then part of that action must include work for social change.

The Church in Bolivia is very involved in this movement. It is very much a Church of and by the people. Lay people run most of the churches, and lay ministers are the center of the faith communities.

Ultimately, because of all of our experiences and the privilege of being students at Maryknoll Language Institute, we learned that it is vital to work for social justice and systemic changes.

And while we answered some questions, we definitely came home with more questions than answers.

The future of Bolivia is unclear, but we have the power to help from the States. We need to share our experiences with our friends, families and communities. We must educate others on how our government’s policies really impact the Third World. And we must never forget what we saw and what we learned.

We learned that it is part of each and every one of our vocations to do what we can to change the structures that oppress others and to speak our truth in love to those who have the power to bring about change.
Welcome to Zip Code 68178.

If this beautifully groomed 130-acre campus were a town, its population of about 9,250 Creighton students, faculty and staff would make it the 16th largest community in Nebraska with one of the state’s most intense concentrations of high technology.

Its citizens range from people getting their GED’s and struggling to learn English to a disproportionate percentage of those with “terminal degrees.” Its workforce of about 2,400 includes an impressive diversity of specializations, some surprising and obscure.

Need an arborist or someone to track and maintain cadavers? You’ll find them in 68178 along with 62 “men in black,” a.k.a. Jesuits, who are always available to minister to residents. Within 68178, you also can be baptized, married and memorialized, take a shuttle to one of the nation’s top-10 arenas, earn a military commission, get a tooth pulled, play basketball, do your laundry, make a bank deposit, buy toothpaste and sweatshirts, eat lunch at a gourmet bistro, check out your favorite music CD or DVD, and, sadly, receive a parking ticket.

Oh yes! You also can receive one of the best educations in the Midwest. Just ask U.S. News & World Report.

“Creighton is the ideal-size comprehensive university in an ideal-size city,” said Creighton President the Rev. John P. Schlegel, S.J., who regularly hosts breakfasts with various student groups and addresses student questions at his twice-yearly fireside chats. “By ‘ideal’ I mean the right size to support a rich and broad spectrum of academic, social, recreational and spiritual programs, yet not too large to lose our very real sense of family and community.”
To better know Creighton, “the city,” one must walk its hallways, visit with its “citizens,” and explore its vast offerings. So, that’s what we did.

On Monday, Aug. 29, photographer Mark Romesser and I spent 14 hours documenting a typical day at Creighton. We interrupted students, faculty and staff going about their customary business, recording a sampling of activities on campus. This was our day.

5:30 a.m., Humanities Center
Environmental Services crew members Carolyn Devers, Beverly Murray and Bernard Smith have already been cleaning classrooms, restrooms and hallways for more than an hour. They arrive at 4 a.m.

“It’s very quiet. There’s plenty of parking,” said Devers. “We used to come at 6, but we started to come earlier so the classrooms and hallways could be clear of salt and snow in the winter.” Devers said faculty help the Environmental Services workers by telling students not to litter because “your mother doesn’t live here.”

5:30 a.m., Skinner Mall
Morning breaks on the Creighton campus. The sculpture of St. Ignatius, founder of the Jesuits, looks out on a quiet Skinner Mall — a visible reminder of Creighton’s rich Catholic, Jesuit heritage.

6:10 a.m., Kiewit Residence Hall
A student staffs the desk in the locked residence hall. Entry is by student identification card, providing students a measure of security. Stacks of free morning newspapers wait to be picked up.

6:30 a.m., Kiewit Fitness Center (KFC)
Half an hour after its opening, about 60 people are busy working out — typical for many school days, said Carrie Kopperinolle of Parker, Colo., student building supervisor.

• An ROTC unit does physical training.
• Varsity Crew Coach Dan Chipps, BS’97, supervises initial fitness testing for team members to determine who will be assigned to which boats.
• About 20 students and other users pound treadmills, pedal bicycles, climb stair steppers or lift weights in the popular Fitness Forum. Others jog around the lower-level track.
• Creighton President the Rev. John P. Schlegel, S.J., an early morning regular at KFC, plays racquetball with Brandt Cullen, a senior dental student from Portland, Ore.

6:50 a.m., East Shuttle
Driver Jack Vellus stays on time amidst major new construction on Burt Street. New shuttles from outlying parking lots have been added this fall due to construction of a parking garage in a former parking lot on 24th Street. Vellus pulls up to Davis Square and Kenefick Hall. Talk and laughter fill the 24-seat van during the short ride to campus. Most riders exit at a stop near the Kiewit Fitness Center.

Road construction, while a temporary source of delay, is improving traffic flow near campus. Improvements to Cuming Street have provided a more welcoming entrance to visitors driving into the city from the airport. Creighton’s dramatic eastward expansion is coinciding with a revitalization of downtown Omaha.

7:30 a.m., Hixson-Lied Science Building
Mallory Henninger, a sophomore from Louisville, Neb., checks in the handful of early breakfast customers. Many of them greet her by name. Freshmen Kervin Queliza of Sugarland, Texas, Yawah Nicholson of Aurora, Colo., and Shannon Melton of Denver eat a hearty meal to prepare for a heavy day that includes a calculus class for all of them.

“A good breakfast helps me in class,” said Melton.

“I like the time early in the morning to do homework,” said Queliza. “I would have taken an 8 a.m. class, but older students warned me not to.”

7:55 a.m., Becker Cafeteria
Annie Mae Allen checks in the handful of early breakfast customers. Many of them greet her by name. Freshmen Kervin Queliza of Sugarland, Texas, Yawah Nicholson of Aurora, Colo., and Shannon Melton of Denver eat a hearty meal to prepare for a heavy day that includes a calculus class for all of them.

“A good breakfast helps me in class,” said Melton.

“I like the time early in the morning to do homework,” said Queliza. “I would have taken an 8 a.m. class, but older students warned me not to.”
part of the Hixson-Lied Science Building. The two-year old facility primarily serves the health sciences, providing a collaborative environment in which students, faculty and practitioners can share knowledge and resources. Henninger’s first class isn’t until 9:30 a.m., but she arrives early to get a parking place.

9:35 a.m., Reinert Alumni Library
Stephen Held, director of operations and planning for the Division of Information Technology (DoIT), shows visitors the campus’s main switch room that controls Creighton’s 5,900 phones and all of its Internet access. (Creighton has been recognized for its wireless computing access.) The locked room on the library’s lower level is accessible through a locked storage area. Library visitors would never suspect the nerve center exists. This helps protect the center’s $35 million of equipment.

“no one works here on a regular basis,” said Held. “We control and monitor computer operations from DoIT’s offices in the Old Gym.”

10:20 a.m., Hitchcock Communication Arts
Tim Guthrie, BFA’89, associate professor of journalism and mass communication, banters with Carl and Rebekah Weiland of Madison, Neb., brother and sister journalism majors. They tell Guthrie that their parents are visiting and both of them have car problems that might cause them to miss his afternoon class. Guthrie cheerfully encourages them to find a solution that will allow them to attend.

“You know I don’t want to miss your class,” said Carl with a big smile. “I love Photoshop.”
A few minutes later, Guthrie warns his full Print Design class in the Hitchcock Design Lab that, “today will be a really heavy day.” The students are learning the complexities of the graphics program, InDesign, on new state-of-the-art Mac G5 computers. The Hitchcock Lab houses some of Creighton’s most advanced classroom technology.

11:04 a.m., Creightonian Office / Education Department Offices
Creightonian Advertising Manager Katy Krebs of Omaha calls for the ads for this week’s paper.
Across the hall, W. Patrick Durow, Ph.D., assistant professor of education, responds to 20 e-mails. Some are from recent alums reporting on their first days in teaching. After e-mailing, Durow will work on a research project concerning pay for Catholic school teachers in inner-city schools. He’s also working with the Omaha Archdiocese on a distance-learning program for teachers in rural Catholic schools who want to become principals.

11:20 a.m., Dental School Clinic
It has been a busy morning at the dental clinic. A woman rests calmly as Terry Wilwerding, DDS’77, MS’80, associate professor of prosthodontics, supervises several students who are preparing a crown for her tooth. “I did a porcelain fuse to a metal crown,” said dental student Brady McDonald of Olympia, Wash. The patient is one of some 20,000 children and adults who annually receive care at the dental school.

11:35 a.m., OT/PT
Joan Lanahan, Ph.D., chaplain for Occupational Therapy and Physical Therapy, is in her office preparing the class she teaches on spirituality and suffering. “I’m looking for stories that will help people cope with their suffering.”
Lanahan, a spiritual director, said she counsels students to help them understand the suffering their patients are going through in spiritual terms.
“Maybe they (patients) are in denial that their conditions are hurting their work lives or maybe they are angry.”
“Ignatian spirituality involves reflecting on our life experiences,” Lanahan said.
Students often need such assistance after working in clinics where patients are suffering.

11:45 a.m., Research Lab
A. Joseph Threlkeld, Ph.D., associate professor of physical therapy and director of the Biodynamics Lab, walks on a treadmill with electrodes attached to his arms and legs. Infrared cameras record his movements and feed data about his position into a computer.

Threlkeld and John Bertoni, M.D., chair of neurology for the School of Medicine, are trying to determine how patients with Parkinson’s disease move differently than unimpaired persons. “If we can compare performance, we can tell how people with Parkinson’s are interpreting movement and the sensation of movement,” said Threlkeld. Creighton research not only involves faculty and graduate students but undergraduate students, as well. In fact, U.S. News ranks Creighton among the top 66 institutions in the United States for “undergraduate research/creative projects.”

Noon, St. John’s Church
About 30 people scatter throughout St. John’s Church for noon Mass. The Rev. Bert Thelen, S.J., pastor, reads the day’s Gospel that recounts the martyrdom of St. John the Baptist. In his homily, Thelen tells the congregation that, “What we have in the readings is Resurrection.” He urges his listeners to see John as a messenger of God and to “live in the fullness of God’s flexible love” that will deliver believers to everlasting life.

12:30 p.m., Bookstore
Nursing senior Liz Greisch of Omaha purchases a textbook from lead cashier Becky Buzbee. Greisch pre-ordered her texts to avoid the early semester crush, but one book failed to arrive on time.

12:35 p.m., Administration Building
A line of students waits at the Business Office to pay tuition and fees, but Nick Sowl, a junior from Henderson, Neb., and his friend Andrew Gerber of Omaha head to the Registrar’s Office so Sowl can drop a first aid course and add an education course.

1:30 p.m., Skutt Student Center
Jessica Miller, a senior from Treynor, Iowa, eats her lunch in front of the big-screen TV but says she is paying no attention to the comedy program.

2:05 p.m., College of Business Administration
Career Center Counselor Jeremy Fisher helps Julie Stillman, a junior from Emmetsburg, Iowa, prepare a résumé. Fisher explains the intricacies of wording a résumé. “Your GPA looks good. Your degree will be a B.S.B.A. in accounting and finance. You can just put in your expected graduation date of December 2008.” Stillman is applying for internships in accounting.

2:15 p.m., School of Nursing
A combined class of undergraduate nursing and accelerated nursing students absorbs a lecture on thyroid hormones. In Nebraska alone, there are more than 2,000 Creighton nursing grads.

2:20 p.m., Criss I
DoIT staff member Alice Smith conducts a faculty training session on using Web Surveyor. Students include Brent Spencer, Ph.D., chair of the English Department, and Bridget Keegan, Ph.D., former chair. “This is really easy,” said Keegan. “We’re going to use it to design surveys for assessment.”

3:40 p.m.
Basketball player Dominic Bishop lifts weights.

3:00 p.m., Humanities Center
Overheard in the hallway: a theology class discusses the great era of Old Testament prophets.

2:25 p.m., Rigge Science
Students form a long line to purchase chemistry lab supplies from the Chemistry Club. Associate Professor of Chemistry David Dobberpuhl, Ph.D., hears of the crush and pitches in to move the line more rapidly.

2:40 p.m., Humanities Center
Overheard in the hallway: a theology class discusses the great era of Old Testament prophets.

2:50 p.m., St. John’s Church
Sam Neuhaus, a senior at Omaha
Marian High School, and her family leave the church as part of a campus Admissions tour led by Jess Dempsey, a sophomore from Urbandale, Iowa. “I really like the feel of the campus with all the students walking around,” Neuhaus said. “I go to Creighton games. I’ve seen the church and some dorms.”

3 p.m., Swanson Residence Hall
Kara Stockdale, a freshman from Omaha, and her brother David, a junior who has transferred to Creighton from Iowa State, haul the books they have just purchased to her room on the 9th floor, the Honors Program floor.

“I’m in seminar with half the floor,” said Kara. “We’re forming a very tight community.” Other students agreed. Matt Bassett of Topeka, Kan., joined Lacey Winter of Lennox, S.D., who was studying philosophy on a couch in the hall because it was more comfortable than her room.

“We just have fun up here,” said Bassett. “It’s a blast.”

An Honors ACT of 30 or above doesn’t guarantee practical skills. Two males could be overheard asking for advice on how to do laundry. “It’s so easy to do but their moms have done it for them,” said one young woman derisively.

3:10 p.m., Lied Education Center for the Arts
A male student wanders through a sculpture exhibit by Nobuhiro Nishigawara, assistant professor of fine and performing arts, in the Lied Art Gallery. Between five and 10 people a day visit the exhibit, said Megan Mazur of Topeka, Kan., a work-study student monitoring attendance.

3:15 p.m., Lied Education Center for the Arts
A ballet class practices in the dance studio. Creighton offers courses in dance, theater, art, graphic arts and music.

3:40 p.m., Dr. Frank Iwersen Strength and Conditioning Facility
Varsity athletes, including senior guard Nate Funk of the men’s basketball team, lift weights and do other conditioning exercises. Men’s basketball coach Dana Altman does pushups and pull-ups as assistant men’s basketball coach Kevin McKenna, BA’93, MS’98, works out on a weight machine.

3:50 p.m., Child Development Center
Pre-schoolers at Creighton’s nationally accredited Russell Child Development Center chase each other around the center’s grassy yard. The center’s loving environment provides peace of mind to parents, who are Creighton employees and students.

4:30 p.m., Ahmanson Law Center
Kevin Banville, a first-year student from Lafayette, Calif., studies in the Law Library. In the law center’s lounge, third-year students Robbie Ward, BA’02, of Kansas City, Mo., Betsy Edwards of Junction City, Kan., and Kerry Schmid of Everly, Iowa, prepare a presentation on submitting scientific evidence in a “driving under the influence” case for Professor R. Collin Mangrum’s course.

“We’ll do a direct examination of our expert and we’ll cross examine the opposition’s expert,” said Ward.

5 p.m., Davis Square Diner
Several students watch the Simpsons as they sample such diner specialties as hand-dipped malts, chili fries and burgers.

5:50 p.m., Morrison Stadium
The women’s varsity soccer team, under the guidance of Coach Bruce Erickson, runs drills on the field at Morrison Stadium, one of the top soccer facilities in the nation.

6:30 p.m., Java Jay
Jeff Peak of Santa Clarita, Calif., Jocelyn Frey of Albany, Ore., and Tracy Davies of Sturgis, S.D., sample gourmet
A City within a City

salads and sandwiches in the McGloin Residence Hall coffee house. Residence hall meal plans allow students to eat many meals at assorted on-campus restaurants without paying extra.

6:45 p.m., Skinner Mall
Students stroll around the mall, often stopping to visit with friends. Some eat the ice cream cones they have brought from dinner at Brandeis Cafeteria. Creighton offers plenty of opportunities for student involvement with more than 180 clubs and organizations.

7:05 p.m., Reinert Alumni Library
Reference Librarian Chris Jorgensen guides Elizabeth Hurley of St. Louis and Mandy Yoshizu of Kaneohe, Hawaii, through a computerized reference search. Jorgensen suggests starting with Academic Search, one of the library’s numerous databases, because “it has a lot of full-text articles.”

7:20 p.m., Public Safety
Dispatcher Toni Ramirez simultaneously monitors a bank of security TV screens, directs visitors to sources of help and answers calls for information or assistance. All calls for after-hours assistance of any type are routed through Public Safety because the dispatch desk is in-service around the clock. Officer Oscar Garcia departs to resume patrolling campus — a 24-hour-a-day Public Safety function.

Creighton is a generally safe campus, said Public Safety Supervisor Mike Malmstrom. Officers keep it that way by circulating continuously on foot, on bicycles and in cars. Their presence helps prevent problems as well as enables quick response to accidents and requests for first aid, requests for escorts to and from parking lots, and requests for unlocking rooms or offices, etc. And officers do give parking tickets.

“This is the kind of job where you can relate to students, faculty and staff,” said Malmstrom, a retired state trooper.

And Creighton University Medical Center (2004) …

542 – number of physicians (with another 1,358 employees and 350 volunteers)
9,750 – number of admissions
3,509/2,046 – number of inpatient/outpatient surgeries
30,064 – number of ER visits
820 million – amount of charity care provided to those in need

Seventy-one patients were flown by helicopter to Creighton University Medical Center for treatment in 2004.

About the author: Eileen Wirth, Ph.D., is the chair of the Department of Journalism and Mass Communication at Creighton.

Creighton University: By the Numbers

Some interesting facts about Creighton …

6,800 – number of students (plus approximately 680 full-time faculty, 1,725 full-time staff and 62 Jesuits)
53 – number of buildings
146 – number of Facilities Management employees who keep the buildings and grounds safe, clean and beautiful
$360 million – annual operating budget (44.7 percent from tuition)
$720 million – approximate economic impact of Creighton
2,621 – number of courses offered per semester
260 – number of different job titles
4,500 – number of computers owned
2 million – number of e-mails per month
2-3 million – number of incoming/outgoing pieces of mail delivered per year
9,000 – number of parking tickets issued per year by Public Safety

The sculpture of St. Ignatius in front of the Reinert Alumni Library is one of 29 statues that dot the campus.

The day hasn’t ended of course. Students will study and socialize with their friends far into the night. The Public Safety officers will keep them safe, and the Jesuits will be a constant presence in the residence halls and elsewhere day and night.

Etc.

About the author: Eileen Wirth, Ph.D., is the chair of the Department of Journalism and Mass Communication at Creighton.

Winter 2005
Tsunamis and terrorism, floods and hurricanes ... Life on planet Earth is replete with unexpected calamities. Yet, over the millennia, our species — and others — have evolved coping mechanisms, designed to help us survive — and to save our sanity in the process.

Just what are these mechanisms that come along with being human — and how do they work in times of crisis to protect us? Perhaps answers to these questions are even more pertinent today, with our round-the-clock exposure to world events, from Lockerbie to Beslan to Bhopal. Are we increasingly at-risk for vicarious exposure to more disasters than we were built to endure?

We turned to Creighton’s Daniel Wilson, M.D., Ph.D., for some insight. As professor and chair of psychiatry and professor of anthropology at Creighton, Wilson brings a wide range of information to the subject of distress and how we deal with it, as a species, as a culture and as individuals.

He begins with our physiology, what happens to us physically, when disaster strikes, whether in the form of an approaching wall of water or a crumbling skyscraper.

“The stress of major trauma activates the hypothalamic-pituitary axis,” Wilson explains, “an ancient animal system” that we’ve brought with us across the millennia; it cues us to “fight or flee.”

As this system is put into motion, “cascades of steroids, neurotransmitters and other mediators” flood our bodies for the task at hand, whether we’re intent on saving just ourselves or others.

We know when our fight/flight system is engaged. “Heart rate, respirations and blood pressure all rapidly increase,” Wilson says, along with “anxiety, heightened reactivity and a sense of altered time; e.g., ‘superhuman’ actions as with soldiers, firemen” and so forth.

“Psychological mechanisms of fear actually alter the pattern of brain activity,” Wilson adds, “typically with profound preoccupation and excessive arousal.”

This sort of focus allows people a certain timeframe to get themselves and others out of harm’s way. But such a dramatic burst of energy will be fleeting, as the human body cannot endure excessively long periods of sustained fight/flight response.

Physiologically, “prolonged, unresolved stress can induce exhausted resignation,” says the Creighton psychiatrist. Thus, it is common to see exhausted survivors of disasters closing in upon themselves: The world is, literally, too much to endure. “We know from the classic studies by Hans Selye 60 years ago that lab rodents exposed to unresolved stress eventually curl up in the corner and even die.”

Depending on the level of trauma the survivor has endured, the “aftershocks” of such an experience will play out in different ways. “Almost everyone involved will have acute stress,” Wilson says, what some call “a normal response to an abnormal situation” ... that “resolves in due course. But some — perhaps 20 to 30 percent of survivors of catastrophe — will have unresolved stress, i.e., post-traumatic stress disorder (PTSD).”

Wilson calls this phenomenon “a major roadblock to healing” and one that “generally requires both medication and psychotherapy.”

Not immune to PTSD are rescue workers themselves, who may have been exposed to unrelenting, repeated trauma. Here, the American Psychiatric Association’s Disaster Psychiatry.
Handbook tells us, “our heroes are often at greater risk,” with some form of PTSD striking at the end of the first month following the event.

Wilson describes the three general types of PTSD symptoms:

1. Intrusive
   - Dissociative states
   - Flashbacks
   - Intrusive emotions and memories
   - Nightmares and night terrors

2. Avoidant
   - Avoiding emotions
   - Avoiding relationships
   - Avoiding responsibility for others
   - Avoiding situations that are reminiscent of the traumatic event

3. Hyperarousal
   - Exaggerated startle reaction
   - Explosive outbursts
   - Extreme vigilance
   - Irritability
   - Panic symptoms
   - Sleep disturbance

Intrusive memories and emotions interfere with normal thought processes and social interaction. Flashbacks feature auditory and visual hallucinations. For example, the sounds and images of combat often comprise the content of flashbacks experienced by military veterans. Flashbacks can be triggered by ordinary stimuli such as a low-flying airplane or a loud noise, anything that brings to mind an aspect of the event. Nightmares and night terrors also feature aspects of the traumatic event.

Dissociative symptoms include psychic numbing, depersonalization, and amnesia.

People with PTSD commonly avoid stimuli and situations that remind them of the traumatic event because they trigger symptoms.

People experiencing hyperarousal symptoms are always on the alert for danger or threat and are easily startled.

Complications develop in people with chronic PTSD and delayed onset PTSD. These include the following:
- Alcohol and drug abuse or dependence
- Chronic anxiety
- Depression and increased risk for suicide
- Divorce and separation
- Guilt
- Low self-esteem
- Panic attacks
- Phobias
- Unemployment

In 1988, it was estimated that 40 percent of Vietnam veterans had problems with drug abuse, and almost one-half of these veterans had been divorced at least once.

Phobias of objects, situations or environments that remind the person of the event often develop as complications of PTSD.

Panic attacks can be triggered by stimuli reminiscent of the event.

People with chronic PTSD and complications often become unemployed because severe symptoms interfere with their ability to perform their jobs and function socially in the workplace.

According to the American Psychiatric Association (APA) handbook, the terror that strikes a population, the lack of information, the distortion of threats by news and public media, the direct threat of injury or death, and the horror of exposure to grotesque stimuli all serve to ratchet up the psychiatric casualties following a disaster. In fact, the number of psychiatric casualties rises when society is unable to assess the degree of threat, when mass casualties occur, when individuals are separated from their families and when society is slow to return to normal.

As with all loss, the Creighton psychiatrist points out, people who endure disasters generally go through the well-documented five stages of grief: denial, anger, bargaining, depression, acceptance — with some back-and-forth movement in the process along the way.

A depressing aspect of any disaster is the sector of society which seems to take advantage of the situation: the looters. Apart from merely finding food for themselves, looters may be motivated by other factors.

New York City, 9/11

Rescue workers can be especially susceptible to post-traumatic stress disorder. At left, a rescue worker and a search dog comb the rubble of the World Trade Center following the 9/11 attacks, looking for survivors.
and water, why do people loot during a disaster?

“Most looters are sociopaths who take advantage of the temporary absence of the usual mechanisms of social control,” Wilson believes.

Americans viewing the weak — not to mention chaotic — response of government to Hurricane Katrina, for example, may “succumb to what Max Weber (the founder of sociology) called ‘anomie,’ or lawlessness,” according to the Creighton professor. Viewing people needlessly suffering, against a backdrop of “such regressive barbarism amid catastrophe is deeply depressing to any thinking, civil person. It is, in key psychological and social respects, as if ‘Mom and Dad’ were derelict.”

“The more sudden and unexpected the threat and the more unprepared the society,” according to the APA’s Disaster Psychiatry Handbook, “the greater the long-term psychiatric consequences … If communities are unable to respond or respond in a haphazard manner, people become increasingly perplexed and helpless, and panic becomes more rampant. Disorganization leads to increased fear and an inability to function.”

When disaster strikes, emphasizes the APA, society must be able to initiate an immediate chain of command and send authorized, competent observers with the power to deploy resources to the target area.

Wilson: “The spectacle of a disaster of great magnitude (in the news media) is distressing in itself.” Couple this with what Wilson calls the “feckless response” of our government in the Hurricane Katrina disaster, and you have a perfect formula for “undermining confidence in ‘authorities’ and our system.”

Unlike persons merely trying to survive, they greedily exploit chaos. Many will offer some spurious rationale of accumulated grievance, but looting is typically grotesque criminal behavior.”

But it is important not to confuse sociopathic behavior with acts of desperation for survival, Wilson cautions. “Someone dying of thirst who avails himself of bottled water belonging to another should not be conflated with the plainly selfish motivations of someone else who steals plasma TVs or gym shoes.”

Fortunately, most of us will remain merely spectators to disasters. Our round-the-clock news on television and the Internet bring us ever-developing events faster than we can comprehend. But even those secondary images take their toll.

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We were built to survive disasters — or to die trying. From our purely physical responses to the more subtle, psychological stages of adaptation, we try to adjust when catastrophe strikes our normal, everyday lives. To the extent we are able to do this, we survive — and the disaster, once so cold and impersonal, becomes part of our life’s story.

And part of our own treasure-trove of wisdom. Ever adaptable, our species seems to “gather wisdom from our difficulties,” Wilson adds. And, in all the loss, that may be the one gift.

About Dr. Wilson: Daniel Wilson, M.D., Ph.D., is professor and chair of psychiatry and professor of anthropology at Creighton, and has training in anthropology, medicine and psychiatry at Yale, Iowa, Harvard and Cambridge universities.

Wilson, an active researcher in clinical psychopharmacology, was awarded a Fulbright research grant this year as principal investigator for a study of the roots and treatment of the psychological effects of ethnic violence. The Egypt-USA Research Exchange grant for 2005-06 is being used to examine “Psychotherapy & Pharmacotherapy of Post-Traumatic Stress Disorder: Congruences & Differences in Egypt & America.”

Wilson also has received many awards, including a recent American Psychiatric Association Irma Bland Award for outstanding and sustaining contributions to excellence in resident education in psychiatry.

Pakistan, Earthquake

An exhausted Kashmiri family spends the night in the cold and rain at a shelter set up in an outdoor sports stadium in Pakistani Kashmir, following the deadly earthquake that rocked Pakistan and India in October.
Standing Tall

By Eugene Curtin

Photo by Mike Kleveter
12 YEARS ... 12 ACADEMIC ALL-AMERICANS ... 16 COACHING AWARDS ... 32 REGULAR-SEASON AND CONFERENCE TITLES ... 35 POSTSEASON TOURNAMENTS ... 1 ATHLETICS DIRECTOR

A man of average height, Bruce Rasmussen never did tower over his opponents as a basketball player. And, as a coach, he found himself for years literally looking up at his players.

Funny what 26 years can do. After 12 years as Creighton University’s women’s basketball coach, two years as associate athletics director and now in his 12th year as director of athletics, Rasmussen towers over the entire athletic program of a Division I school that is rapidly gaining national renown. And as conversations with the coaches and administrators who work with him quickly attest, a lot of people look up to him these days.

Rasmussen is probably best known around Omaha as the man who oversaw Creighton’s rise to national prominence in four major sports — basketball and soccer, for certain, and a recent resurgence in baseball and softball. He oversees an $8 million budget, which includes about $2 million for athletic scholarships.

To that, add Creighton’s vigorous involvement with the NCAA College World Series as host institution, a commitment of time and personnel that has helped boost attendance to record levels; and then there is Rasmussen’s personal involvement with the NCAA, which helped land a 2008 NCAA men’s basketball regional tournament for Omaha’s Qwest Center.

To those who work with him, Rasmussen is known simply as “Ras,” an object of universal affection from those older and younger than he, those who were once athletic directors themselves, those who’ve known him longest, and even to those newly arrived on Creighton’s roster of coaches.

And then there is Jacob Sarver, the 8-year-old son of Assistant Athletics Director Kevin Sarver, BA ’89, to whom “Ras” has long been just “Buddy Bruce.”

The University’s athletic boosters, known as “Jaybackers,” have had every reason to join the Rasmussen hallelujah chorus as they’ve watched their Bluejays soar into the upper reaches of NCAA athletics. And there indeed they are, adding a little raucous cheering to a remarkably loud chorus of praise.

“Incredible,” said Dave Parker, president of the Jaybackers. “He’s the most personable person I’ve known, well grounded, down to earth, not in it for the money. He treats everyone as a peer, as a friend. He’s a common man who’s in it because he wants to see people succeed.”

So who is this man, by all accounts unassuming, quiet, but deeply driven?

What is it that enables him to keep highly successful coaches, who from time to time are the subject of big-money offers from much larger, incomparably better-funded schools? And what is this knack for hiring great coaches? (He’s hired — or at least played a significant role in hiring — all 11 of Creighton’s current coaches.)

The story begins 26 years ago, in Bettendorf, Iowa, where Rasmussen was coaching the girls basketball team at Bettendorf High School. He had just put together a three-year 64-15 record, with his 1978-79 squad posting a 27-2 record.

When then-Creighton Athletics Director Dan Offenburger, BS ’58, MSEdu’63 — himself a legendary figure in Creighton sports history — needed a women’s basketball coach, he looked to Iowa, which was then far ahead of Nebraska and most other states in developing women’s sports. He wanted Bob and Sharon Hanson, a husband-and-wife coaching team who had worked wonders at Des Moines East High School. But he couldn’t get them. (In an ironic twist, Rasmussen hired Sharon Hanson as associate athletics director/senior women’s administrator in July 2004 to oversee Creighton’s women’s sports programs, and Bob Hanson as compliance director this past June. But that’s getting ahead of the story.)

Mary Higgins, BA ’73, takes us back. Higgins was senior women’s athletics director in 1979. She is now director of undergraduate student retention at Creighton and a member of Creighton’s Athletics Hall of Fame, having made her own mark on Creighton athletics as head coach of the women’s softball team.
from 1977-93.

She recalls that Offenburger asked the Hansons for a recommendation, and they suggested Rasmussen. And there, Offenburger encountered his second rejection.

“Bruce just felt the time wasn’t right for the move,” Higgins said.

But, she said, Rasmussen eventually agreed to travel to Creighton and meet with Offenburger, just to look around. Offenburger was unbeatable on his home turf, but he faced a challenge in Rasmussen.

It was a two-day visit, and Rasmussen recalls that after the first day he decided to reject the offer. But the second day, he changed his mind.

“That second day people were greeting me like they already knew me,” Rasmussen recalled. “I just fell in love with the atmosphere on this campus.

I realized that this was an opportunity to work on the Division I level with people I could really get to know.”

So the 29-year-old Rasmussen left Omaha that day with a message for his wife, Jill. They were packing up and heading west.

Then Rasmussen went to work.

“Bruce started with almost nothing in terms of players, schedule and equipment,” Higgins recalled.

“He drove all over Iowa recruiting. Brick by brick, he started putting it together.”

He had his women’s team practice in the evening since, back then, the men’s team had first choice during the day. His daily duties, added to the evening practices, made for long days and time away from his young family. It was a long and lonely road in those early days of women’s collegiate sports. But when Rasmussen hung up his coach’s whistle in 1992, he had accumulated a 196-147 record. His final year was a classic, resulting in a 28-4 season, the Western Athletic Conference regular-season and tournament championships and a first-ever appearance in the NCAA Tournament where his team secured a first-round victory.

Through those coaching years, a Rasmussen characteristic emerged, one that had University officials approaching him to take the associate athletics director job in 1992 — a job he was initially reluctant to take because of his love for coaching.

Again, Higgins:

“Bruce has always been able to motivate people to be with him and his program, to thrive on hard work and be devoted to the program. No one promotes Creighton harder than he does. No one works harder for Creighton than he does.”

That is a refrain echoed by many of the coaches who work under Rasmussen, themselves deeply driven, hard-working professionals.

Perhaps no other Creighton coach is as inextricably linked to Rasmussen as Dana Altman. In April 1994, Altman was named the 14th head coach of Creighton’s men’s basketball program and, two months later, Rasmussen was promoted to director of athletics, replacing the retiring Tom Moore. Rasmussen was part of the University’s search committee that interviewed Altman, and he was ecstatic to land the 35-year-old Wilber, Neb., native.

“He treats everyone as a peer, as a friend. He’s a common man who’s in it because he wants to see people succeed.”

— Dave Parker
Jaybaker president
Altman had just guided his 1993-94 Kansas State team to the Final Four of the National Invitation Tournament in New York. And, in four seasons as Kansas State’s head coach, Altman had led the Wildcats to two NIT appearances and one NCAA Tournament, while earning Big Eight Conference coach-of-the-year honors in 1993.

Altman said his move to Omaha and the hilltop campus was a response to Rasmussen’s “passion and love for Creighton,” an especially remarkable reaction since Altman had never met Rasmussen or spoken to him before Rasmussen called him one day to float the Creighton job.

Altman said he knows two things about Bruce Rasmussen: “He deals with people very honestly, and you know who he will fight for your program. I trust him.”

Creighton basketball today enjoys national recognition, with six NCAA Tournament appearances in the last seven years and a top-10 ranking in the Associated Press poll to its credit. Its home court is now the Qwest Center, a spacious, first-class facility that has attracted such cultural icons as Paul McCartney, The Rolling Stones, Bette Midler, Simon & Garfunkel and Neil Diamond. The move from Omaha’s Civic Auditorium, which Altman said was “in terrible shape,” was a risky one for Creighton.

It’s expensive to play at the Qwest Center, and the expense would have to be justified by increased attendance. Altman believed it could be done, Rasmussen agreed, and in 2003 it was done. Crowds have hovered robustly around the 12,000 mark, an attendance level ranked 29th nationally — a far cry from the 3,000 average attendance the year before the Altman/Rasmussen era began.

“The first three years here we had to fight and battle for everything,” Altman said. “Just getting the resources so that we’d have a fighting chance was a struggle. But Bruce pushed it. He made it happen. He’s the guy who put it all together.” And not just the move to the Qwest Center, but also a $1.7 million reconstruction of locker rooms for the entire athletic program, as well as creation of a Student-Athlete Support Center for athletes whose busy schedules often prevented them from using the University’s regular study centers.

And then there is the Rev. Michael G. Morrison, S.J. Stadium.

Bob Warming and Bruce Erickson are happy men, not just because they coach “the beautiful game,” but because Creighton’s men’s and women’s soccer teams no longer play on public fields. They play at the 6,000-seat Morrison Stadium, a $13 million facility that Erickson said has visiting teams agog. “I could write a book on the comments from coaches and players entering that field for the first time,” Erickson said. “They look around and just think, ‘Wow! This is big time.’”

Such things are not built without much aid from the private sector, and Morrison Stadium was built entirely with private donations. Raising funds is a key duty of any athletic director, and Rasmussen is no exception. Sometimes crowds of people must be solicited at booster breakfasts; other times a single major donor must be approached, almost always persons of
august standing in the community.

Erickson, who coaches the women’s soccer team, said in such matters Rasmussen is an exemplar of Kipling’s ideal: He walks with kings but does not lose the common touch.

“He doesn’t change,” Erickson said. “Not when dealing with Jaybackers, students or people with money. It’s one thing to be an athletic director and to be excited when you’re dealing with people, but he does more than that. He pushes to make things happen, and he pushed until we had the best college soccer facility in the country.”

Warming, who coaches the men’s soccer team, said Rasmussen is an unusual athletic director.

“I’ve been an athletic director before, and a college coach for 28 years,” Warming said. “I’ve worked for three ADs, and Bruce is the only one who constantly comes in and wants to know what he can do to help you.”

Example is always the best weapon in a leader’s arsenal, and Warming said Rasmussen is well supplied with that weapon.

“The quickest way to become a champion is to observe a champion and do what he does,” Warming said. “Bruce’s mentorship of all of us is what creates championship teams. You understand how to treat people, how to relate to them, how to trust them to do the right thing. He teaches us how to handle our athletes by how he handles us.”

This is how it goes when you make the rounds at Creighton, asking coaches and administrators about their boss. While it is to be expected that subordinates would wax kindly in public about their boss, the admiration clearly goes far beyond the call of duty.

It could be called loyalty, a character trait Rasmussen said he prizes highly, and which he tries to earn rather than demand.

“We have had a lot of successful coaches here at Creighton, and their temperaments and their approaches to sports have been very different.” Rasmussen said. “But they have all had outstanding character. They cared about the University and their programs.

“Loyalty develops when you do things you don’t have to do. My job is to serve the coaches, to find out what they need to be successful and then to provide them with those resources.”

Rasmussen gained an appreciation for hard work and personal character growing up in small Webster City, Iowa. His father, Richard, sold farm implements across the Midwest and was usually on the road five days a week. With his father gone, Bruce spent considerable time with his grandfather, Charles, a national wrestling champion who was left blind at age 20 when, during a dental procedure, the ether used as sedation accidentally liquefied and burned his eyes. “He taught me not to judge things by what they appear to be,” Rasmussen said of his grandfather.

“He taught me to sit and listen to others, learn what their values and talents are, and then try to best utilize those values.”

Now, with opportunities to move on to bigger universities, Rasmussen thinks back to one of his grandfather’s adages.

“He told me that if the grass looks greener on the other side, then you’re not taking care of your own yard,” Rasmussen said.

Recruiters looking to tempt coaches away often underestimate the pull that the spirit of Creighton exerts, Rasmussen said, and also the much underrated lure of Omaha as a community.

“This is a tremendous University that attracts quality students, faculty and staff,” he said. “Second, Omaha is a tremendous community. In many ways I’ve gotten way too much credit for what’s happened here. (Creighton president) Fr. Schlegel has always underlined the importance of outstanding staff, and the community support in this city has been a real key to our success.”

Kirsten Bernthal Booth, the freshly minted women’s volleyball coach, is among the newest of Creighton’s coaches to experience the Rasmussen approach.

“Winning is not the be-all and end-all with Bruce,” she said. “His philosophy is that it’s about the journey, making it a great experience for the student athlete so that they (a) graduate, and (b) graduate loving Creighton.”

Bernthal Booth is herself threatening to become another of Rasmussen’s home-run coaching hires, inheriting a team that was 3-23 in 2002 (the year before her arrival) and guiding them to an 18-11 record in 2004.

Steve Brace, who keeps an eye on the academic performance of Creighton’s athletes, reports that the athletes have a higher GPA than the general student population (3.3 vs. 3.21). Forty-three percent of the athletes have GPAs of 3.5 or higher, he said, 70 percent are above 3.0. Only 1 percent are at 2.0 or below.

“We are working very, very concerned about
the welfare of the student athlete,” Brace said. He hands over a piece of paper containing a statement, a copy of which Rasmussen ensures is given to every member of his staff. It reads:

* Athletes are the most important visitors on our premises. They are not dependent upon us. We are dependent upon them. They are not an interruption on our work. They are the purpose of it. They are not an outsider on our business. They are part of it. We are not doing them a favor by serving them. They are doing us a favor by giving us an opportunity to do so.*

Rasmussen said he knows of no other way to deal with people in the full bloom of youth who are about to face a lifetime of adult responsibility. “I want them never to lose the enthusiasm and joy that comes from athletic competition,” he said. “Never lose the perspective that you are really fortunate and blessed to have opportunities others never get. Never forget that you have had to receive from a lot of people to be where you are — teachers, coaches, parents, supporters of the program, and you are obliged to give back, to develop a habit of giving back.”

It is a credo that comes naturally to Rasmussen who said he was raised in a family considered poor. His early role models, he said, were the teachers and coaches who motivated him academically and athletically. “I knew I wanted to be a teacher and a coach,” he said. “I knew it already when I was 13 years old.”

Coaches should instill an attitude of gratitude in their players, Rasmussen said, and the best ones do.

“I look for a coach who is also an outstanding teacher,” Rasmussen said. “They must be passionate about their sport, obviously, but above all they must be persons of high character. There are coaches who are intelligent and passionate about their programs but who lack character. That is dangerous.

“I look for great teachers who are obsessed with developing great youth and who understand what this University stands for.”

About the author: Curtin is a freelance writer living in Omaha.

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**THE RASMUSSEN FILE**

**Personal**

Age – 56
Wife – Jill
Children – Megan (20), David (18), John (14), Katy (10) and Grace (6)
Hometown – Webster City, Iowa

**At Creighton**

1994-Present – Director of Athletics
1992-1994 – Associate Athletics Director
1980-1992 – Head Women’s Basketball Coach

**Honors**

- 2004, one of four regional winners of the AD of the Year Award from the National Association of Collegiate Directors of Athletics
- Winningest coach in Creighton women’s basketball history, 196 wins from 1980-92

**Hires**

1. Dana Altman, men’s basketball, 1994
   Eight straight postseason appearances, two-time conference coach of the year and 2003 national coach of the year finalist.
2. Jim Flanery, BA’87, women’s basketball, 2002
   Three straight postseason appearances, including a WNIT championship (Creighton’s first national title in any sport) in 2003-2004.
3. Ed Servais, baseball, 2004
   2005 regular-season conference champs (a first in program history) and NCAA regional qualifier, two-time conference coach of the year.
4. Brent Vigness, softball, 1994
   Three straight MVC tournament titles and NCAA appearances; 1998 conference coach of the year and one of the top-50 winningest active coaches in all of college softball.
5. Bob Warming, men’s soccer, 2001
   (also coached at Creighton from 1990-94);
   This year marked five NCAA appearances in Warming’s second stint as coach, part of 14 straight, including a Final Four appearance in 2002; 2002 national coach of the year finalist.
6. Bruce Erickson, women’s soccer, 1999
   Three NCAA appearances in the last four years (including this year), 2002 conference coach of the year.
   Program-best 18 wins in 2004.
8. Tom Lilly, BA’93, men’s & women’s tennis, 1998
9. Debbie Conry, BA’77, men’s & women’s golf, 1992
10. Daniel Chipps, BS’97, women’s crew, 2001
11. John Wissler, men’s & women’s cross country, 2003

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**Creighton | Winter 2003**
A relatively new teaching approach has taken hold at Creighton. Described as “learner-centeredness,” this new approach puts the focus on students.
Emily Neneman saw the difference for herself last fall when talking about the letter B. A Creighton senior and teaching assistant, Neneman was working with kindergartners at Liberty Elementary School, most of them Latinos learning their first formal English. There were no phonics, though. No whole language, either. Instead, there was shaving cream. And clay. “It was so neat because I would have the students come up to the board and write the letter B,” Neneman recalls. “We had an interactive discussion on the letter, then they went back to their desks and each student was given a little blob of shaving cream on their desk and they made the letter B in the shaving cream. Then we gave them clay, and they made the letter B with clay.”

Neneman was engaging students not in the traditional “teacher as preacher” mode, but in an increasingly popular approach called “learner-centeredness.” “There were letter B’s just popping out all over the place,” she says with detectible glee. “They had so much fun with it, and they didn’t even realize they were learning. Having hands-on learning and that engagement truly allows them to understand so much more.”

Learner-centeredness isn’t limited to kindergartners practicing their ABC’s, though. The philosophy is taking root at Creighton, impacting freshmen through professional school attendees.

Not quite a teaching revolution, it’s at least a teaching evolution, a departure from the way in which thousands of Creighton students of yore were taught. It appears in various guises: students leaving the classroom to interview strangers in a mall, then reporting their findings in class; personal response devices instantly recording and displaying student comprehension following a “mini lecture”; student-led discussions, student teams, hands-on materials and more.

It’s an approach, says Scott Chadwick, Ph.D., Creighton’s associate vice president for Academic Affairs, that will help Creighton “adapt rapidly and decisively to changes in our students’ learning preferences and techniques.”

Even better, he adds, “It wasn’t designed to be Ignatian, but it is. The fundamental assumption is that students learn by attaching new ideas and skills to their experiences. It recognizes learners as human beings in some stage of development.”

Learner-centeredness, says Creighton professor Isabelle Cherney, Ph.D., a cognitive psychologist and researcher in the scholarship of teaching, reflects a better understanding of how people learn. “It emphasizes active rather than passive learning. Individuals learn best by being actively engaged with the information/material, by building upon their existing knowledge and personal experiences, by caring about the material, by thinking critically about the material, by interacting with the instructor and other students.”

It, too, has an extreme. Chadwick cites it as a room of self-directed students “who know why they want to learn and what they want to learn, and the teacher would do whatever is necessary to help those students learn.” That, he concedes, is unrealistic. “We can’t expect students to be there. The reality is somewhere in between.”

There in the middle, he says, Creighton is striving to optimize learning through five aspects of learner-centeredness.

1. Balancing power. “The focus of learning is on students, not teachers,” Chadwick says, “so classes are about student learning, not teaching. This means teachers become facilitators of learning. Once teachers become facilitators as opposed to the sage on stage or the talking head, it does shift some of the power to the students.”

2. Centering responsibility. Learner-centeredness “shifts the responsibility to the students,” Chadwick says. “They have to actively engage in the learning process with the teachers.”

3. Promoting more than facts. Teachers must transmit facts, Chadwick says, but that’s not enough. “They’re there to promote or facilitate learning. There’s so much more to it than just talking facts to the students.”

4. Learning for life. “Content is a means to an end. What we strive for is that students master content, just as everyone else tries to do, but also through that process, they learn how to learn for life. They learn how to apply content in Ignatian ways.”

5. Assessing always. “We ought to know what we want the students to learn, and then teachers assess students to see if they’ve learned that. They

“The focus of learning is on students, not teachers. So classes are about student learning, not teaching.”

— Scott Chadwick, Ph.D. associate vice president for Academic Affairs

What is it?

Defining learner-centeredness perhaps is best accomplished by defining what it is not. It is not teacher-centeredness, the extreme of which, says Chadwick, “is to be concerned about teaching and not learning. An example would be a teacher who goes in and talks at students for 50 minutes with no time for questions and answers, discussion, peer work. The focus is entirely on whatever the teacher thinks is important.”

Mary Ann Danielson, Ph.D., associate professor in the Department of Communication Studies, says such an approach is akin to cartoons where a head is opened, content is poured in and the head closed again. “That just doesn’t happen,” she says.

Learner-centered teaching focuses on the individual learning style of each student. Above, foreground, is Creighton student Elizabeth Hilpipre, a junior from Watertown, S.D. Background, from left: sophomore Marisa Goodrich, Des Moines, Iowa; sophomore Chase Sekol, Elkhart, Ind.; sophomore Kathleen Glow, Omaha; and senior Caitlin Conway, Omaha.
Taking Root

Chadwick says learner-centered teaching “coalesced out of a variety of different educational paradigms” that took root in the 1980s but “hit its stride” in the 1990s. Its implementation on college campuses, he adds, was led by a handful of small, private liberal arts institutions like Minnesota’s Carleton College and Iowa’s Grinnell College. Engineering schools also were early adopters, a reflection, Chadwick says, that engineers “have to learn to think critically and to adapt. How to be part of something bigger than their field.”

Learner-centeredness, he believes, began taking root at Creighton about eight years ago. It is not mandated at Creighton, though Chadwick says the University has “such amazing teachers who care about student learning that this is a natural for them.” When asked how many Creighton teachers are using its techniques today, Chadwick replies, “Almost all. There are so very few that are just straight lecturers. You have early adopters and then build critical mass. Once critical mass is built, you ramp up very quickly. I think we’re in the stage where we’re ramping up very quickly.”

Danielson estimates that at least half of the communication faculty are strongly learner-centered and another 25 percent are transitioning toward it. And though she admits that her department is atypical, she adds, “There are faculty in virtually every department on this campus who employ this type or model of approach to education.”

Chadwick says many new faculty arrive already familiar with learner-centeredness, an observation seconded by Cherney, who credits programs in place at universities readying doctoral students. “As they come to learn the teaching and learning culture here,” she adds, “some powerful synergies emerge.”

Methods in Action

To see how learners are put at the center of a classroom, consider the way Danielson begins a course. On Day 1, she asks her students about their expectations.

Then she waits.

“Oh of course, there are just blank looks,” says Danielson, whose syllabi refer to her not as a professor or instructor, but as an “educational facilitator.” They believe if they wait long enough, the teacher will supply the answer. Danielson doesn’t, instead offering only prompts about the class title or asking what they might have heard through the student grapevine. “I have to prime the pump a bit sometimes to get them started in Day 1,” she says.

“Then when I come back in with other things I can use more of a discussion-oriented lecture style and they’re not surprised when I start off asking them questions and looking at them and waiting for them to respond.”

Cherney, meanwhile, put learner-centered techniques to use in her honors introductory psychology course via a “ticket-in” activity. Students were provided questions about a particular subject and asked to critically evaluate/reflect on one of them prior to reading associated chapters. Access to the class was the written “ticket-in.” The summaries students provided allowed Cherney to evaluate their level of understanding of a particular subject and to deliberately address areas of weaknesses. It also provided her with fodder for class discussions.

“Having the students reflect upon their own experiences made the material more meaningful to them,” says Cherney. “In their evaluations, they mentioned how these weekly exercises helped them better understand the material and themselves.”

Chadwick, meanwhile, points to technology’s role in learner-centeredness, citing a physics professor who gives a mini lecture then poses a question to his students about that lecture with several options as answers. Students log their answers on a personal response device and the class results are displayed on a screen. The teacher then directs “pair and share” — students teaming to discuss which answer is correct then sharing their observations in an ensuing discussion. The professor eventually gives the correct answer and any further explanation needed.

Some wonder if all of it is rigorous enough, especially when it comes to grading. Chadwick addresses such concerns by talking of assessments in two ways: (1) What is being learned and (2) how it is being learned.

As for the former, Chadwick insists, “The grading criteria is as rigorous as it’s ever been.” In fact, he adds, “What we find is that more students are learning more. What happens is grades move up because students are learning more, not because we’re grading easier. I might argue that over time you can actually make grades more rigorous, raise the bar even higher, and the students will still get there, which makes us even more of a premiere institution.”

Learner-centered teachers, though, also assess the process of learning during a course and at its completion. "Various assessment techniques,” says Danielson, “give me a way to get immediate feedback about student knowledge or where their questions are as we go along the way.” Gail Jensen, Ph.D., a professor in physical therapy, calls such self-assessments “windows into their learning I don’t get from an exam or even a paper” and lead her to tweak her course each year as a result.

(students) feedback information to improve the course or the major. We use assessments as a continuous process of improvement for student learning.”
Cherney goes even further, asking students to meet several months after a course’s completion to discuss “what concepts they had internalized. This assessment showed what a profound impact the course had on the students. They all remembered the many active exercises and the concepts that I wanted them to acquire. They also mentioned how their attitudes and behaviors had been changed because of this course.”

**Struggles**

Changing from a teacher-centered to learner-centered classroom can be difficult for both teachers and students.

For teachers, says Danielson, the most difficult part of the transition is, to some degree, “giving up control of the classroom” — control over content, how much time is spent on it and what is discussed. “There’s a real comfort in that,” Danielson says. “You have a pretty clear sense of what’s going to happen in your classroom.” Now, she adds, teachers must ask themselves, “To what degree am I willing to turn over some of that learning? Am I willing to put the students in the driver’s seat in terms of determining where we’re going to go?”

Some faculty want to stay behind the wheel. After all, it’s the only car they’ve ever driven — or ridden in. “One of the old adages in teaching,” says Jensen, “is people teach the way they were taught.” For them, she adds, it’s important to convey the idea of a classroom as an experiment, not as a grade-generating machine. “They can bring their research and inquisitive skills into the classroom and you can really hook them that way. It’s just like working in the clinic, like working in the lab. You’re trying to figure out the best ways for students to learn.”

Some teachers are skeptical of content’s role in learner-centeredness, fearing a lack of quality and quantity. Jensen counters by pointing to research indicating that teachers who are more comfortable and have more expertise teach less content. “The most common mistake,” she adds, “is we try to teach too much.” Chadwick tells his professors that under a learner-centered approach students “will learn more, they’ll learn more quickly, and they’ll integrate it into their being.”

Other teachers assert that they know what is best for the student. Still others fear it’s just a fad. “They’ve been around long enough to see things come and things go,” Danielson says. In particular, she adds, some have a fear that the learner-centered classroom caters to a consumer model of education, teaching them not what they need to know but what will make them happiest and most likely to return as a customer.

Other professors might want to change, but don’t know how. That’s where Chadwick’s office comes into play, providing workshops that offer learner-centered techniques and theories. Cherney adds that more conferences also are adding training to their agendas.

The change isn’t always easy and certainly will take time. “Now, a certain amount of learning is part of their job,” Chadwick says. “But to really do this as well as we all want to do it, it takes considerable time to learn, practice, build assessment” — with no decrease in other responsibilities or extra compensation, at least monetary compensation.

“Research shows that teachers are more satisfied and enjoy teaching more taking this approach,” Chadwick says.

**Students Adapt**

Finally, we come to the students. Strange as it might seem, even they can struggle adapting to a classroom where they are front and center. Their concerns are similar to those of faculty, only from an opposing perspective.

Like control of the classroom: “For many of them it is a completely foreign experiment,” says Danielson. “They’re not used to the professors asking them what they think or sharing what they think.”

Many of them have learned to learn passively; active participants are rare. Switching between learner-centered and teacher-centered classrooms also can cause angst. And, like teachers, students have concerns about content. Many like what and how materials are presented and have become adept at memorization. But memorization, notes Jensen, “is not understanding. Understanding means students create a knowledge structure that is their own. They can see how major concepts or ideas fit together.”

Adds Chadwick: “They’re in for a paradigm shift toward making them central. And the paradigm shift also moves them from just being content experts to being content experts and knowing how to apply this in life. Once students get it, once they make that switch, they’re sold.”

Just as Emily Neneman was sold — first as a student and now as a teacher. This fall, she’s implementing learner-centered principles as an assistant with second-graders at Millard’s Aldrich Elementary.

“Growth truly comes from engagement with the students,” Neneman says. “They teach us to be engaging teachers, to get your students out of their seats, get your students moving. You need to have your students see themselves in the lesson.”

“From my own experience, from Day 1 at Creighton, that’s exactly what they taught us to be like.”

*About the author: Flott is a freelance writer living in Omaha.*
The faculty at Creighton University is well known for a commitment to excellence in research, scholarship and other professional pursuits. As called by the University’s mission, Creighton faculty members are committed to “conducting research to enhance teaching, contributing to the betterment of society, and to discovering new knowledge.” What follows is a brief “Who’s Who” guide to 10 Creighton professors who have not only answered that call, but whose efforts outside of the classroom have also gained nationwide attention.

Natalie Adkins, Ph.D.
Assistant Professor of Marketing

While Natalie Adkins’ students continue to receive national recognition for their work as part of her Advertising and Promotions class, her research on consumer behavior of low-literate adults has also gained considerable attention across multiple disciplines. “These two may appear unrelated,” said Adkins, “but in reality, they both reflect a commitment...
to the value of humanity, the process of learning and consumer empowerment.”

Growing up in a rural community in West Virginia, Adkins feels it is no coincidence that she became interested in this research topic.

“Almost half of all consumers read below a sixth-grade level, yet we know little about how they get their needs met in the marketplace,” she said. “I look at the intersection of literacy skills and consumption activities and identify coping strategies that low-literate consumers employ.

“Low-literate consumers who can challenge the stigma of low literacy and employ a range of coping skills in the marketplace not only get their needs met, but also feel empowered.”

Adkins finds it ironic that the research she is gaining national attention for she originally shied away from as “too risky.” Today, Adkins’ work has been widely covered, including publication in the *Journal of Consumer Research*, and is under consideration for the prestigious Robert Ferber Award.

**Devendra Agrawal, Ph.D.**

Professor of Biomedical Sciences, Internal Medicine, and Medical Microbiology and Immunology

Since joining Creighton in 1985, Devendra Agrawal has received national attention for his research to define the role of the body’s immune system in the development of bronchial asthma and occlusive vascular diseases. The long-term goal of these studies is to better understand the underlying cellular and molecular mechanisms, so that a more precise and cost-effective treatment can be developed. These projects are funded by two R01 grants from the National Institutes of Health (NIH).

More recently, Agrawal has expanded his research to discover novel genes involved in the pathogenesis of breast cancer. His research examining the role of the surviving gene in breast cancer was recently funded by the State of Nebraska Cancer and Smoking-related Disease Program. In addition, in collaboration with Creighton colleagues Edibaldo Silva, M.D., Richard Murphy, Ph.D., and Mary Davey, M.D., Agrawal is aggressively working to examine the role of the pokemon gene in breast cancer.

At the national level, Agrawal serves as a regular member of the VA Merit Review (Respiration) Committee and as an ad-hoc member in several NIH study sections. Agrawal also recently served on two research panels for the Department of Defense and was appointed as a regular reviewer in the Lung, Cellular and Molecular Immunobiology (LCMI) study section of the NIH for four years.

A regular reviewer for many major journals, Agrawal serves as an associate editor for the *Journal of Immunology* and the *Canadian Journal of Physiology and Pharmacology*, and was recently elected to the editorial board of the *Journal of Allergy and Clinical Immunology*. Agrawal has published more than 150 full-length, original articles in peer-reviewed journals, 182 abstracts and many chapters in books. He is currently mentoring five postdoctoral fellows, nine Ph.D. students and three master’s degree students.

**Lei-da Chen, Ph.D.**

Assistant Professor of Information Systems and Technology

It’s no secret that Lei-da Chen is a busy man. In 2001, he was named as one of the most published researchers in the field of e-commerce. His research and consulting interests include electronic commerce, wireless and mobile commerce, web-based systems development, data warehousing and mining, and diffusion of information technology in organizations. Chen has published more than 40 professional articles in refereed journals and national and international conference proceedings.

Recently, Chen published his first book, *Mobile Commerce Application Development*, in collaboration with Gordon Skelton, Ph.D., a professor at the University of Mississippi. The book is based on material Chen has taught at Creighton over the past two years. In relation to this book, Chen is conducting research in collaboration with First Data Resources in Omaha on the adoption of mobile payment systems in the U.S. He also serves on the board of a Minneapolis-based company, Code X, which develops applications for mobile devices.

Chen is also conducting research in nomadic computing (e.g., working offsite via PDAs, pocket PCs and cell phones) with Creighton’s Cynthia Corritore, Ph.D. Their research focuses on how companies can cultivate a culture in which employees can work effectively using nomadic computing technology.

**Isabelle Cherney, Ph.D.**

Assistant Professor and Assistant Director of the Honors Program, Psychology


Most recently, Cherney received an award from the American Psychological Foundation and the Council of Undergraduate Research, which provided fellowships for two outstanding students to conduct research this past summer. The project, “Children’s and Adults’ Perceptions of Children’s Rights,” aims to combine two previous lines of Cherney’s research (one interviewing adults and the other interviewing children) to discover the link between the child’s and the adult’s perception of children’s rights.

Because of the broad scope of her research on this subject — which began in 1995 with interviewing subjects in Europe and has since expanded to include North America and Malaysia — Cherney has also been asked to serve as a consultant for a British research group studying children’s rights issues.

In 2005, Cherney was also awarded a grant from the Creighton College of Arts and Sciences to investigate the question of when adults consider a child competent to make a decision within a moral dilemma. In addition, she was awarded a Psi Chi Summer Research Grant to develop a new method of measuring competency in adolescence. Only six of these grants are awarded to researchers nationwide, and Cherney has been asked to publish the results of her study in the *Journal of Social Issues*.

**Kimberly Galt, Pharm.D.**

Associate Dean for Research, Professor of Pharmacy Practice, Director of the Creighton University Health Services Research Program

Since 1983, Kimberly Galt has been both a principal investigator and collaborator
on grants, awards and contracts totaling approximately $2.5 million. In her work, she has emphasized the integration of computing technologies into research, teaching and practice to improve learning and enhance patient safety.

In a recent study, funded by the Agency for Health Research and Quality (AHRQ), Galt assessed the use of personal digital assistants (PDAs) and their impact on medication safety when physicians prescribe. She also chaired a University-wide patient safety task force that, through the collaboration of 17 faculty members across the campus and health sciences center, developed the most extensive inter-professional patient safety course for the health-related professions in the nation.

In recognition of her accomplishments, Galt has been appointed to the Health Information Technology National Resource Center Steering Committee for the AHRQ, a federal agency within the Department of Health and Human Services with a mission of translating research to practice to improve the quality of health care for people. She was also appointed to the editorial board of the *Journal of Patient Safety*, the official publication of the National Patient Safety Foundation, and actively serves on several federal grant review panels for Health Information Technology.

Lee Morrow, M.D.
Assistant Professor of Medicine, Pulmonary-Critical Care Medicine, Department of Internal Medicine

When not providing life-saving care to patients, Lee Morrow is also committed to saving lives through his clinical research, which focuses on improving quality of care and reducing complications in the ICU.

Morrow’s particular interest is the study of ventilator associated pneumonia (VAP), an infection of the lungs in patients requiring prolonged life support. He is currently enrolling participants in a clinical trial in which living “friendly” bacteria (the bug that turns milk into yogurt) are administered to ICU patients — the purpose being to prevent the harmful bacteria that cause VAP from colonizing in these patients and causing VAP. The preliminary results of this study, which have been very promising, led to a five-year research grant award from the National Institutes of Health. Morrow recently presented the results at the American Thoracic Society’s international meeting in San Diego and was invited to present at the American College of Chest Physicians’ (ACCP) international meeting in Montreal.

Morrow is also a pioneer in the field of geriatric pulmonary medicine, through a grant from the ACCP and the Association of Subspecialty Professors. He also organized a 20-hospital epidemiology study of predictors of VAP outcomes, which led to several publications and being named one of ACCP’s 10 young investigators for 2005.

Michael Nichols, Ph.D.
Assistant Professor, Department of Physics

Mike Nichols is involved in a field of research so innovative that it has its own buzzword — “Biophotonics.”

Research done by Nichols’ group leads to novel applications of optoelectronics (e.g., light, lasers, optical fibers, mirrors, lenses, cameras and detectors, along with the computers and electronics that make them work) to address problems in biophysics, medicine and biology.

An example of this is the “Optical Stretcher,” which Nichols’ research group built in collaboration with Creighton’s Richard Hallworth, Ph.D., a professor in biomedical sciences (BMS).

“To our knowledge, there are only two of these devices in the United States — both at Creighton,” Nichols explained. “We are using our Stretcher in a research project, in collaboration with Dr. Jack Yee (BMS), to measure the elasticity of various types of bone cells to learn how their mechanical properties affect the role that the cell plays in maintaining and remodeling bone.”

Recently, a grant through the NSF-EPSCOR program has allowed Nichols, Hallworth and Hamid Sharif, a colleague in the computer and electronic engineering department at the University of Nebraska at Omaha, to establish the Nebraska Center for Cell Biology (NCCB) at Creighton University. The facility is open to all researchers in the state of Nebraska and is centered on a state-of-the-art, fully-automated and computerized multiphoton laser scanning microscope.

“There are a huge number of important scientific questions that can be addressed with this instrument, such as studying the growth and development of neurons during development, or monitoring the progress of cancer therapy by measuring biochemical changes at the cellular level,” said Nichols. “When we are finished developing this instrument, anyone in the state (with permission) will be able to access and control every function of the microscope through a standard web browser.”

Joan Norris, Ph.D.
Professor and Associate Dean for Research and Evaluation, School of Nursing

Over the length of her career, Joan Norris has conducted research that has earned funding from such prestigious sources as the Department of Health and Human Services (DHHS) Division of Nursing, the Robert Wood Johnson Foundation, and the National Institutes of Health (NIH) Center for Nursing Research. She has also served on ad hoc review panels for the NIH, on the editorial advisory board of *Nursing Diagnosis* and as a reviewer for the *Western Journal of Nursing Research*. Based on her research and scholarly publications, Norris has also been inducted as a Fellow in the American Academy of Nursing.

According to Norris, some of her most interesting work has been studying the adjustment process of patients who had recently experienced a serious alteration in their physical appearance or functioning. This research study was supported by a three-year grant from the NIH Center for Nursing Research. The grounded theory of re-imaging that resulted from the study was published in *Advances in Nursing Science*, and at national and international nursing research conferences. A related article addressing the clinical implications of the theory was published in *Rehabilitation Nursing*. The theory was used as an example of theory building research in a nursing theory text and has been presented by graduate nursing
students in classes across the country.

More recently, Norris participated in a pilot study of the family adaptation process to hereditary cancer risk, in collaboration with Creighton nursing colleagues Sue Tinley and Stephanie Stockard Spelic, and is awaiting review of a grant proposal by the National Institute of Nursing Research (NINR) to continue this study over the next three years.

Juliane Soukup, Ph.D.
Assistant Professor of Biochemistry and Clare Boothe Luce Chair for Women in Science

Beyond the classroom, Juliane Soukup is involved in research that focuses on understanding the metabolic control of microorganisms that may lead to novel antibiotic interventions. Soukup and her undergraduate research students are investigating the recently discovered RNA elements termed riboswitches that control the metabolic state of microorganisms (such as Bacillus anthrax, a pertinent bioterror threat) by directly binding metabolites and regulating gene expression of essential metabolic pathways. They have also designed a technique to study the interactions between the catalytic riboswitch and its metabolite, with the goal of being able to design non-natural metabolites as potential antibiotics. Soukup was invited to present these results at the regional National Institutes of Health INBRE (Idea Networks for Biomedical Research Excellence) meeting, a granting program that funds this research.

Soukup also devotes a great deal of time to female science students as the Clare Boothe Luce Professor for Women in Science. In this role, she chairs a committee that chooses the recipients of undergraduate full-ride scholarships for women interested in research careers. She has also been involved with the Nebraska Expanding Your Horizons conference, which works to interest junior high school girls in the areas of science and math.

Mary Helen Stefaniak, M.F.A.
Associate Professor of English and Director of Creative Writing

It has been a busy few years for Mary Helen Stefaniak. When not in the classroom, she’s been traveling the country talking to book clubs, visiting campuses, and reading from her critically acclaimed novel, *The Turk and My Mother*, which was released in paperback this year. The hard cover edition, published by W.W. Norton in 2004, received the 2005 John Gardner Fiction Book Award from Binghamton University, and was recognized by the Wisconsin Library Association for Outstanding Literary Achievement.

A graduate of the prestigious Iowa Writers’ Workshop and a 13-year veteran of the Iowa Summer Writing Festival faculty, Stefaniak is an award-winning writer of fiction and essays. Her collection of short fiction, *Self Storage and Other Stories* (New Rivers Press), was selected by the Wisconsin Library Association to receive the 1998 Banta Award for Literary Excellence, and her novella, *The Turk and My Mother* (EPOCH, Fall 2000), was short listed for the O. Henry Prize.

Stefaniak’s work has appeared in many publications, including *The Iowa Review*, *EPOCH*, *Short Story*, *The Yale Review*, *AGNI*, and *The Antioch Review*, and in several anthologies, including *New Stories from the South: The Year’s Best 2000* (Algonquin Books), *In the Middle of the Middle West: An Anthology of Creative Non-Fiction* (Indiana University Press, 2003) and *A Different Plain* (University of Nebraska Press, 2004). She has also served as a commentator on Iowa Public Radio and a contributing editor of *The Iowa Review*.

About the author: Henriksen is a freelance writer in the Omaha area.
Philanthropy – An American Tradition

By Steve Scholer, JD'79
Director of Estate & Trust Services

Americans responded to the year’s catastrophes in Asia and along the Gulf Coast with an unprecedented outpouring of generosity, both in volunteerism and in billions of dollars donated. In this time of need, Creighton University stood with its Jesuit brethren, opening its doors so that approximately 60 students displaced by Hurricane Katrina could continue their education with a minimum of interruption and cost.

When you answer Creighton’s call for support at year’s end, please know that your gifts not only help the University build upon its reputation as one of the nation’s premier Jesuit universities but, more importantly, help to perpetuate the Ignatian principle of the magis, or doing more to meet the greater need. I thank you in advance for your generosity.

Because the IRS recognizes the value of charitable support and allows itemizers to deduct charitable gifts from their income taxes, the following are guidelines to keep in mind as you contemplate your year-end gifts. Remember, only gifts completed by Dec. 31 can be used to reduce your taxes due in April 2006.

The most popular method of supporting Creighton is by check. If you mail your check to Creighton, your gift is complete as of the date of postmark.

Donors increasingly use their credit cards to contribute to Creighton. Please note that these gifts are complete when the transaction is authorized by your bank. If you mail your signed charge authorization, please make sure that your letter is postmarked no later than Dec. 14. After that, please contact the Office of Development by telephone at (402) 280-2740 or (800) 334-8794, or make your gift online at www.creighton.edu/development.

Gifts of stocks and mutual funds are also a common way to benefit Creighton. Gifts of appreciated assets owned for more than one year entitle you to deduct the fair market value without having to report the capital gains you would have realized had you sold the investment. If stock you own has decreased in value, you should consider selling it and gifting the net proceeds. Then, you may be able to claim a loss on the stock and a charitable contribution deduction from the same transaction.

For securities electronically transferred from your account to Creighton’s, your gift is complete and valued on the date it reaches the University’s account. Gifts of stock certificates that are hand delivered to Creighton are complete on the date of delivery; stock certificates and necessary stock powers sent by mail are complete as of the date of postmark. If you ask to have shares you own reregistered in Creighton’s name, the gift is not complete until the reregistration is finalized on the corporation’s records. Gifts of mutual fund shares may require Creighton to open an account with the fund, so please plan ahead and allow extra time if you choose to donate in this manner. Please call our office at (402) 280-1143 or (800) 334-8794 for the necessary forms and guidance on how to transfer stock and mutual funds to the University.

If you are interested in converting cash, securities or land into a life income arrangement with Creighton, please call (402) 280-1143 or (800) 334-8794 to request a personalized proposal. Charitable remainder trusts and gift annuities may be ideal for individuals who want to increase their annual income, realize immediate income tax benefits and also make a deferred gift to the University.

All donors to Creighton receive a formal receipt listing whether “any goods or services” were provided in exchange for their gifts. Generally speaking, the IRS requires this receipt as proof of your tax-deductible contribution for all gifts of $250 or greater.

On behalf of the students, faculty and staff of Creighton University, thank you for your continued philanthropy and willing partnership in our mission. Your support is vital to Creighton’s dynamic vision for the future.

Creighton’s Werner Institute Dedicated

The Werner Institute for Negotiation and Dispute Resolution was dedicated on Oct. 4. Housed in the School of Law, the Werner Institute was established by a $4 million gift from the C.L. Werner family of Omaha. Werner is the president and CEO of Werner Enterprises. His daughter, Gail Werner-Robertson, BA’84, JD’88, is a University board member and president and founder of GWR Wealth Management, LLC.

“We thank the Werner family whose vision and generosity have made the Institute for Negotiation and Dispute Resolution possible,” said the Rev. John P. Schlegel, S.J., at the dedication ceremony. “The Werner Institute is establishing a great precedent for progress and innovation not only for the School of Law, but the entire University.”

The mission of the Werner Institute is to be a leader in advancing the field of conflict resolution to a new level with a focus on developing the next generation of practitioners and scholars who are responsive to the real, and often unacknowledged, needs of those in conflict.

“Transactional attorneys and good business professionals have long known the importance of working together to develop long-lasting mutually desirable agreements. It turns out that many disputes can also be resolved in this manner,” said Arthur Pearlstein, director of the Werner Institute and professor of law. “Our mission at the Institute will be to maximize the opportunities for collaborative gain and to reduce the costs of dispute, particularly in health care.”

The first initiative of the Werner Institute is the development of the Program on Health Care Collaboration and Conflict Resolution. It is the first university-based program in the country designed to integrate emerging health care issues with the practice of alternative dispute resolution.

Debra Gerardi, BS’84, BSN’87, JD’92, is the chair of the program. She is president and CEO of Health Care Mediations, Inc., in Kentfield, Calif., where she provides
A Family’s Gift

A daughter’s enduring love for her father was the catalyst for a new scholarship fund to assist students in the School of Pharmacy and Health Professions.

John and Jane Furfey of Omaha have established the Dr. and Mrs. William A. Jarrett Memorial Endowed Scholarship in the School of Pharmacy and Health Professions in honor of Mrs. Furfey’s parents. The gift was announced during the School of Pharmacy and Health Professions’ Centennial celebration in October.

“Jane loved her father very much, and we thought it would be appropriate to honor him in this way during the School’s 100th anniversary,” John Furfey said.

Dr. Jarrett was an institution at Creighton, serving as dean of pharmacy for more than two decades.

William Jarrett served as pharmacy dean from 1935 to 1958.

Jarrett began his deanship in the fall of 1935, with the nation still in the grips of the Great Depression. The program he inherited was academically strong but small. Just nine students had graduated the previous May, from a class that started with 35. Evidently, the $100 annual tuition was just too much.

Under his tenure, the program grew both in numbers of students and prestige. He guided the college through World War II and the Korean War. And, in his final years, he oversaw the transition of the program from the College of Pharmacy to the School of Pharmacy. Dean Jarrett died while still in office on Jan. 26, 1958. He was 69.

As a memorial, Creighton students dedicated the 1958 Bluejay yearbook in his honor. They wrote: “(Dean Jarrett) will long be remembered for his service in the field of pharmacy, untiring efforts to inspire and guide his students and development of the College of Pharmacy to what it is today.”

“Dean Jarrett was a significant force in the early development of our School,” said Chris Bradberry, Pharm.D., dean of the School of Pharmacy and Health Professions. “He was responsible for implementing many very positive programs and changes in the School during his tenure. Many of the changes he fostered in our educational programs were very forward-thinking at the time. Dean Jarrett guided the School through the Great Depression and post-Depression era, and his administrative skills, coupled with his endearing personality and commitment to professional education, set the stage for our School of today. We are all very proud to see Dean Jarrett’s legacy continuing today at Creighton.”
President of Natural Gas Pipelines for Kinder Morgan, Inc., Deborah Macdonald, is the 2005 Alumni Merit Award recipient in the Creighton School of Law this fall.

But that’s not all. Macdonald, BA’72, JD’80, is also something of a hero to the school. In a surprise to her parents, who were honored guests for the law school’s award ceremony on Sept. 9, Creighton President the Rev. John P. Schlegel, S.J., announced Deb Macdonald’s very generous gift, the Cole and Joan Macdonald Endowed Scholarship Fund in the School of Law in honor of her parents. The Macdonalds, of Omaha, had much to celebrate that evening: Deb’s presentation marked the couple’s 55th wedding anniversary, as well.

Macdonald, described by her law professors as “a brilliant student,” received the Winthrop and Frances Lane Foundation Scholarship while a Creighton law student. “I love Creighton,” Macdonald said, “and I’ve always wanted to help Creighton students, just as I was helped.”

“Deb Macdonald’s gift exemplifies, in her ever-humble way, the ‘power of gratitude,’” said Fr. Schlegel at the September ceremony. “Deb’s gift is graciously given, not only to Creighton, but to her parents, family, friends and others who saw her potential, encouraged her and have helped her along the way. We are very proud of Deb this evening — and touched by her generous heart.”

Valedictorian of her high school class, Macdonald received her bachelor’s degree magna cum laude and her juris doctorate summa cum laude. She is considered a pioneer, as well: She was the first woman appointed president of a major natural gas pipeline company.

Macdonald joined Kinder Morgan in October 1999, as president of Natural Gas Pipeline Company of America, KMI’s largest subsidiary. She was promoted to her present position with the company in February 2002.

During the past two decades, Macdonald has held numerous other management and legal positions in the energy industry, including president of Transwestern Pipeline Company and senior vice president of legal affairs for Aquila Energy Company. Part of what inspired her gift to Creighton, Macdonald has said, is her love for the University, which has been expressed in many ways, even helping to recruit students to Creighton.

Often described as “humble,” “generous,” “down to earth” and “kind,” colleagues say that Macdonald believes good communications can solve a world of problems.

Richard Kinder, Kinder Morgan chairman and chief executive officer, describes her as one of the brightest executives in the natural gas industry. “Deb Macdonald is one of those people who makes me proud to be associated with Creighton,” said Patrick Borchers, dean of the School of Law.

An Omaha native, Macdonald makes her home in Houston.
Nobel laureate Czeslaw Milosz is probably my favorite poet. In a poem called “Lecture III” about refugees in Eastern Europe after the First World War, Milosz advises the reader not to imagine the people “camping on train station floors” in their “caps with earflaps, babushkas, quilted jackets, sheepskins.” Don’t picture them, he says, as “they sleep side by side” while “new arrivals shake off snow, adding to the mud.” Don’t picture them — unless you’re willing to experience “Compassion, that ache of imagination.”

In September, my Introduction to Creative Writing course suddenly expanded with the arrival of five students from New Orleans. To bring them into our little community of writers, we asked the new students to tell us a story about a particular object — or moment — that they found memorable or important. The rest of us listened carefully to each story. We asked questions. We took notes, jotting down details like these:

Cars lined up on the exit ramp. Sitting on a curb in McComb MS, really hot, only two pumps. A floor covered with cots, babies crying. These little leather sandals are the only shoes I brought. My father’s a policeman — he’s in the hospital. We stayed at a plantation house, a regular historic site, complete with slave quarters — and golf carts.

The next step was to write a story or a poem-like object incorporating details from their stories — to imagine our way, in other words, into their experience.

I invite you to try it. Do it in the first person. Try being the “I” whose policeman father hasn’t seen his family in two and a half weeks. Or sweat on a curb for four hours at a gas station in McComb, Miss. Or volunteer at the civic center in Baton Rouge, your hometown, its population suddenly doubled. No reason, though, to limit yourself to these details. You’ve seen the stories on TV. Write your way into one. Be the “I” whose hungry, thirsty children are asleep on the floor in the Superdome. Remember watching the freeway lanes fill with vehicles heading out. Join a crowd outside Walgreens. Decide whether or not to smash the window to get at jewel-like bottles of Dasani gleaming on the shelves inside. (Your mouth is dry, your hands tremble.) Picture those bottles gleaming.

Putting yourself inside someone else’s story, you feel it again: compassion, that ache of imagination. It’s an ache that involves the whole person: intellect, heart, soul, wallet.

This is something you can try at home. Imagine your way into your brother’s existence — the one you argue with the most. (Or maybe your mother’s.) Imagine your way into the life of your most difficult patient, or student, or teacher, or client, or boss. (Where do they go when they leave your office? What do you look like through their eyes?) Be the mechanic who changes your oil. Or the person who cleans your house. Leap into a life and heart different from your own. Be a bus driver in Baghdad. Or the woman in Sri Lanka who sewed the pockets on your jeans.

Now suppose that you have the ability not only to leap, imaginatively, into what Kurt Vonnegut calls the “interesting, heart-warming stories” to be read “in the faces of one another,” but to do it on the page so vividly and well that everyone who reads what you wrote will take the same leap with you. In Mystery and Manners, Flannery O’Connor says fiction gives the reader “an experience of meaning,” by creating a world the reader can enter. In this fictional world, she tells the writer, the “beliefs you hold will be the light by which you” — and the reader — “see.”

Last semester, in a service-learning section of Creative Writing Seminar, my students wrote each week with children at the Hope Center in North Omaha. Back on campus, we read Lucille Clifton, Sandra Cisneros, Junot Díaz. We studied characterization and narrative structure, voice and style, psychic distance and point of view. We practiced what we read. We wrote and revised. The result? I could ask those students, in their weekly reflections, to be one of the children at the Hope Center, to write their way into someone else’s world — maybe even into someone else’s heart — and to take me with them there.

Looking for more spiritual inspiration? Visit Creighton Online Ministries at: www.creighton.edu/CollaborativeMinistry/online.html
With a suitcase packed for an eight-day stay, Sister “M” is shown to her room in the Metabolic Research Unit at the Old St. Joseph Hospital on South 10th Street in Omaha. Over the ensuing 192 hours, her participation in research will form the foundation of a body of science addressing the question, “How do women metabolize calcium throughout adulthood?”

It is 1967 and Sr. M is one of nearly 200 healthy young Omaha-area nuns, age 35-45, who have volunteered to participate in a Creighton University research study that will become known as the Omaha Nuns Study.

Originally funded by the National Institutes of Health as a prospective study of calcium metabolism and bone health, proposed and directed by Robert Heaney, BS’47, MD’61, (the John A. Creighton University Professor) the study takes a week-long physiological snapshot of each woman under steady-state conditions at five-year intervals. Sr. M’s records will be combined with the records of other participants in the study. This prospective data-collecting will enable researchers to identify factors that influence how calcium is absorbed, utilized and excreted in women.

The first step in establishing the steady-state condition is to find out what Sr. M usually eats, in order to duplicate her usual diet in the metabolic unit. To that end, Sr. M completes a seven-day food diary prior to her in-patient stay, which is analyzed for nutrient composition by the research dietitian. An in-patient diet is designed to match, within 5 percent, Sr. M’s usual diet in calories, protein, calcium and phosphorus. Finally, a proportionate sample of the actual in-patient diet is subjected to chemical analysis, quantifying the exact amounts of nitrogen (protein), calcium and phosphorus that will be ingested by Sr. M. This measurement forms the baseline against which all subsequent measurements will be evaluated.

Sr. M will consume the same three meals at the same times each day, quite literally down to the last drop. Similarly, all excrata will be collected down to the last drop and blood samples obtained at regular intervals. Sr. M will return in five, 10, 15, 20 and 25 years to repeat the same procedures, during which time the old St. Joe will become the new St. Joe, will become the Creighton University Medical Center; the Metabolic Research Unit will become the Osteoporosis Research Center (ORC); and the accumulated data will literally “write the book” on the metabolism of calcium in adult women.

And what do the data say? That women, on average, absorb around 25 to 30 percent of the calcium in the diet, with a net absorption of around 10 percent. That a calcium intake of 1,200 milligrams per day is required to achieve calcium balance. That calcium balance is influenced by such variables as body size, vitamin D status, estrogen status, age, race, the source and quantity of calcium in the diet, and other nutrient interactions. Ultimately, findings generated from the Omaha Nuns Study have provided the principal scientific basis for the National Institutes of Health recommendations for adult calcium intake, and have established the gold standard measurement of calcium absorption using a radioactive tracer method.

These days the costs of conducting in-hospital metabolic balance studies, such as the Omaha Nuns Study, are prohibitive and, with few exceptions, are no longer being funded. Consequently, the unique database developed from this study continues to be mined by ORC researchers, and solicited by others in the field of medical nutrition research. Recently, for example, these data were reviewed to elucidate the role of potassium in the calcium economy which, in turn, became a supporting document in the USDA 2005 Dietary Guidelines for Americans section on potassium absorption.

Though the eight-day in-patient metabolic studies ended after 25 years in 1992, the women, now in their 70s and 80s, still return to the unit for calcium absorption measurements and bone density scans. With their generosity of time, good humor and good will, they continue to shape our understanding of the interrelated factors that play a role in the calcium balance equation of women’s health.

About the author: Rafferty is the senior research dietitian at Creighton’s Osteoporosis Research Center. Her paper “Potassium Intake and the Calcium Economy” was named best scientific paper of the year by the Journal of the American College of Nutrition and appears in its April issue.
You may have followed our tributes in the Creighton University Magazine this year marking these special milestones: Creighton Jesuits celebrating 50 years with the Society of Jesus and the 50th anniversary of the Wisconsin Province. We conclude our celebrations with these remarkable people:

The Rev. Paul A. Mahowald, S.J., associate pastor of St. John’s Church on the Creighton campus. Fr. Mahowald spent many years as treasurer of Creighton Prep in Omaha, and served as treasurer and director of the business office for America Press in New York. A consummate teacher, Fr. Mahowald also opened the world of chemistry, physics and theology to countless students over the decades, with assignments in the South and the Midwest.

The Rev. D. Edward Mathie, S.J., acting president of Marquette University High School. Previously, Fr. Mathie served as director of university ministry at Marquette University and, for six years, provincial of the Wisconsin Province of the Society of Jesus. Fr. Mathie’s ties to Creighton stretch back to 1984, when he began as spiritual director, then rector, of Campion House. This Jubilarian Jesuit also served Creighton as director of campus ministries and rector of the Jesuit community for another decade.

The Rev. Michael G. Morrison, S.J., Creighton’s 22nd president, leading the University from 1981 to 2000. Hallmarks of his presidency include building the University’s endowment, adding endowed faculty chairs, constructing major campus buildings, and ensuring an education of the highest quality for the nearly 26,000 students who graduated from Creighton during his presidency. Ordained in 1968, Fr. Morrison acquired five degrees, including a Ph.D. in history. He taught at St. Louis University, Marquette University, the University of Wisconsin, Creighton Prep and Creighton University. After two years as superior at the Jesuit Retreat House in Oshkosh, Wis., Fr. Morrison is now adjunct professor of history at Marquette.