Being Human

The Mysteries of Miscommunication
More than 120 Rockhurst students, alumni, faculty and staff became construction workers for a week as part of a spring break effort to build a house for Habitat for Humanity. The project was spearheaded by Maureen Krueger, ’00. Krueger organized a fall fund-raiser, wrote an application that resulted in a grant and recruited the volunteers. In addition to working on the house, Rockhurst students spent spring break, March 4-12, traveling to service projects in Guatemala and Mexico.
The human ability to communicate should make unity inevitable. But true understanding often is elusive. This issue of Rockhurst magazine takes a look at communication — from talking with those who have disabilities to critically assessing the value of technology for higher education.
A Fond Tribute

I am writing on behalf of my father, William Alois Wagner, '55. He has suffered a number of strokes and now is dealing with Alzheimer's disease, but he still fondly recounts a story of a major turning point in his life.

My father was discharged from the U.S. Army in December 1945, after serving in New Guinea, the Philippines, Okinawa, and as part of the occupation force in Japan. He was unsure of his new career choice, but found work and eventually worked as an accountant. He met my mother, and they married in 1947.

Dad started taking accounting courses in night school at Rockhurst College in about 1948. Sometime later, a priest on the Rockhurst staff approached my dad one evening and wanted to talk to him. He suggested seeking a B.S. degree in business administration. Dad at first was not interested until the priest pulled out his transcripts, outlined the needed coursework, and talked about the career advantages the degree would afford him. This priest prepared a listing of all requirements to finish his degree, which Dad later used as a guide to earn his diploma.

My mother mentioned how excited Dad was after this meeting — he had a serious goal. Dad continued on with night school, going three evenings per week after working a full day. Mother would have his dinner ready promptly after Dad arrived home from work, then he would rush off to class. Homework was always a challenge with all his other responsibilities. William Wagner graduated in 1955 with his wife, myself and my sister proudly cheering.

Dad passed the Certified Public Accountants exam on the first attempt. He eventually went to work for the federal government, in the General Accounting Office and later in the Federal Aviation Administration. He retired in 1979, after 31 years of service.

Dad has told this story many times over his lifetime, and felt a deep gratitude to the Rockhurst adviser priest who encouraged him to higher goals. My father can no longer recall the name of that dear priest, but my mother and I have reviewed the 1955 yearbook and believe his name was Charles P. Cahill, S.J.

Karla K. Wagner
Minneapolis, Minn.

New U.

Congratulations to you and your staff on “the Magazine of Rockhurst.” I found it a periodical worthy of an institution with University status. I appreciated the “faith” theme of the inaugural issue. I look forward to future issues.

Fr. Francis J. delaVega, O.A.R. '43-'44

Remembering the Rock

I just received the new Rockhurst magazine and think the format is excellent! The coverage spanning a variety of topics, helping alumni remain updated, but keeping its perspective and not overextended is very popular with readers. The inviting pictures and graphics make this magazine a challenge to put away. Perhaps an addition to this wonderful format would be a section devoted to alumni career opportunities.

I am most proud to be associated with Rockhurst, graduating with the class of '86. I try to visit the campus whenever in Kansas City — just for old time's sake. The students should feel fortunate with the offerings of the University. I do not know many graduates from other colleges or universities who feel the way I (and most other Rockhurst graduates) do. Rockhurst has made and continues to make a lasting impression in our lives.

Anthony M. Nebuloni, '86

Sad News

I was saddened to hear of the passing of Father Savage. Not living in Kansas City, I hadn't heard the news. I will always remember his smile.

Melissa Blazek, '89

Letters Welcomed

Rockhurst magazine welcomes your comments and opinions. Letters may be edited to accommodate length or style constraints. Only signed letters will be considered for publication, but names may be withheld upon request. Send letters to:

Katherine Frohoff
Rockhurst University
1100 Rockhurst Road
Kansas City, MO 64110-2561
kathy.frohoff@rockhurst.edu
A partnership between the Rockhurst School of Management, the Greater Kansas City Chamber of Commerce and the Mid-America Regional Council should help local business leaders face the future with a bit more confidence.

Collaboration among the three organizations has resulted in the formation of the Economic Advisory Board, which provides economic advice to the local community. Earl Walker, Ph.D., dean of the SOM, is chairman of the board, and Michael Stellern, associate professor of economics, is a member.

Each year the board — which comprises more than 25 representatives from area businesses, educational institutions and nonprofit organizations — issues an official Greater Kansas City Economic Forecast, followed by periodic updates throughout the year. The forecast includes a look at the potential impact from corporate restructuring and job losses, figures for employment, personal income and retail sales growth, and an employment by industry forecast.

The first forecast and written report were presented in December 1999, with an update issued in May 2000. In September, the local business community will gather at Rockhurst for an economic review.

Walker Heads Advisory Board

You Made the Call

Thanks to input from the campus community and readers of Rockhurst magazine, the University now has a new official athletic logo.

Pictured as option number four in the fall 1999 issue of the magazine, the winning selection features a stylized version of the hawk, the Rockhurst “circle R” logo and the words “Rockhurst University Hawks.”

The hawk already has been spotted on the athletic page of the Rockhurst Web site and on game programs. Soon it will grace the refurbished floor of Mason-Halpin Fieldhouse.

Newspaper Discloses Cause of Death


The story was included in a three-part series on HIV and AIDS in the priesthood. The series ran for three consecutive days, culminating with the story about Fr. Savage. The Star made the series available to newspapers throughout the country, and some chose to print all or part of it.

Fr. Savage was president of Rockhurst from 1988 to 1996. Although he has been characterized as a charismatic, open person, he chose to remain private about his battle with AIDS.

“We learned of his death last May from the New England Province, which chose to honor Fr. Savage’s wishes to not disclose his illness,” said the Rev. Edward Kinerk, S.J., president of Rockhurst University. “We will remember him for his vision, energy and love of Rockhurst and Kansas City. He dedicated his life to making our community a better place to live.

“We should all be proud to have his name associated with Rockhurst University, where he left an indelible mark.”

In addition to serving as Rockhurst’s president, Fr. Savage was a Kansas City leader. He was actively involved in community development and many civic boards. His effect on Rockhurst was dramatic, ushering a period of growth and philanthropy. His devotion to his work manifested itself in his outstanding accomplishments and broad community connections.
When the Rev. Edward Kinerk, S.J., became president of Rockhurst two years ago, he made updating and beautifying the University’s facilities and grounds a top priority. As a result, the campus is undergoing an extensive facelift.

For starters, the main campus entrance has moved south one block to 54th Street and Troost Avenue. Low limestone retaining walls line the new curved street that leads to expanded parking areas. A visitor information booth and surrounding limestone walls should be in place by early June. Stately wrought iron and limestone decorative gates are scheduled for completion near the end of July.

The Greenlease Gallery, which will house Rockhurst’s permanent art collection and replace Massman Gallery as the space for temporary exhibitions, is targeted for completion in mid-August. By the end of May, the exterior is expected to take shape with the addition of limestone panels.

Gone is the gated parking lot in front of Massman Hall. In its place, a quadrangle plaza tower, fountain and pergola are under construction and should be completed by the end of September.

The focal point of this area will be a 93-foot bell tower. When pedestrians make their way from the parking lots, across what used to be 53rd Street, they will climb a new wide set of stairs toward the tower, which will greet them with the inscription, “Learning, Leadership and Service in the Jesuit Tradition.” The west face of the tower will bear an inspirational quote by the superior general of the Society of Jesus.

In addition, Dowling Hall all has been demolished to make way for north-side parking, and a new student activity hall, located behind the Convocation Center, was completed in March.

The beautification plan is only the first phase of major physical changes to the campus. Future projects include the renovation of Conway Hall, the expansion of the soccer field and the addition of Loyola Park — including construction of student town houses.

Bell Tower Inscription

You are called by the Society of Jesus

To be men and women who reflect upon the reality of the world around you with all its ambiguities, opportunities, and challenges,

To discern what is really happening in your life and in the lives of others, to find God there and to discover where God is calling you,

To employ criteria for significant choices that reflect Godly values rather than narrow, exclusive self-interest,

To make decisions in the light of what is truly for the greater glory of God and the service of those in need, and then to act accordingly.

Peter-Hans Kolvenbach, S.J.
Superior General of the Society of Jesus

(Right) In mid-April, scaffolding surrounded the bell tower as construction workers continued to add to its height. (Below) A computerized rendering shows the completed tower and pergola from the same perspective.
Neighborly Negotiation Results in Property for Loyola Park

This summer, Rockhurst will take possession of 25 houses the University purchased last winter following a successful negotiation process initiated by one of the homeowners.

The University plans to use the area, between 53rd and 54th streets and The Paseo and Troost Avenue, to build an athletic complex — Loyola Park — and additional student housing.

The 25 houses are part of an 89-parcel area earmarked for the project. Rockhurst already owned 62 of the parcels, which include vacant lots and rental houses. With the new agreement, the University owns all but two properties in the designated area. Rockhurst officials are optimistic they will be able to purchase the two remaining properties by 2001.

Rockhurst President the Rev. Edward Kinerk, S.J., credits homeowner Elnora Jefferson with helping to make the negotiation run smoothly. Jefferson approached Rockhurst with a proposal that the University negotiate with all the homeowners as a group.

"The neighbors were open and honest with one another, as was Rockhurst University with the group," Jefferson said. "Fr. Kinerk’s open-door policy greatly facilitated this process."

The timeline for completion of the $16.5 million project will depend on how quickly the university can raise funds for construction.

In the meantime, Rockhurst will rent the houses in good condition to its students and demolish others in preparation for the construction.

Student and Professor Collaborate on Book

A 10-page written assignment is enough to send many college students into a panic, but over the next several years Zachary Stolz, ‘02, will be writing many more pages than that.

Stolz and Frank Smist, Ph.D., associate professor of political science, have been named authorized biographers of David L. Boren, former U.S. senator from Oklahoma and president of the University of Oklahoma.

The two have been collaborating on the project since August 1999. As part of their research, they have visited the Jimmy Carter and George Bush presidential libraries, and have conducted more than 30 interviews.

Smist expects the biography to be released early in 2003.

Rockhurst Teams Give Fans Something to Cheer About

After a successful inaugural season in NCAA Division II play, the Rockhurst Hawks and Lady Hawks have shown no signs of slowing down.

The volleyball team capped off another remarkable season with a 41-2 mark. Rockhurst hosted its first women’s volleyball regional. Rival North Alabama knocked out the Lady Hawks in the second round of the regional. Seniors Vicki Braden and Andrea Uttech were named to the All-South-Central Region Team. Coach Tracy Rietzke was named the regional coach of the year.

Men’s and women’s soccer both enjoyed winning seasons. The women finished their season 11-6 by catching fire at the end and winning 10 out of their last 12. The men completed the season with a 12-4-2 mark. One of their big wins came when they knocked off Troost rival UMKC 1-0. Midfielder Mike Gilchrist was awarded a spot on the All-Central Region Team.

Coming off a fourth-place finish in baseball, Rockhurst has not missed a beat this year. By early May, the Hawks had fashioned a 38-14 record. Though they lost seven out of nine starters, including All-American Mike Simpson, they reached a number two rank in the Central Region and a rank of eighth in the nation. They defeated regional rival Central Missouri State 9-1 on April 11.

The men’s and women’s tennis teams head into this season with bright outlooks. Both teams are entering their first year of play in the Heartland Conference. The men head into the year ranked 15 out of 75 teams in their region. This is key because the top 15 teams advance to regionals. The men added transfer Pablo Mayorga who will play number one singles. The women also have added a new number one singles player in Kelle Makgale, a walk-on from Botswana. The squad welcomes freshman Carolina Aristumuno who was ranked 16 in her home country, Venezuela.

The Hawks and Lady Hawks have not only established themselves regionally but also on the national scene. The men’s soccer, men’s baseball and women’s volleyball teams all maintain consistent rankings in the national top 25. With this kind of success, expectations at Rockhurst remain high.
PeaceJam Brings Second Nobel Laureate to Rockhurst University

Nobel Laureate Rigoberta Menchú Tum has made the plight of the world's indigenous people headline news. A passionate and internationally acclaimed spokeswoman for human rights, Tum will be the featured speaker at PeaceJam Kansas City, to be held at Rockhurst University Oct. 28-29.

PeaceJam is an international education program built around prominent Nobel Peace Prize laureates who work with youth to pass on the spirit, skills and wisdom they embody. Several hundred students are expected to attend the conference to talk with Tum and explore the conference theme — "Healing Communities Torn by Racism and Violence." In addition, they will participate in service projects throughout the area.

A Quiché Mayan from Guatemala, Tum established a foundation in Guatemala City dedicated to fighting the injustices suffered by indigenous people worldwide. This spring, Tum visited Kansas City in an attempt to win the release of Native American Leonard Peltier from the U.S. Penitentiary in Leavenworth.

When the Nobel Committee announced Tum's selection in 1992, it said she "stands out as a vivid symbol of peace and reconciliation across ethnic, cultural and social dividing lines."

Last year's PeaceJam conference brought Nobel Peace Prize-winner Jody Williams to Rockhurst University in recognition of her work as chief strategist and ambassador for the International Campaign to Ban Landmines.

PeaceJam Kansas City is co-sponsored by Rockhurst University, the YMCA Promise Project and the Reorganized Church of Jesus Christ of Latter Day Saints. Tum will give a public address Oct. 27 at the RLDS Temple, which will kick off PeaceJam and open the RLDS Peace Colloquy.

Nonviolence in Action

On Friday, Nov. 19, two Rockhurst University students — Alex Guevara, '03, and Chris Trani, '03 — joined the van full of Kansas City-area protesters heading to the U.S. Army's School of Americas at Fort Benning, Ga.

For the past several years in November, a lobbying group known as the School of Americas Watch has organized a nonviolent protest outside the gates of the school, established in 1946 to train Latin American soldiers in combat and counter-insurgency warfare. According to the United Nations and other independent reports, graduates of the School of Americas have been responsible for thousands of assassinations, massacres and atrocities committed during Latin America's civil wars over the past 30 years. These murders have included those of six Jesuit priests, their housekeeper and her daughter at the University of Central America in El Salvador. November 1999 marked the 10th anniversary of their deaths.

The annual protest — which draws a large contingent of staff and students from the 28 Jesuit colleges and universities across the country — lasted a full 48 hours, in conjunction with an Ignatian teach-in.

While we were there, many of us attended a seminar in how to conduct ourselves at a nonviolent protest," says Guevara. "The organizers want to be very sure that violence does not break out. It would defeat the whole mission."

Guevara also participated in the protest at the gates of the fort, where there was a stage set up for speakers and singers to perform. According to Guevara, "It took them hours to sing the names of all the people killed in Central America by School of Americas-trained soldiers. As they sang, we all held our crosses high. It was incredibly emotional."

Among the 10,000 participants was longtime war protestor Daniel J. Berrigan, S.J., who addressed the crowd.

For more information on the School of Americas Watch, visit the organization's Web site at www.soaw.org.

Spencer Tracy is best known as the sometimes cantankerous but always charming on- and off-screen companion to Katharine Hepburn. But there's an entry on his resume you may have missed. The Hollywood legend sent a telegram to the Rockhurst Alumni Association in November 1936 to accept an offer of honorary membership. Tracy attended Rockhurst H High School in the '20s. In the early years, one alumni association served Rockhurst High School and Rockhurst College.
How do you teach the complexities of calculus to undergraduates who grew up on video games and MTV? According to Rockhurst University mathematics professors Anita Salem and John Koelzer, the answer is obvious.

"Thirty years ago, my colleagues and I walked into the classroom with a textbook and a piece of chalk," says Koelzer. "Today, all of us rely less on straight lecture and more on advanced technology."

It is a given among today’s parents and educators that children raised on high-speed multiple images, graphics-heavy materials and Nintendo games see, think and process information differently than the generations before them. As a result, whether we like it or not, classroom communications between teacher and student are changing.

As Salem says, "I no longer stand in front of the class delivering lectures based on a set of worksheets. In fact, there is no front of the classroom anymore. Students are arranged in pairs or clusters at computers. It’s my job to devise interesting and creative interactive activities that engage the students on the computers."

Perhaps more important than anything else for successfully engaging and communicating with this distinctive generation of students is to understand their evolving expectations as a result of growing up hand-in-hand with interactive technology. In general, incoming college students expect immediate communication and instantaneous access to information and people via interactive, high-speed technology. But, is technology really helping them to learn more efficiently? Is the Internet, with its plethora of information and ubiquitous nature, really promoting more meaningful communication between teacher and student, more in-depth learning?

Repackaging the Message

Anita Salem says she has embraced technology and uses it because she thinks it enhances her students’ learning experiences.

"There’s no doubt that technology has helped my students grasp the materials quicker, at a far deeper and more meaningful level than ever before. Computers allow students to ask the question “What if ...?” and then explore the
possibilities, whether in the classroom or out. I no longer am limited to communicating with my students within a prescribed timeframe."

But if technology increases communication and enhances the learning process in the University's mathematics department, does this mean that it does so across all disciplines?

Daniel Stramara, Ph.D., assistant professor of theology, says that technology and its resultant expectations in the minds of his students have changed the way he communicates in the classroom.

"I find myself packaging bits of information in what amount to quippy sound bites," he says. "I become a type of performer. I'm constantly looking for the provocative, the stimulating, and I try to grab my students' interests with lots of contrasts."

"I believe one of the fallouts of the "Information Age" is that younger people, for the most part, have a more difficult time synthesizing information and drawing connections and conclusions," Stramara says. "This is what I'm constantly trying to communicate during class time. That is, use the information I'm presenting as a tool for advancement; don't just be satisfied with the information gathering itself."

Like Salem, Stramara has embraced technology as a teaching tool, and is an advocate of using the Web to enhance his lecture materials. He has spent hours developing a Web site filled with timelines, illustrations, graphics, maps, video clips, sacred music, and connections to other relevant links on the Web. Stramara's site allows him to communicate directly with and, in effect, teach his students to a certain extent well beyond official class time.

However, not all faculty members have embraced technology as an advanced learning tool or made concessions to the expectations it has engendered.

TAMING THE TECHNOLOGY

Joseph Cirincione, Ph.D., professor of English, says, "People still have to learn to read with an analytical mind. In this regard, I won't make accommodations to whatever expectations technology has created in my students. In my point of view, it's simply not in their best interest."

Moreover, there is debate as to whether students can possibly absorb all the vast materials available to them via high-speed technology, or if it simply becomes counterproductive, an issue of "information overload."

"I understand why many students come into the library and only want to conduct cursory research on the Internet," says Laurie Hathman, director of information services at Rockhurst's Greenlease Library. "They're overwhelmed by all the options and amount of information out there. They need to learn to critically evaluate the sources they are accessing and take the time to investigate the more traditional sources of research materials. Speed always seems to be their top concern. Sometimes I think students may actually feel trapped by technology."

This feeling of being "trapped" in an age of expected instantaneous communication surfaces at Rockhurst's Counseling Center, where staff
members counsel students for a variety of reasons, one of which is addiction to the Internet. Another issue of concern that arises for students is the development of compulsive “checking behaviors,” e.g., the inability to stop checking for e-mail and voice mail messages, as if it is vital that they be in constant communication with someone else.

But for others, this advanced state of technology is a ticket to educational and personal freedom.

**Classroom Redefined**

Rockhurst University offers approximately 75 Web-enhanced or completely online courses through a software program known as Web CT. When students sign up for a course offered totally online (otherwise known as “distance learning”), they can complete their coursework at midnight, noon or any time in between. It also means they can work on classroom materials anywhere — from an airport to a park bench.

Cheryl McConnell, Ph.D., professor of accounting, says this type of online classroom experience is what keeps her challenged as a teacher.

“Technology has radically changed the way I connect with my students. First of all, I communicate with them all far more frequently and to a greater depth. By and large, people feel less intimidated communicating through e-mail than in a classroom setting or face to face with a professor after class,” McConnell says. “You’d think it would be more impersonal, but I find it just the opposite. I’m much more in touch with my students through e-mail.”

McConnell agrees with the prevailing notion that this generation of students engages with materials presented to them differently than their predecessors. “They are far more comfortable multitasking and expect a variety of stimuli at once. In fact, they have an increased need for stimulation and interaction.”

If incoming students are expecting their classroom experiences to be enhanced by Web-based materials with the opportunity to communicate instantly with professors at all hours of the day, is Rockhurst taking steps to expand current technological applications?

“The first thing we have to do is assess whether or not technology will actually enhance a particular course, add something to the particular learning experience of a class,” says Tom Jones, Ph.D., director of Rockhurst’s newly established Center for Teaching Excellence. “Part of my job is to help familiarize the faculty with the technology that is out there and let them decide how and when to use it — if at all.”

There may be differing opinions about the benefits of technology in today’s classroom, but one thing is certain — the Web is not going away. And it’s already having a profound influence on how today’s college students are approaching the search for knowledge. Distinguishing between truth and fiction amid the vast array of information on the Web may become one of the most important aspects of teaching critical thinking in the future.
You can't live without them. Some days you may think you can't live with them until 5 p.m. They are your co-workers. And, unless you run a solo business, your productivity and your happiness — your sanity itself — may depend on your ability to communicate effectively with them.

Miscommunication in the workplace is sometimes humorous, often frustrating and occasionally the cause of major stress. If the desire to understand more deeply those with whom you share a cubicle, office or department has ever sent you searching for help, you're not alone.

Each year, approximately 600,000 professionals attend training seminars sponsored by National Seminars Group, a division of Rockhurst University Continuing Education Center Inc., and one of the nation's leading providers of continuing education. A good number of those people, whether they are fully aware of it or not, attend the seminars to learn better communication skills, says Micki Holliday, director of curriculum and training for NSG.

Holliday says many people who enroll in interpersonal skills classes are there to learn tact, finesse, how to handle difficult people or how to make teams run more smoothly. Often, she says, the attendees are sent by their boss.

"In the early '90s, we held quite a few classes on assertive communication skills. Usually we would have a large group of people who were not at all assertive and a small group of people who were very assertive. Neither group knew why they were there."

Holliday says that, although she doesn't like to make generalizations, she's read literature in the field that says women tend to have a passive communication style at work and are more vocal at home, with men displaying the opposite pattern. This seems to be true for offices dominated by the baby boom generation, she says, but not the "dot.com" companies where younger people are in the majority.

"The greatest problem in the workplace now is misunderstandings because of differences between the way 20-somethings and those in their 40s talk," Holliday says. "Many of us in our 40s and 50s have to stop and tell ourselves 'That person is not rude and they do know what they're talking about.'"

**Timely Tips**

Visit the National Seminars Group Web site at www.natsem.com for articles on work- and management-related topics. The site also provides information about NSG training courses.
Generational differences may be even more apparent in the proliferation of startups and high-tech companies, where younger people manage older people, according to Holliday. She says baby boomers comment that those from “generation next” won’t stand still or look them in the eye when they talk. Some things that bother the boomer aren’t even noticed by the younger person.

“One sees one as a nitpicker, the other as careless.”

Part of the “careless” characterization may stem from what those in the boomer and mature generations see as a decline in written communication skills.

Dennis Owens, ’67, an attorney for Dewitt and Zeldin and the editor of the Appellate Practice Journal, says the writing skills he learned from Professor Emeritus of English Robert Knickerbocker at Rockhurst prepared him for the rigors of law school and passing the bar exam. But, in his opinion, many younger people have not mastered those skills.

“I honestly believe that graduates of my day read more books than those of today,” Owens says. “I have kids who graduated in the ’90s and they got a good education, but they don’t read as much.”

Owens says he gives everyone who works for him a copy of the Strunk and White classic Elements of Style and tells them they’re expected to learn its tenets.

Bob Reiter, ’64, executive vice president and manager of the employee benefits division at UMB Bank, says he also notices that some younger employees don’t seem to have the same level of written proficiency as their predecessors.

“They come all the way through school and can’t write a good business letter, and that bothers me,” Reiter says. However, he says he doesn’t think the problem is widespread.

Reiter says he has also noticed a difference in younger employees’ verbal communication style.

“They’re more willing to speak up and broach unpleasant subjects with people in authority than we were.”

That doesn’t mean that younger people are reluctant to acknowledge a traditional power structure.

Andrea Rizzo, ’96, an account executive at Kansas City advertising agency Revolution, says that in the advertising world, “the client is always right, whether you are 10 years younger or 10 years older — and they deserve your respect.”

Rizzo says one of her greatest communications challenges involved working with a client who had recently moved to the United States from another country. Although the two differed in age by only a few years, the language barrier required them to work at being understood.

“I believe respect is the key to communication no matter what age you are or who you are dealing with,” Rizzo says.

Irene Marsh, a student majoring in organizational leadership in the Rockhurst School of Professional Studies and a training manager at Station Casino, says age doesn’t seem to be a factor in how well the employees she hires can communicate.

“I look for those who aren’t single-task oriented and who say things like, I love working with people.”

At Station, Marsh says, an emphasis on communication is strategically fostered in a variety of ways to help employees interact better with each other and with customers. She says that it really all comes back to recognizing each person as an individual. For example, Marsh says she knows the names of all 700 of the team members in her department.

“We address the need that’s common to everyone, the need to feel good about yourself and to be acknowledged.”

Adopting this attitude may not make you and your office-mate best friends, but maybe you would both stop counting the minutes until 5 p.m.
If you think college students speak a different language than those in the working world, you're partially right. They always have. Remember when you were a student? To help bring it all back, we asked Dick Shaw, '60, professor of marketing, to take us on a linguistic foray into the Rockhurst of the late '50s.

Just for comparison's sake, we gathered a group of current Rockhurst University students to share their "scandalous" vocabulary.

**1950s**

- **Fink** — a terrible person
- **Square** — someone who is behind the times
- **Hep** — up with the time
- **Swinger** — someone who is hep
- **Church-key** — beer opener
- **Pad** — your room
- **Jebbie** — Jesuit
- **Cool + someone’s last name** — e.g., Cool Shaw
- **Someone’s first name, usually ending it with ie or y + Baby** — e.g., Dickie Baby
- **Hang-out** — (n) place, (v) loaf
- **Groovin’** — having fun
- **Fags** — cigarettes
- **Fine** — great looking person of either sex
- **Random** — a non sequitur, an occurrence or comment that defies logic — e.g., When the students saw a mattress sitting in the dorm hallway for the seventh day in a row, they said, “That’s random.”
- **Illmatic** — superior — e.g., “His album was totally illmatic.”
- **Shacker** — someone who just violated the dorm’s visiting privileges for opposite-sex guests
- **Trippin’** — you’re mistaken — e.g., “I haven’t been out all night, you’re trippin.”
- **Like** — meaningless interjection between words
- **Dork** — still means the same thing
- **Shady** — not on the up-and-up, used because of its quaint, antiquated feel
- **Hottie** — sexy man or woman
- **It’s all good** — everything’s great
- **My bad** — my mistake, it’s my fault
- **Chillin’/kickin’ it** — relaxing, hanging out
- **Cream** — money, as in “Cash Rules Everything Around Me”

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**Now**

- **Fine** — great looking person of either sex
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- **Chillin’/kickin’ it** — relaxing, hanging out
- **Cream** — money, as in “Cash Rules Everything Around Me”
How do you define cross-cultural communication?

In an every-day sense, we’re talking about people from two or more cultures communicating with each other. From a research standpoint, it can involve institutions or social structures — marriage, child-rearing, learning.

When did colleges and universities begin to approach cross-cultural communication as an academic field of study?

It came from the field of anthropology, so in a way it’s been going on for a long time — in communication studies, maybe since the 1950s. In this country, the civil rights and women’s movements had an important impact on the emerging field.

What classes involving cross-cultural communication do we teach at Rockhurst?

I teach an intercultural communication class. The Department of Theology and Religious Studies teaches a world religions course. In the Department of Education and the School of Management, courses are taught that involve diversity components. These are only a few examples.

What topics do you cover in your intercultural communication class?

The Rockhurst University mission is based on a set of core values that includes a call for sensitivity toward the dignity and sacredness of every person, and a reminder that Rockhurst celebrates intellectual and religious values within an open and diverse community.

In our daily lives, however, we sometimes avoid reaching out to people who are different from ourselves. Michael McDonald, assistant professor of communication and fine arts, provides insight into how to keep the dialogue going.
The essence really is nonverbal and verbal behavior. We discuss social structures, world views and beliefs, language, subcultures, conflict. We talk about how people define themselves by their cultures.

What points of discussion do you think students find most surprising in the class?

Students are surprised by the fact that people define themselves by cultures that are created by human beings. People often define themselves by race, but race is just a set of physical features that changes over time, it's not ethnicity. The students are also surprised that people define themselves by more than one culture and that these can conflict with each other — socioeconomic status and religion, for example. I hope I can open their eyes to the fact that the cultures by which people define themselves are dynamic and can change over time.

If I’m talking with someone from a different culture and I think I’m being misunderstood, how can I make the conversation more comfortable for both of us?

First, recognize that everyone has some degree of apprehension when talking with someone from a different culture. Also, everyone communicates from the standpoint of their own culture, so it’s helpful if you can take the time to learn about other cultures. Don’t forget the importance of proper listening. Often when people are being misunderstood, they yell louder or get defensive, and neither works. One thing that’s really important is to ask questions.

What role do stereotypes play in miscommunication?

Stereotypes developed because there is some kernel of truth in them. They are categories and if we didn’t categorize every day, there would be chaos. But when people start to stereotype groups of people, things go wrong. Whether they are positive or negative, stereotypes can cause an enormous amount of conflict. No one fits a stereotype because we’re made up of multiple cultures. Someone can be white or black, but they also may be Midwestern, Republican or Catholic.
During a conversation, which contributes more to our understanding — language or nonverbal communication?

Research suggests nonverbal communication is even more important than spoken words. If someone says they’re not being defensive and you perceive they are, you will believe the nonverbal cues over the verbal. If they are smiling or using other readable body language, these are signals that are universal.

Can you think of any well-known examples from popular culture that involve miscommunication based on cultural differences?

I think one of the strongest examples comes from societies involved in war or strife. A friend of mine from another part of the world told me he had been trained from childhood to think of people from a different ethnic group in an animalistic way. When that happens, the next logical step is annihilation. Studies in rhetoric show that if you can talk about people in a certain way, you can kill them. You see this a lot with certain hate groups. When people are allowed to say these things over time and then they come together collectively, they believe they can take action. Metaphorically, if you believe people are like animals, innately defective, evil or inferior, this can lead to wanting to annihilate them. People don’t stop to think about the connection between what they’re saying and the logical extension of their words.

How can we benefit from communicating with people from other backgrounds?

These exchanges give us opportunities for understanding and appreciation of others. Also, in our global economic community, knowing more about other cultures opens new doors for career growth.
How much do you know about listening? How skilled are you? Think about these two very different questions. Now answer honestly — no one’s around to disagree or raise a derisive eyebrow. Guess what? Neither what you know nor how skilled you think you are matters if you lack the motivation to listen.

That’s what’s at the heart of all the literature, academic journal articles, lectures, workshops and self-help seminars on listening. People can learn what listening is, and people can learn listening skills — but you have to provide your own motivation. Your attitudes about the message and the messenger are as important as your skills and knowledge about listening.

You may have a definition of listening in mind that guides how you listen. The International Listening Association defines listening as “the process of receiving, constructing meaning from, and responding to spoken or nonverbal messages.” The association’s definition is based on a content analysis of 50 definitions of listening.

You know listening is not the same as hearing — examples abound of disobedient children, costly errors, hurt feelings.

You may know what to do: pay attention, deal with distractions, pay attention to nonverbal behavior that adds meaning to the oral message.

Learning a few basic listening skills can put you ahead of the mediocre. But, so what? If you don’t have any motivation to listen, you can be able to list all you know about listening, all the behaviors of a listener, and still not be listening. Maybe you don’t care enough about the other person, the subject, your relationship to that person. Maybe your psychological “noise” is so deafening, you can’t listen to disagreeable messages. Maybe your time is limited, maybe you think you’ve heard it all before. Maybe you’re so self-absorbed, you can’t let anyone else through.

Listening, Step-by-Step

Perhaps it helps to understand the circular process of listening, where your responses become the stimulus for another person to respond — which becomes your stimulus to respond again, and so on. Several steps are
involved: receiving, understanding, remembering, evaluating and responding.

These steps are land mines if you aren't aware of their value to the listening process. Receiving is more than hearing, right? Receiving is attending — paying attention. How easy is that when you're rushing, holding a thought for later use, listening to yourself and how you are going to respond? Yes, you have to focus, avoid interrupting, avoid your distractions.

Understanding involves learning what the other person means. Here's the catch: You have to listen to people from their point of view — without judging until you're pretty sure you understand what they intend you to understand. Understanding involves learning, deciphering meaning, and interpreting with fidelity to the intended message. Using empathy to see and feel what the other person sees and feels doesn't mean you have to agree or approve — you just have to work to understand. This is very difficult — please try this at home!

Remembering or, rather, reconstructing messages is a third step in the listening process. What was on that grocery list, what was that person's name? Recalling or retaining messages by reconstructing them into something that makes sense to you is a skill that can be practiced and improved, of course.

A fourth step, evaluating, is hard not to do. We're such a judgmental culture; we think everyone wants and needs our opinions on everything. We're such a judgmental culture; we think everyone wants and needs our opinions on everything.

The fifth step in this listening process is responding. Immediate responding during listening and delayed responding after listening provide feedback for your conversational partner. Of course, these responses are best if they are supportive. Unresponsiveness is so disturbing — no one knows if or how you're taking their information, so they attach meaning that you may not intend. "You didn't like what I said, did you?" "You weren't listening, were you?" are common interpretations of unresponsiveness.

Learning to Listen

So, what can you do as the other person is talking? Behave in ways that let the other person know you're attending and working at understanding by your facial expressions, sound signals, questions, and prompts to continue. Responsiveness delayed until after your _________(friend, spouse, colleague, child) is finished talking is important because it helps that person know how you were evaluating the message or how you care about them.

What step of the process is the one you need to include or improve? Which is the step you are most skilled at performing? What would that friend, spouse, colleague, or child say? While that answer may be scary to consider, think how much more you could be doing to improve your listening.

You could consider the different influences on your listening behavior from your cultural background or cultural setting or your gender. You could consider whether you know the differences between active and passive listening, superficial and depth listening, or nonjudgmental and critical listening. What can you do to adapt, adjust, retrain, learn new skills levels?
Think you’ve had enough of what you could do to improve? Because more than half your workday is spent listening, you may want to consider evidence that points out what poor, ineffective, and inefficient listeners we are:

- Group members may be poor listeners because they count on others to listen — so who is?
- Immediately after listening to a report, most of us can’t accurately report 50 percent of what was said. Unless we’re trained, we may listen at only 25 percent efficiency. This means we only comprehend and retain about a quarter of what we hear.
- We may distort or inaccurately recollect what we remember by about 80 percent. And if all this isn’t daunting enough, consider how none of what you could do or learn would matter at all — you wouldn’t improve, you wouldn’t be more powerful or richer or popular, you wouldn’t be a leader with credibility. You would still mess up a relationship now and then because you might still lack that third and crucial element in communication effectiveness and appropriateness: motivation. Knowledge and skill are essential, but someone will see through you soon enough if that’s all you have in your favor. Knowledge and skill have to be supported with the appropriate motivation or willingness or desire to listen, the desire to learn about others, the desire to let someone know you care about them, and the desire to be helpful.

That kind of motivation or personal relevance exists only in our own minds.

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**Do you:**

- Look at the speaker, put down your remote control, notice how a sad face affects your message interpretation?
- Let the other person know you’re listening with facial or oral expressions?
- Distinguish facts from inferences or opinions?
- Ask questions to clarify meaning?
- Help speakers tell you more about how they feel or what they think?
For most people, talking is like breathing, done without effort or thought. But for others, speaking with sounds is not a seamless act: sentences sputter, letters tangle and words flee the mind all together.

Frustrating? Unbelievably so, says Shelly Chabon, Ph.D., chair of Rockhurst’s Communication Sciences and Disorders program. As she says, “Communication is our most human quality.”

Indeed, whether it is indicating a benign need, “Pass the milk, please,” or a deeply felt emotion, “I need you,” communication is what keeps us connected.

“You can’t minimize the importance of being able to communicate,” says Chabon. “Language forms the basis for who we are, what we do.”

Addressing the Need

At Rockhurst, the Communications Sciences and Disorders Program graduates speech-language pathologists trained to help people communicate. Launched three years ago to meet the field’s growing demand, Rockhurst’s program is already booming. The undergraduate program is in its third year. The graduate program, offering a master of science degree, is in its first. Associate Professor Chabon, who led a similar program at Howard University in Washington, D.C., was hired to lead Rockhurst’s efforts, an endeavor she calls “exciting and challenging.”

Students, who come from across the country, are drawn to the field for one reason — to help people connect.

“I was interested in communications but I also wanted to work in a helping field,” says Amanda Schaefer, a Kansas City native in the graduate program. “Once I started learning about speech pathology, I knew that’s what I wanted to do.”

The program gives students a solid grounding in both normal and disordered communication processes, as well as therapies used to treat people with troubled speech or hearing. At the graduate level, students are required to log in more than 370 hours in clinical settings under the supervision of practicing speech pathologists.

An important component of both the undergraduate and graduate programs is the special emphasis on multicultural populations, training students to work with people of diverse ethnic and linguistic backgrounds.

As an African-American, Stephanie Barry appreciates the attention given to ethnic diversity. Barry also appreciates the program’s flexibility. For the last five years, she has worked for the Columbia, Mo., school district but knew she needed a master’s degree to advance her career. Because her husband works as an engineer in Mexico, Mo., she didn’t want to uproot herself for a program. Rockhurst allows her to attend part time.

“It’s perfect for me,” she says. “The program has been so inspiring.”

When Problems Arise

Within the field, disorders are rooted in either speech — how someone talks — or language — the words used to talk.

Problems rooted in speech include stuttering or faulty articulation, like substituting a “w” for
an “r.” Speech-based problems also include voice troubles, like a pitch that’s too high or low for the gender, or a tone that is nasal or hoarse.

Language-based problems are broader. A person recovering from a stroke and trying to rebuild a vocabulary would visit a speech pathologist. Other language difficulties include delays, the child who significantly trails peers in vocabulary, or the child unable to grasp language’s subtleties.

Speech pathologists also treat people with hearing difficulties — those who have cochlear implants or hearing aids.

“What’s interesting about the field, and something that attracts students, is that it’s a flexible career choice. You can work with the very young or the very old. You can work in schools, hospitals or nursing homes,” says Chabon.

The fact that speech pathologists can help such a broad range of people is one reason the field is booming. In the ’90s, speech-language pathology was consistently ranked among the hot career opportunities of the new millennium. In fact, a few years ago the Bureau of Labor Statistics put speech-language pathology on a list of 40 high-need occupations, projecting a 46 percent increase in the number of positions by the year 2005.

In Demand

Why the increase? A number of reasons, says Chabon, from advances in technology to the graying of America.

For example, with the increasing number of elderly comes a growing pool of people recovering from strokes or suffering from hearing loss. At the same time, medical advances mean premature babies have a higher chance of surviving, though most of them are at risk for language and hearing difficulties.

“Because there’s such a need for speech-language pathologists, it’s an exciting time for the field,” says Chabon.

And that’s one reason for launching the program. The graduate division, which is offered at night and part time, is ideally suited for working professionals interested in career advancement. In fact, before starting the graduate program, Chabon met with area professionals to assess the need.

Their advice? “Do it,” says Chabon. “They were very, very encouraging.” In its first year, the program enrolled 21 students.

The undergraduate program — the only one of its kind in the Kansas City area — draws on the expertise of three newly hired full-time faculty. Plans for this fall call for an expanded program with nine new courses. This will allow students, for the first time, to complete all their undergraduate degree requirements at Rockhurst. In the past, students in the program have spent their first three years at Rockhurst and their final year at Saint Louis University.

Students will still have the option to participate in the cooperative program with SLU. This collaboration, says Chabon, exposes students to
new experiences at an established and well-respected program that shares Rockhurst's Jesuit mission and values.

Another change for fall includes the availability of a “prep track” for students with a bachelor's degree in a different field who want to enter the master of science program.

As if launching these programs weren't challenge enough, Chabon and her colleagues are tackling a new endeavor: an online master's program in speech pathology. Backed by a grant from the state's Department of Elementary and Secondary Education, the program specifically targets people working in Missouri schools. The degree is a collaborative effort with Rockhurst, Fontbonne College in St. Louis and Southwest Missouri State University and will use faculty from each school.

“We want to be able to reach as many students as possible,” says Chabon.

“This will help.”

When Someone has a Communication Problem

Communicating with someone who has a speech or hearing impediment doesn’t require any special language skills. Good old-fashioned kindness and common sense should do the trick. Keep these thoughts in mind when you talk with someone who speaks or hears differently than you do.

• Ask the person if you are communicating well. Remember, the person who has been living with the struggle is the expert. He or she can best tell you how to make the message clear, whether it's raising the volume or slowing the tempo.

• Make eye contact. Face-to-face communicating lets the person know you're paying attention. It can also help convey emotion.

• Don’t talk down. Because someone has a speech or hearing impediment does not mean the person's vocabulary is impaired. Speak in an age-appropriate manner.

• Don’t avoid people with speech or hearing difficulties. Many people avoid initiating conversations with people who have impairments out of embarrassment. Don’t. Remember that words are tools. Communicating comes from the heart and you might miss out on the conversation of your life if you shun those who are different from yourself.

Nicholas Kurland, Heather Harris
For Alumni

Rockhurst Roots Grow Love for Languages

When Abilene, Kan., native Mark Curran, ’63, graduated from Rockhurst, his classmates gave him an award as “Most Outstanding Foreign Student.” The jest was not completely inaccurate, for Curran already had begun his long journey as a teacher and scholar of Spanish and Portuguese.

Curran, Ph.D., is now professor of Spanish and Portuguese at Arizona State University, where he has taught for 30 years. He is affable and modest. And, he is one of the world’s foremost authorities on the Brazilian Literatura de Cordel, a form of grassroots narrative poetry. His most recent book, “História do Brasil em Cordel,” gained wide acclaim by Brazilian daily newspapers, Veja (equivalent to Time) and by literary critics.

Curran was born and raised on a Kansas wheat farm. His family is of Irish-Catholic descent. “Coming to Kansas City was a big deal to me,” he says.

At Rockhurst, Curran made friends easily with both Anglo and Latino students. In fact, two of these students (one from Brazil and another from Guatemala) became lifelong friends. “One of the best things at Rockhurst was the large number of Latin American students,” he says.

They were seeking the serious academic discipline for which the Jesuits are known worldwide. Curran quickly sought them out to practice his Spanish language skills. He graduated from Rockhurst with a bachelor of science in business administration and a minor in Spanish. Majors in languages were not available at the time.

He recalls with fondness his years at Rockhurst: the “terrific” basketball team, the variety shows, the dances with the women from Avila, and many faculty members, such as Fathers Hug, Price, Schmidt, and Gough. He particularly remembers instructor Vernon Long, who fueled his passion for languages and persuaded him to pursue graduate studies at Saint Louis University where he earned a full-ride scholarship. There, he completed his Ph.D. in Spanish and Latin American Studies with a minor in Portuguese and Luso-Brazilian Studies in 1968.

For 30 years, Curran’s scholarship has focused on Cordel, a type of poor man’s poetry that originated in Brazil’s northeast interior. It was written by poets and printed as rough eight-to-10 page booklets. He was the first North American scholar to study and write about it. During his career, he has made more than 15 research trips to study Cordel, lasting from one month to a full year.

The Cordel booklets filled the gap in areas where there was almost no access to mass communication. They served as both a literary entertainment and as a type of newspaper in verse for the poor. Cordel booklets used woodcuts as decorative illustrations on their covers. These woodcuts, much like the poetry they were created to depict, are vanishing. The woodcuts grace the covers of several of Curran’s six books.

At Arizona State he considers himself first and foremost a classroom teacher, then a scholar. He is grassroots as a Kansas farm boy and Rockhurst student have indeed served him well.

Tee With Me in St. Louis

St. Louis alumni have a chance for networking and fun at the St. Louis Alumni Golf Tournament, scheduled for Monday, Sept. 25.

The tournament will take place at the Country Club at the Legends in Eureka, Mo. The $175 fee includes greens fees, cart, breakfast, refreshments and awards dinner. Shotgun start is at 11 a.m. For details, contact the Alumni Office at 816-501-4025, or 800-756-ALUM, or by fax at 816-501-4136.
Calling all Kansas City Golfers

The greens will see a lot of Rockhurst blue on Friday, June 23. That’s the date of this year’s Kansas City Alumni Golf Tournament. It will be held at Dub’s Dread Golf Club in Kansas City, Kan.

Registration and lunch begin at noon, with tee-off at 1:30 p.m. Dinner and the presentation of prizes, at approximately 6 p.m., will follow the tournament.

Chairing this year’s event are Dan McEniry, ’76, John Hungerford, ’88, and Kevin Kinney, MBA ’98.

This year’s entry fee of $100 includes lunch, cart, greens fees, refreshments on the course, dinner, a sleeve of balls and a bag of tees. The Alumni Scholarship Fund will receive $15 of each entry fee. Participation is limited to the first 120 entrants.

A variety of sponsorship levels are available. Those who don’t golf are encouraged to attend the post-tournament picnic. For more information, contact the Alumni Office at 816-501-4025.

Rock Wear is Just a Click Away

Are you interested in purchasing Rockhurst memorabilia from the comfort of your home?

Just go to the Alumni section of the Rockhurst Web site (www.rockhurst.edu) and click on “Alumni Store.” You will find a variety of clothing selections sure to please even the most discriminating Hawk.

Though we currently are unable to offer online purchasing, all you have to do is call the Alumni Office at 800-756-ALUM or 816-501-4025 to place your order by credit card or check.

Former Players Roast Tocco

Alumni who played soccer under the tutelage of men’s coach Tony Tocco had their chance to “dishonor” him Jan. 15.

The legendary Tocco, who has coached at Rockhurst for more than 30 years, was roasted in St. Louis in an evening of lighthearted spoof. Alumni of his program enjoyed good food and their favorite memories of playing soccer for one of Rockhurst’s best-known extroverts.

Tocco, Ph.D., also is professor of accounting. He has won more than 500 games in his career at Rockhurst.

The “roasters” and other guests were treated to a sneak preview of plans for a new Rockhurst soccer stadium. Facilities will include built-in bleachers that connect to Massman Hall, training and locker rooms, and room for future expansion. A project timeline will be established when fund-raising efforts are further along.
Honorary Directors Continue Success

A packed audience met March 7 for the Honorary Directors annual luncheon. This year’s keynote speaker was Lamar Hunt, chairman of Hunt Inc. He is founder of the Dallas Texans, which later became the Kansas City Chiefs.

Outgoing President Mary Sue Karl presented the Rev. Edward Kinerk, S.J., with a check for $116,100 for the organization’s annual fund-raising efforts. The Honorary Directors raise funds for scholarships for worthy students who otherwise would be unable to attend Rockhurst University. Its endowment is worth more than $1,292,000.

Byron Thompson, trustee emeritus of Rockhurst University, received the Van Ackeren Spirit Award at the luncheon. The award was established in 1998 to honor people who exemplify the values espoused by the Rev. Maurice Van Ackeren, S.J., former president and chancellor of Rockhurst University. Previous recipients Adele Hall and Joseph McGuff were present at the event.

Jennifer Wells, ’01, delivered the student address. She is a recipient of an Honorary Directors scholarship.

Thomas Weiford is the incoming president of the organization, which has slated next year’s annual luncheon for March 6.

Alumni House to Become a Reality

It has been in discussion for a long time. Now it’s going to be a reality. As part of the campus beautification plan, Rockhurst is reserving a newly purchased property to become an alumni house.

The property, located at the corner of 54th Street and Forest, is the first house visitors see when they enter the campus from its new main entrance at 54th Street and Troost Avenue. It is a stately two-story home, which will be remodeled to accommodate a variety of needs.

James Millard, ’64, M.B.A. ’89, says it will be a memorial where the service and accomplishments of alumni can be preserved, and a museum where Rockhurst’s history can be displayed. Moreover, it will serve as a meeting place for alumni and friends of the University and will accommodate the alumni staff offices.

“It will serve as testament to the rich tradition to be inherited by new students,” said Millard.

Partial funding for the alumni house has been pledged by the Rockhurst Alumni Association Board. Efforts toward raising the funds needed to complete the project continue. Meanwhile, initial work on the project has begun.

Gala Gift Boosts Partnership Efforts

At last October’s Rockhurst Gala, John E. Hayes Jr. and his wife, Gene, presented the University with a $1 million gift designated for scholarships.

John Hayes is a 1959 graduate of Rockhurst and former chairman of the University’s board of trustees.

The Hayeses served as honorary chairs of the 1999 gala.

Gala Organizers Look for Another Great Year

Success breeds success, and the Rockhurst Gala is no exception to this rule. The planning committee has scheduled this year’s black tie event for Saturday, Oct. 7, at the Westin Crown Center in Kansas City. This year’s theme is “Celebrating Our Friends.”

The gala is the largest single fund-raising event for Rockhurst. Last year’s event raised $300,000 for the University.

James and Virginia Stowers are honorary chairs this year. Co-chairs are Thomas and Nancy Hornbigh, and Richard and Ellie Knopke. Participants will enjoy fine food and dancing to a live band.
Harry Wiggins, Missouri state senator, was named Mr. Baseball by the Kansas City Royals at the Kansas City Baseball Awards dinner in February. He also received the 1999 Political Advocacy/Legislative Achievement Award from the Adoption and Foster Care Coalition of Missouri.

Sid Bordman has been sports information director for Rockhurst University since 1989. He also has served as official scorer for the American League at Kansas City Royals home games.

Kevin A. Gratton received the Distinguished Service Award at Johnson County Community College, where he recently celebrated his 25th year.

James S. Golden was named general attorney and assistant general counsel of Southwestern Bell Communications Inc., and is now working at SBC’s headquarters in San Antonio, Texas.

The Commercial and Investment Division of the Johnson County Board of Realtors named Carl A. LaSala Commercial Realtor of the year for 1999. LaSala and Ray Sonnenberg, ’69, own LaSala-Sonnenberg Commercial Realty Company.

Robert T. Crossley, professor of English at the University of Massachusetts, has been awarded a fellowship from the National Endowment for the Humanities to support work on his fifth book, A Cultural History of Mars, 1877-2000.

Dennis Owens was honored by the American Bar Association’s Section of Litigation for producing the section’s best newsletter, journal or other periodical. Owens is editor-in-chief of the Appellate Practice Journal, a scholarly report on the work of 13 federal circuit courts and the U.S. Supreme Court.

John Bushery has been appointed chief of the enumeration methods and requirements staff at the U.S. Census Bureau. He will lead a team evaluating census operations.

James M. Tobin, major, U.S. Army Reserve JAG Corps, recently transferred to 3rd Corps Support Command, Des Moines, Iowa. He will serve as chief, Legal Assistant Branch.

Edward J. Carey recently joined John L. Wortham & Sons L.L.P. as partner. John L. Wortham & Sons L.L.P. is a privately held insurance brokerage and risk services firm.

Lowell D. Tawney, MBA ’83, left DeVry Institute to become the director of information systems and technology at the Kansas Department of Human Resources.

Don Perry, CCPS, was recently honored as Top Coldwell Banker Agent in western New York State.

John D. Lubus recently was appointed chief financial officer of CK Power in St. Louis. CK Power is a distributor of engine and generator power, with operating facilities in St. Louis, Miami and Ocala, Fla.

Margo (Einig) Lubus is now assistant to the director of development for the Billiken Club within the Athletic Department at Saint Louis University.

James W. Kirkpatrick II has been named vice president of real estate and construction for Applebee’s International Inc. Kirkpatrick recently received a master’s degree in architectural management from the University of Kansas. He also received an MBA in finance from Baylor University.

Steve J. Moore has joined Ernst & Young, a professional services firm, as a partner in charge of its Gulf Coast Mergers and Acquisition Practice in Houston.

Frederick A. Tromans has joined Cohen Financial Services of O verland Park, Kan., as executive vice president.

Forrest W. Burgett is now the Rev. Forrest W. Burgett at Trinity Anglican Church in Prairie Village, Kan.

G. Lawrence Blankinship Jr. was elected chairman of the Board of Trustees for Catholic Charities USA in December 1999. As chairman, Blankinship will help craft policy for the largest network of private social service organizations in the United States.

Joseph M. Vandergriff has been appointed lecturer in Assumption College’s Institute for Social and Rehabilitation Services.

George F. Putney has accepted the position of vice president and general manager for Nextlink-Missouri, a Broadband Telecommunications Company.

Michele (Goldak) Condon was named assistant principal in the Mehlville Public School District.

Elizabeth F. Connelly, vice president at Commerce Bank, has been promoted to trust officer at Commerce Bank and serves on the executive committee of the bank.

Joseph M. Vandergriff has been appointed lecturer in Assumption College’s Institute for Social and Rehabilitation Services.

George F. Putney has accepted the position of vice president and general manager for Nextlink-Missouri, a Broadband Telecommunications Company.

Michele (Goldak) Condon was named assistant principal in the Mehlville Public School District.

Elizabeth F. Connelly, vice president at Commerce Bank, has been promoted to manager of the Trust and Estate Planning Services Division, St. Louis region.
Karen T. Haren has been appointed executive director for Harvesters Food Bank.

Kathryn A. (Cassias) Karr, a major in the U.S. Air Force Reserve, is currently serving as the commander, 926th Services Flight, 926th Fighter Wing, NAS JRB, New Orleans.

Keith A. Wenzel was appointed by Gov. Carnahan as director of the Missouri Department of Insurance.

Edward F. Mickels joined Polsinelli, White, Varde-Man & Shalton as marketing director. Mickels is responsible for planning and directing the marketing, advertising and public relations efforts of all five regional Polsinelli White offices.

Patricia L. Brune has been named clerk of the U.S. District Court, Western District of Missouri.

Keith A. Wenzel was appointed by Gov. Carnahan as director of the Missouri Department of Insurance.

Robert D. Shaw Jr. recently was appointed to the position of AT&T national sales director for data and Internet. Shaw directs the sales force that markets to businesses in all 50 states.

Melissa Blazek recently was appointed publications manager at the National Academy of Recording Arts and Sciences. She is managing editor of GRAMMY Magazine and was a contributing writer and editor at the live Webcast of the 42nd Annual GRAMMY Awards Show in February. The academy is headquartered in Santa Monica, Calif.

Andrea Victoria James completed a master of arts degree in studio art at the University of Missouri-Kansas City.

Erin K. Lynch received a master of education—reading from Northwestern Missouri State University.

John Meiers will be an adjunct instructor at Rockhurst this fall, working along with Frank Smist, Ph.D. Meiers works full time for Output Technologies.

Thomas P. Charles recently has accepted a position with an Irish software company, Baltimore Inc., as account manager for the south region of the U.S.

Eric Koch received an M.B.A. in sports marketing from the University of Oregon. He is now in his second year of the Ph.D. program at the university.

Greg R. Vetter was named associate counsel of the law firm of Kilpatrick Stockton in Raleigh, N.C. Kilpatrick Stockton is a full-service international law firm with more than 440 attorneys in nine offices in Atlanta and Augusta, Ga; Charlotte, Raleigh and Winston-Salem, N.C.; Washington, D.C.; London; Brussels; and Stockholm.
Barbara Cotterman was named Employee of the Month for December 1999 at the U.S. Health Care Financing Administration. Cotterman was honored for outstanding work in encouraging low-income or disabled Medicare beneficiaries to enroll in Medicaid programs that pay out-of-pocket health-care expenses.

Don Schnakenberg joined the LCMS Foundation as a gift planning counselor serving fellow members of the Lutheran Church-Missouri Synod (LCMS) throughout western Missouri.

Brett M. Van Fleet received the 1999 Gould Award from the Robert L. Gould Scholastic Award Fund for his paper on the history of mutual funds.


Janet M. Lamb married Phil Maruco Oct. 9, 1999, in Kansas City, Mo.


Debra A. Wunderlich married Aaron Thomas in Durant, Iowa, Nov. 13, 1999.

Donna K. Lyle married Stephen Miles May 29, 1999, at St. Ignatius Church, Baltimore, Md.


Steven P. Franke and Jennifer L. Wichmann were married June 19, 1999.

Meredith N. Martin and Mark E. Dickinson were married on May 22, 1999, in Carrollton, Mo.

Anita Perez and Robert D. Paredes were married on June 7, 1997.

Randy Kancel and Mary Ann welcomed child number two, Helen Mary, born March 4, 1999.


Elizabeth Fuegner Crane and husband Tim announce the arrival of Lauren Mary, their first child, Nov. 29, 1999.


Brad O’Neal and wife Kim are the proud parents of Fiona Colleen, born March 10, 1999.

Dan Rossman and Jennifer welcomed child number four, Hope Anna Rossman, July 4, 1999.

Michael G. Talken and wife Heather are proud parents of Teresa Laura born Feb. 2, 1999. The Talkens now have two children — their son Sam was born in January 1996.

David Dowden and Carla had their second child, Abigail Marie, Nov. 18, 1999.

Shana Ryan and husband Hugh are the proud parents of Adam Patrick Ryan, born Jan. 6, 2000.

Shelly Bolling-Strickland and husband Andray announce the birth of their son, Kenyon Josiah Strickland, July 2, 1999.

Emily Aguilar Cisneros and husband Rudy announce the birth of their son Adrian John Cisneros, born Feb. 16, 1999.

Eric Koch and Daylene welcomed McKenzie Leigh into the family May 28, 1999.

Eric Pate and Yami announce the birth of their first child, Adriana, born July 12, 1999.

Amy (McGrath) Bristow and husband Kevin announce the birth of their son Gehrig John Bristow.
Please Write
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For a listing of Rockhurst University events, including athletics and events sponsored by the Center for Arts and Letters, visit the Rockhurst Web site at www.rockhurst.edu. Check throughout the summer for fall updates.

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To learn more about becoming a member of Rockhurst’s Heritage Society, contact Thomas J. Audley, director of planned giving, at 816-501-4551; fax: 816-501-4136; thomas.audley@rockhurst.edu.
Fr. Kinerk climbed the scaffolding of the new bell tower to write the initials A.M.D.G. in the wet cement at the top. The letters stand for the Latin motto of the Society of Jesus, which translates to “for the greater glory of God.”