

## IN THE WORKS



**A new look for Edison Road**  
...page 2



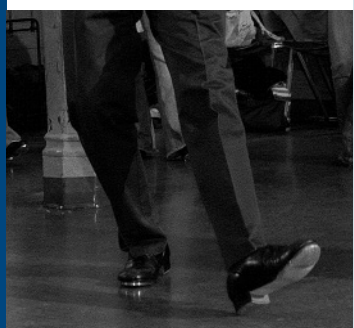
**Teaching and learning about disabilities**  
...page 3



**Living with and loving an aging population**  
...pages 4-5



**Go fish**  
...page 7



**Meet some dancin' anthropologists**  
...page 8



# INC@ND outlines bright in-state future for graduates

By Judy Bradford

Stay here, in Indiana, after graduation? A lot of students aren't thinking in that direction.

It's LoriAnn Edinborough's job to interest them in the possibilities.

"There might very well be a national or international company here in Indiana that they could work for," she says. "There are Fortune 500 companies in the state and there are others that may not be a name you recognize, but it may be one that does give you that kind of exposure and experience that the nationally known companies can."

As program director for Indiana Careers at Notre Dame (INC@ND), Edinborough's challenge is to help students find quality jobs in Indiana that have promising career paths. The program, which is part of The Career Center, is beginning the second year of a four-year, \$1 million grant from Lilly Endowment Inc. to combat statewide "brain drain." The program would turn the tide of college students who get their education here, then take jobs out of state after graduation.

Indiana ranks 14th in producing college graduates but a dismal 46th in the nation for numbers of college graduates living in-state, according to recently released census figures. Undergraduates from Indiana comprise about 11 percent of Notre Dame's student body. But only about 4



LoriAnn Edinborough, left, and Career Center colleague Allison Keller chat briefly before a nonprofit career fair earlier this month in LaFortune Student Center. The fair is one approach to helping students finding good jobs in Indiana, the thrust of INC@ND. **Photo by Matt Cashore.**

percent remain here after graduation, according to senior exit surveys.

INC@ND educates students about Indiana's corporate richness, including multinational businesses. It also offers incentives, such as a monthly stipend to graduates who commit to work here for two years. The money is awarded much like a scholarship, with an application process that includes an essay, faculty reference and interview. For graduates who are weighing an Indiana-based job offer against a more lucrative one in an attractive out-of-state setting, the stipend equalizes the competition.

Edinborough and INC@ND program coordinator Jackki Bolstetter also work with companies to provide internships for college juniors. INC@ND can provide funding for what otherwise would be an unpaid internship, and helps employers create or improve internships to attract Notre Dame juniors in specific fields. Students who find internships on their own also can turn to Edinborough to see if funding can enhance the opportunity.

Edinborough also is looking to Indiana-based Notre Dame alumni to support students as mentors and to serve as a source for jobs or internships.

INC@ND grew from a grant application by Lee Svete, director of The Career Center, and Charles R. Crowell, associate professor of psychology and director of the University's Computer Applications Program.

# Monitors curb culinary cribbing with a smile and a hug

By Katie Scarlett O'Hara

*Related stories about the lives of older adults are on pages 4 and 5.*

"Leave with a smile, but put the pastry back" is the message that exiting students receive from the University's dining hall door monitors, who can be found sitting and greeting at exits, often exchanging hugs and lengthy conversation with students.

Though a major part of a monitor's job description may be to retrieve contraband (ranging from an extra banana to the nativity Baby Jesus), many feel there is more to the job.



Dining hall monitors Bettie LaSalle and Marlin Lynn take a load off their feet after the breakfast rush. Their late-in-life careers as monitors provide a richness of experiences. **ND Works photo.**

atmosphere," says Faye Hoggard. "99.9 percent of students are very polite and nice. There are just a few that aren't, and I don't let that bother me."

Hoggard, who has worked at SDH for six years, says interaction with some students brings back memories of her own children.

"I had four boys and only two are left. They both died rather young. ... I like working around young people," Hoggard says. "And, I need this job. I have been a single mother for 25 years. At my age, there are not too many jobs I could handle."

Marlin Lynn, who has an artificial limb that prevents him from doing many types of work, agrees that the people make the job fun.

"I like to get out of the house and I like being with the students. I enjoy people and I get to meet a lot of people," he says. "And it makes their day... lets them know someone does care."

Lynn gets back what he gives.

"It makes you feel good when they recognize you—you're just an old fogey (and) they give you courtesy," Lynn said.

They sound like softies. But this crew wants to make it clear that when they need to be, they are tough.

"The students will try to get away with whatever they can," says Lynn, alluding to their penchant for snitching snacks.

"I am not here to be Dr. Phil," adds Hoggard. "I am here to make them behave and I am here for their protection."

"We're there for the students," Mary Ann Sobieralski, lead monitor of the South Dining Hall (SDH), says. "We're the first and last thing they see."

As an employee group at Notre Dame, dining hall monitors is a rare category: paid workers drawn from a group of retired older adults. Adults, says Dan Patterson, South Dining Hall operations manager, simply are less tempted than student workers to let students get away with things. Pastries are the least of it. Furniture has been known to disappear, Patterson says.

As retired adults, these monitors represent one of the fastest growing segments in the U.S. work force. The number of employees 65 years and older grew from 3.6 million in 1995 to 4.8 million in 2004, according to the U.S. Department of Labor. The monitors' personal stories, and their interactions with students, demonstrates why work sometimes is better than retirement.

"I hate to say it, but it's a grandma thing," says monitor Bettie LaSalle, who draws joy from her position. "They tease me and I tease with them. You don't have to be a rocket scientist to do it. You just have to like kids and they have to like you."

"I love my job and the college

# Local charities to benefit from new spring cleanup program

By Ted Fox

Yard sales are almost a rite of spring. But a yard sale so large that it has to be housed in Notre Dame Stadium? Dream no more, bargain hunters: Your Shangri-la is coming in May.

"From Old to Gold" will invite on- and off-campus Notre Dame students to donate no-longer-needed items in serviceable condition to the United Way of St. Joseph County. These items will be collected, organized by type, priced and then sold during a seven-hour sale on Saturday, May 21 at the stadium. All net revenues, as well as any unsold usable items, will be donated to local charities.

Traditionally, residence halls have set up collection points for students' unwanted goods, then charities have been invited to pick up items of interest. Even with their interest, it seemed many useful items were among the discards eventually hauled to a landfill. "Several entities on campus were reviewing different ways to handle student move-out and also looking at best practices at different universities," says Alan Bigger, director of Building Services.

While discussing ways to make this process more efficient, Bigger says Ryan Willerton, assistant director of student activities, mentioned the success of the "Trash to Treasure" program at Penn State. After sending a team to State College last May to observe that sale, Bigger and others began planning Notre Dame's inaugural event for 2005. Willerton's colleague, Kevin Ploeger, assistant director of Residence Life, came up with the winning name.

"From Old to Gold" is a joint initiative with United Way. To date, approximately 25 campus units have offered support and resources for the program. Organizers hope to raise a charitable donation of \$25,000, collect food to be distributed to local food banks and divert an estimated 35 tons of items from landfills.

"This new program affords the student body an opportunity to give back to the local community in which they have studied and lived during their time at Notre Dame," Bigger says. "It is a win-win for all."

The May 21 sale will run from 7:00 a.m. to 2:00 p.m. Early bird admission ranges from \$5 for adults up to \$20 per family; children under 12 are free. The fee will be waived after 9 a.m.



**Q: Of the elements of the Near Northwest neighborhood development plan we've seen, which would you expect to occur first? A few restaurants and shops near the performing arts center? Townhouses?**

**A:** The area most likely to be developed first is the Campus Edge Commercial

District immediately south of campus at the intersection of the relocated Edison Road and Eddy Street. Construction of Edison is scheduled to be completed by the end of this year, and the Logan Center will relocate to its new facility this summer. The tenant mix will be up to the developer, but I would expect to see a couple of restaurants, a coffee shop, an ice cream store, a bank, and several retailers. It's reasonable to look for construction there to begin in 2006.

The timing of the residential districts planned for the Notre Dame Woods and along Eddy Street depends on such factors as property acquisition and infrastructure development, notably the extension of Napoleon Street from Eddy to South Bend Avenue. However, residential development in at least one of those areas is expected to follow shortly after the commercial district.

The University continues to support neighborhood development that would see housing available at a range of prices. Construction of new single-family detached homes along Notre Dame Avenue has been happening for a couple of years, and it looks like the pace is going to pick up this summer. That program is aimed at free-standing, single-family homes that occupants build themselves

according to guidelines established by the University. Housing on Eddy Street and in the Notre Dame Woods will be developed by one or more private developers who will sell their units. Along Eddy, we envision some form of urban row homes, sometimes called "brownstones"—two or 2 1/2-story homes with front doors facing the street and car access from a rear alley. Notre Dame Woods could involve similar units, villas, or other attached products. The University's oversight of developers' plans will assure that development is in harmony with the campus and the interests of Northeast neighborhood residents.

Contributed by Greg Hakanen, director of asset management and real estate development.



As plans progress for the realignment of Edison Road, construction crews also are preparing to build the above new entrance at Notre Dame Avenue and Angela Boulevard. The project responds to a call in the University's master plan for a gateway that signals Notre Dame Avenue as the University's principal ceremonial approach. The structure will be a gently arching composition of granite and limestone piers connected by wrought iron fence. Two houses at the northwest corner of the intersection have recently been cleared so that grading can begin. On the northeast corner, the grass mound with a flower-etched interlocking ND also will be eliminated. The project is expected to be completed by the end of summer. Traffic flow on Notre Dame Avenue will be interrupted on a few occasions during the course of the project. *Image provided by University Architect.*

## Seeking justice through a national commission

### Prison Rape Commission holds first of regional meetings

By Meghanne Downes

For Nicole Garnett it's a matter of simple justice.

As a Notre Dame associate law professor she emphasizes commitment to service and justice in the classroom. Teaching by example, she works toward the elimination of prison rape.



Garnett

"When we incarcerate individuals who commit crimes, justice demands that we do everything possible to guarantee their security," Garnett says. "If there are additional steps that can be taken to reduce sexual violence against prisoners, we must take them."

In 2004, President George W. Bush appointed Garnett to the National Prison Rape Reduction Commission (now known as the National Prison Rape Elimination Commission). The commission, which consists of nine members, intends to analyze the problem and publicize standards that will appropriately address and eliminate it.

"I hope that the standards we produce will be widely adopted and successful," Garnett says. "If so, we will have made a tremendous difference in the lives of thousands of the most vulnerable members of our society."

Thursday of this week, the commission was to hold an open meeting at McKenna Hall, the first in a series of meetings throughout the United States to discuss the issue with regional corrections officials, civil rights attorneys and rape victims.

Through her work at Notre Dame, Garnett hopes that her involvement with the commission will serve as "an example of teaching by doing." She believes that her legal expertise in state and local government institutions will serve as an asset to the commission.

Congress created the prison rape commission in 2003 and directed the Justice Department to conduct a comprehensive study of prison sexual assault. The commission, which resulted from a bipartisan effort to address a serious social justice issue, has two years to complete this study and submit a report. Notre Dame trustee and benefactor John Kaneb joins Garnett on the nine-member panel.

The hearings were scheduled to take place from 1:30 to 3:30 p.m. Thursday and were expected to draw comment from Indiana and Michigan law enforcement and corrections officials; advocates such as Alphonse A. Gerhardstein, president of the Prison Reform Advocacy Center, and Rev. Bryan Hehir, director of Catholic Charities for the Archdiocese of Boston and the 2004 Notre Dame Laetare Medal recipient.

# NDWorks

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## Biology lesson: For the disabled, there are genes, and then there's real life

By Gail Hinchion Mancini

As an undergraduate, Michelle Whaley took a summer job in Washington state working with children with disabilities.

It's amazing how an experience like that can get under your skin.

Whaley completed her doctorate in biology at Notre Dame in 1993 and immediately began teaching genetics and cell biology and doing research in molecular genetics. She missed working with people with disabilities and called the local Special Olympics office with an offer to help. That launched a many-year stint as a coach, particularly in power lifting.



Biologist and geneticist Michelle Whaley examines samples that support her work on retinal degeneration and apoptosis in *Drosophila*. Her students learn about the genetics of disabilities in the classroom, and the life challenges of disabilities by volunteering at Logan Center. **ND Works staff photo.**

In 1997, Whaley attended a speech by Mary Jane Owen, founder of Disabled Catholics in Action during Disabilities Awareness Week on campus. In her speech, Owen, who suffered multiple disabilities, suggested that the interests of geneticists ran contrary to those of disabled persons. Simply put, geneticists see disabilities as something that should be fixed or eliminated.

As a geneticist, Whaley says she was shocked: She had never really looked at it that way before. But as someone who worked with disabled people, Whaley understood the speaker's concern: To know the disabled is to understand that they are not necessarily broken. "They have a unique happiness...an outlook on life that puts things in perspective. A world without disabled persons would be a sadder world," Whaley says.

"That's when I started to link genetics with disabilities in the classroom." Students studying genetics needed to connect what they were learning in the classroom to real people, she explains.

With the cooperation of the Center for Social Concerns, Whaley began introducing a disabilities service learning project into a freshman honors genetics course. Students could choose to do a research project, but the majority accepted her challenge to volunteer regularly at Logan Center and

to write papers about their firsthand experiences observing the link between genetics and disabilities.

"They're learning that people with disabilities are not that different from themselves," Whaley says. "They have jobs, school, happiness, sadness." One student's observation is permanently posted in Whaley's office: "One does not grow in wisdom, tolerance, or love if one knows only people who are like oneself."

"She is a geneticist who really wants her students to put a real face with an issue," says Marissa Runkle, who has coordinated the service part of Whaley's class through the Center for Social Concerns. Twenty percent of Whaley's students continue to volunteer at Logan Center after they've finished the course, Runkle says.

In fall 2005, the course will be expanded and offered to all biology majors, whose ranks include future doctors and researchers. Whaley says she wants to develop awareness that "as geneticists, we should not be blind to the needs of real people."

Among realities these students will face: parents who are aware their child will be born with birth defects and who will welcome that child. Whaley wants to educate future physicians and researchers who can step back from societal pressure for perfection and support these parents, while continuing to appreciate and help those with disabilities.

## High school interns find their niches

ND Works staff writer

Tiffani Amberg is working in Café DeGrasta under the wing of manager Kristi Doyle, and the Clay High School senior may have genuinely found a career she could love.

Amberg is one of 24 South Bend Community high school students who hold half-day internships with Notre Dame through a program that prepares special education students for the world of work. Besides the one-semester internships for juniors and seniors, the school system and Notre Dame provide shadow and abbreviated training programs for sophomores and juniors, according to Bill Court, intern program director for the school system.

Amberg stocks sodas and fruit, cleans tables, and provides friendly chatter with DeGrasta's customers. As she progresses through a series of challenges



Kristi Doyle, manager of Café DeGrasta, helps Clay High School student Tiffani Amberg stock drinks and fruit. Amberg is one of 24 South Bend Community Schools special education high school students working in internships at Notre Dame this semester. **ND Works staff photo.**

defined by Doyle, she will end the semester working with food. "They love that," says Doyle, who regularly accepts interns from the program and has shown a real gift as a teacher. "They love putting on the hat, the gloves. They work hard for it."

Doyle, says Court, gets the most out of her interns, sometimes by allowing more seasoned South Bend school students to mentor their younger colleagues. Doyle has found that the role of mentor can encourage an intern to take on more responsibilities. Front-line University contacts also host individual visits by the families of these special students, visits that can be eye-opening for the families.

"The parents realize, 'hey, if he can scrape a carrot and take out the garbage here he can do it at home,'" Doyle says.

Court, who also manages special education interns at local hospitals and hotels, has been bringing students to Notre Dame for four years. Rick Murphy, the Human Resource specialist assigned to food services, oversees the project at Notre Dame, although placements extend beyond foods.

This semester, besides Doyle's two students at DeGrasta and in Catering by Design and both dining halls, interns are placed with building services, two offices of the Law Library and the Hammes Bookstore.

The program is offered to students with cognitive, emotional and physical disabilities, some of which are severe. The difficulty of assignments varies, depending on each student's skills.

But there also is the notion of preference, as is the case with all of us. Court notes that one intern just didn't care for food services, but thrives in the Law School. "She just found her niche."

## Hobbled students get temporary relief

ND Works staff writer

Sometimes, being disabled is a temporary state. But it's still a difficult one.

The staff of University Health Services sees a stream of students whose active athletic lives lead to leg strains, breaks and corrective surgeries, says Director Ann Kleva. Hopping on crutches from building to building, or negotiating residence hall stairs, can seriously challenge a student's ability to learn.

Since fall, the Office of Student Affairs and Security/Police have collaborated by offering injured students free use of motorized scooters. The battery-operated scooters are compact enough that

students can drive them directly into a classroom, the dining halls, and their dorm rooms, where they can be secured and recharged overnight.

Students need a physician's note to check out one of the scooters and they may keep it for up to eight weeks. Two to six weeks has been the average, says Don Nemeth, who administers the fleet of 15 scooters for Security/Police.

Nemeth created a very simple system of borrowing the scooters that keeps them safe and their batteries recharged. The system accounts for off-campus students or those in older residence halls where accessibility is limited. As creative as students can be in finding fun, they have not treated these vehicles like toys, he reports. Scooters are returned in a timely fashion, usually mud-splashed, but in one piece.



Don Nemeth examines one of 15 scooters the Office of Student Affairs makes available for students who are temporarily disabled. **ND Works staff photo.**

*More than 20 percent of Notre Dame employees provide care for older adults. They expect to be in that position five years from now. As the Work Life program develops support systems for this challenge, Department of Psychology researchers are studying about the lives of the elderly.*

## Caregivers rely on University support systems

By Judy Bradford

Pam Foltz takes an extended lunch break every day to go home and care for her 82-year-old father.

He suffers from Parkinson's disease, advanced dementia and spinal stenosis—a condition that causes calcium buildup in the spinal cord, causing paralysis.

With the blessings of her supervisor, her work hours at the Center for Social Concerns can be arranged around his needs. Between her efforts and those of her brothers, her father is never alone for more than an hour.

At 49, Foltz is an example of the average caregiver: female, middle-aged and employed full-time (the average age of all University employees is 47). More than 20 percent of University employees say they are significantly involved in such caregiving. A recent survey by Work Life indicates that some 40 percent of us expect to be caregivers within the next five years.

Like Foltz, many are providing care in the home. Lisa Vervynckt, coordinator of office services for the Center for Continuing Education, recently saw her mother through two surgeries, one on her hand, another to replace a pacemaker. Vervynckt's assistance went into high gear to deal with post-operative issues; her mother even had an allergic reaction to the surgical dressings.

In addition to flexible scheduling, family caregivers need information, advice, emotional support—and often, someone pushing them to take care of themselves, too.

A little over two years ago, Work Life started sponsoring lunchtime sessions on general topics like dealing with dementia, handling legal and financial issues for older adults, and managing stress, inviting local agencies to provide the instruction. Reducing caregiver stress levels was the primary reason for the sessions, according to Jessica Brookshire, manager of Work Life, who was moved by national statistics that show middle-aged and older women are the chief caregivers. And they are almost six times more likely to suffer depression or anxiety than non-caregiving women.

Jennifer Edwards of the American Red Cross, St. Joseph County chapter, says that information and advice sessions for caregivers like the ones offered by the University often become support mechanisms, providing caregivers a format for sharing their problems and learning how others may have dealt with similar dilemmas.

At a recent American Red Cross session held during the lunch hour in LaFortune Student Center, a participant explained how her grandmother, who shows signs of forgetfulness, gives the doctor incorrect information when they visit the physician. "He addresses questions to her, but then she gets it wrong, like about medications. Or he'll say, 'Are you still having pain in your back?' and she'll say no, even though she was just complaining about her back that morning."

Characteristic of these sessions, caregivers chimed in with advice on how to handle grandmother, encouraging such steps as a separate, private conversation with the doctor to just meeting it head-on during the office visit.

University resources support caregivers, but Dee Dee Sterling, Work Life coordinator, would like to see them also used by those who do not yet face a crisis. "Things may be fine now," says Sterling, who herself offers long-distance support to her in-laws in California. "But when something goes wrong, it can happen really quickly."

Besides the lunchtime seminars, Work Life has assembled:

- Online information of all the local and national agencies that offer services. That information can be seen at <http://hr.nd.edu/worklife/cfo.shtml>.

- LifeWorks, an online employee assistance resource, offers another set of aids including a national Older Adult Care Locator useful for parents who do not live nearby. LifeWorks can be found on the general human resources Web site or at <https://www3.nd.edu/~hr/worklife/eap/EAP.shtml>.



Social gatherings like the lunchtime lecture series for older adults, sponsored by ND Downtown, can provide essential support mechanisms, psychologists are finding. **Photo by Lou Sabo.**

## Resilience, quality relationships key to graceful aging

By Gail Hinchion Mancini

Cindy Bergeman, professor of psychology, has been charting graceful aging since graduate school. She has some heartening news about what she's seen, some which challenges myths about growing old.

"Most people do age well and maintain a high level of functioning for a longer portion of the life span. Most are living independently. It's a much more optimistic picture than the media paints," she says. Clinical levels of depression are experienced only by about 15 percent of older adults, although anyone can feel down or blue for short periods of time. Though public attention to Alzheimer's is widespread, dementia affects only about 20 percent of adults over 80.

Bergeman's research has focused more on what's right with the elderly than what can go wrong. What are those strengths that allow individuals to do well in the face of adversity?

"Nobody has a stress-free life," Bergeman says. "But if you're resilient, that is, if you develop coping strategies or support networks that limit the negative effects of stress on health and well-being, you do well."

Resilience doesn't magically develop in later life. "Successful aging no doubt starts early in the life span. Like an inoculation, if we experience life's challenges, we enhance our mastery of skills, create additional coping resources, and develop a positive view of ourselves and our abilities. We build a resource that helps us to better deal with the next problem," Bergeman explains.

In one study, Bergeman observed the emotional states of recently widowed women, a time period known to be one of life's more challenging episodes. Although the study was not designed to create a blueprint for caring for older adults, some directions emerged that caregivers should know.

As much as aging adults need the support of family members, they also benefit tremendously from friendships with peers. It is speculated that grieving or otherwise emotionally challenged older adults can confide in friends—members of a book club or card group—without the worry that their emotional states will burden a fellow family member who also may be grieving. Conversations with friends proved more helpful in the grief recovery process than participation in formal support groups, Bergeman found.

In general, talking about one's feelings was more closely associated with emotional recovery than were encounters that helped take care of business, such as transportation to a doctor or help sorting out bills. This points to an awareness that other of Bergeman's colleagues also have noted: that caregiving of a busy, task-oriented nature, although helpful, may not nurture in the same way that allowing one to share sadness and joy does.

So how do you know if you are providing the right type of support? "Be careful not to do things they can do for themselves," Bergeman adds. "Let them make choices. Let them have control and autonomy. Even for the very aged or ill, there still are ways to help them have a sense of control." If you offer support, be sure that you convey that your offer is genuine. Bergeman says that in interviews with widows, one of the interesting themes that emerged was a keen awareness of offers that had a "hollow ring" to them. Participants seemed to have a clear sense of who wanted to help and who was



Bergeman

## adults, and 40 percent of us in human resources assembles share what they've learned

just making a socially appropriate comment.

Older adults thrive when they can reciprocate the support. A happy prescription for caregivers: "You need to let them do things for you," Bergeman says. One of the best predictors of successful aging is feeling like you have a purpose in life, that you are making a difference in the lives of others.

## More on those sunny dispositions

Is there such a thing as a cranky personality, and does it affect one's golden years?

Robert West, assistant professor of psychology, has done the research, and he believes that some older people have a positive sense of psychological well-being, and their neurological aging process may be measurably different than those with a negative outlook.



West

As a researcher, West has been stricken by the fact that two people of similar age and health predisposition can experience varied quality of life. He has been exploring the correlation between neurological health and what the aged report about their positive relationships or social isolation.

"We have brain data demonstrating that if you have people who report poor social relationships, their brains look

different. Brain activity for those with positive relationships is much more like that of 20-year-olds than those with few quality relationships," West says.

The finding represents good news in West's mind, because improving one's social life or emotional outlook "may be more promising, and less expensive, than some medical solutions."

Certainly, it points to advice for caregivers: Older adults should be encouraged to get out and to participate in activities. West points to the work of Notre Dame Downtown, which holds social and learning events for older adults, as an example of low-cost activities that may well be having positive health benefits.

## Facing chronic illness

In his research in health psychology, Tom Merluzzi has focused on how individuals cope with chronic and terminal illness. He's learned to understand that a physically frail person may be more psychologically strong than expected.

"I am very respectful of older people who are saying 'I can handle things,'" says Merluzzi, a professor of psychology and psycho-oncologist.

Merluzzi's research has shown that the elderly are more mentally prepared for illness than their children might expect, or than their children would be, were they to fall ill.

"As people get older, they are more psychologically able to cope with illness," he says. "They adjust better to cancer than younger people. It's on time in the sense that older people might be more apt to expect illness to affect them at their age. And, they've had a lifetime of coping to bring to bear on it."

For elderly people who are chronically ill, the parent-child relationship can be complicated by a mismatch of support. "In cancer research, if someone does

not need a lot of instrumental support, and it's provided, the person with cancer may not do as well. You may put them in sick role and they start thinking of themselves as less capable."

"There is a delicate balance between doing too much and not enough. So the key is listening, observing, asking questions. The need for clear communication between the adult child and the parent cannot be stressed enough. If we are good parents we do this with our children—it's just that we are not used to doing this with our parents."

Sometimes, an adult child willing to manage medicines, checkbooks and transportation might be wise to just sit and talk with a parent, or ensure that the parent has peers to talk with. Many times, the chronically ill elderly are more comfortable talking about their illnesses than their children can tolerate, so same-age friendships can be important for support.

## Maintaining steadiness and balance

Steve Boker lost his grandmother to a hip fracture. A month after falling and breaking her hip, she died from the complications that frequently beset elderly who are immobilized by broken bones.

Today, studying equilibrium and coordination represents a big part of Boker's research as associate professor of psychology.

In a newly outfitted office in the basement of Flanner Hall, Boker tests how well two different senses—one visual, the other involving muscular sensors—work together to signal balance. Studying subjects of varying ages, he examines how those sensory systems perform throughout a person's life.

"As we age, the senses become less acute. It's harder to tell where our arms and legs are in space," he says. Proprioception, the muscular signaling system, declines. The system compensates by relying more on visual clues, says Boker.

"Younger people seem to have a dual control system whose components talk to each other. For older people, it's as though the two pieces collapse into one," Boker explains.

Boker's research underscores what we have long observed among our elders, a lesson emphasized by the death of his grandmother: Unsteadiness is a quality of life issue for the aged. Boker's research could lead to therapies that help older adults maintain or reclaim a dual-control system.

While no complete set of prescriptions is available yet, Boker's learned enough to be able to offer advice to his own mother, and to caretakers of aging adults.

- If Granny yearns to try yoga, encourage her. Early results in Boker's experiments indicated that older adults who said they did flexibility training such as tai chi demonstrated younger-behaving control systems than others in their age groups.

- Conversely, be aware that diminished proprioception may cause an elderly friend or relative to become more still or stiff. In turn, that may further diminish their perception. Walking regularly may help both flexibility and strength in the legs, and can improve circulation.

- Deal with the visuals. Older adults begin to rely more on their vision just as it becomes less reliable. Bifocals and trifocals are common, but they distort visual information about space. "I tell my 78-year-old mother: Get separate glasses, one for reading, one for walking around. You'll be more steady during critical times when you're moving around."

- High-contrast patterns such as striped wallpaper seem to give older people a better grasp of the visual landscape. If he could redesign housing for the elderly, Boker says he'd avoid all-beige environments. At the very least, high-contrast strips should be installed on the edges of stair steps.

## So: Yoga, yes Multitasking, no

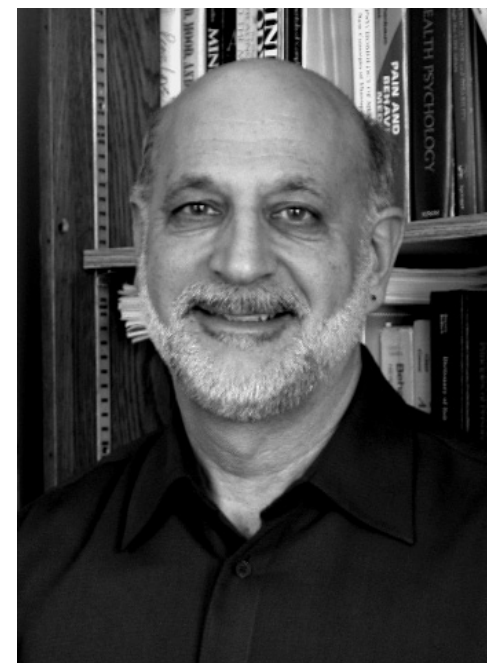
Here's a common modern-day scenario: You are driving a child to an athletic practice and reviewing spelling words along the way, when you remember that you need to pick up the dry-cleaning. You make a mental note to do so.

That's cognitive multitasking at its best. According to Robert West's research, you may be capable of mental juggling now, but you probably will not be as flexible when you're older.

West's studies examine how effectively older adults can strive for and achieve a goal in the face of distractions. From youth to old age, does the ability to do two things well at the same time change? His findings: "In normal aging, a person may be able to do one thing or the other thing perfectly, but not two together."

If an elderly person is boiling water and is distracted by a ringing telephone, goal interruption may be obvious: The pot gets forgotten and boils over. If an elderly person is driving and receives too many mixed signals and distractions along the way, the experience may become considerably more complex.

What does that mean for caregivers? West sees it mostly as a challenge for caregivers to revise expectations. "I think it's easy to overlook this change, to project our own experiences onto someone else." For example, just because you can drive and handle rambunctious children doesn't mean your older parent should.



Merluzzi



Boker

## New number or not, calculus is still calculus

University historians take note: An upgrade in the University's Student-Faculty Information Systems has overhauled the long-time course numbering system. No longer will a student dread taking Math 105 and Math 108 (calculus) or Chem 115 and 117 (general chemistry). Their dread can now focus on Math 10250 and Math 10260 or Chem 10115 and Chem 10117.

A new series of five-digit numbers now graces all undergraduate and graduate classes. Students registering for summer school courses are the first to use the new course numbers. Its introduction to all students began March 23, when they could first enter insideND and review the fall 2005 course offerings.

The new system provides a number of improvements for the student registration experience, including a more generous period to choose classes. Also for the first time, online descriptions of each course are immediately accessible.

Among significant changes for faculty: Beginning with summer term, all grades will be submitted online; the paper bubble sheet form is being retired. Ava Preacher, assistant dean of Arts and Letters and a key coordinator of the Renovare changes, explains the wonders of this improvement: "Faculty can leave campus right after exams, grade tests on an airplane flight, file grades in a wireless airport environment, and begin a vacation. They're going to love it."

These and other improvements may explain why all parties are adapting graciously to this change. Harold Pace, University Registrar, noted that the first student registered only six seconds after summer registration opened, and a 47-seat summer class filled in the first seven minutes.

Before the launch of the new system, hundreds of administrators, administrative assistants and faculty worked for months on a myriad of unusual challenges.

Creating "code" out of the new five-digit system itself was like inventing the Zip Code, and each department created its own system. For example, Lisa Yates, administrative assistant for American Studies, worked with American Studies faculty to fashion a numbering pattern that would help students understand which courses are cross-listed with other departments. That work was completed last summer. Today, she and some 130 other academic administrators and assistants stand ready to share their new system training with faculty and student users.

Pace estimates that two to three academic administrators and administrative assistants per academic department rolled up their sleeves to help renumber course, to write or rewrite course descriptions and to learn how to use the new system.

## SAC starts a new year

The following employees have been elected to serve as members of the Staff Advisory Council (SAC), an organization for non-exempt employees that represent staff concerns on a myriad of issues.

**Sherrie Daniel**, Robinson Community Learning Center; **Christy Miller**, financial aid office; **Shannen Mears**, Morris Inn; **Diana Singleton**, building services; **Michael Huffer**, North Dining Hall; and **Joan Reback Costa**, security monitor; **Tegan Gaul**, food services/The Huddle, **Paul Hendershott**, Food Services Support Facility, and **Michelle Wydrzynski**, Student Health Services, are new members.

The are joined by returning representatives **Sharon Harwell**, Campus Ministry; **Michelle Wydrzynski**, Student Health Services; **Becky deBruyn**, biology; **Bettye Bielejewski**, Kellogg Institute; **Barbara Klowetter**, National Institute for Trial Advocacy; **Tony Williams**, South Dining Hall; **Troy Webb**, preventive maintenances; **Lisa Buckland**, utilities; **Annette Klimek**, Development; **Shannen Mears**, Morris Inn; **Jane Nielson**, landscape services; **Joy Schosker**, Hesburgh Library; **Bobbi McMahon**, media resources, DeBartolo Hall; **Christy Miller**, financial aid; **Jennifer Ihns**, Law School; **Penny McIntire**, St. Michael's Laundry; **Karen Casey**, Mendoza College of Business, and **Susan McGonigal**, athletics.

**Lisa Yates**, American Studies, will serve as chair; **Kathy Stopczynski**, building services, will be vice chair; **Sharon**

**Konopka**, Nanovic Institute, will be secretary/treasurer. Information about SAC is online at <http://www.nd.edu/~staffcou/>.

## A library card that opens doors

Faculty and staff may use and borrow materials while visiting any of Indiana's participating academic libraries through a new on-site reciprocal borrowing program launched by the Academic Libraries of Indiana (ALI). The privilege extends to regional libraries such as Goshen College and Valparaiso University and to all the campuses of the state's major colleges and universities.

To participate in the program, apply at any of the Notre Dame University Libraries circulation desks for a special ALI library card. Applications are being taken during regular business hours (weekdays, 9 a.m. to 5 p.m.) from faculty and staff who present their Notre Dame identification cards.

A list of participating libraries is on the University Libraries Web page, as is further information on the program, at

<http://www.library.nd.edu/circulation/ali.shtml>. Borrowing privileges are defined by the participating libraries and also are reviewed on the Web site.

## LEARN SOMETHING ABOUT YOUR WORLD

There's going to be a week of "global warming" April 4-9 as the campus blossoms with events marking International Festival Week.

A health fair from 11 a.m. to 1 p.m. Saturday, April 9 and an International Children's Festival beginning at 3:30 p.m. Thursday, April 7 both will take place in University Village Community Center. Carolyn Woo, dean of Mendoza College of Business, will be keynote speaker at an Asian Career Center from 4 to 6 p.m. Friday, April 8 in DeBartolo Hall.

The dining halls will have international menu items all week, and the Hesburgh Library, Snite Museum of Art and Hammes Bookstore will display art, literature and cultural artifacts. Several international clubs will provide demonstrations in LaFortune Student Center during the lunch hour. A complete list of events can be found on line at <http://www.nd.edu/~issa/Festival>.

## Distinctions

The University offers its thanks and congratulations to employees celebrating employment anniversaries for March including **Clifford Payne**, Joyce Center, who has worked at Notre Dame for 30 years. Observing 25 years of service are **Melodie Eiteljorge**, University Libraries; **Nagi Elia**, information technologies; **Judith Kenna**, aerospace and mechanical engineering, and **Vicky Rodebush**, provost office.

**Christopher Barkley**, vending, and **Shiree Moreland**, information technologies, have been with Notre Dame for 20 years. **Pamela Brzezinski**, University Libraries; **James Gardner**, central receiving; **Jon Gentry**, investments; **Gene Giles**, facilities operation; **Fatmata Ismail**, immigration services; **Joyce McFarney**, graduate school; **Barbara Modos**, registrar's office; **David Shidler**, food services; and **John Wensits**, Rolfs Recreation Center, have been with the University for 15 years.

Marking their 10-year anniversaries are **Mary Pat Dowling**, Alumni Association; **Debrah Gillean**, National Consortium for Graduate Degrees for Minorities in Engineering and Science; **Nancy Gillespie**, asset management; **Lynn McCormack**, English; **Glenn Rosswurm**, development; **Dennis Stachowski**, Rockne Memorial; **Debbie Sumption**, Law School.

The University welcomes the following new employees, who were hired during the month of February.

**Dawn Suber**, custodian, building services; **James Kubinski**, men's golf team head coach, and **Patricia Herrity**, customer service representative, both in athletics; **Lynn Hubert**, director of major gifts, development; **Tracia Garcia**, cook, North Dining Hall; **Veronica Zarate**, visiting fellow, Kellogg Institute.

Also, **Jeremy Ware**, groundkeeper, landscape services; **Claudia Hernandez**, administrative assistant, Institute for Latino Studies; **Brian Cook**, Web director for the Masters of Business Administration and Executive Education programs; **Chad Willie**, ROTC staff; **Sheila Breining**, lead housekeeper for the Morris Inn; **AnneMarie Dawson**, coordinator of office services for the Department of Music; **Michael Chapple**, information technology security professional; and **Michael Walsh**, custodian, student activities office.

*Information provided by the Offices of Human Resources. "Welcome" is a new monthly feature of ND Works.*

## WHAT THEY WERE DOING



Maria Tomasula and master's degree candidate Rhett Poche take a final look at Poche's work before submitting the two pieces to the annual student thesis show in the Snite Museum. The exhibition opens Sunday, April 3 and features video, industrial and graphic design projects; paintings; drawings; photographs; prints; ceramics, and sculpture. A lecture by Michael Kimmelman, chief art critic for The New York Times, titled "The Accidental Masterpiece: On the Art of Life and Vice Versa" highlights the show's opening. Kimmelman will speak at 2:30 p.m. in the Annenberg Auditorium of the Snite. Tomasula, associate professor of art, recently was honored by Chicago Artists' News and Chicago-based arts writers as the top visual artist of 2004.

# Morris Inn serves employees a new kind of 'fish'

ND Works staff writer

Tired of your division's staff appreciation program? So were members of the Morris Inn. And when they went "fishing" for a fresh approach, they hooked a good one.

The staff has introduced a team-building and motivational program outlined in a series of management leadership books loosely known as the "Fish" program. (Professional Development and Learning is offering an overview of this program in a seminar from 9 to 11:30 a.m. Thursday, April 7. Register at <http://iLearn.nd.edu>.)

Carol McFarlane, manager of Sorin's, heard about the "Fish" program last year during the University's spring professional development event, Journey of Excellence. A regional hospital had employed the program, and McFarlane learned that MaryPat Farnand of human resources' professional development team was a fan.

The Fish system draws its name from a parable about management seen among Seattle fishmongers. It encourages employees to be "present," choose to have a great attitude, be playful and acknowledge the collegial conduct that makes the day better. The thank-you cards on the Morris bulletin board are

thanks from one employee to another about good acts.

The cards accumulate for the month before they are put in a fishbowl and names drawn for a series of prizes. Drawing day includes a special luncheon, so people can celebrate the event and the winners. A highly coveted prize is a parking place close to the building, but dinner at Sorin's is pretty popular, too, McFarlane says.

Once the Morris administration agreed to adopt this program, its components were rolled out in a staff meeting. Employees immediately



Morris Inn employees Cheryl Barrette, left, and Joni Philipi make room on a bulletin board the staff has set aside for posting thank you cards acknowledging acts of assistance and kindness. The cards and bulletin board are part of a new employee appreciation program the Morris staff has initiated. **Photo by Carol McFarlane.**

took to the notion of giving thank-you cards, so much so that 450 came in the first month. "We couldn't use the fishbowl. We had to use a giant salad bowl," McFarlane says.

The program began in January. Already, McFarlane says, she has seen new connections build among the different staffs of the inn and a new sense of inclusion among all of them.

Managers are not eligible for the monthly prizes, but McFarlane says she's always pleased to get a card.

## FYI

### Tragic love, opera style

Opera returns to the area Monday, April 4, with "La Traviata," the tragic story of a beautiful courtesan and her sacrifice for love. The performance, brought here by NDPresents, begins at 8 p.m. and takes place in the Morris Performing Arts Center. Ticket prices cost from \$20 to \$45 and are available by calling the Morris Center box office at 235-9190 or toll free at 800-537-6415, or on the Web at [www.MorrisCenter.org](http://www.MorrisCenter.org).



Opera Verde "La Traviata"

### Take a journey to excellence

Leadership expert John C. Maxwell, author of the best-selling "The 21 Irrefutable Laws of Leadership," and Chester Elton, co-author of "A Carrot a Day" and "The 24 Carrot Manager," will be keynote speakers June 8 and 9 (Wednesday and Thursday) at the annual Journey of Excellence conference sponsored by the Office of Human Resources Professional Development and Learning division. The conference will take place in McKenna Hall.

Maxwell also wrote the best seller "Failing Forward." Elton is vice president of performance recognition for O.C. Tanner Recognition Company.

This year's conference, called "Journey of Excellence—Achieving Peak Performance," will address the needs of mid- to upper-level business, higher education and not-for-profit leaders who are pressed to provide vision, direction, purpose and strategy for their organizations. In addition to the keynote speakers, a dozen seminar topics will address problem-solving, effective management, maximizing employee potential and recognizing and rewarding employee potential. Presenters include faculty from Notre Dame, business executives and subject-matter experts.

The conference is \$299 for Notre Dame employees; registration is available online at <http://iLearn.nd.edu>. For more information visit, [http://hr.nd.edu/prodevelopment/main\\_conference.shtml](http://hr.nd.edu/prodevelopment/main_conference.shtml) or contact Mindy Mansour, Conference Coordinator, at [mindy.mansour.3@nd.edu](mailto:mindy.mansour.3@nd.edu) or 631-3800.

### Some tips on living wills

As the controversy surrounding the case of Terri Schiavo has increased interest in living wills, Work Life notes that it has information on a popular program called "Five Wishes" that can help you determine how you are treated should you face a serious illness. A "Five Wishes" brochure is available by contacting DeeDee Sterling at [sterling.7@nd.edu](mailto:sterling.7@nd.edu) or by calling 631-9927. The brochure will help you stage a family discussion on your choices, and provides steps for preparing a record of those thoughts. "Five Wishes" documents are recognized as legally binding in both Indiana and Michigan.

### But is your work meaningful?

Your personal values play an important role in your career satisfaction. Just how large a role—and how you can increase satisfaction—will be discussed in "Career Values," a seminar Wednesday, April 13 in 234 Grace Hall.

Patrick Kerwin, who developed the Kerwin Values Survey, will administer the survey and help employees create meaning and congruence in their jobs. The seminar will be from 9 a.m. to 4 p.m. Register at <http://iLearn.nd.edu>.

### Spring Run is Saturday

RecSports annual Spring Run will take place beginning at 11 a.m. Saturday, April 2. Runners will begin at Legends; 10K and 5K events are planned.

Registration is ongoing at Rolfs Sports Recreation Center. A \$6 entry fee is charged. Registration also will be taken the day of the run until 10 a.m. for a \$10 fee. The event is open to all faculty and staff and their families. The run supports Rebuilding Together/Christmas in April, which will take place Saturday, April 16.

### Buying your first home?

If you're a first-time home buyer, join one of two sessions Wednesday, April 20 to help you understand the process. Representatives from local real estate agencies will explain the ins and outs while you enjoy a free lunch or dinner. Both one-hour sessions, one at noon, the other at 6 p.m., will be in 234 Grace Hall. Register at <http://iLearn.nd.edu> or call 631-5777. The event is being organized by Work Life.

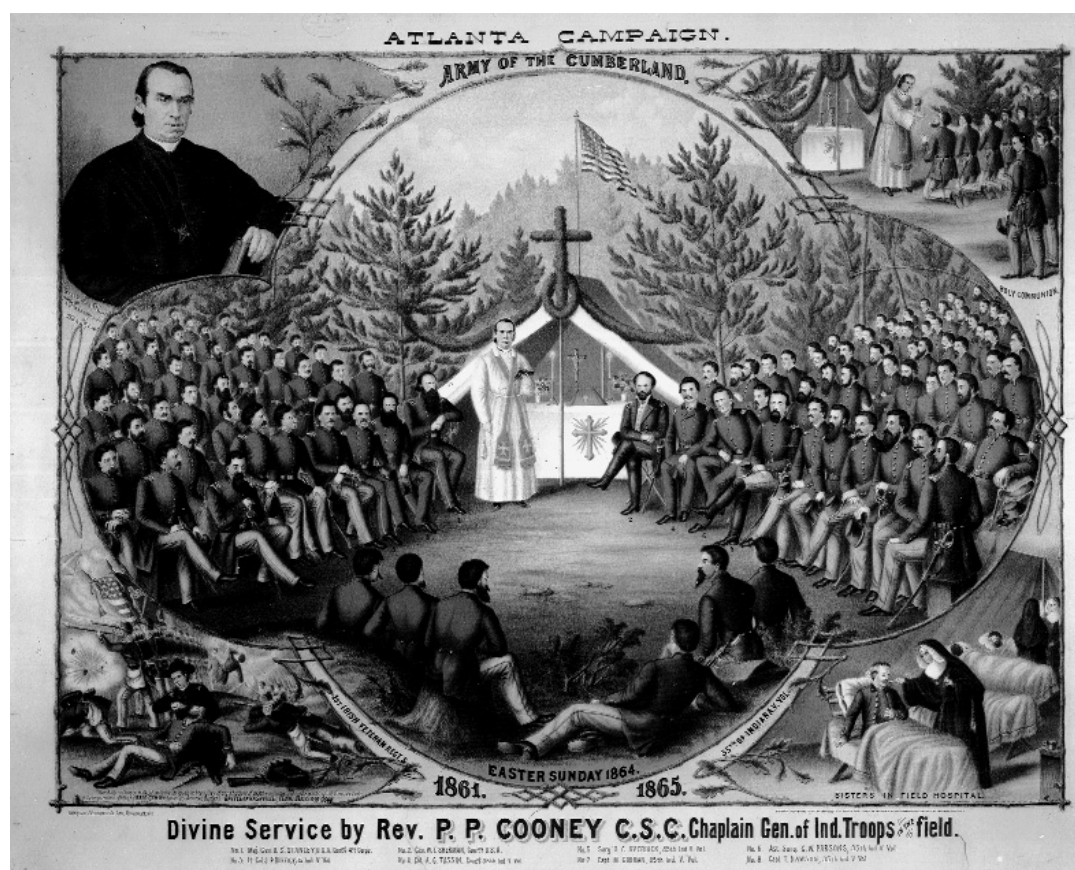
### Certification courses planned

Two core courses for Professional Development and Learning certification programs will take place in late April in Grace Hall Room 234. Register at <http://iLearn.nd.edu> for:

- "Communication Formatting," (core course for the Business Writing Certificate), 9 to 11:30 a.m. Thursday, April 21. This class explains the correct format and terminology of common office communications.

- "Making Meetings Work," (elective for the Business Professional Skills Certificate), 9 a.m. to noon, Wednesday, April 27. Learn start-to-finish tips on how to organize productive, effective meetings.

## FROM THE ARCHIVES



Among Notre Dame's Easter memories is the period during the Civil War when Rev. Peter Cooney, C.S.C., served as chaplain of the Army of the Cumberland. This composite engraving recalls an Easter Mass he officiated in spring 1864 during the Atlanta Campaign. Attendees included Gen. William Tecumseh Sherman, one of the major leaders of the Northern armies. Notre Dame founder Rev. Edward Sorin, C.S.C., assigned eight Holy Cross priests to serve as chaplains to the Union Army. **Reproduction provided by Charles Lamb, University Archives.**

## Dance chose *him*

By Dave Griffith

Jim McKenna, Joyce Professor of Anthropology and the department's chair, is one of Notre Dame's most renowned social scientists. But there's something that comes more naturally to him than anthropology: tap dancing.

Since he saw his first tap routine on television, McKenna has been tapping. The experience was, in his words, simply "irrepressible."

"It was nothing I chose. It chose me," says McKenna, who straps on tap shoes every semester to pass on his knowledge through an Irish tap class. Each class attracts up to 50 students who cram into the lower level of Washington Hall to learn how to be lighter on their feet.

Raised in Berkeley, Calif., in the 1950s, McKenna became a child dancer of regional note. In one of his first teaching positions, at Pomona College in California in the 1980s, he walked over to the dance department and offered to teach a tap dancing class. They let him, and he hasn't stopped.

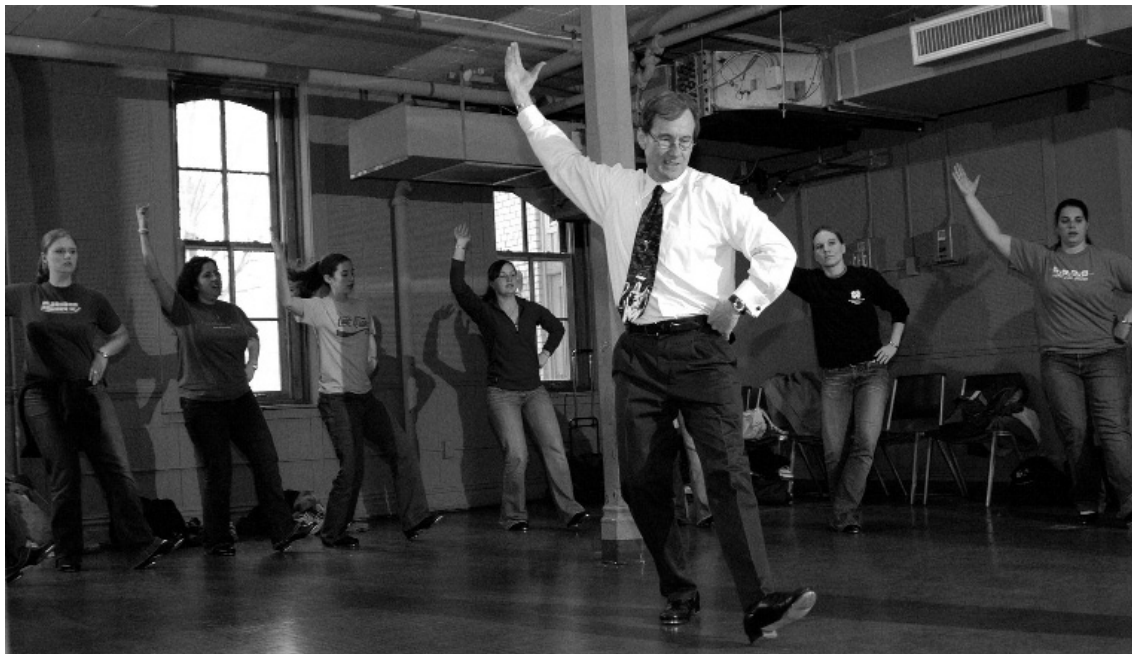
Arriving at Notre Dame in 1997, McKenna transported his irrepressible gift to the Irish tap classes.

Why is the class so popular? "It's such joyful exercise," says McKenna, his eyes flashing with excitement. "It releases endorphins . . . flushes out the system"—a good reliever of the stresses caused by college life.

Teaching the class connects McKenna to a passion. But he also does it because he thinks it's valuable for students to see another side of their professors—the side that makes mistakes and doesn't know everything.

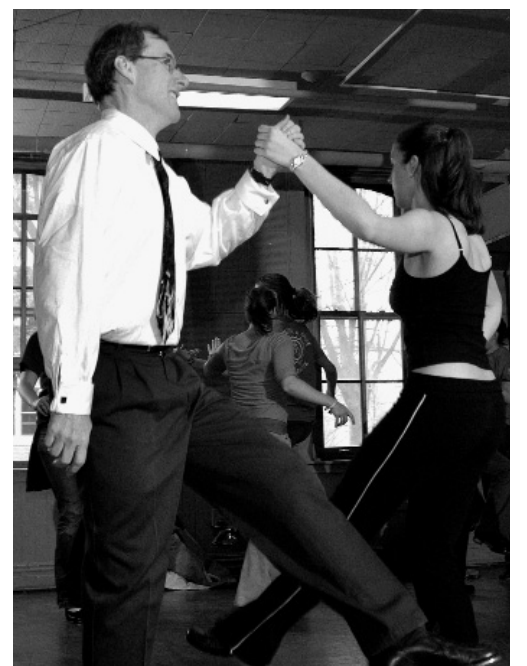
For McKenna, whether he's teaching anthropology or dance, it's all about making learning unthreatening. And this means admitting when he makes mistakes while demonstrating the complex footwork. This creates a relaxed atmosphere where, in McKenna's experience, "students don't want to let you down because they care about you."

Walk into the basement of Washington Hall during class and you'll see proof that his philosophy works. Students of every gender, major and dancing ability earnestly tapping away, sweating, pulling layer after layer of clothing off, opening the windows to cool off, follow the lead of Jim McKenna, who looks relaxed and lighter than air, even while looking professorial, his tie still knotted and his sleeves rolled down.

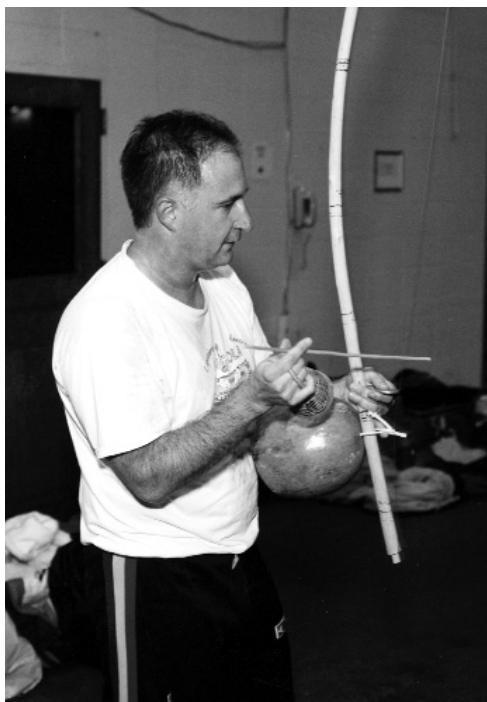


He comes from class or departmental meetings, still clad in tie. But with his smooth tap moves, Jim McKenna looks more like the suave Fred Astaire than the chair of the Department of Anthropology. **Photos by Rebecca Varga.**

Right: Jim McKenna's tap class focuses on the moves of Irish dance.



## A Brazilian dance of life



By Judy Bradford

Two individuals sway around each other in the middle of the room. One reaches out with his foot to trip the other, only to fall, caught off-balance because he has been cleverly dodged. But the would-be tripper is unfazed, and hurls himself into a backwards, fluid cartwheel. Observers who surround them play a role as well, as they sing, smile and laugh at the contenders.

This is capoeira (pronounced "ka-poo-AIR-ah"), a Brazilian art that fuses dance, sport and martial arts to produce a pantomime of fighting. It is both a personal and scholarly passion of Greg Downey, assistant professor of anthropology. A student of capoeira for 13 years, he teaches it twice a week to faculty, staff and students. His experience as a practitioner is at the heart of his book "Learning Capoeira: Lessons in Cunning From an Afro-Brazilian Art," released this month by Oxford University Press.



At top: Greg Downey holds a berimbau, the Brazilian musical instrument used to accompany capoeira. There is no translation of the word, but it's usually described as a "musical bow." The berimbau is used to control the game and set the pace of the action. Practitioners say that it can teach novice students how to move if they listen to it carefully.

Above: Moves between two members in the roda, or song circle, as seen here with Greg Downey and a student, are reminiscent of martial arts moves.

Capoeira developed in 19th century Brazil from the practices of African slaves who merged rural dance forms—influenced by religion, rhythms and social dances—and an urban-combat "challenge dancing" that used razor blades and sticks. Urban gangs comprised of freed or escaped slaves, people of mixed race, and Portuguese sailors embraced the art. By the late 1880s, when the Brazilian monarchy fell, capoeira was declared illegal by the leaders of the new republic. One could be arrested just for knowing how to do it.

The art survived and began to flourish again in the 1930s, when a capoeirista called "mestre" or "teacher" Bimba challenged anyone to come to Salvador, Brazil, and beat him. Boxers and wrestlers answered the call, but Mestre Bimba's nickname became Three Blows because he usually needed no more to win. He later opened a school, and ended up attracting elite members of society to the art.

As a writer and an anthropologist, Downey is making the point that a complex, socially intricate practice such as capoeira exemplifies human culture and anthropology. "Culture does not stop at the skin, nor does it reside solely in the mind. Taking seriously how different ways of standing, moving, and acting animate us, informs our perceptions, and enlivens our sense of ourselves."

As a teacher, Downey hopes to instill that how one performs within the roda (song circle) has implications for how one lives outside the circle. "Training a person to play capoeira, ideally, transforms the student's visceral sense of self and the way he or she sees the world," Downey notes.

Capoeira teaches how to stay calm and fluid, how to react gracefully and with humor. As an urban art, it teaches practitioners how to remain relaxed, yet always alert to what is happening around them.



Capoeira lessons promise an ambitious workout. **Photos by Lou Sabo.**