

SPRING 2007

Saint Benedict's Saint John's

MAGAZINE

I Listen

Internship Project Gives Voice to Student Diversity Issues

COLLEGE OF
Saint Benedict



Saint John's
UNIVERSITY



Sculpture by Lauren Heinz '07 (front) and
by Matthew Sexton '07 (back); more
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Renowned Novelist Comes to Campus

Award-winning novelist Nuruddin Farah brought a global perspective to geopolitical issues in Africa, as well as a personal account of recent peace-making efforts in his homeland of war-torn Somalia, during a four-day residency at the College of Saint Benedict and Saint John's University.

Farah, who endured a self-imposed exile from Somalia lasting more than 20 years, has said that his literary purpose is to "keep my country alive by writing about it."

Considered Africa's greatest contemporary novelist, *The New York Times Book Review* described him as "the most important African novelist to emerge in the past 25 years" and as "one of the most sophisticated voices in modern fiction."

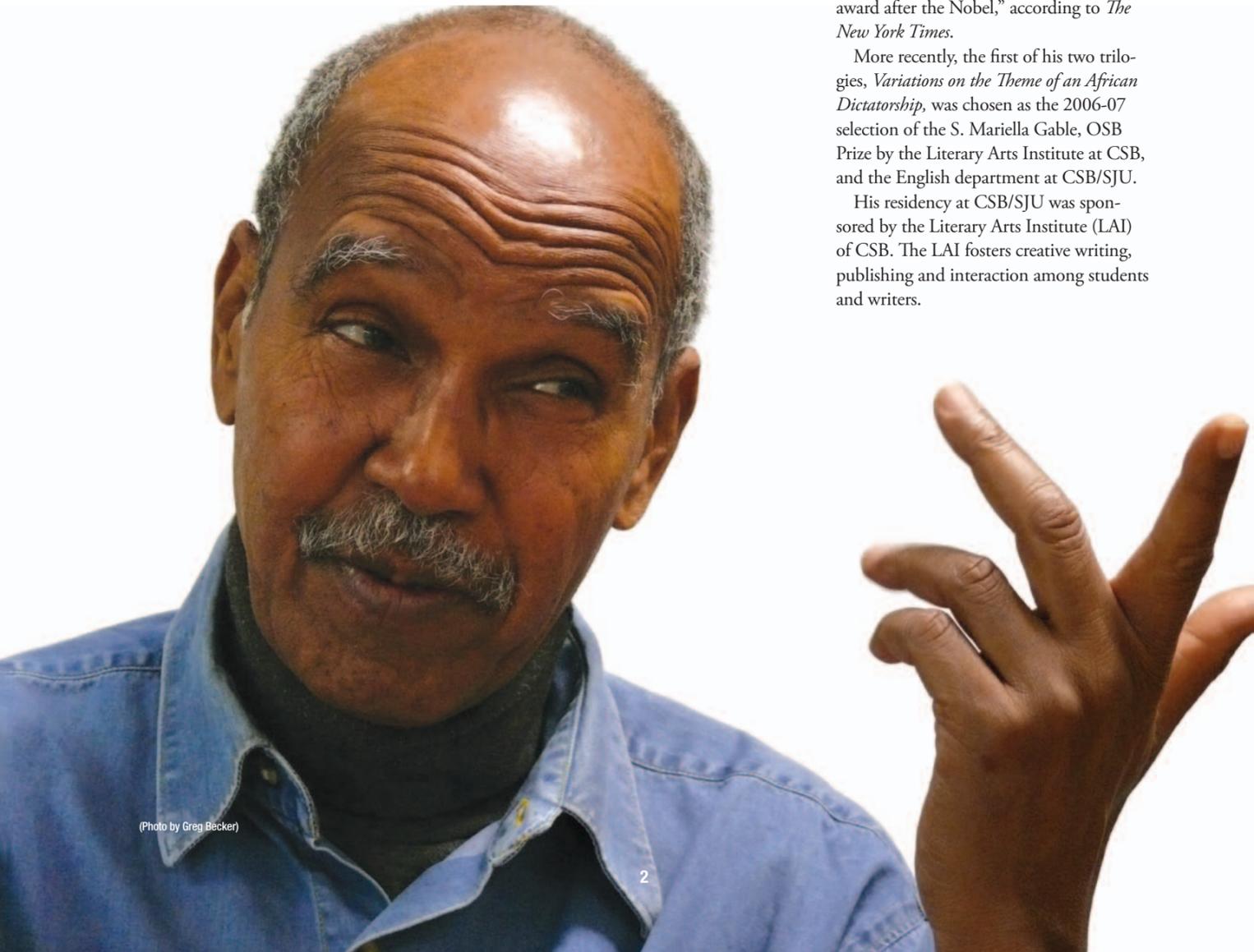
During his residency Feb. 5-8, he presented public readings, worked with English, political science, history and peace studies classes at CSB/SJU, and met with an Islamic study group at the schools and with student writers.

A global citizen, Farah was born in 1945, in what is now Somalia (then the Italian-administered region of southern Somalia). He grew up in a multi-lingual environment (he speaks Somali, Amharic, English, Italian and Arabic); he studied literature, philosophy and sociology at India's Punjab University, and later theater in London.

He was awarded the 1998 Neustadt International Prize for Literature, sponsored by the University of Oklahoma and *World Literature Today*, and "widely regarded as the most prestigious international literary award after the Nobel," according to *The New York Times*.

More recently, the first of his two trilogies, *Variations on the Theme of an African Dictatorship*, was chosen as the 2006-07 selection of the S. Mariella Gable, OSB Prize by the Literary Arts Institute at CSB, and the English department at CSB/SJU.

His residency at CSB/SJU was sponsored by the Literary Arts Institute (LAI) of CSB. The LAI fosters creative writing, publishing and interaction among students and writers.



(Photo by Greg Becker)

Student Enterprise Marks Saint Benedict's Monastery Sesquicentennial

The sesquicentennial of Saint Benedict's Monastery has inspired a business venture for three CSB and SJU students.

The three innovative students have created the company, Benedict Builders LLC, producing nostalgic products associated with college life.

Molly Weyandt '07, general manager, Matt Logering '07, operations manager and financial advisor, and Megan Zinken '07, marketing director, have spent the past few years developing the company. Their first collectible in the product line is a hand-crafted, painted ceramic replica of Sacred Heart Chapel, marking the 150th anniversary of the founding of Saint Benedict's Monastery.

The students have worked closely with the Sisters of Saint Benedict's Monastery to create a product that embodies the hospitality and spirit of the chapel. Authorized by the Sisters, each model is individually-numbered.

The students developed their business in consultation with the SJU Donald McNeely Center for Entrepreneurship. The

center creates opportunities for students through alliances with faculty, experienced entrepreneurs, organizations and individuals.

The Benedict Builders partners plan to create more memorabilia, including replicas of SJU buildings. Information about the company is available at www.yourcollegememories.com

'Dancing on the Edge' Honors Benedictine Education

In tribute to the sesquicentennials of Saint Benedict's Monastery and Saint John's Abbey, CSB/SJU faculty, staff and students honored 150 years of Benedictine education in central Minnesota with a day-long program, *Dancing on the Edge*, on March 14, in the Benedicta Arts Center of the College of Saint Benedict.

The event opened with an address by SJU graduate David O' Fallon '65, president of McPhail Center for Music, who spoke on the topic,



David O'Fallon

"From the Edge to the Center: The Arts at the Center of Learning and Community"

The day was an occasion to consider the concept of "edge," as experienced by the Benedictine founders of these two religious communities, and apply it to the way we approach education, said Annette Atkins, professor of history and division head of humanities. Atkins was co-chair of the event with Fr. Robert Koopmann, professor of piano and division head of fine arts.

"When the Benedictine monks and Sisters came to central Minnesota in 1857, they imagined they were traveling to the edge of the world," Atkins said.

Afternoon presentations by faculty and students included whimsical demonstrations designed to provoke conversation about "the edge," in terms of knowledge, scholarship and creativity.

The day concluded with an Irish Ceili, a style of square dance with a caller.

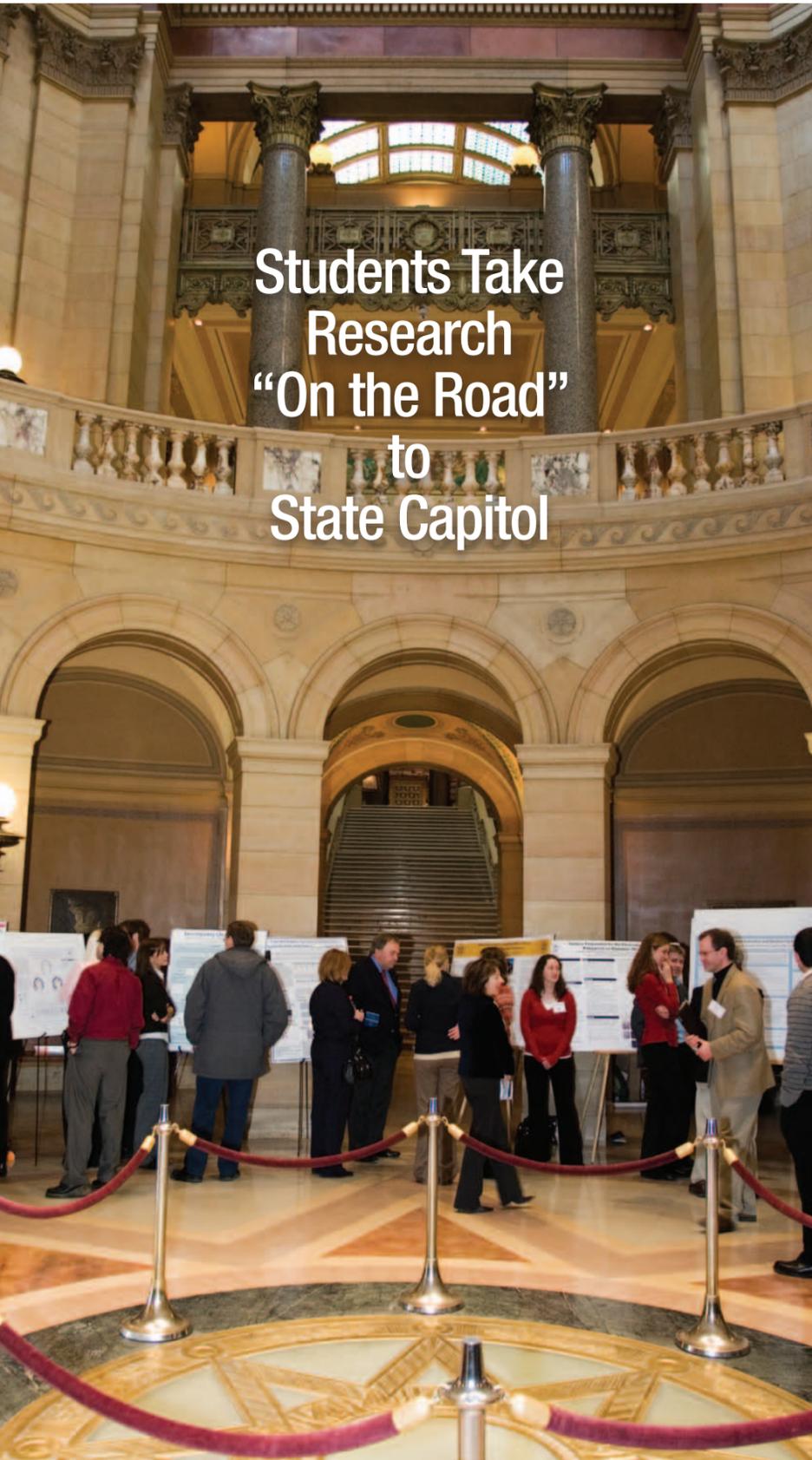


Bravo!

Kim Shackleton, a senior music major in vocal performance, was the winner of the Music Teachers National Association (MTNA) Divisional Young Artist Student Performance Competition, held on Jan. 14, in Bismarck, N.D. Shackleton, originally from Kearney, Neb., participated in the National Finals on March 25, in Toronto.

Shackleton's program included selections by Mozart, Puccini, Faure, Richard Strauss, Debussy, Rorem and Hoiby. Shackleton, a soprano, is a student of Axel Theimer, professor of music, but has also coached with Carolyn Finley and Patricia Kent, members of the voice faculty.

Upon graduation, Shackleton hopes to attend graduate school. She would like to pursue a professional career in opera and concert repertoire settings.



Students Take Research "On the Road" to State Capitol

Fifteen CSB/SJU students, accompanied by their faculty advisors, presented results of their scholarly research at the fourth annual Private College Scholars at the Capitol event Feb. 14, at the Minnesota State Capitol.

The event celebrated the research and creative scholarship of students from Minnesota's private colleges. Many of the posters described faculty/student collaborative studies of issues of importance to state planners and policy makers.

The students and faculty advisors representing CSB/SJU were:

- "The Link: Not Just a Bus: 50 Years of Cooperation Between CSB and SJU," presented by Nicole Bach, sophomore history and theology double major; Andrew Braith, sophomore history and chemistry double major; Audrey Gabe, sophomore history major; Andrew Gaydos sophomore history major; Leah Juster, sophomore history and Spanish double major; and Brett Pequin, sophomore history major. The exhibit, representing the front windshield of a Link bus, illustrates the historical development of coordination between CSB and SJU. The group's faculty advisor is Annette Atkins, professor of history.
- "The Long Run Growth of the Minnesota Economy: How Did We Become Above Average?" presented by Jenni Busse, senior economics and accounting double major. Busse focused on incorporating human capital into a model of economic growth to determine the importance of human capital accumulation in Minnesota's economic growth. The expanded model she chose allowed her to perform a cross-sectional analysis of state per capita income for each decade from 1950 to 1990. Her faculty advisor is Louis Johnston, associate professor of economics.
- "Information Retrieval System: InfoRet," presented by Mike Evans, senior computer science major; Matthew Lietzke, junior mathematics and computer science double major; Doug Svendsen, senior computer science major; and Billy Jimenez, senior computer science major. InfoRet maintains information about media data such as articles, books, movies and songs and provides sophisticated access to them. It was developed as a requirement for the CSB/SJU Database Systems course as a semester-long project. The group's faculty advisor is Imad Rahal, assistant professor



Dr. Marcus Webster, from left, with Lindy Watanaskul, Ashanti Dean, Sen. Terryl Clark and Rachel Gerads.

of computer science.

- "Effectiveness of Different Washing Methods on the Eradication of Bacteria Normally Found on Spinach," presented by Rachel Gerads, senior natural science major with a concentration in biology; and Ashanti Dean, senior biology major. Due to recent epidemics caused by the bacterium *E. coli* on spinach, the students tested the effectiveness of several methods of cleaning on eradicating the bacteria normally found on commercially-purchased spinach leaves. The group's faculty advisor is Ellen Jensen, assistant professor of biology.
- "Effect of Ethylation on Transcription Elongation in the Yeast *Saccharomyces cerevisiae*," presented by Zach Shaheen, sophomore biochemistry major. He investigated the effect of DNA damage on transcriptional elongation of RNA. "It was an opportunity to gain experience doing lab work, and genetics/DNA repair is a career



Zach Shaheen with Gov. Tim Pawlenty.

I have been interested in," Shaheen said. His advisor is Michael Reagan, associate professor of biology.

- "Ageing Effects on Heart Rate and Heart Arrhythmia in *Drosophila melanogaster*," presented by Lindy Watanaskul, senior biology major. The project explored the effects of ageing on heart rate and heart arrhythmia of adult fruit flies. "I thought it would be a great way to learn about independent research and to find out if I was interested in a future path in graduate studies," she said. Her advisor is Charles Rodell, professor of biology.

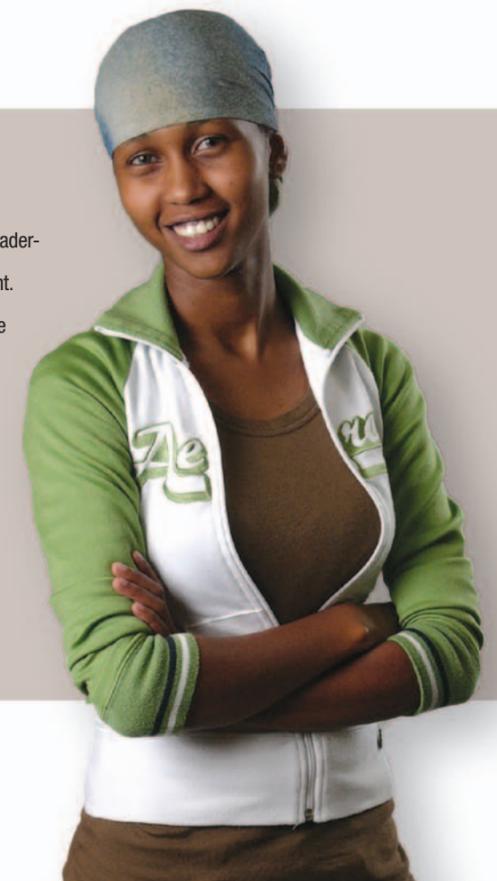
The Minnesota Private College Council is a primary sponsor of the event. It is organized by a statewide committee of faculty which includes Marcus Webster, biology professor and director of the Undergraduate Research Program at CSB/SJU. Each college selects and sends its own students and posters to the event.

CSB Student Participates in Harvard Conference

CSB sophomore Bibi Abdalla (r.) participated in the seventh annual Public Policy and Leadership Conference (PPLC) Feb. 22-25, at Harvard University's Kennedy School of Government.

Abdalla is one of 50 students from around the country to be selected for the conference from a pool of approximately 125 applicants. She was the only student selected from a Minnesota college or university – the second consecutive year that CSB has had the only Minnesota representative at the conference.

The PPLC is designed to inform students about careers in the public sector. The conference encourages students who possess a commitment to public service to prepare for graduate study in public policy and international affairs, and provides information on financial support through various fellowship programs. (Photo by Greg Becker)





Scott Richardson and a few of the "great books" he shares with his students.

(Photo by Greg Becker)

Scott Richardson has heard the explanation more than once: "This is the reason I came to school here."

This is the yearlong honors course, Great Books, taught by Richardson, professor of classics, along with colleagues in the CSB/SJU departments of modern and classical languages, English and philosophy.

Regarded by many as a plum class, it attracts students from across academic disciplines, and that's part of its appeal. Students attend class armed with a grab bag of intellectual interests, creating a dynamic environment for lively discussion amid the search for understanding, Richardson said.

The goal is to prepare readers of great literature for a lifetime. "We want the students to take ownership of the books, to make reading good literature a priority and to be able to recognize quality," he said.

The summer before class begins, students are asked to purchase and start reading a library of 100 books. During the following two semesters and semester break, they read approximately one book a week.

While there's no magic number when it comes to choosing great works of literature, the Great Books professors think 100 books is a good start, Richardson said. The idea is that students will have the beginning of a private library when they graduate.

It's an idea that Radhika Lal Snyder '03 appreciates.

"I grew up in a family where most of our storage space consisted of books, and literature has always been important to me," Lal said. An international student who majored in economics and computer science, she now works as an energy analyst for Target Corp.

"Great Books gave me a chance to further develop my love of literature and exposed me to authors I had not read before. The best part is that I own several books that I am still making my way through," she said.

A sense of community is another aspect that makes Great Books memorable.

"Walking into Great Books is like walking into a warm room; it is like a family," Richardson said.

Initially, some students may feel intimidated. To counter that, social ice breakers are scheduled. The class usually goes to Twin

Cities to see a theatrical production. They have get-togethers and play parlor games, or they go to the movies and, afterwards, to a diner for malts and conversation.

The group becomes a community of learners, an intellectual social unit that examines how the thoughts and creative works of great minds have a bearing on how we live and think, Richardson said.

He sees his role as facilitator while the students share their experiences and engage in intense debates.

Kateri Roessler '04 described her experience this way: "Discussion covered more topics than you would imagine, and each person shared and learned more than we thought possible. Learning about the books was almost as interesting as learning about ourselves and our classmates as we all discovered

more about ourselves through explorations based in the work of the moment."

Roessler, who plans to attend medical school in the fall, said she ranks Great Books among her top three favorite classes.

"This is what real college is," Richardson said. "It's reading something grand and realizing that it does make life a little better."

"Later in life, they will be able to read fantastic books and understand them; they will know what questions to ask and understand what they are reading," he said. "They will be able to appreciate this literature all of their lives."

Matt Novak '03 continues

to enjoy works by authors he studied in Great Books and counts Dostoyevsky and Thomas Pynchon among his favorites.

He recalled Great Books as an "immersion in the worlds created by the greatest authors to ever live. There was both a breadth and depth of exposure that was simply unrivaled by any other class."

An '06 graduate of Georgetown Law and now an attorney with Legal Services of Northern Virginia, he summed up the Great Books experience as "a place to read the best of the best with a diverse group of students; it was a place where we approached the task of making each other better people, as a class, as a team, and as friends."

100 BOOKS AND COUNTING

BY GLENDA ISAACS BURGESSON

TeleComputing

BY GLENDA ISAACS BURGESSON

Computer Scientist Connects Students with Research



Computer Science Professor Mike Heroux

To the uninitiated, Mike Heroux manages to be two places at once. To his colleagues and students, he represents the brave new world of computer science.

A scientist-in-residence in the CSB/SJU department of computer science, Heroux divides his time in that department with his other day job as a distinguished member of the technical staff at Sandia National Laboratories in Albuquerque, N.M. Instead of time traveling, he telecommutes from his home and office in Minnesota, working on projects involving the use of high-performance computing for scientific and engineering purposes.

The two positions complement each other, as he fosters ties between CSB/SJU and the external scientific community. He brings to campus current best practices that are being used in the industry. Student involvement in his award-winning research project at Sandia has ignited the imagination of many who, in turn, are now pursuing or have completed advanced degrees in computer science at a time of national concern over the dearth of such students.

He works not only with computer science majors but also with mathematics and physics majors.

He fosters inter-departmental research through faculty collaboration.

Presently, along with a student research assistant, Heroux is collaborating on a water quality project with Michael Ross, associate professor of chemistry, and his student researcher. They are developing a virtual East Gemini Lake computer model to mimic chemical breakdowns in the lake.

The project will help them gain insight into potential ways to improve water quality by testing virtual models in addition to experimenting out in the field. For example, they virtually test how the amount of sunlight affects the breakdown of antidepressants in the lake.

“Computational modeling and simulation offers a third basic approach to scientific discovery and understanding, in addition to and in collaboration with scientific theory and experimentation. These three approaches are synergistic, providing qualitatively new opportunities for research,” Heroux said.

Heroux works with a steady stream of students on a variety of research topics, and he typically sends one or two students to Sandia, either in New Mexico or California, for summer research.

Many of these students are part of a Sandia team

that is developing Trilinos, a software project that received a 2004 R&D 100 Award. The award, given annually by *R&D Magazine* to recognize the “100 most technologically significant products introduced in the past year,” is considered by inventors as the equivalent of an Oscar.

Led by Heroux, Trilinos is under development at both Sandia/New Mexico and Sandia/California, and involves 24 researchers. Contributions are also made by researchers, faculty and students from numerous research facilities and universities throughout the world.

“The Trilinos project provides software libraries; they are an enabling technology,” Heroux explained. “If you’re a scientist or an engineer and you are writing a program that you want to simulate what it is you do — build a bridge or fire a rocket, for example — at the core of your application is a need to solve systems of equations. Trilinos provides that capability.”

The software is free; anyone can download it. Sandia has a large external user community that spans the globe and approximately 1,400 scientists from every continent use this program.

The goal for CSB/SJU students who work with Heroux is to experience what it would be like as graduate students, particularly in computer science. With him, they are able to get a sense of what research is all about.

“It’s not as though they are doing every odd problem out of the back of the book,” he said. “They have the opportunity to truly define the question. That becomes very attractive to them, and they realize that they can do this as a career and join graduate programs.”

In addition to research, Heroux teaches the senior research course for computer science majors. “Because that is my life as a scientist at Sandia, I can give students a sense of what the professional world is like in computer science,” he said.

He teaches software engineering, which is a big component of his research on the Trilinos project at Sandia. Consequently, he teaches students about the practical aspects of that project.

He also teaches his field of specialty, numerical analysis, again providing the class a personal perspective about the field.

“I tell them all sorts of stories about the people they’re reading about, because I know these people.”

In terms of global competition in engineering, Heroux noted that it is difficult to interest U.S. students in engineering and especially difficult to capture them after graduating from college. Students often get job offers in the beginning of their senior year with incomes that far surpass their parents, he said.

“One of the benefits of my program is that I catch students while they are still in college. Typically, they think they will go join some software company, but I show them a different path they could take.”

CSB/SJU graduates who worked with Dr. Heroux while they were students here and who have been part of the Trilinos team:

Jason Cross '05
Kris Kampshoff '01
Sarah Knepper '06
Joe Outzen '06
Mike Phenow '05
Paul Sexton '04
Jim Willenbring '02

Current students doing research with Dr. Heroux:

Kelly Fermoye '08
Tyler Karp '07
Vanja Paunic '08

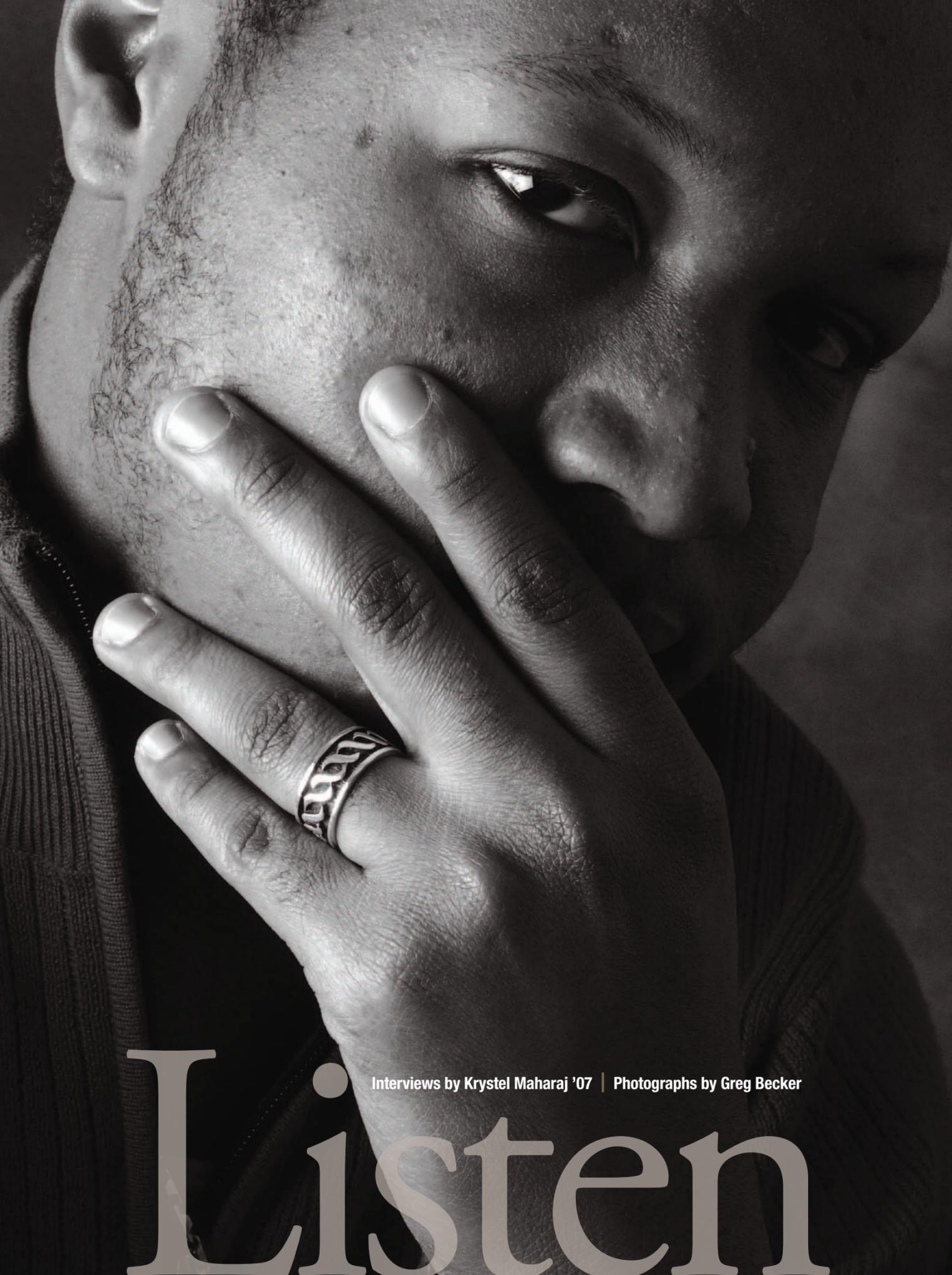
Other students who have done research under Dr. Heroux:

Michael Boldt '03
Scott Buermann '06
Kara Hansen '02
Stephanie Mansano '06
Abnita Munankarmy '02
Kevin Trettel '04

Vanja Paunic '08 (left) and Tyler Karp '07 are two of the students who work with Dr. Heroux.

(Photos by Greg Becker)





From the Presidents:

A Commitment to the Pursuit of Intercultural Competence

Among the greatest challenges that colleges face today is the necessity to help students come to a deeper and more resilient understanding of the diversity of people in our world. We cannot achieve our mission commitments of excellence and transformation without expanding and deepening the ability of all of us — students, faculty, staff and alumnae/i — to engage, learn from, and work with people whose cultural identity is different than our own.

We learn through the eyes and voices of our students. We learn what is good about our environment and what is difficult. Their voices are powerful and often challenging. They are sometimes uncomfortable but also reflect the power and value of their learning experiences here. And we must listen.

As you read the following excerpts of student interviews, it becomes clear that intercultural engagement and understanding are not always easy. Each of us has preconceived notions about ourselves and others that must be confronted. Through the work of our new Intercultural Directions Council, our I-LEAD Program, the Retreat on Race and Ethnicity and other programs and activities, we are working toward an environment where these difficult conversations can occur and we can move forward.

Our Catholic and Benedictine identity, in combination with our liberal arts values, calls us to inclusivity. We are preparing our students to be global citizens — to understand others and to respond thoughtfully and creatively to the needs of people and communities near and far. To do so requires that we challenge our students and ourselves to listen, to reflect, to connect, to inspire and to act.

MaryAnn Baenninger, President

College of Saint Benedict

Dietrich Reinhart, OSB, President

Saint John's University

Interviews by Krystal Maharaj '07 | Photographs by Greg Becker

Listen

During the summer of 2006, Krystal Maharaj '07 from Trinidad & Tobago interviewed international and multicultural students as part of an internship with Greg Becker in CSB/SJU Communication & Marketing Services. This material was intended to give a voice to the series of photographs that he has been taking for the last three years. (Photo at left: Fousseyni Diakite '09 from Bamako, Mali.)

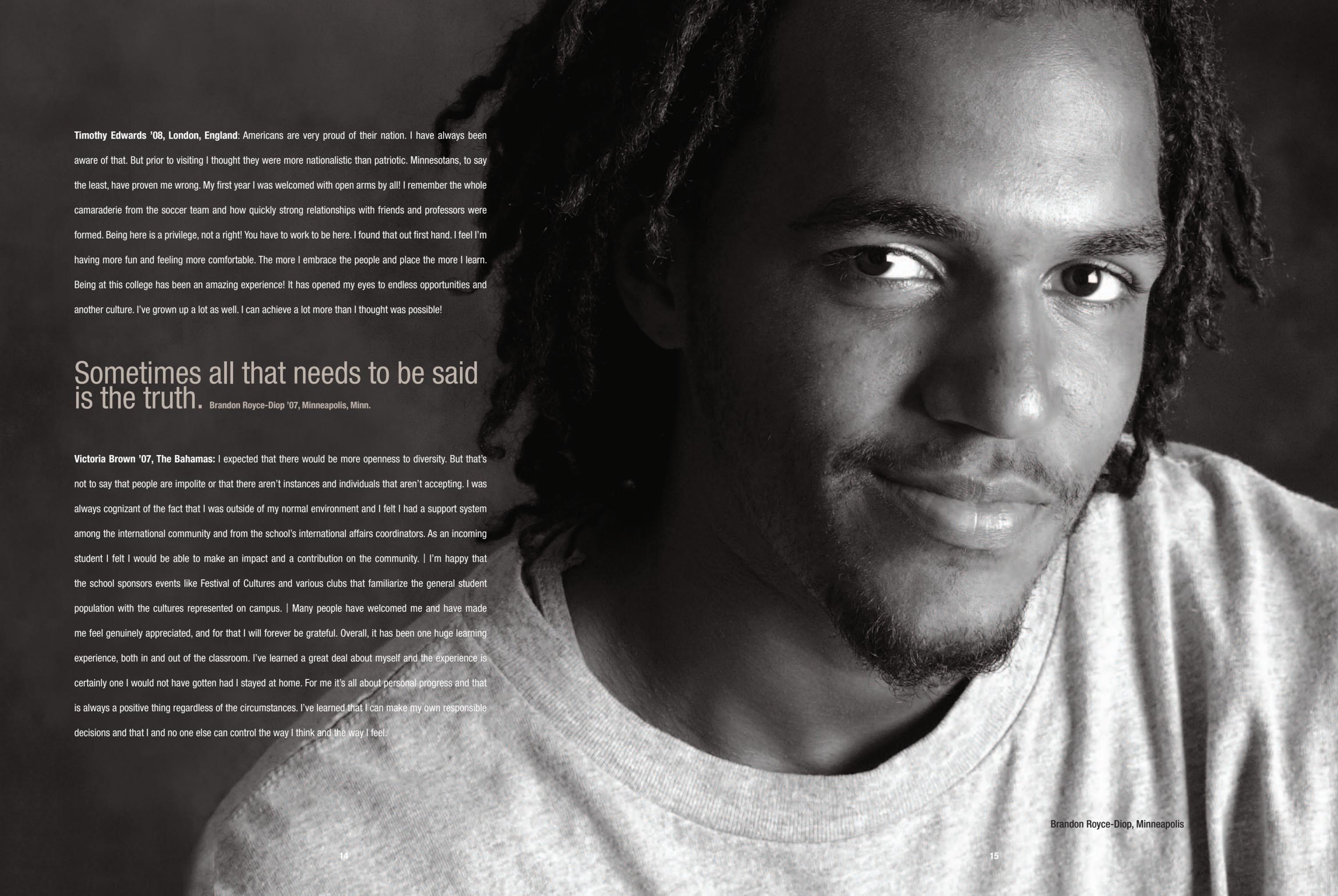


Eve Vang '07, St. Paul: I came from a 90 percent minority public school and jumped into rural Minnesota. It was hard for them to accept me and for me to relate to them. Some people choose to embrace the challenge and learn from one another. It's hard at first to find anyone you can really relate to, but it's hard for every first-year student. I always have to explain that I am Hmong and what that is. I'm happy to answer questions about my culture because it's helping them understand; it's OK to ask. Professors tend to call on me to give answers from my perspective and I'm fine with that. It's about sharing my culture and I'm proud of it. | Studying abroad helped incredibly. You really become "the foreigners" in another country so you stick together and learn to live with and love each other. There were a lot of lessons in that too. | I learned that I had a lot of my own stereotypes and grudges. So we're not innocent either. | We need to make European American students realize that America is international; Minnesota is global. People need to realize that they have their own culture; call it patriotism, but, it's a pride and a value everyone has. | I'm an optimist, a pretty positive person. My time here has been a positive learning experience. There have been rough times, but it's all a part of the experience. I've faced more ignorance and isolation as a result of being different. I have learned that I have a lot of courage and that I am pretty open-minded.

Here you have an opportunity to say what's on your mind.

Mersiha Seferovic '07, Bosnia & Herzegovina

Tenzin Tsomo '06, Tibet/Nepal: In my country almost everyone dreams of going to the U.S. for further studies. I feel more connected to my own roots now that I am here. For the first time in my life, I felt like I had to make an effort to make people understand me. I felt bad that hardly anyone knew how to pronounce the name of my country. I had known so much about their country and hardly anyone had even heard about mine. | Everyone grows up. Its not only us, it's the American students, too. Freshmen year, it was more bitter and sad than fun. I was always sad and missing home and since most of us didn't know each other as well, no one was a good friend. I think my negative experiences encouraged me to make it more positive. If I only had positive experiences, I would not have learned as much. I learned that in order to make friends, even if you're in a different country, you don't have to change yourself. Eventually a good friend is someone who loves you for who you are. Don't change because people want you to change. Change when you think you have to change. Be yourself and you'll be loved.



Timothy Edwards '08, London, England: Americans are very proud of their nation. I have always been aware of that. But prior to visiting I thought they were more nationalistic than patriotic. Minnesotans, to say the least, have proven me wrong. My first year I was welcomed with open arms by all! I remember the whole camaraderie from the soccer team and how quickly strong relationships with friends and professors were formed. Being here is a privilege, not a right! You have to work to be here. I found that out first hand. I feel I'm having more fun and feeling more comfortable. The more I embrace the people and place the more I learn. Being at this college has been an amazing experience! It has opened my eyes to endless opportunities and another culture. I've grown up a lot as well. I can achieve a lot more than I thought was possible!

Sometimes all that needs to be said is the truth.

Brandon Royce-Diop '07, Minneapolis, Minn.

Victoria Brown '07, The Bahamas: I expected that there would be more openness to diversity. But that's not to say that people are impolite or that there aren't instances and individuals that aren't accepting. I was always cognizant of the fact that I was outside of my normal environment and I felt I had a support system among the international community and from the school's international affairs coordinators. As an incoming student I felt I would be able to make an impact and a contribution on the community. | I'm happy that the school sponsors events like Festival of Cultures and various clubs that familiarize the general student population with the cultures represented on campus. | Many people have welcomed me and have made me feel genuinely appreciated, and for that I will forever be grateful. Overall, it has been one huge learning experience, both in and out of the classroom. I've learned a great deal about myself and the experience is certainly one I would not have gotten had I stayed at home. For me it's all about personal progress and that is always a positive thing regardless of the circumstances. I've learned that I can make my own responsible decisions and that I and no one else can control the way I think and the way I feel.

Brandon Royce-Diop, Minneapolis



Ciara Houston '06, Minneapolis: In my classes, especially Symposium, I always felt like I was both an educator and a student. I did a survey for my internship and the result was that over 80 percent of the people who took it had no desire to learn about or meet anyone who was different from them, especially if they had to go out of their way. To me, it's very sad that some students are unwilling to open up their minds. | My job at the Multicultural Student Program Office really helped me find a purpose and helped me form friendships with people who share my experience. The biggest thing I've realized is that I am a lot stronger than I thought.

I need to be more open about educating other students about my culture and learn from their culture. Chimme Dolkar '06, Tibet/Nepal

Nicole Diah '06, The Bahamas: I chose CSB/SJU because I liked how the recruiter portrayed the CSB/SJU community and college life. It seemed like something really different than what I was used to and I wanted to experience it. Before, when I visited America, it was more like me looking in. After I came here it was much different because I made friends and became more integrated. Having friends here has helped me to learn so much more about American culture. I think that the European American students are not really aware of the situations facing the international/multicultural-American students. The only way to solve that is with more open and honest communication. There are really good events and discussions on race and ethnicity. | I think that I have grown up a lot in college. From the different experiences, interacting with others, and particularly living with roommates, I have definitely learned about my strengths, weaknesses and more about my personality on the whole. Being in Minnesota, in a totally different environment, has also helped me to learn about who I am and more about my own culture.

Alec Torigian '09, Minneapolis: It is important that we take the time we have in college to learn about others and to experience different cultures. We will be better able to interact with everyone we work and interact with throughout our lives.

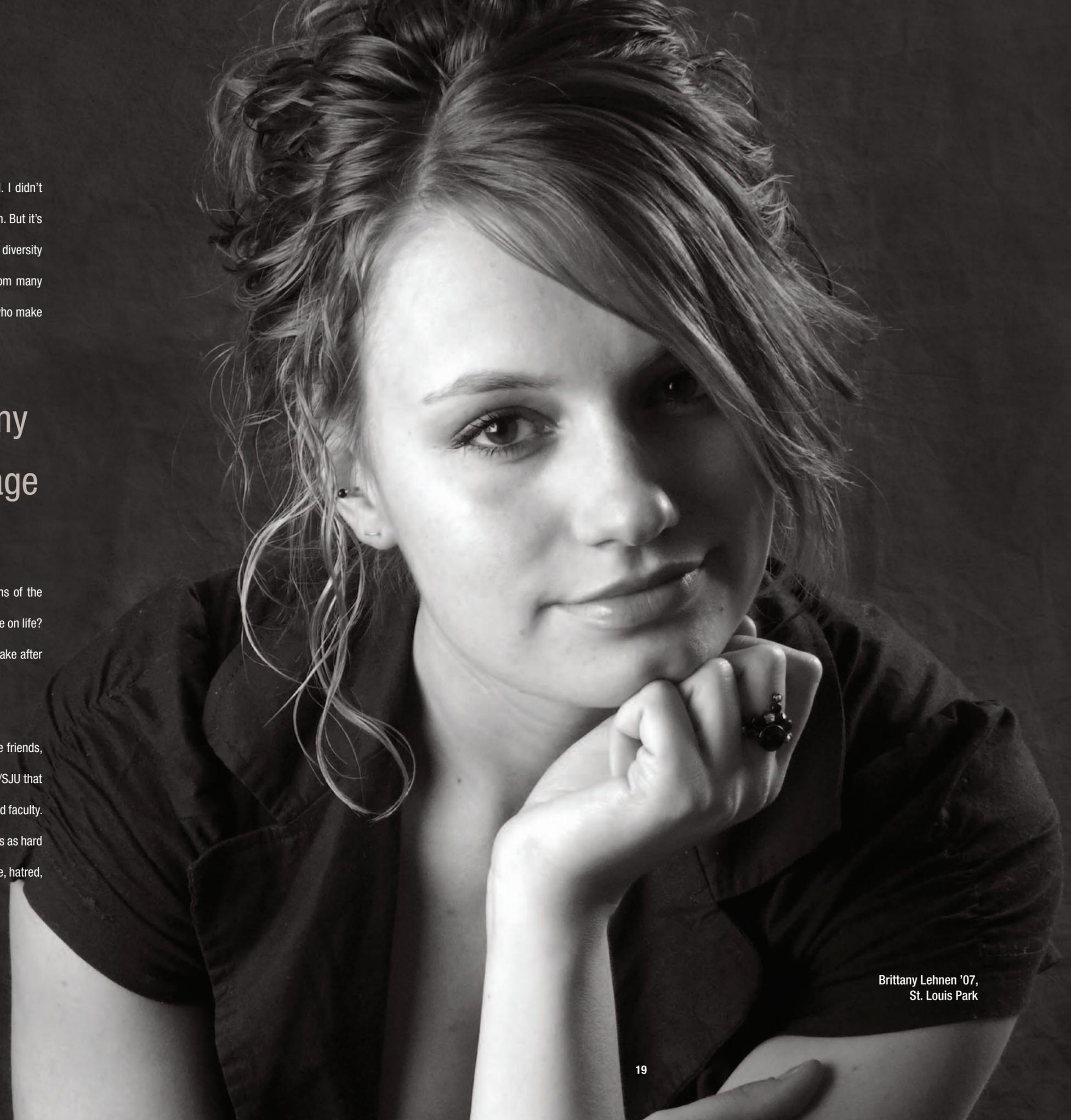
Ciara Houston '06, Minneapolis

Brittany Lehnen '07, St. Louis Park: I was surrounded by diversity, in my neighborhood and in school. I didn't think about it until I came here. I assumed it would be the same. Everyone wants friends who are like them. But it's people who aren't like you that can teach you something that no one else can. The cool thing about the diversity experience here is that it is completely different than I had before; it is an opportunity to meet others from many different countries. James Arriola from Saipan told me, "It's people like you who are genuinely interested who make a difference, who reach out to make us feel welcome, that it's OK for us to be here."

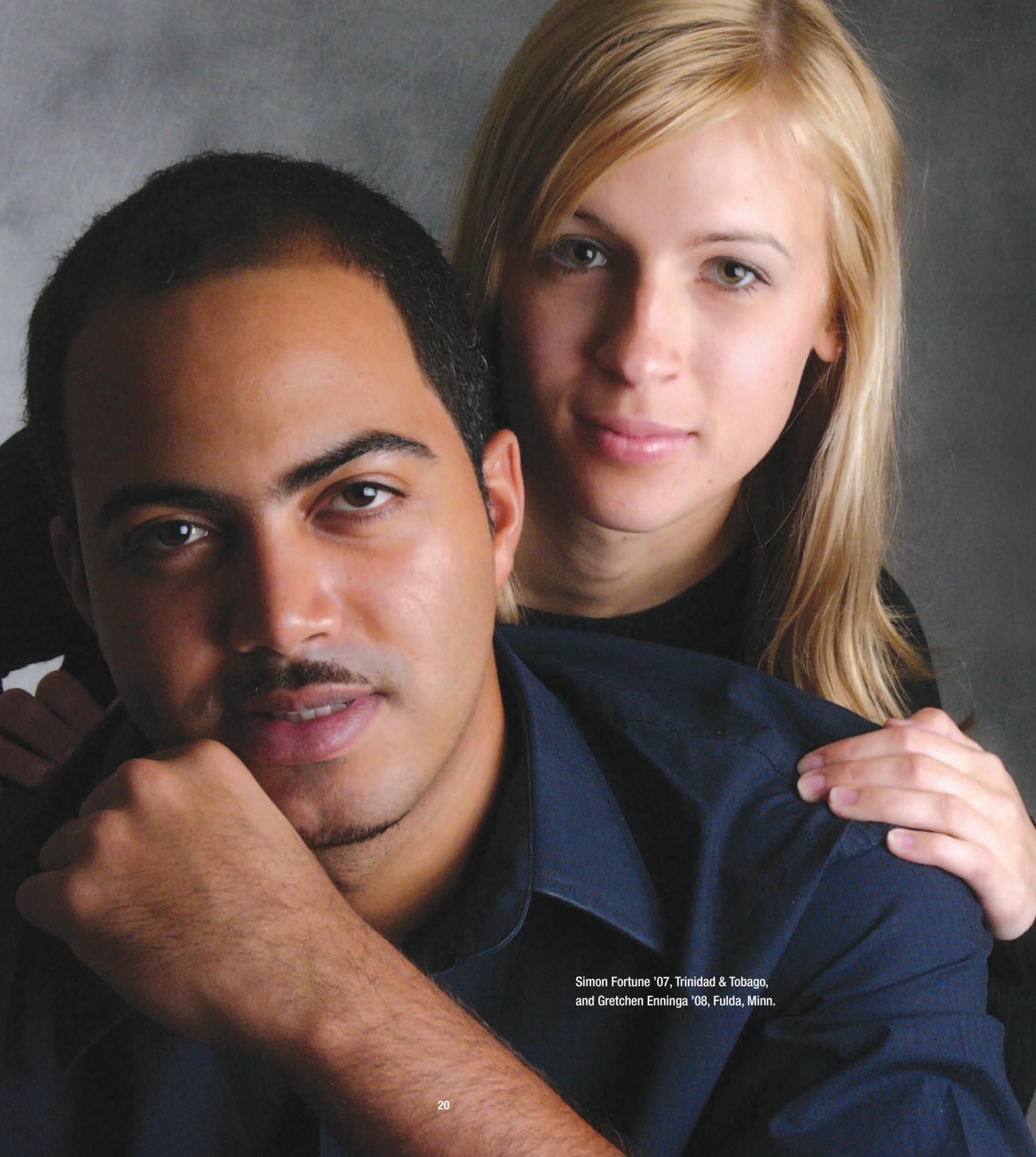
I see myself as an ambassador for my country. I hope that my interactions with American students will encourage them to learn more. Gabriela Aleong '07, Trinidad & Tobago

Krystal Maharaj '07, Trinidad & Tobago: Are we seen as an asset on these campuses, valued in terms of the knowledge and experience we bring as students who have lived in another country, with another perspective on life? There is a lot that everyone can learn from each other. I think that this is the greatest realization we all make after being here for some time.

Meron Fisseha '07, Ethiopia: I like the campus so very much now compared to my first year. I have more friends, and many teachers are more than a teacher. I have learned a lot and I have had a great experience at CSB/SJU that prepared me for life. There are so many nice people who are ready to help you, especially among the staff and faculty. I have learned that you don't have to sit back and wait for others to come and talk to you or break the ice. It is as hard for the Americans as it is for most international students. I think it takes the effort of all of us to break the ice, hatred, ignorance or whatever you want to call it among all the students to make everybody's life easy.



Brittany Lehnen '07,
St. Louis Park



Simon Fortune '07, Trinidad & Tobago,
and Gretchen Enninga '08, Fulda, Minn.

Simon Fortune '07, Trinidad & Tobago: I learned to be much more independent and adult in my decisions just being away from Trinidad and having to make a life here for four years. I learned after my first year that you have to make your presence known at the beginning of the semester, that you are here to learn and that you are as smart, if not smarter than, others in the class. People won't be afraid to work with you; in fact they want to work with you. | I have learned to stop complaining about things and work to better them. Many international students complain about this and that and do nothing; I don't want to be like that. | I have learned so much about life and myself since I have been here. I have met people from across the globe and have had experiences that I could never have had at home. Gretchen Enninga has sincerely shaped my views on Minnesota culture by sharing her experiences with me, and I do the same when it comes to Trinidad. | I have been able to take on leadership roles that I do not know if I would have pursued in Trinidad. It has been very fulfilling and I have learned about sacrifice and hard work. I have the foundation for a bright future. I can enter anywhere, be successful and fit in.

I love this place. I meet more people every day who have great ideas about the world, who are critical of the things they hear and see. Adnan Mackovic '07, Bosnia & Herzegovina

Deborah C. Williams '07, Jamaica: You become a more global person when you live in another person's country. There are so many types of people here and encountering them all has been an education. I think that by simply being here we [international students] help Americans learn more about other countries, people and cultures. I don't think that we need to push our culture or our country in anyone's face but I do think we must not forget where we come from. When we get the opportunity to tell someone else about where we are from, then we should. I believe there is ample opportunity here on campus for Americans to learn more about other cultures and meet other people. I think the Festival of Cultures is a great opportunity for everyone to learn more about other countries. It is also a time for internationals and multicultural students to shine and show off what they are so proud of. | I believe I have grown as a person. I have learned how proud I am to be Jamaican, to appreciate so much more about my country and culture. At the same time I have learned a lot of American ways as well . . . some good and bad, which I would not have learned at home. I have grown as an individual because I have managed to become more independent and self-sufficient, two very American traits.

Program Reflects Colleges' Commitment To Change

By Greg Becker,
Director of Graphic Services

Seth Snyder knows he is different when he first meets with students attending one of the 35 urban high schools in the Twin Cities. He was raised in a small southern Minnesota town. He is white. And he represents two private colleges located 70 miles from the urban center.

"Kids are reluctant to talk to me at schools or at college fairs. But their comfort level increases when they realize that I'm actually knowledgeable and interested in them," asserts the 2000 graduate. "They find out that I know something about Hmong culture, that I enjoy their music or that I speak Spanish."

For the last five years, Seth has been an assistant director of admission and diversity coordinator, working with the Twin Cities schools, where Hmong, Somali, Hispanic and other students of color have been increasing in numbers. He's very aware that many of these students are reluctant to consider a private college, particularly located outside of the metro area.

"Many of these students have heard about the advantages of a private college. But financial and other hurdles remain. For many, they come from low income backgrounds and are the first ones in their families to attend college."

To become more of a force in recruiting and retaining students of color, CSB and SJU developed the I-LEAD (Intercultural Leadership, Education and Development) Fellowship Program. With a mix

of scholarships, mentoring programs, and leadership development opportunities, the program aimed to recruit a group or "cohort" of 15 students each year. Now preparing to enroll its third cohort, the CSB/SJU I-LEAD program is a path breaking recruitment and mentorship program. It goes beyond the admission process and involves all areas of college life, including student development and academic affairs (*see sidebar*).

Students eligible for the I-LEAD program are identified by high school guidance counselors and admission representatives. They are evaluated for their academic achievement and potential and must demonstrate leadership and service in their school or community. "Prospective I-LEAD Fellows look at what every student looks at: academics, sports, etc. They know that race is an issue no matter where they go. And they're aware that the program is pushing intercultural competence which will help others gain intercultural skills.

"They also know that they're being given an opportunity to invest themselves in a development program which allows them to access many different opportunities. We expect that they will be leaders of clubs that they join, that they will be in senate and participate in study abroad."

In the program's first two years, I-LEAD Fellows have taken full advantage of the program's opportunities. "These students are ready to take on any challenge," says

I-LEAD

"These students are ready to take on ANY challenge."

Seth Snyder

Seth. "They are able to go above and beyond." Success stories abound. For instance, Bibi Abdalla and Mai Thao Moua were selected as two of a small and select group of students to represent CSB at the international women's colleges conference in the Middle East last year. Also, Raquel Gudiel was one of 25 young women in the country to be selected for a national Latinas Leadership conference in Washington, D.C. last summer.

Seth notes that the faculty have taken notice. "Faculty members who taught and mentored the first cohort were thankful for the opportunity to work with these students. They started recruiting other faculty members to be involved. Now our faculty are starting to understand how this program works and are looking for ways to take advantage of the I-LEAD students in their own area."

The program's success has led the colleges to expand the number of new participants to 30 in fall 2007.

Seth sees great opportunity with the I-LEAD program. "These students are thriving. They have been embraced by the community. We're not going to graduate students who just got through. We will be graduating those who seek and attain competitive jobs and fellowships or internships because of their I-LEAD experience here."

I-LEAD Steering Committee Members

Theresa Anderson, Academic Advisor

Mike Connolly, Dean of Students,
Saint John's University

Seth Snyder, Assistant Director of Admission

Jody Terhaar, Dean of Students,
College of Saint Benedict

BernaDette Wilson, Director,
CSB/SJU Intercultural Center

Additional CSB/SJU Programs

Intercultural Directions Council (IDC)

The Intercultural Directions Council is the cross-functional group of administrators, faculty and students working together to promote "climate change" on campus. The council helps various student groups, academic departments and functional areas of CSB/SJU build intercultural competence skills. IDC's goal is to change the way the CSB/SJU campus values, welcomes and celebrates differences.

Retreat on Racial Equality (RORE)

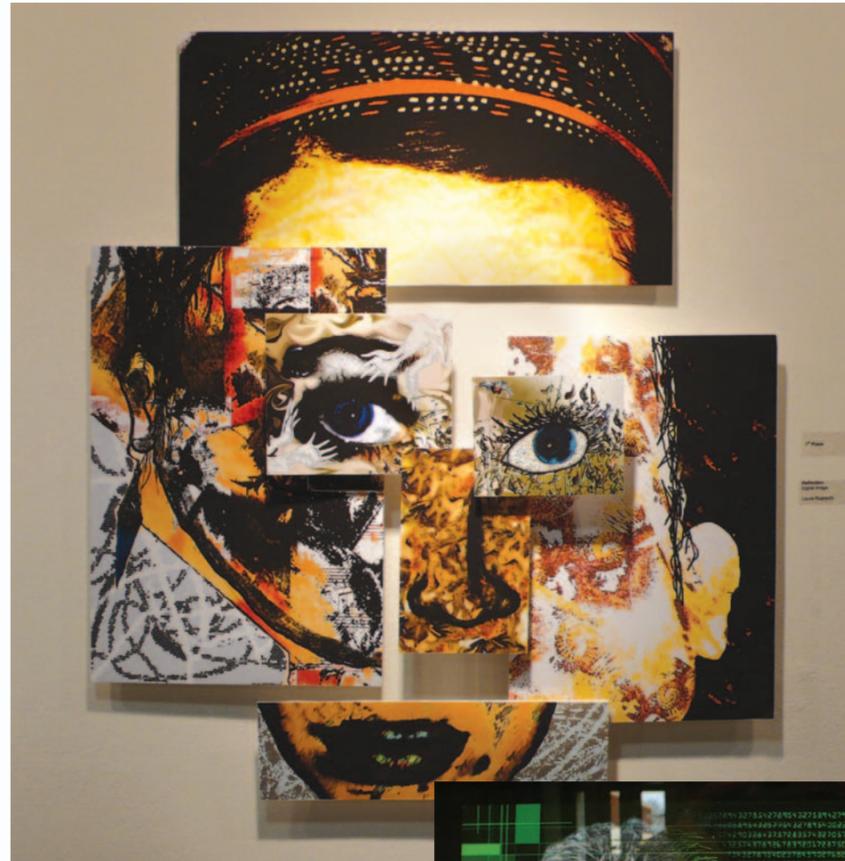
The RORE retreat is an evolving event where a group of students, faculty and staff spend time off-campus to discuss issues of race on-campus. Future retreats will include a larger number of students and reach a broader audience.

student gallery

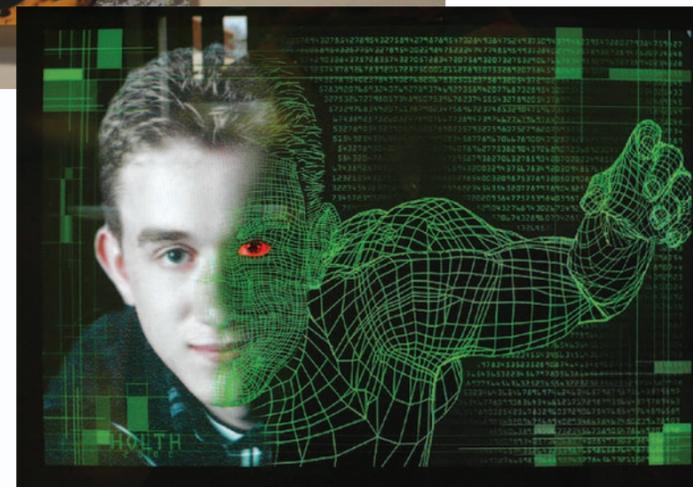
The artworks shown here were produced by CSB/SJU students. The pieces by Tessar, Ruprecht and Bursh were part of the 11th annual juried student art show and were on exhibit at the Benedicta Arts Center of the College of Saint Benedict; the one by Holth was created while he was a student and is displayed in the Peter Engel Science Center at Saint John's.



"Untitled" by Aimee Tessar '07

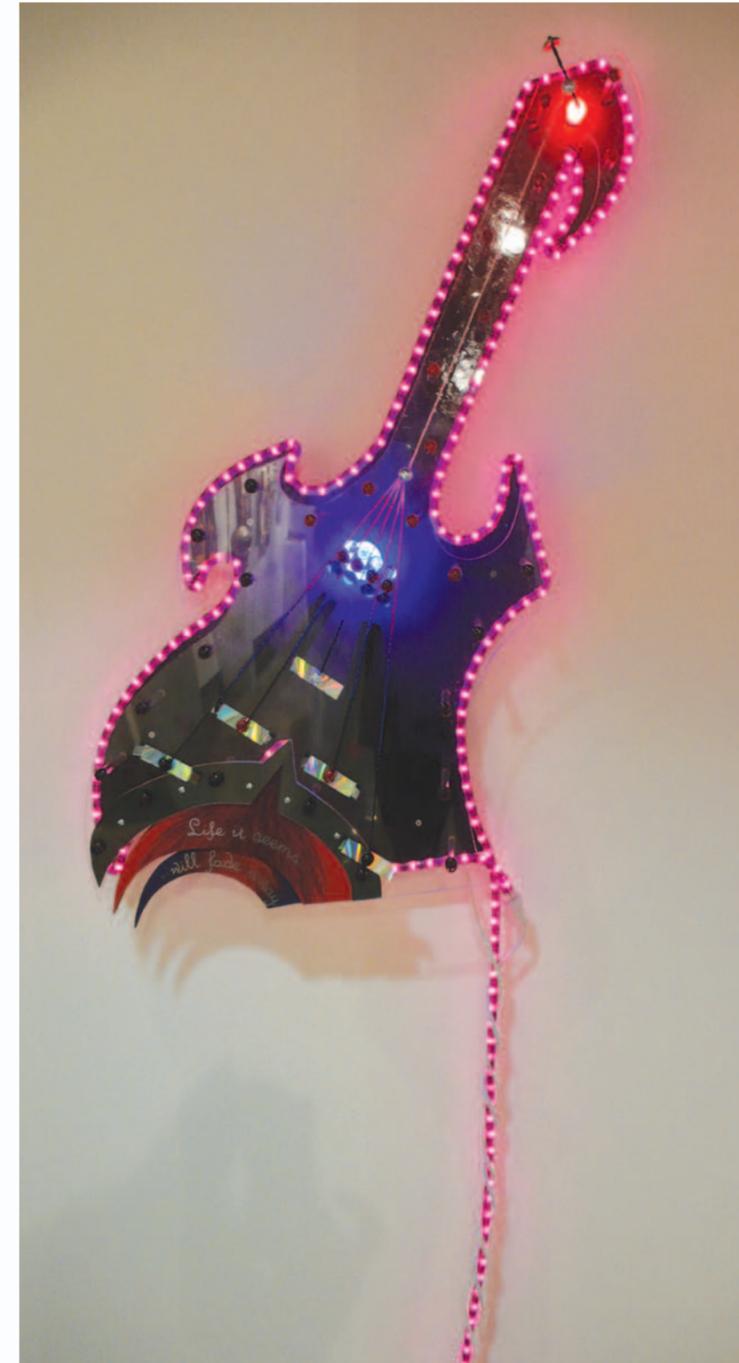


"Reflection" by Laura Ruprecht '09



Computer-generated graphic art by Dan Holth '05

"Fade to Black" by Andrew Bursh '08



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