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Excellence: Marquette University, Boston College, Scranton University, Saint Joseph's University, Spring Hill College, Rockhurst University, Loyola Marymount University, Xavier University, University of San Francisco, Seattle University, College of the Holy Cross, Fordham University

Editorial Board

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Excellence



MARQUETTE UNIVERSITY *What David Baker Does*

Scientific excellence is the guiding principle that keeps David Baker's research laboratory moving toward its purpose: help those afflicted with one of humankind's most debilitating psychiatric disorders. The well-published associate professor of biomedical sciences in Marquette University's College of Health Sciences has received millions of dollars in federal research grants to understand the brain mechanisms behind and ultimately develop effective treatments for schizophrenia.

To that end, he and John Mantsch, a fellow associate professor of biomedical sciences at Marquette, launched Promentis Pharmaceuticals, the university's first pharmaceutical spin-off. Rooted in Baker's research into a key neurotransmitter involved in schizophrenia, Promentis is developing pharmaceutical compounds that target this particular mechanism.

For Baker, though, it's about more than research dollars or building a successful company. "We typically measure scientific accomplishments through grants, manuscripts, citations and awards. However, focusing on these can detract from scientific excellence, which is best achieved when we strive for something greater," Baker says. "My motivation is to reveal how our brain works in order to relieve suffering from neural disorders; anything less would be a disappointment."

BOSTON COLLEGE *Jerry York, Hockey Coach*

Boston College ice hockey coach Jerry York is the winningest active coach in all of college hockey, beginning the new season with 850 career victories – including the 2010 NCAA hockey championship tournament won by the Eagles last April.

Beyond his teams' on-ice success, York's players acquit themselves equally well in the classroom — his student-athletes have an excellent graduation rate over his 38 years as a head coach — and he instills a team commitment to community service in the Greater Boston area, with student-led outreach activities ranging from hospital and school visits to fund-raising efforts for cancer research.

York is graduate of Jesuit-run Boston College High School and he played his college hockey at BC from 1963 through 1967, earning All-America honors as a high-scoring

center. After obtaining a master's degree from BC's Lynch School of Education, he began his coaching career at Clarkson and became the Knights' head coach in 1972. He also was head coach at Bowling Green University, where he coached the first of three NCAA hockey championships won by his teams.

In addition to his coaching skills, York is a popular inspirational speaker who frequently shares examples of his own Catholic faith and formation with audiences. He has been a featured speaker at numerous parish and Archdiocese of Boston events throughout his BC coaching career.

SCRANTON UNIVERSITY *Student/faculty research*

The University of Scranton's faculty/student research program gives undergraduate students an opportunity to become involved in faculty research. The program is especially thriving in the sciences, where more than 50 percent of the Scranton's students in sciences, engineering, technology and mathematics participate in research. Forty-five percent of these undergraduate students wrote a formal thesis, and 38 percent authored or coauthored a publication and/or conference papers.

Goldwater Scholar Maria A. Gubbiotti, a biochemistry, cell and molecular biology major, has participated in the faculty-student research program since her first year at Scranton. Her research with faculty mentor Timothy Foley, Ph.D., associate professor of chemistry, involves isolating and identifying proteins in the brain that contain oxidative stress-sensitive molecular switches in order to gain a biochemical understanding of how proteins respond to oxidative stress under both normal and disease conditions.

"It is a little piece of the puzzle that could contribute to a better understanding of Alzheimer's or other degenerative diseases," said Gubbiotti.

The Faculty/Student Research Program encourages even further success in graduate studies. According to the 2008 NSF survey on earned doctorates, in 2006 (the most recent year reported), Scranton ranked 9th out of 568 master's institutions that reported data for alumni who earned doctoral degrees in life sciences, and 37th of 568 in the physical sciences.



David Baker, Marquette University



Jerry York, Boston College



Maria A. Gubbiotti, Scranton University

Excellence



SAINT JOSEPH'S UNIVERSITY *Center for Business Ethics*

Founded in 2005, Saint Joseph's University's Pedro Arrupe Center for Business Ethics serves as an intellectual resource for students and faculty. With a focus on infusing ethics across the curriculum, the Arrupe Center's mission is to prepare students to make informed, socially-conscious business decisions far beyond their time on campus. The Erivan K. Haub School of Business Center supports faculty and students in research and development programs and sponsors conferences and public lectures.

Faculty integrate ethics into their classroom teaching and pursue research that will influence curricular development. Papers by SJU faculty members have been published in the *Journal of Business Ethics Education* and presented at Catholic education conferences and seminars nationwide. To date, nearly two-thirds of all full-time, tenure-track Haub School faculty participate in Center fellowships for research, conferences, and course development; And every summer, almost one-third have fellowships to participate in Ethics Across the Curriculum, a six-week seminar.

While undergraduates received their ethical training in the classroom and through learning development programs, graduate students enter an essay contest. The winning papers offer a theoretical analysis of a business case and recommend a solution. Faculty

and students at all levels participate in ethical business practices first hand through NetImpact, a network of MBAs, graduate students and young professionals committed to earning profits while creating social change, and KIVA, a not-for-profit microlending organization which makes small loans to global entrepreneurs.



University of Scranton's faculty/student research program.

Saint Joseph's University's Pedro Arrupe Center for Business Ethics.

SPRING HILL COLLEGE *With the Poor in Managua*

Every spring when many college students head for the beaches to enjoy their spring break, groups of Spring Hill College students put into action their commitment to excellence in service.

Dozens of students and several faculty and staff members embark on international immersion trips with the hope that they will make a difference in the lives of others. And, year after year they return with the realization that they were blessed by the experience just as much, if not more, than those they set out to serve.

This year students, faculty and staff will travel to Belize, Nicaragua, El Salvador and Ecuador. In Belize City and Managua, they will work with faith-based international service organizations that provide life's essentials to the poor.

Students build houses, ensure medical attention for those in need and deliver food and supplies to the poor. In Punta Gorda, the group works at a Jesuit parish that provides religious and educational services to nearby Mayan and Garifuna villages.



Right: Loyola Marymount University's mission-driven education embraces educating traditionally underserved students.

"Spring Hill students take part in immersion trips because they have generous hearts," says Maureen Bergan SHC director of campus ministry. "To be immersed in a different culture for a week, to work alongside the poor and needy, is to discover parts of themselves students have never seen before. They are transformed by their experience."

The mission of excellence in service at Spring Hill is found closer to home as well. Last year more than 50 percent of all undergraduate students were involved in community service in the Mobile area that included working as tutors, teaching English as a second language programs, and working with mentally challenged youth. This summer, more than 60 staff members participated in a special community "service day" established to honor St. Ignatius Loyola.

ROCKHURST UNIVERSITY

Developing our faculty

For more than a decade, the Center for Excellence in Teaching and Learning (CETL) at Rockhurst University has developed the faculty. As the center point for faculty development, CETL is a sign of the university's commitment to its core values of *magis* and *cura personalis*. Consistent with these core values, CETL offers rich opportunities for faculty to develop skills in learner centered pedagogies, assessment of student learning, and effective classroom management. A hallmark of the center's programming is the new faculty mentoring program,



which introduces them to Ignatian spirituality, Ignatian pedagogy, the development of active learning strategies, and development of curriculum and curricular strategies. Through peer-to-peer sharing and collaboration, faculty at the university have an opportunity for formative development throughout their careers. In addition to its programming, the center provides individual consultation and classroom visitations.

LOYOLA MARYMOUNT UNIVERSITY

Closing the Gap

Loyola Marymount University is recognized as one of the most successful universities in the nation at graduating African-American and Hispanic students, according to a pair of studies released this summer by The Education Trust. The studies, "Big Gaps, Small Gaps," examined the disparity in graduation rates by ethnicity at colleges across the country (not including historically African-American institutions). LMU ranked No. 7 among private insti-

tutions with the most-favorable graduation rates for Hispanic students and No. 13 for graduating African-American students.

The success was partially due to its Catholic, mission-driven education, which embraces educating traditionally underserved students. They also singled out LMU for strong leadership from the president and administrators, successful recruiting efforts, and close data monitoring to identify struggling students early and provide needed help.

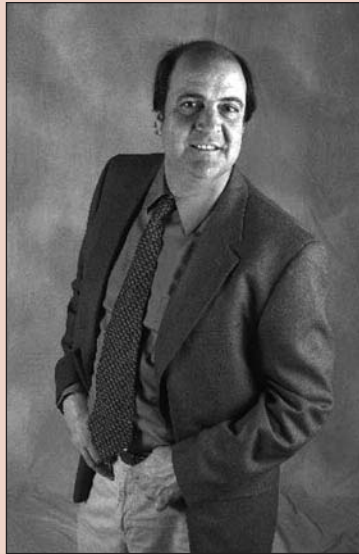
XAVIER UNIVERSITY

Paul Colella, Teacher and Scholar

Dr. Paul Colella, professor of philosophy at Xavier University, is a stellar teacher and scholar. In addition to receiving Xavier's Bishop Fenwick Award for Excellence in Teaching, which is the most prestigious teaching award at the University, he has been active in introducing innovative pedagogical approaches to courses in the core curriculum.

Excellence

As a scholar, he has published in many areas of philosophy. Since his arrival at Xavier in 1979, Paul has continually supported our students through his good work in and beyond the classroom. As the founder and director of the philosophy, politics, and public (PPP) honors program, one of Xavier's signature academic programs, his emphasis on the students' strengths in better understanding the concept of "the public sphere" in democratic societies has positioned these students to better engage the active world of politics. The program involves students in large-scale interdepartmental courses, seminars, and individualized tutorials in which faculty and students meet for intense personal instruction. Prior to his directorship of PPP, he served as director of the University scholars program, in which he regularly offered interdisciplinary courses in philosophy and history to first-year students. Moreover, he established, designed, and taught in five week summer study programs in Rome and London respectively during the past thirteen years.



Dr. Paul Colella, professor of philosophy at Xavier University.

projects are designed and built as a collaborative effort between students and the partnering community, while international projects are designed with the partnering community via the Internet; through email, pdf attachments, and Skype conferences. When a project is ready to build, the student team and professor travel to build the design with the partnering community.

Current international projects are in India, Nepal, Belize, Haiti, Nicaragua, El Salvador, and Colombia. All require considerable research into the social context and history of vernacular architecture and indigenous building

methods, so that the work produced is sensitive to cultural, aesthetic and historic realities of the place and peoples being served.

SEATTLE UNIVERSITY

We get them to read books.

They say the Pacific Northwest is one of the most "unchurched" regions in the country. An odd place to be, it would seem, for an institution like Seattle University. Sometimes yes, but a critical dimension of SU's mission as a Jesuit Catholic institution, "is to bring issues of faith and spirituality into the messy chaos of the world of ideas, especially the ideas that are shaping cultures, social institutions and people's lives," says Mark Markuly, dean of the SU's School of Theology and Ministry.

It was in that spirit that Dean Markuly and his colleagues two years ago launched the Search for Meaning: Pacific Northwest Book Festival. The largest gathering of its kind in the region, the festival engages the wider community in conversations around religion, faith, spirituality, morality and social justice. Dozens of nationally and regionally recognized writers are featured each year, including National Book Award-winning author Sherman Alexie, who keyed the first festival, and *New York Times* best-selling author Kathleen Norris,

UNIVERSITY OF SAN FRANCISCO

Designed here, built in India and Belize

University of San Francisco's Architecture and Community Design program provides an academically rigorous social justice-oriented education, where students learn by working on real projects for underserved communities. As part of the 4-year program ARCD majors become committed and capable of making positive social change through collaborative design.

In the courses on community design outreach, international projects, and construction innovation lab, student teams work on projects ranging from local parks, urban food gardens, and historic preservation adaptive reuse, to internationally located community centers, libraries, housing, vocational training centers, health clinics, and small-scale factories. Local



Students participating in the University of San Francisco's Architecture and Community Design program.



Top right: Attendees thumbing through the books on display at Seattle University's Pacific Northwest Book Festival.

Below: Author Sherman Alexie (left) with Dr. Mark Markuly, dean of Seattle's School of Theology and Ministry. Photos by Chris Joseph Taylor.

who keyed the second year, as well as several scholars from SU's own faculty. Best-selling author Anne Lamott and noted Islamic scholar Tariq Ramadan will headline the 2011 festival on Feb. 5.

Perhaps most notably, the festival attracts a broad cross section of attendees. Everyone—from the practicing religious to the “spiritual but not religious,” from the non-believers to the searching—is welcome and has a place in the dialogue.

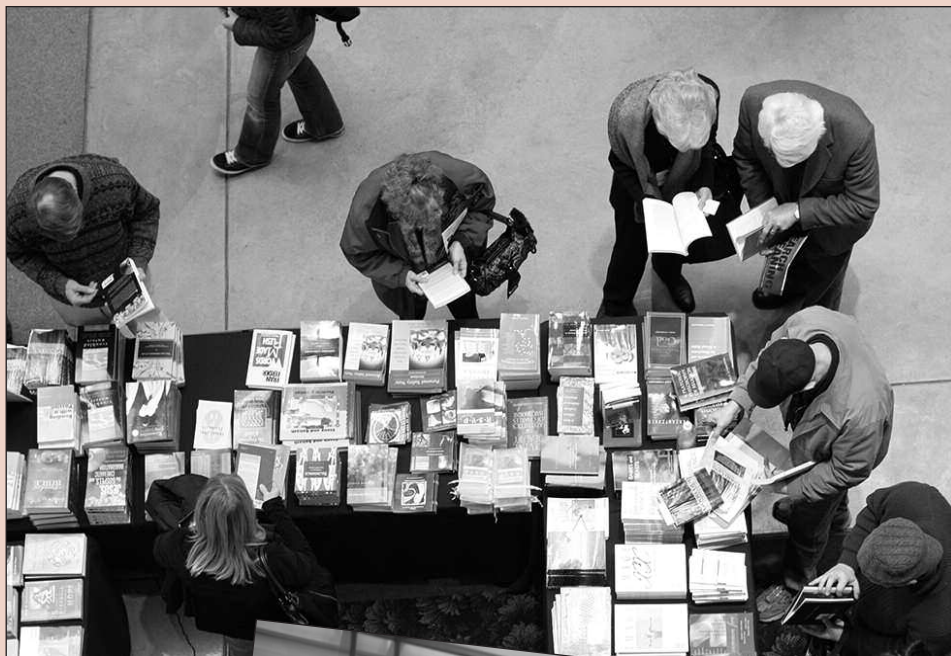
The event, as President Stephen Sundborg, S.J., sees it, is a powerful example of the university's uncompromising commitment to academic excellence. “People from all over the region come to our campus to grapple with the relationship between faith and the human condition,” he says, “and in doing so, they grow intellectually and spiritually.”

COLLEGE OF THE HOLY CROSS

We Think

When addressing excellence, our language favors metaphors related to *height*: *raising the bar*, *reaching for the stars*, *scaling new peaks*. At the College of the Holy Cross, a series of programs in academic affairs, student affairs and the office of the College chaplains encourages students instead to consider excellence as resulting from reflecting more *deeply* (as well as more frequently and more intentionally) on their educational experience. During their orientation, for instance, first-year students write reflective journals in which they explore what aspects of their high-school selves they will need to leave behind in order to become excellent college students, as well as what talents they bring with them as their most significant contribution to our campus community.

A year later, as part of our distinctive 2YO program, we again challenge them to reflect — this time on how they will exploit the many “Second-Year Opportunities” the College



offers. And at the beginning of their final semester, our seniors meet as a class in Saint Joseph chapel to think together about all that they have learned and the ways in which those lessons have prepared them for lives of excellence after they graduate. These are just three examples of the many ways in which we encourage Holy Cross students to develop habits of reflective practice as the most assured path to excellence in all facets of their lives.

FORDHAM UNIVERSITY

Reflecting upon Key Texts

The Fordham College at Rose Hill honors program seeks to make a contribution to the wider college community. The program has for the last three years has sponsored the Ignatian Education Seminar, which is open to all Fordham College juniors and seniors. A one credit, pass/fail course that meets four



times during the semester, the seminar provides students an opportunity to reflect on their own experience in conversation with key texts from the Jesuit tradition of liberal arts education.

The meetings progress from a general focus on the liberal arts in the first session to a focus on the Catholic intellectual tradition, Jesuit spirituality and pedagogy, and specific Fordham issues in the sessions that follow. The faculty coordinators for the seminar are both Jesuit and lay, and they have included the dean of Fordham College, the directors of the honors program, the American Catholic Studies Center, and other faculty. So far, over two hundred students have participated. Many conclude it should be required of all. ■