From Excellence to Brilliance

Toward the end of the 2002–2003 academic year, I found myself on the 52nd floor of the Bank of America Building in the heart of San Francisco addressing a reception of Catholic University alumni now living thousands of miles from their alma mater. Through the plate-glass windows stretching across two sides of the room, we could gaze upon the breathtaking view of the city and the nearby bay as sunset approached. As I was endeavoring to go beyond a “bricks and mortar” report and to plant firmly in the minds of the alumni a sense of where their university was headed at this time in its history, I must have been inspired by the sublime surroundings, for I found myself uttering, quite spontaneously, that Catholic University was moving “from excellence to brilliance.”

As a double alumnus of Catholic University and now as its president entering my sixth year of service, I had learned long ago of the university’s deserved reputation for excellence in research, teaching and learning. It seems every week I discover a new example that validates my conviction.

Thus it was quite natural for me to assure our California alumni that, indeed, Catholic University was still the excellent institution they had attended. But whence the “brilliance?” Rhetorical overexuberance?

Not at all. The term “brilliance” speaks to Catholic University’s roots and to its present community’s heartfelt aspirations: Founded in 1887 by America’s Catholic bishops as a graduate research institution, The Catholic University of America was meant to be the place where the Catholic Church in the United States did its thinking. The source of its intellectual inspiration was made plain in its motto: Deus Lux Mea Est (God is my light).

The first thing that comes to mind when I think of brilliance is “great brightness.” The motif of light has always been part of Catholic University’s identity, the imperative to burn brightly and to share the light of knowledge widely — explicit in the university’s mission since its earliest days.

Catholic University also aspires to the kind of brilliance that is defined as “keen intelligence.” As this annual report demonstrates, the university community is home to faculty and students whose splendid intelligence radiates on our campus and beyond.

Nevertheless, Catholic University is not as well known as it deserves to be. On occasion, that can be attributed to our excessive modesty. But if others know less about us than they should, the responsibility for that is only partly ours. The university’s public affairs office receives many inquiries from U.S. and international media on issues that deal with Catholicism. And well it should, for Catholic University is unique among universities in the United States. It is the only one with a school of canon law (church law) and the only one that grants both civil and ecclesiastical degrees in philosophy, theology and canon law. More than 300 American Catholic bishops have studied at CUA. Our School of Theology and Religious Studies is one of only three in the United States to offer doctoral programs in liturgical studies and in religious education.

Catholic University also is home to Theological College, a seminary that attracts priesthood candidates from all over the United States.

Yet many journalists, and nonjournalists as well, get stuck on our name and wrongly conclude that a “Catholic” education is strictly for and about religion. In truth, a genuinely Catholic education is “catholic” in its breadth. It encompasses a wide-ranging diversity of academic disciplines and inquiry into all forms of knowledge. At our “catholic” university, students may enroll in any one of nine schools, in addition to the two mentioned above: architecture and planning, arts and sciences, engineering, law, library and information science, music, nursing, philosophy and social work.

These other nine schools have filled important niches: our doctoral programs in philosophy and social service are among the nation’s oldest; the music school is the only one in the city; the architecture school is the largest in the metropolitan area; the law school is a pioneer in clinical education; and the drama department has been an incubator for acclaimed playwrights, directors and actors.

In this annual report, we introduce you to a sampling of our brightest minds so that you will understand how our community of scholarship, teaching and learning aspires to brilliance.

The stories of these academicians underscore two characteristics of Catholic University — the heritage of first-rate research that enables Catholic University to attract outstanding scholars onto its faculty and the community of learning and teaching that is the product of exceptionally strong ties between faculty and students. Our faculty members shine in taking their scholarship and opening it up to the world. And the balance that they create and maintain between their scholarship and their engagement with their students is inspirational.

In these pages, you will also meet several gifted students — doctoral candidates La Toya Barnett and Yuki Yamazaki and undergraduate Alex Vlachik, class of 2003. Ms. Barnett, a sociologist, and Ms. Yamazaki, a historian, traveled different paths to CUA but share a passion for learning and teaching redefines the way “media” is commonly understood and studied.

You will read about Raja Parasuraman, a renowned scholar who founded a new academic discipline, neuroergonomics.

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for scholarship in their respective fields of specialization. The experience of Mr. Vaclavik, a biology major who also immersed himself in Shakespeare and Gothic architecture, epitomizes the very best that Catholic University has to offer its undergraduates: a classic liberal arts education and multiple educational, service and spiritual opportunities for the development of the whole person.

Finally, I want to acquaint you with a luminous example of our collective and institutional strength — our School of Philosophy, one of only three such schools in the United States. Wherever I travel to meet alumni, I hear them speak of their gratitude to CUA for giving them the opportunity to study philosophy in real depth. “CUA’s philosophy courses taught me how to think,” is the most common refrain.

The character and quality of our faculty and students are what we have chosen to focus on in this annual report, because they best define who we are as an institution of higher learning. It often behooves me, as the president of this university, to report to the university’s multiple constituencies on the “bricks and mortar” questions. And though the human dimension is more important, I would be remiss if I did not briefly describe the greatest material accomplishment of the 2002–03 academic year — the springtime opening of the new, 104,000-square-foot, $27 million Edward J. Pryzbyla University Center in the heart of campus. The center features consolidated dining facilities, a two-story bookstore, convenience store, Great Room and offices for student life and student organizations. We call it our new living room, but in truth it is the university’s first genuine living room. The facility has had a transformative effect on our campus, drawing students, faculty, administrators, staff and visitors into its welcoming embrace at all hours of the day and evening.

The Pryzbyla Center has also been a source of great joy to the many people who labored to make it a reality, for more than anything else we could have done, it puts the tangible — the “bricks and mortar” — to work completely in service to the strengthening of the community of teachers, scholars and students that we value so highly. Together, the tangible and the intangible propel our progress and give us great optimism for Catholic University’s future success.

Very Rev. David M. O’Connell, C.M.
President
Leading the Resurgence of Social Workers in Health Care

James Zabora

Every day on the drive from his Baltimore home to Catholic University in Washington, D.C., Dean James Zabora asks himself: Can we do it better? Can we do it differently?

“My answer is almost always yes,” says Zabora, dean of CUA’s National Catholic School of Social Service. “I don’t think there’s ever a point where I’m doing everything I can to resolve the issues that confront social workers.”

Those two questions have driven Zabora since he graduated from the University of Maryland with a master’s degree in social work and took the most challenging job he could find: counseling some of Baltimore’s toughest heroin addicts in a drug treatment program at a municipal hospital.

Those questions motivated him during his doctoral work at Johns Hopkins University and during almost 20 years working with cancer patients and social workers. In 2002, Zabora left a prestigious position at Hopkins and served as associate director of community programs and research for the university’s cancer center. His days are full but Zabora frequently gets out of his Shahan Hall office and walks around the building to meet students and solicit ideas about the program. He first met Jason Shott in the fall of 2002 at a meeting of the undergraduate social work association. Shott was a senior, majoring in social work and leaning toward a master’s degree in psychology. Shott was hoping to land a part-time internship at Hopkins and to enroll full time in a master’s program, but he was concerned about finances. A mentor as well as an administrator, Zabora convinced Shott to pursue a master’s in social work, helped him to secure the internship, and even presented him with a page of circled classified ads for Baltimore apartments that Shott could afford.

“I was in turmoil about what to do with my life,” says Shott, 27, who begins his master’s studies at CUA in fall 2003. “He showed me the way.”

Zabora has long been an outspoken advocate of the need for social workers to measure quantitatively the success of a program — known in the field as evidence-based practice. In these days of reduced funding for health care, he says it’s critical that social workers know how to assess the programs they’re running and determine whether they’re viable. For social workers — traditionally more focused on treating patients — the shift to evidence-based practice requires new skills.

As part of his commitment to changing the way social workers perform their jobs, Zabora has implemented a post-master’s program that will offer seven continuing education courses in evidence-based practice, aging and ethics. Zabora hopes the courses, designed for practicing clinicians, will encourage them to pursue a doctorate.

He emphasizes the importance of grounding students in theoretical knowledge so they can properly serve clients and patients in a clinical setting. Zabora credits his faculty for the school’s strength in that area.

“That’s what distinguishes our faculty — their persistence in maintaining theoretical knowledge as it relates to clinical practice,” says Zabora.

“I know it frustrates our students sometimes because they feel like all the faculty members ever talk about is theory, theory, theory. But then they leave here and they see the value of having a model that guides what you say and do and allows you to predict whether the individual you’re trying to help is going to respond.”

Growing up just outside the city of Baltimore, it seemed unlikely that Zabora would end up a college professor, much less a dean. In his world, where Dunkirk Avenue was the dividing line between predominantly white Dundalk, Md. and heavily African-American Turner Station, it was assumed that he’d follow his father to Bethlehem Steel, where the elder Zabora was a laborer for 55 years.

But at Loyola High School in Towson. Md., Zabora excelled in science. While a high school junior, he was accepted into the pharmacy program at the University of Maryland. Then a closer inspection of the pharmacology curriculum, which he says appeared awfully boring, and an eye-opening job the summer before his senior year convinced him that his interests lay elsewhere.

Zabora has been hired by the Social Security Administration to go door to door in blighted East Baltimore, interviewing residents to find out if they were eligible for benefits. It was the summer of 1968. Martin Luther King Jr. was murdered in Memphis that April, and racial tension was high in Baltimore.

He declined the offer from Maryland and instead enrolled at Loyola College in Baltimore, where he majored in sociology. After earning his master’s degree at Maryland, he worked with heroin addicts for eight years.

Then, intrigued by one of the most significant challenges in health care — helping cancer patients deal with their own mortality — he accepted a job in 1983 as assistant director of a social work program for cancer patients at Hopkins. There he earned his doctorate while putting in 60-hour work weeks. Eventually he held several faculty positions at Hopkins and served as associate director of community programs and research for the university’s cancer center.

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Lisa Gitelman, associate professor of English and director of the media studies program, holds a 3” x 5” glass plate of a silver-toned image of a woman standing off center beneath a canopy of trees, ghostly hair blowing. It looks vaguely like a mid-1800s photo that has just seen the light of day for the first time in a century. But the off-center composition suggests someone behind the camera sensitive to the irony of creating a 19th-century image in a 21st-century world. In fact, Gitelman and Abby Moser, the director of the program’s media lab, exposed the plate using a mid-20th-century Brownie camera and the 19th-century ambrotype process. They developed it in the media lab’s darkroom.

This small personal project illustrates an important principle of the media studies program that Gitelman directs: engage media as both critic and creator. And it shows how someone’s interest in a seemingly “dead” 19th-century medium can bring it back to life.

Gitelman came to CUA in 1999 from a position as associate research specialist for the Thomas A. Edison Papers project at Rutgers University. Edison held 1,093 U.S. patents, more than one-third of them in the burgeoning field of ‘new media studies’; that new media is a concept limited to late-20th-century digital culture (it is not), and that before the Internet and the Web the Gutenberg press was the only prior information revolution worth mentioning (it clearly was not). For Gitelman, ‘new media’ means recording cylinders and shorthand alphabets as well as the Web, and ‘information revolution’ means the standardization of writing in typewritten fields or the mechanization of music in player piano rolls as well as e-mail or MP3 files. Scripts, Grooves, and Writing Machines is therefore essential reading for anyone seriously interested in the past and present role of media in culture.

Chapters from Scripts, Grooves, and Writing Machines have been listed as required readings for courses in a wide variety of disciplines, including comparative literature at Harvard and Stanford, composition and rhetoric at Syracuse, intellectual property and copyright at the University of Chicago and moving images and sound archives in the information science program at the University of Pittsburgh.

Her latest book, New Media, 1740–1915 (MIT, 2003), which Gitelman co-edited with former CUA professor and media studies director Geoffrey Pingree, is one of a series of works from MIT Press examining new media and its place within society. New Media includes chapters on media that were introduced and failed, sometimes called “dead media.”

English professor Matthew Kirschenbaum lists Scripts, Grooves, and Writing Machines in the bibliography for his course in modern literary theory and digital studies at the University of Maryland in College Park. Praising the book, he says, “Lisa Gitelman’s work on the phonograph, the typewriter, and other late-19th-century inscription technologies explodes two of the most persistent myths in the burgeoning field of ‘new media studies’.

because they were and are novel, they were interesting because they formed part of a living, breathing culture, a culture that, of course, we still live in today.”

Gitelman earned an A.B. degree in English from the University of Chicago and a doctorate in English from Columbia. Today she brings this close attention to language and culture to the study of media. The intuition that media could and should empower for students. “There is always a sense with Dr. Gitelman that whatever she is teaching you, whatever you are experiencing, is really just a small aspect or part of something larger, something much beyond the immediate study,” Guidry says.

Gitelman agrees. “This is an exciting field, with a lot of room for new thinking. Media tend to be very slippery historical subjects, at least because media of any kind actually help create meaning. In this immediate study,” Guidry says. “We’re at an important juncture as a society. It’s too easy to give over to a technological determinism. My argument — and that of others in this growing field — is that media and the uses to which they are put are never inevitable.”

Although hands-on production is one aspect of the program, media studies at CUA is firmly committed to the university’s liberal arts tradition. “Our program is truly interdisciplinary, with elective courses that draw from offerings in philosophy, art, anthropology, English, modern languages and history,” says Gitelman. Broadly critical thinking skills are particularly important in today’s media-rich culture, she explains. “We’re at an important juncture as a society. It’s too easy to give over to a technological determinism. My argument — and that of others in this growing field — is that media and the uses to which they are put are never inevitable.”

We lose sight of how social interaction with media actually helps create meaning. In this program one of the things we do is to place media back into their historical contexts.”

Catholic University’s first class of 13 “communications studies” majors graduated in 1997. The program, renamed media studies three years ago, is now the third most popular major on campus, with 170 students who learn both to think critically about media and to create award-winning media projects. In August 2002, for example, a student film, Dog Eat Dog, won first prize in the “mockumentary” category at the Georgetown Film Festival. CUA student films have also been honored recently at the Columbus International Film Festival, the Fort Lauderdale Film Festival and the Berkeley Film and Video Festival. Guidry says, “I had always looked for a discipline that would allow me to think as well as create and the media studies program fit that niche quite well.”

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The Light of Research

Raja Parasuraman

From Air Traffic to Neuroergonomics:
A Trailblazer in ‘Human Factors’

It seems fitting that Professor of Psychology Raja Parasuraman should have chosen to devote his academic career to exploring brain function, because his own mental proclivities are so diverse: He can describe in detail his current research on how technology affects workers’ attention spans, expound on the value of the music of Bob Dylan and Jimi Hendrix and list the exploits of Latin American revolutionary Che Guevara — and make the switch between topics almost seamlessly.

Such intellectual nimbleness, however, once earned him a rebuke from a professor. When Parasuraman earned his Ph.D. at England’s Aston University in 1976, one of his instructors asked him whether he wanted to study psychophysiology (the study of the interactions between mental and physiological processes) or ergonomics (a science that seeks to adapt working conditions to human mental and physical capabilities) — compatible with their abilities. Neuroergonomics, which analyzes the human factors of workplace performance (e.g., juggling tasks or the physical abilities of younger and older workers).

Ergonomics applies psychology and physiology to the design of safe and effective technology and products that fit with human mental and physical capabilities — for example, making sure that computers and other technology in airplane cockpits are designed to be usable by pilots and are compatible with their abilities. Neuroscientists study the brain and nervous system, typically with a view to understanding disorders.

Comments for and against the idea flooded his e-mail inbox. Pleased with the response, he began compiling articles for Theoretical Issues in Ergonomics Science, a journal devoted to neuroergonomics that he launched in January 2003.

Parasuraman says that by combining neuroscience and ergonomics, human interaction with technology can be enhanced with the aid of our increased knowledge of the brain. Also, new technologies such as brain-based computers for the disabled could be designed.

“I thought that since we now know so much about brain functions and imaging, it’s only natural to apply that knowledge — not just to determining whether someone will be afflicted with disorders such as Alzheimer’s disease or schizophrenia, but also how normal individuals react under stress at work and deal with new technology,” says Parasuraman, mentioning two questions that he studies. Along with Research Associate Professor Pam Greenwood, he co-directs Catholic University’s Cognitive Science Laboratory, which he established in 1985 and which currently is staffed by 20 graduate students.

“Raja is so good at human factors that it makes me jealous,” says James Becker, a psychiatry, neurology and psychology professor at the University of Pittsburgh who collaborates with Parasuraman in studying the effects of aging in regard to Alzheimer’s disease and ergonomics. “His contributions are going to become more and more important as he finds new ways to understand the relationship between the brain and the workplace, optimizing workplace performance.”

Since the early 1990s the Cognitive Science Laboratory’s staff has studied automation in the airline industry — whether computerized cockpits lead to greater complacency and dependency on technology and, therefore, more pilot errors.

In 1996 this work made Parasuraman the logical choice for a related assignment: an appointment to a panel of the National Research Council, an independent agency that advises the federal government. The panel was charged with studying the concept of “Free Flight,” a satellite-based system of air traffic management that is poised to revamp air traffic control as we know it.

Free Flight was invented by the airline industry to make air traffic control more efficient. Despite September 11 and the sluggish economy, air traffic is expected to nearly double in the next 10 years. To accommodate this increase, Free Flight will give pilots the responsibilities of choosing the most direct route to a destination and maneuvering out of another jet’s flight path — duties once solely the domain of air traffic controllers.

Controllers will still play an important role, Parasuraman explains. They will serve in a managerial capacity, analyzing weather patterns and monitoring traffic flow in the skies. But controllers will dictate an airplane’s flight only during an equipment failure, in bad weather, if a plane is near an airline terminal or if a flight situation seems dangerous.

This is similar to the military concepts of tactical and strategic control: A colonel leading a platoon of soldiers to take a hill is a tactical controller, and a general calling the shots from headquarters a hundred miles away is the strategic controller. Under Free Flight, air traffic controllers will be the generals.

For his research at Catholic University, Parasuraman brought in air traffic controllers from local airports and placed them in situations similar to the crises they might face on the job. A Cognitive Science Laboratory-developed simulator presented a radar display of airplanes in flight, approaching an airport and preparing to land. The simulator recorded the controllers’ attention spans and perceptions by measuring their eye movements as they performed tasks in a real-time simulation of air traffic control.

During periods of light traffic flow, the controllers identified potential crises quickly; but as traffic density increased, they missed conflicts or responded to them too late. Parasuraman then added a computerized “conflict probe” that predicted an airplane’s future course up to 10 minutes ahead of schedule. The controllers’ detection accuracy increased dramatically.

“Raja is one of the smartest people I know and his work is widely used by NASA,” says Anthony Masalonis. Now a systems engineer with Mitre Corp., an aviation research firm, Masalonis worked with Parasuraman on Free Flight experiments from 1996 to 2000 as a CUA doctoral student.

Considered an international expert on air safety, Parasuraman has appeared on the Learning Channel, CNN and other media outlets. During his 20-year CUA tenure, he has brought to the university about $9 million in grants from agencies such as NASA, the U.S. Army and Air Force, NIH and the Alzheimer’s Foundation.

For his students, Parasuraman is a dynamic, nurturing mentor, with a laid-back manner and a quick smile. He’ll critique a student’s paper, then invite him or her out to dinner. There have been times when he brought leftovers from home to feed his CSL researchers working late at night.

“Raja is so brilliant, so accomplished, but yet he’s still humble,” says Erica Rovira, 25, a doctoral student who is studying human factors in air traffic control.

“Dr. Parasuraman is always encouraging us to be independent and to go out and get grants,” says Camilla Knott, 29, another doctoral student who is studying visual and spatial attention in the elderly. “He really prepares us for the real world.”
The Light of Learning

EMBRACING THE JOY OF ACADEMIC LIFE THROUGH SOCIOLOGY

La Toya Barnett

Five years ago, La Toya Barnett thought that in 2003 she would be a criminal attorney standing in a courtroom presenting her client’s case to a judge. Instead, she’s standing in front of a Sociology 101 on CUA’s campus, a doctoral student in sociology introducing undergraduates to the world of cohort groups and social structure. She couldn’t be happier.

The Forestville, Md., resident came to CUA as a freshman, drawn by the school’s religious foundation and beautiful campus. “It was important to me to study in a religiously based institution,” she says. “And I fell in love with CUA’s aesthetic nature. I never got tired of looking at this campus.”

She earned her B.A. in philosophy, with a minor in sociology, and was immediately asked where the graduation on her research profiling successful minority women in science. After Barnett’s presentation, Hanson reports, “La Toya’s interests in criminal justice originally led her to think of law school as her career choice. But the sociology classes that she took soon convinced her that the best way for her to understand and make a difference in the way the criminal justice system works is through sociology.”

Barnett has her M.A. in sociology in hand and will complete the course work for a Ph.D. by the end of 2004. She is still exploring options for a specific dissertation topic, but has narrowed her focus to issues involving race inequities in the U.S. criminal justice system.

As she has delved deeper into the field of sociology, Barnett has discovered an important source of energy for her own intellectual life: research. “I love it,” she says. Her enthusiasm and ability are apparent in the quality of her research and the papers that derive from her scholarly work. In the spring of 2003, Hanson, Barnett and several other graduate students gave a brown-bag research presentation on Hanson’s National Science Foundation-funded grant on minority women in science. After Barnett’s presentation on her research profiling successful African-American women scientists, a colleague of Hanson’s asked where the graduate student had come from. “I gladly said that she was a CUA undergraduate whom I recruited into our graduate program,” Hanson reports. “La Toya exemplifies the best traits that are encouraged in our graduate program. She is dedicated and professional in her approach to classes and research, and she is passionate about learning and expanding her ideas about sociological issues, concepts and methods.”

Barnett’s academic home is the sociology department at CUA, but she also takes classes in criminology at George Washington University through the Consortium of Universities of the Washington Metropolitan Area. The consortium comprises 12 universities and offers students opportunities to take courses offered at other member universities but not available at their own.

“Making connections through the consortium and expanding my knowledge base has been invaluable to helping me focus my research interests,” she says.

Working closely with professors can be an education in itself. “I see the true joy in my professors,” Barnett says. “They’re busy, they’re professionals, they travel, but they still take care of their families; they’re still moms and dads. Many of them are also spiritually grounded, and that’s the life I want.” Hanson says Barnett also shares her knowledge with others as a mentor to new students entering the program. “I have no doubt that La Toya will be successful in her sociological career and will reflect well on Catholic University.” Hanson concludes.

Barnett attributes her comfort in the classroom to the relationship she and her students have developed during their weeks together. “Most of the students in this class are rising seniors, she says. “I’m not that far from where they are. We’re doing well together.” As she stands in front of the class, easily moving from blackboard lecture to classroom discussion, she says her comfort with her students also emanates from her own satisfaction with the choices she has made at CUA. “I know I’ve found the field that’s right for me.”

Renaissance Man: The Complete Undergraduate Experience

Alex Vaclavik

The best college experience, like a harmonious marriage, is based on shared values. Many students find their match in a college or university with a strong liberal arts program. Others, more vocationally minded, look for a school that emphasizes specialized skills. Some students seek out the strong spiritual and moral grounding a university founded under a religious aegis can offer. But what if a prospective student demands all those characteristics of his or her university — and wants a strong community on a vibrant, active campus, too?

Like Alex Vaclavik, they might find their match in Catholic University.

Graduating cum laude in 2003 as a pre-med biology major, Vaclavik set his criteria for a college early in his high school years. His determination and focus equipped him to take full advantage of all that Catholic University had to offer — from leadership training and community service to a year abroad, says Marion Ficke, coordinator of the university’s pre-med program. “Alex came to CUA with enough AP credits to complete our program, which is very rigorous, in three years. But as a freshman, Alex told me he wanted a full four-year college experience.”

Vaclavik will finish his medical training at Creighton University School of Medicine, a Jesuit institution in Omaha, Neb. “CUA’s pre-med program is small, with approximately eight to 10 students applying either for medical or dental school in any given year,” says Ficke. “Students get a lot of personal attention. They do well in medical school because of their strong background in biology, chemistry, physics and physiology.” Among medical schools recently accepting CUA students are the University of Pennsylvania, Vanderbilt, Emory, NYU, Loyola in Chicago, the University of Maryland, the University of Virginia and SUNY.

“I wanted to study at a Catholic medical school because Catholic medical schools take into account the role of faith and spirituality in the process of healing and incorporate that into the curriculum,” says Vaclavik. He has deferred medical school for a year while he teaches English in Japan.

Ingrid Merkel, director of the University Honors Program at CUA, says: “Alex is a rare, rare science student. He not only wanted very much to study abroad, but also had the academic flexibility to do so.” She and the chair of the biology department, Venigalla Rao, encouraged him to take the
The Light of Learning

year abroad beginning in fall 2001 at Keble College at Oxford, which has a strong humanities focus, and the following spring term at the University of Notre Dame Australia. “The educational principle in Catholic University’s honors program is that in their four years here, CUA students are to become acquainted with a lot of different things,” says Merkel. “And I believe that physicians must be well rounded.”

Vaclavek also developed a commitment to community and skills as a leader at CUA, beginning in the freshman honors residence hall, Unsame House. “It was great. We created a real community,” he says. “My roommates senior year I met at Unsame.” The house is an intense experience, with a live-in faculty member, weekly formal presentations by students, roundtable discussions by students, formal presentations to include 70 student advisories and parent orientation adviser and then as coordinator of new student orientation. Vaclavek instructed 60 to 70 student advisors on the information to include in meetings with new students, facilitated and coordinated some of the adviser training sessions, advised on logistics and spoke at the orientation opening session. “Alex accomplished so much and made tremendous contributions to the program,” says Ellen Thorp, assistant dean of students. Vaclavek followed his parents, Elizabeth Talone Vaclavek, B.S.N. 1979, and Larry Vaclavek, M.A. 1982, to CUA, but he has always forged his own path. However many new worlds he resolves to conquer, Vaclavek will always be able to draw on his formative experiences at Catholic University. “At CUA I had the opportunities to do so much and have so many adventures that I’ll never forget,” he says.

FROM JAPAN TO AMERICA: WRITING A CHAPTER OF IMMIGRANT HISTORY

Yuki Yamazaki

Immigrants to any new country confront bewildering experiences — strange new customs, unfamiliar streets, cacophonous babble. But Japanese Catholic immigrants in early 20th-century America faced an uncommon dilemma — virtually no priests spoke their language. To whom could they confess their sins? One Los Angeles man became so disturbed by his unrecconciled state that he wrote to his bishop back in Japan, begging him to “hear” his confession by mail. “To confess by mail was not possible,” says Yuki Yamazaki, a CUA doctoral candidate in history studying the relationship between Japanese immigrants and American Catholic missions. “But the bishop knew a priest, Father Albert Breton, who was traveling from Japan back to Europe via America. He asked the priest to please stop in Los Angeles to hear the man’s confession.”

Father Breton was in Los Angeles from 1912 to 1921, when Catholic religious orders took up the work of serving Japanese immigrants. Stories like this have been virtually ignored by historians of American immigration history. “The topic of Japanese Catholic immigrants has hardly been studied,” says Lawrence Poos, dean of Catholic University’s School of Arts and Sciences and a professor of history, “in part because there are so few historians of America — especially among those trained here in America — who combine expertise and knowledge of Catholic, immigrant and Asian-American history with Japanese language skills. That’s Yuki’s unique combination.”

While a research assistant at the Institute of American/Canadian Studies at Tokyo’s Sophia University, a Jesuit institution where she earned her bachelor’s degree, Yamazaki became interested in how the Japanese Catholics who emigrated to America beginning about 1910 became assimilated into American society. She learned about Catholic University while at Sophia. “Catholic University is known for its active and well-respected scholars of American Church and immigrant history. I knew it would be the best place for my work,” she says. Yamazaki began her master’s degree program here in 1997. Her dissertation committee comprises three top historians of immigration, American Catholicism and Church history. Leslie Tenor, a professor of American Catholic history who also heads Catholic University’s Center for the Study of American Catholicism, is her dissertation adviser. One of the readers of her dissertation will be Timothy Meagher, an associate professor of history and the director of CUA’s American Catholic Historical Research Center and University Archives. The American Conference of Irish Studies recently awarded him its James Donnelly Prize for the year’s best book on Irish or Irish-American history. Her second reader, Christopher Kaffelman, the Catholic Daughters of the Americas Professor of American Catholic History, writes and teaches about American Catholic religious orders and philanthropic organizations. He has written, co-written or edited more than 10 books on these and other topics in Church history.

Tenor calls Yamazaki’s project “a genuine contribution to the history of Catholicism in the United States.” She continues, “The American Church, as we often call it, is, in terms of its ethnic composition, probably the world’s most cosmopolitan — not that U.S. Catholics typically think of themselves in those terms. Work like Yuki’s serves to remind us of this important truth.”

“Yami has found work with the Smithsonian Institution related to her studies, conducting research for the renewal of an exhibit on the Japanese World War II internment and helping to coordinate future exhibits with the Japanese Embassy and the museum. After completing her dissertation, she plans to remain open to several career possibilities, including museum work and teaching. Whatever her future brings, Yamazaki’s dissertation will be of importance to American immigrant studies, contends her adviser Tenor. “Yami’s work will finally bring a unique chapter of the rich immigrant history of the United States to light.”

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The Light of Reason
A Balanced and Comprehensive Pursuit of Wisdom

The School of Philosophy

How does CUA’s philosophy school, founded on the European model of deep study in the history of philosophy, thrive in America, where the quick fix, the latent fade, the newest personality drive popular culture and, sometimes, even academic pursuits?

“We have great teachers who are also world-renowned and respected scholars coming into contact with students serious about the ultimate questions of life,” responds Rev. Kurt Pritzl, O.P., dean of the school and an associate professor of ancient Greek philosophy. It is the school of choice for 312 graduate students as well as 104 undergraduate philosophy majors—a number double the number from 1997. The graduate program, says the dean, is “the heart of the school. We nestle the undergraduates into the program as a whole.”

A Tremendous Experience for Students

For both graduate and undergraduate students, the School of Philosophy’s appeal begins with its stellar faculty.

Erika Canis Ahern, B.A. 2003 and winner of the President’s Medal for academic excellence and service to the CUA community, came to CUA in part because she had heard from several priests who were family friends that the philosophy program at CUA was excellent. “When I got here and started courses, I was astounded,” she says. “It was rigorous and demanding but a tremendous experience. And the faculty is the best part—I consistently had excellent professors who encouraged me to stick with it.”

John L. Schwenkler, B.A. 2003, who is a first-year philosophy doctoral student at Notre Dame, also cites his exposure to philosophy, through the honors program, as key to his decision to major in the field. “I started as a drama major. As an honors student I chose the Aristotelian Studium.” In the studium, students read and discuss Aristotle’s works and other philosophers’ responses to them. “My first class taught my interest. As I took more courses, I became immersed in various questions. And I had the benefit of wonderful professors willing to spend time and do what was necessary to develop my interest further.”

Therese Driessen Lewis, a 1999 graduate, concurs. “For me the best thing about CUA’s philosophy program was the professors,” she says. “They were able to present the material in such a way that debate about our studies often spilled over into our dorms, cafeteria, and, into discussion to a point where friends would say to each other ‘how Aristotelian or Platonic or Descartes of you!'”

In the program, students get a deep and broad knowledge of the history of philosophy and at the same time bring their own thinking to bear on philosophy’s enduring questions. Rising senior philosophy major and honors student Gloria Wasserman is a case in point. “Before I took my first philosophy course, I didn’t even know what philosophy was. Then in my freshman course, we related the questions in philosophy to those we face in our everyday lives.”

Lewis teaches religious studies in a Catholic high school, where, she says, “I use my philosophy background all the time, challenging my students to think about life, their own assumptions and what really is important.”

Engaging in real-world situations through the history of philosophy is as gratifying to CUA professors as it is to their students. “I like teaching the nursing graduates because of the real-world experience they have—neo-natal and post-op intensive care, psychiatric, emergency room, family practice,” says Associate Professor Richard Hassing, who teaches a course in the philosophy of science in the graduate nursing program. “We talk about modern science and its impact on how we understand and deal with ourselves. To put it simplistically, science understands things by taking them apart. This impacts medicine, obviously. It’s a problem for anyone trying to keep an eye on the whole patient, and nurses are the last line of defense here.”

Kevin Cherry, now in a doctoral program in political theory at Notre Dame, received his bachelor’s and master’s degrees in philosophy at CUA. “As dean, Father Pritzl has carried on the tradition of excellence started by former dean Jude Dougherty.” Dougherty retired in 1999 after 31 years as dean, he continues as dean emeritus and editor of The Review of Metaphysics. “The faculty as a whole is so strong. It just goes on and on,” says Cherry.

Ron Hurl, who earned his Bachelor of Arts degree from Sarah Lawrence College, came to CUA to study with Associate Professor Richard Velkel: “He is one of the most brilliant thinkers on the history of philosophy in America,” Hurl says. “But I was also interested in the Catholic identity and the Catholic culture in the area.”

What makes CUA’s program dynamic is that it undertakes the search for philosophical truth while being open to the revelation of Christian faith.”

Michael Romboire came to CUA for his Ph.D. after receiving a B.A. in philosophy from Dominican College at Ottawa, and a B.Sc. in engineering physics from Queen’s University at Kingston, Ontario. “I wanted a comprehensive and balanced education in philosophy and I knew that I could get that at CUA.”

Romboire has not been disappointed with his experience. “The School of Philosophy offers students the opportunity to explore the development of philosophical issues and themes throughout the major historical periods of philosophical thought. Most importantly, the school continues to be committed to the classical notion of philosophy as the pursuit of wisdom and the good life.”

Fully and Authentically a School

Father Pritzl emphasizes that the School of Philosophy — formally inaugurated in 1995 and having the distinction of offering one of the oldest Ph.D. programs in the country — is fully and authentically a philosophy school: believers and nonbelievers alike can explore philosophical truth here and learn clear thinking and reasoning. Being a “school of philosophy” is no small distinction. In the United States, in fact, only Cornell, University of Southern California and CUA have schools of philosophy; most philosophy programs are housed in departments. “That we are a school,” says Monsignor John Wippel, Theodore Baselin Professor of Philosophy, “is recognition of the importance of philosophy to the university.”

Addis Monsignor Robert Sokolowski, Elizabeth Breckenridge Caldwell Professor of Philosophy, “We’re a school because, according to the Catholic educational system as it’s defined by the Vatican, philosophy as well as theology and canon law are supposed to be pontifical schools to grant ecclesiastical degrees.” CUA’s School of Philosophy grants both ecclesiastical and civil degrees.

Underlying all philosophical study at CUA is its commitment to the Catholic intellectual tradition, which recognizes that faith and reason are in harmony. Fides et Ratio, the 1998 papal encyclical that defends reason’s ability to reach truth and examines in depth its harmony with faith, is central to the school’s mission.

Strengths in Classical and Medieval Thought

Fides et Ratio recognizes several “stances” in philosophy, including the first one, ancient Greek philosophy, which is “philosophy completely independent of the Gospel’s Revelation.” Greek philosophy is one of the strengths of the CUA school. “These first thinkers developed all the major philosophical issues and contributed permanently to their resolution,” says Father Pritzl. “Reading a text of Plato or Aristotle is not an historical exercise but an immediate philosophical encounter.”

The school is also recognized for its outstanding philosophers of medieval thought, particularly that of Thomas Aquinas and Duns Scotus. “If you want to study Aquinas, this is the place to do it,” says Hurl. Monsignor Wippel is one of the world’s leading experts on Thomistic thought — the philosophy and metaphysics of Aquinas. “His importance as a scholar of Aquinas’ metaphysics and as a teacher cannot be overemphasized,” says the dean. Monsignor Wippel’s book, The Metaphysical Thought of Thomas Aquinas, is a principal text on the topic.

Aquinas was one of the first Catholic philosophers to grapple with questions of faith’s harmony with reason, primarily because the Greek philosophers were then being translated into Latin. Much of this new material came through Arabic translations. Thiré-Ann Draut, professor of medieval Arabic philosophy, director of the Center for Medieval and Byzantine Studies and a scholar of international reputation, explains that interpretative texts by Islamic scholars, such as Avicenna, deeply influenced the West. “His proof for the existence of...
she declares. That’s because most American thought is something that students like Ahern of a kind very difficult to find these days, philosophical works of the medieval philosopher on Aquinas and on Duns Scotus among surviving texts. Through careful examination of the various traditions in an integral philosophy programs do not emphasize studying philosophy through its history. Richard Velkley, whose specialty is 18th- and 19th-century German philosophy and Jean Jacques Rousseau, explains: “The predominant tradition in the United States and Canada is analytic philosophy. Analytic philosophers posit that philosophy consists of a set of basic problems that analytic philosophy can solve or come close to solving through clarification of language and of fundamental concepts.”

The school’s faculty members philosophize about recurring questions in dialogue with the great texts of the past, but also look for the good in more recent philosophical movements. Assistant Professor Michael Gorman, with doctors in philosophy and theology, is uncommonly qualified to engage analytic philosophy from a classical standard. “Dr. Gorman brings together in his work the medieval tradition and the more recent analytic tradition of philosophers. It is very difficult to combine these traditions in an integral way,” says the dean. Gorman received the prestigious Alexander von Humboldt fellowship for research at the University of Leipzig, Germany, during the 2004 calendar year to write a book on the philosophical understanding of essence.

Strength in Modern Philosophy

As undergraduates, philosophy students at CUA integrate the program as a whole in their senior seminars. Ahern says, “I enjoyed being able to pit the great thinkers of the modern era against the great thinkers of the past.” She has put her finger on another strength of the school — the history of how such things might reveal something about human beings.”

In the relatively young field of philosophy of science, changes have also been significant over the past 30 years, says Jean De Groot, associate dean and an associate professor who teaches Greek philosophy as well as philosophy of science and philosophy of nature. Twentieth-century relativity and quantum mechanics may also soon bring changes in views held in the philosophy of nature.

Continuing Relevance

Monsignor Wippell takes a long view of some philosophical trends. “After the Second Vatican Council, there was a decline in interest in Aquinas in Catholic professional philosophical circles. But in the last 10 years, many professional philosophers outside Catholic circles have begun to look more closely at his thought.” He attributes this renewed interest to changes in reigning philosophical movements. “Control over professional philosophy by analytical philosophy is changing. New openings have arisen in faculties for ethics but also for metaphysics. Aquinas is one of the greatest philosophers because of the depth and power of his thought.”

In the face of change, CUA has maintained its curriculum of reading primary sources such as Plato, Aristotle and Aquinas in relation to philosophical movements over time. Father Pritzl concludes, “What our students read today, students 100 years from now will read as well.”

CUA’s program excels in its stability, engagement and continued relevance to the lives of its students. Hassing says the events of September 11 have brought a new seriousness to undergraduate and graduate students of philosophy. “We face dire problems and have to get serious; pleasure, play and self-forgetting won’t do any more. The history of philosophy is connected to what we Americans are, and so can provide some needed self-knowledge.”

Therese Lewis agrees. “I found that philosophy wasn’t just sitting around and thinking about interesting things. True philosophers’ lives were affected by their views, and philosophy became for me a way of life. “Philosophy is about wonder and the search for truth, both of which are core to our human spirit. Philosophy is thus a deeply fulfilling and challenging area of study because it deals intimately with who we are, what we desire, how we live,” she says.

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— Michael Rambro
The pages that follow contain selected highlights of notable events at the university and of accomplishments by its administrators, faculty, staff and students during the period following Commencement 2002 and concluding with Commencement 2003 (June 2002–May 2003). It is by no means an exhaustive list.

**University**

The Most Rev. William E. Lori, bishop of Bridgeport, Conn., is elected chairman of Catholic University’s Board of Trustees.

*Catholic University dedicates its newly completed Edward J. Przybyla University Center.* The $27 million 104,000-square-foot facility serves as the university community’s central dining and gathering place; houses the university bookstores and administrative and student offices; and has ample conference space.

The Benjamin T. Rome School of Music stages Leonard Bernstein’s MASS. Conducted by music school dean Murry Sidlin, CUA’s production is presented as the first annual President’s Concert. The university’s highest honor, the President’s Medal, is awarded to the John F. Kennedy Center for the Performing Arts to honor the center for its role in originating MASS. A series of interdisciplinary symposia, “A Simple Song: Leonard Bernstein’s MASS and American Society, 1960–71,” is held in conjunction with MASS.

CUA re-establishes the School of Canon Law — the only one in the United States. Most recently, canon law was a department in the School of Religious Studies.

U.S. News & World Report ranks CUA’s School of Nursing among the nation’s top 50 nursing schools, and ranks the school’s pediatric care specialty No. 10 in the country. In the same issue of *U.S. News & World Report* and ranks the school’s pediatric care specialty No. 10 in the country. In the same issue of *U.S. News & World Report*, the annual March for Life in Washington, D.C., is held to announce that it will start using wind power. CUA contracts to buy 12 percent of its total electricity supply from a new wind farm. At the time of purchase, the agreement represents the largest percentage purchase of wind power by any university in the nation.

The university’s campuswide Integrated Pest Management Program is recognized by the Environmental Protection Agency Campus Consortium for Environmental Excellence as one of its “best management practices” at universities nationwide.

The Bureau of Catholic Indian Missions gives CUA $1 million to establish the Bureau of Catholic Indian Missions — Carl A. Weyerthamp-American Indian Scholarship Fund, which will provide scholarship awards to needy and deserving Catholic Native American students.

**Research**

Beckman Institute for Advanced Science and Technology opens on campus in summer 2002. More than 2,500 visitor groups pass through the center during the first year, looking for information.

**Learning**

The Eternal Word Television Network broadcasts a 90-minute town hall-style meeting from Catholic University’s campus, as part of the Catholic network’s coverage of the 30th anniversary of Roe v. Wade and the annual March for Life in Washington, D.C. The Very Rev. David M. O’Connell, C.M., CUA’s president; Associate Professor of Law Helen Alvaré; and CUA students participate in the show, which broadcasts live to a worldwide audience.

**2002–2003 Highlights**

The Visitor’s Center opens on campus in summer 2002. More than 2,500 visitor groups pass through the center during the first year, looking for information.

*U.S. Supreme Court Justice Antonin Scalia, Motion Picture Association of America President Jack Valenti and Sen. Sam Brownback (R-Kansas) make separate appearances at the law school, where they speak to students on issues ranging from the Constitution to situational ethics and cloning.*

The estate of Lois E. Schmitt, B.A. 1955, establishes the Albert G., Gertrude M. and Lois E. Schmitt Scholarship Fund, in excess of $1 million, to support students in the hard sciences and/or music who demonstrate financial need.

The Office of General Counsel establishes the Campus Legal Information Clearinghouse (http://counsel.cua.edu), the only nonproprietary Web site in the country designed to help guide college and university administrators through the full range of federal higher education regulations. A collaborative effort with the American Council on Education, CUC is featured by the *Chronicle of Higher Education.*

The Columbus School of Law and the School of Religious Studies co-sponsor a three-day academic symposium, “Diverse Visions in American Health Care: Conflict, Conscience and the Law.” Philosophers, theologians and legal scholars examine the implications of the conflict between religious belief and medical practices/treatments mandated by the government, insurance companies and other secular interests.

The Life Cycle Institute hosts “Priestly Identity in a Time of Crisis: New Research on Catholic Clergy,” a symposium discussing research findings on parish life, the priesthood and reasons why Catholic clergymen may choose to leave it.


The pages that follow contain selected highlights of notable events at the university and of accomplishments by its administrators, faculty, staff and students during the period following Commencement 2002 and concluding with Commencement 2003 (June 2002–May 2003). It is by no means an exhaustive list.
The National Catholic School of Social Service bids farewell to its largest class ever—21 majors, among whom 11 complete honors theses and nine are either preparing for a religious vocation or forming a year of volunteer service.

The Office of Housing and Residential Services and the University Honors Program launch a new initiative to enable honors students to reside in a single residence hall, thereby integrating intellectual stimulation and social interaction in a community of high-ability students.

The School of Arts and Sciences and Department of Modern Languages host a gathering of international scholars for a symposium, “Symbolism and Politics of the Sacred.” Scholars from the United States and France discuss the intersections and tensions between politics and the sacred in the modern world.

The Center for American Catholic Studies hosts a symposium, “The Catholic Vote, 2002,” to discuss trends among American Catholic voters affecting the November 2002 election. The center also hosts “Decline and Fall? Roman Catholicism since 1950 in the United States, the Republic of Ireland and the Province of Quebec,” a two-day, multidisciplinary conference.

Through the efforts of the general counsel’s office and the Center for Planning and Information Technology, CUA is the first university in the country to produce and place online a model policy to address new federal regulations under the Gramm-Blad of Modern Languages.

The School of Nursing and the Benjamin T. Rome School of Music bring harpist Therese Schrader-Buker to campus to lecture and demonstrate her palliative work with the sick and dying.

Professor Linda Wolpert replaces the 1967 version of the 15-volume, fully revised edition of the Catholic Encyclopedia. The 2002 version replaces the 1967 version of a work that is considered the standard Catholic reference work in English.

The Columbus School of Law publishes The Catholic Dimensions of Legal Study: The Catholic University Law School-Annotated Bibliography, the first annotated bibliography on the Catholic intellectual tradition and the law.

Timothy Noone, associate professor, philosophy, co-edits and contributes to A Companion to Philosophy in the Middle Ages, published by Blackwell (Oxford). The volume also features articles from CUA philosophy professors John Wippel, Thérèse Duart and Kevin White, religious studies professor Peter Casarella, and CUA philosophy graduate student Luis Rivera.


Irish Miller, adjunct associate professor, architecture, presents several book lectures and book signings in conjunction with her book Washington in Maps (Rizzoli International Publications).

2002–2003 Highlights


Wallace Thies, associate professor, politics, writes *Friendly Rivals: Bargaining and Burden-Shifting in NATO* (M.E. Sharpe Inc.).

Dean Hope, professor, sociology, and director of CUA’s Life Cycle Institute, publishes *The First Five Years of the Priesthood: A Study of Newly Ordained Catholic Priests* (Liturgical Press). It is the first of two books that he is writing about the clergy as part of a wide-ranging research program funded by the Lilly Endowment.

Antonio Cua, professor emeritus, philosophy, edits the *Encyclopedia of Chinese Philosophy*, published by Routledge. Cua writes most of its 16 entries about Confucianism and many others on themes in Chinese philosophy.

Grants and Research

Elizabeth M. Berta, assistant professor, National Catholic School of Social Service, writes *Psychosocial Factors and Ethnic Disparities in Diabetes Diagnosis and Treatment Among Older Adults* for the Journal of Health and Social Work. She found that Mexican Americans have the highest levels of undiagnosed diabetes and the lowest levels of social support of all racial and ethnic groups studied in a national sample.

Michael German, assistant professor, philosophy, receives the Alexander von Humboldt Fellowship for research at the University of Leipzig (Germany) to develop a book on the philosophical understanding of essence.

Diane Bumce, associate professor of chemistry, is awarded $250,000 from the National Science Foundation to evaluate the results of a four-year, multi-college study of how to improve innovative techniques for teaching chemistry.

Sister Rosemary Donley, S.C., professor, nursing, and Sharon Dudley Brown, assistant professor, nursing, are awarded a three-year, $780,000 grant from the U.S. Department of Health and Human Services’ Division of Nursing for the recruitment and education of nurses to provide primary health care to disadvantaged families and communities.

The School of Nursing obtains a three-year, $583,000 training grant from the U.S. Department of Health and Human Services to provide education and training opportunities for nurses who want to be child/adolescent behavioral health specialists. The project also offers students faculty-supervised training opportunities at CUA’s Child and Family Community Behavioral Health Center, opened by nursing school faculty in an apartment complex in northeast Washington, D.C.

Timothy Noonan, associate professor of philosophy, and John Romuald Green, O.F.M., direct the Duns Scotus Editing Project, funded by a $220,000 grant from the National Endowment for the Humanities.

Sister Catherine Dosleg, O.P., associate professor of religion and religious education, receives a $25,000 grant from The ACOTA Foundation, a group supporting adult formation programs, to develop religious education as a pastoral ministry among undergraduates.

Joseph Hölzer, assistant professor, biomedical engineering, receives an $813,581 grant from the Rehabilitation Institute of Chicago to study gait restoration in stroke patients using robotic-assisted treadmill training.

Pamela Tsapelas, assistant professor, civil engineering, receives a $301,795 grant from the National Science Foundation for a study of engineering materials and designs for reducing earthquake damage.

Sara Thompson, ’03, Metropolitan College, receives a one-year $893,000 workforce development grant from the Department of Labor to provide undergraduate certificates in information technology. Ninety working adults have enrolled in the program, which includes tracks in information security, health informatics and Web design.

Sandra Hanssen, professor and chair, sociology, is awarded $159,621 by the National Science Foundation to study factors that encourage and discourage African-American women in the field of science education. The NSF also awards Hanson $10,000 for her study of women scientists in Germany and the United States.

Karyn Brinieholzfeilze, assistant professor, social service, and James Zabora, associate professor and dean, social service, receive the Irish Geneve Quality of Life Award presented by the national office of the American Cancer Society. The two are honored for their research study (completed at Johns Hopkins University) entitled “Problem-Solving Education for Cancer Patients and Their Caregivers.”

Monsignor Robert Sadowski, Elizabeth Breckenridge Caldwell Professor of Philosophy, is awarded the Aquinas Medal, the highest honor bestowed by the Catholic Philosophical Association.

Monsignor Robert Paul Nolan, professor emeritus of philosophy with a CUA degree, is awarded the President’s Medal, the university’s highest honor, for his distinguished scholarship and 52 years of service to CUA.

Grammy-award winning gospel singer Aaron Neville receives the James Cardinal Gibbons Medal, the highest honor bestowed by the University’s alumni association for service to the nation, the Catholic Church or Catholic University.

Sister Vincentia Joseph, professor, social service, is chosen as Social Work Educator of the Year by the Metropolitan Chapter of the National Association of Social Workers.

Ellen Scully, clinical assistant professor of law, is recognized by the D.C. Law Students in Court program for her work as Director of the Columbus School of Law’s legal clinic. She was honored for “her many years of leadership and service to improving the quality and diversity of legal services available to low-income residents of the District of Columbia.”

Timothy Meagher, associate professor, history, and director of CUA’s American Catholic History Research Center and University Archives, is awarded the James Donnelly Prize for the Best Book on Irish History or Social Studies. Presented by the American Conference for Irish Studies, the award honors Meagher’s book, *Inventing Irish America: Generation, Class, and Ethnic Identity in a New England City, 1860–1928* (University of Notre Dame Press).

Vice Admiral Paul G. Gaffney II, who earned a master’s degree in mechanical engineering from CUA in 1963, is awarded an honorary doctorate in education. New president of Missouri University, Gaffney is chief navigator for the U.S. Navy and former president of the National Defense University.

Virgil Remsen, ’00, Byron DiGuglielmo Professor of Literature and professor of philosophy, receives an honorary doctorate from the University of Belarus-Bielysya in Obn, Rommeka.

Bernhard Vogel, minister-president of the German state of Thuringia, is awarded an honorary Doctor of Laws degree from Catholic University of America for his efforts to achieve political goals in accord with the Western moral tradition represented by the Catholic Church. Vogel has served as a leader in the Christian Democratic Party, as the country’s minister for culture and education, and as president of the Central Committee of German Catholics.

The Rev. Francis J. Moskowy, S.B.D., Katharine Emmet Chair of Religious Studies, receives the Reference Book of the Year Award from the Academy of Parish Clergy for his recent commentary on the Gospel of Mark.

CUA’s debate program ranks No. 1 and No. 2, respectively, in the nation’s two national debate rating systems for the 2002–2003 season. Seniors Matt Dunn and Mike Pomorski were ranked among the nation’s top 20 varsity debate teams.

Sixteen members of the Class of 2003 from Theological College are ordained priests for 12 dioceses in the United States. Seventeen CUA students enter the discernment process that provides acceptance into a religious vocation, while 19 graduates pursue full-time volunteer service after commencement.

The men’s basketball team wins its sixth straight Capital Athletic Conference title and advances to the NCAA Division III tournament’s second round. The women’s volleyball team wins its third consecutive NCAA volleyball title and qualifies for the NCAA tournament’s second straight year, but is eliminated in the first round.

Civil engineering sophomore Kody Ruederstad is selected as a national Barry M. Goldwater Scholarship and Excellence in Education Program awardee for her junior and senior years. The scholarship is given to students with impressive academic qualifications and career goals in the fields of mathematics, engineering, science or computer disciplines.

Patrick O’Neill, a junior at the Benjamin T. Rome School of Music, is nominated for the Helen Hayes Award — Washington, D.C.’s most prestigious acting honor — in the category of Outstanding Lead Actor, Residential Musical, for *Bat Boy: The Musical*.

Fourty-three students are inducted into the Phi Beta Kappa honors society.

Lucas Overby, B.S. in engineering, wins a National Science Foundation (NSF) Graduate Fellowship, given to students pursuing doctoral programs after graduation.

Joseph Rice, Ph.D. candidate in philosophy, who is writing his dissertation on the thought of the Holy Father, is invited to speak at an international conference sponsored by Adam Mickiewicz University and the Council for Research in Values and Philosophy in Poznan, Poland.

Chimney Barve, M.A. 2000, clinical Ph.D. candidate in psychology, receives a dissertation research grant from the American Psychology Association to pursue her work seeking to understand the states of mind that lead an adolescent to attempt suicide.

Junior nursing student Madia Loschyna receives a $5,000 scholarship from the National Children’s Medical Center.

Sophomore engineering student David Nerwin, who does research work in smart structural systems and seismic protection of structures, is one of eight students nationwide to win an award from the Research Experiences for Undergraduates in Japan in Advanced Technology program of NSF. The award is given to exceptional undergraduate American researchers to gain international research experience in their field of study.
Catholic University

FACTS AND FIGURES

LOCATION:
Historic, residential community of Brookland, northeast Washington, D.C.

SIZE: 144 acres

http://www.cua.edu

TUITION:
Per full-time student — $21,230

DEGREES AWARDED:
Baccalaureate — 595
Master’s — 360
Doctoral — 98
First professional — 305
Total degrees awarded — 1,358

ACADEMIC OFFERINGS:
Doctoral programs — 55
Master’s programs — 104
Bachelor’s programs — 83
First professional degrees in architecture, law and theology — 3
Joint master’s programs — 21

ENROLLMENT:
Undergraduate men — 1,189
Undergraduate women — 1,479
Graduate men — 1,420
Graduate women — 1,439
Total Enrollment — 5,527

FACULTY:
Full-time — 359
Part-time — 311
Full-time faculty with doctoral or professional degrees — 97.2%
Full-time faculty teaching undergraduates — 71%
Clergy and religious — 13%
Catholic faculty — 58%

RELIGIOUS AFFILIATION:
Catholic students
Undergraduate — 84.5 %
Graduate — 56%

ALUMNI: 72,727

2002–2003 ANNUAL REPORT
Financial Highlights

2002–2003

At the end of its fiscal year (April 30, 2003), The Catholic University of America’s financial position showed mixed results. On one hand, it was negatively influenced by a declining stock market, as have been most American universities over the past three years. When the university closed its books on the last day in April 2002 the Dow Jones average stood at 9800; a year later, the Dow had slipped to 8500. On the other hand, during this period of continuing market decline, the university succeeded — thanks to an increase in endowed contributions and prudent fiscal restraints — in limiting the reduction in net assets compared to the previous year. In fiscal year 2003, the university’s total net assets decreased by less than $1 million compared to a $4.5 million reduction in fiscal year 2002 (Exhibit 1).

Several years ago, a decision was made to change the presentation of the university income statement (Consolidated Statement of Activities) so that the actual operations of Catholic University could be determined without factoring in the effect of non-operating activities such as the gains and losses on the endowment and capital contributions (gifts for construction or the endowment). For fiscal year 2003 the Consolidated Statement of Activities (page 28) indicates a loss from operations of $1.3 million compared to a fiscal year 2002 positive net of $2.5 million. However, non-operating activities for FY 2003 were a positive $451,000, compared to a loss of $7 million in FY 2002.

Exhibit 2 depicts the university’s sources of revenue, with net tuition and fees contributing the largest percentage at 54%. Catholic University’s largest functional expense is instruction and departmental research (Exhibit 4). For fiscal year 2003 the Consolidated Statement of Activities (page 28) indicates a loss from operations of $1.3 million compared to a fiscal year 2002 positive net of $2.5 million. However, non-operating activities for FY 2003 were a positive $451,000, compared to a loss of $7 million in FY 2002.

The university is cognizant of the importance of having annual positive results in order to take advantage of the debt market. It has an A2 long-term debt rating from Moody’s Investors Service and an A long-term debt rating from Standard & Poor’s. Catholic University has three internal ratios, which are part of the University’s Debt Policy, that are constantly monitored along with two external ratios imposed by its lenders. These help Catholic University’s financial administrators ensure that the university complies with the tax-exempt bond covenants and retains the ability to acquire inexpensive debt.

With more than half of the university’s net assets related to its endowed investments, maximizing the return on those investments is a primary financial goal. For FY 2003, the endowment provided a payout of $8.2 million for operations. Over the past nine years the endowment’s asset allocation has become more diversified. In 1994, the university’s assets were only in U.S. equities and alternative assets. Today, the university allocates its assets in five major categories (Exhibit 5). The diversification has served the university well, maximizing returns when the market was at its high point while managing risk. The current asset allocation also provides some hedge against a downturn in the equity market, with 30% of the assets invested in the bond market. Alternative assets include limited partnerships, hedge funds and distressed debt. The alternative assets have outperformed the S&P 500 since inception by 490 basis points.

Without any major capital campaign in recent years, the university nonetheless has enjoyed consistent increases in the principal amount of its endowment. The university’s benefactors have seen the performance of its endowment outpace the custom blended benchmark (a selection of market indices correlated to the type of investment), as displayed in Exhibit 6. Since 1994, the university’s total portfolio recorded a return of 9.2%, which is 100 basis points above that benchmark.

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As the slogan of the university’s undergraduate admissions program, “The Power of a Name,” suggests, power of the university emanates from its heritage and its community of faculty, students and staff. Maintaining and improving CUA’s “power” requires financial resources. With that in mind, the Board of Trustees, the President and the financial administration of the university take seriously their responsibilities for ensuring an abundance of future resources necessary to continue fueling that power in the decades to come.
**Consolidated Statement of Activities**

**Consolidated Statement of Financial Position**

**Consolidated Statement of Operations**

**Liabilities and Net Assets**

**Total liabilities and net assets**

**Total assets**

**Net assets at end of year**

**Total net assets**

**Increase (decrease) in net assets**

**Operating Revenues and Support**

**Operating expenses**

**Total operating revenues and support**

**Nonoperating activities**

**Changes in net assets from operations**

**Nonoperating activities**

**Change in net assets at beginning of year**

**Net assets at end of year**

**Academic Deans**

**Senior Officers and Administrators**

**Board of Trustees**