



**Press Clippings
October 2015
Web**

Title: Colleges take advantage of Francis' visit to teach

Author: Susan Snyder

Link: http://articles.philly.com/2015-09-25/news/66858581_1_pope-francis-60-seconds-vatican-council

Date: October 4, 2015.

How much does a pope matter?

Melissa Wilde can tell you in about 60 seconds.

And that's what the University of Pennsylvania associate professor of sociology did Wednesday, just before lunch hour, standing behind a lectern on leafy Locust Walk, in the heart of the Ivy League campus.

Her brief lecture, which drew an audience of about 100, is part of an ongoing series of outdoor one-minute lectures by professors in the College of Arts and Sciences - and in this case, just one example of how the area's colleges and universities are framing lessons around Pope Francis' visit to Philadelphia this weekend.

At Immaculata University, Elizabeth Faunce, an associate professor of economics and finance, is asking students to look into the visit's economic benefits and costs to the city and local businesses.

In a class on Christianity and media at St. Joseph's University, students will examine news coverage for "accuracy, stereotyping, and sensationalism."

And students in Bob Brzenchek's introduction to criminal justice class at Peirce College have created a crisis action plan for the papal visit, looking at how to handle a terrorist attack and other emergencies.

Some projects will last all semester. Students in Daniel Bramer's world religions class at Holy Family University will explore a series of questions, such as, "What long-term effects do you foresee this visit producing?"

Other explorations are briefer, but none so brief as Wilde's lecture, which started at 11:55 a.m. and lasted maybe 70 seconds.

A pope, she told her audience - some who showed up deliberately, others who stumbled upon it - can "change the tone and tenor of the church through his statements."

He also can "speak infallibly" - meaning what he says is irrefutable - or "call a council" to make even greater lasting change, something the church has not done in about 50 years.

The last church council of dignitaries and theological experts, the Second Vatican Council, known popularly as Vatican II, led the Catholic Church to "modernize," she said, or, as Pope John XXIII said, "open the window."

"Today, it seems that Pope Francis once again is trying to open the windows," said Wilde, author of a book on Vatican II and an expert in how religious institutions react to cultural change.

"The question is, will Francis call a council and get some help? Or will he continue to try and open all of the windows by himself? The answer to that question will determine how much he matters to history."

The talk was just enough to whet Claire Reardon's appetite for more information, "which is good," she said.

"You can't do much more than that in 60 seconds," said the 18-year-old freshman from Chicago, who was on her way to lunch when she happened on Wilde's lecture.

Since Penn started the lectures in 2003, professors have opined on everything from the relationship between video games and Shakespeare to the heart rate of criminals. Audiences usually number about 50.

Why 60 seconds?

"You hear the word lecture and think, I don't have time for that," said Dennis DeTurck, a mathematician and dean of the College of Arts and Sciences. "So, 60-second lectures . . . we get people who will stop and listen."

Amanda Damon, 18, a freshman from Long Island who is used to 50-minute lectures, was impressed by how much was said in a minute.

"It's a good way to keep students interested," she said, "because people get bored after a while."

For Wilde, who has been at Penn since 2006, the concise talk was a worthwhile challenge.

"We are forced to take the knowledge we have and the skills we have," she said, "and say it in words that are understandable by the public" in a "bare-bones snippet."

Title: Part-time not always a choice over 50

Author: Jane Von Bergen

Link: http://www.bloomberg.com/research/markets/news/article.asp?docKey=600-201510040909KRTRIB_BUSNEWS_4153_27192-1

Date: October 4, 2015.

Oct. 04--Two things may be happening -- simultaneously -- to Sandy Ellis-Johnson, 59, caught in a long cycle of part-time jobs when she needs full-time work.

She may actually get a job, and she may become homeless as soon as Monday.

The owner of the house where she's living is moving tenants out to make repairs. And with her part-time income of \$7.25 an hour for 20 hours a week, Ellis-Johnson doesn't make enough to find another place.

More than 7.5 million part-time American workers are older than 50, and for most of them, 4 out of 5, part-time work is a choice -- with income as a motivator, but also job satisfaction and a desire to stay connected to the work world.

But 1 in 5 find themselves in a situation similar to Ellis-Johnson's, concludes a recent study by Rutgers University's John J. Heldrich Center for Workforce Development in New Brunswick, N.J.

"The number of people struggling has remained high," said Heldrich Center director Carl Van Horn, coauthor of *The Joys and Disappointments of Older Part-time Workers*.

In June, the center released a report on part-time workers because, "in the aftermath of the great recession, what remained high was the number of involuntary part-time workers," even as the job market grew, Van Horn said.

Involuntary part-time workers would like to work full time, but can't because business is slow, they can't find a full-time job, or they have seasonal work.

In September, the center focused the research on older workers, age 50 and up, combining an analysis of U.S. Labor Department employment statistics with results of a survey of workers conducted in the spring.

Van Horn said that although younger workers "tend to be laid off more quickly due to lack of seniority and lack of experience, it's easier for them to get back to the labor market."

"Older workers, if they are in the unemployed population, it's harder for them to get back into the labor market," he said. So many of them turn to part-time work.

There are other differences, as well. Voluntary part-time workers tend to be older, white, better-educated, female, and married or living with a partner, the research showed. Many of them, Van Horn said, are satisfied with their work and enjoy the companionship and connection with coworkers.

While money is absolutely a factor in their decision to continue to work instead of retiring, they also are using their paychecks to supplement their Social Security, pension, and savings, he said.

That's how Doris Langford, 77, of Havertown, describes her decision to keep on working. Twelve years ago, at 65, she tried to retire from her full-time job as a receptionist at Bala Consulting Engineers in King of Prussia. It didn't last. She missed the company, and the company missed her.

So Langford works every Wednesday, Thursday, and Friday. "I love my job, and people treat me with such love and respect," she said. "I have no plans of retiring."

On the job, she still contributes to Social Security and a 401(k) plan, which she hasn't touched, and she has health insurance through the company.

She would have enough, barely, she said, to support herself and stay home without working, but there would be no money for extras.

Van Horn said the involuntary part-time workers experience a much different reality. More are minorities. They are less educated. The largest group has annual household incomes of less than \$30,000. More are widowed, divorced, separated, or single.

They have high credit-card debt, and rely more on food stamps and other forms of public support, Heldrich's study shows.

Ellis-Johnson could check all of those boxes. She graduated in June 2014 with \$62,000 in student loans accrued while earning an associate's degree in business administration at Peirce College in Philadelphia.

She is also on food stamps.

"The house I live in is dilapidated. When it rains, it showers in my bedroom," she said.

Ellis-Johnson had been working full time until she moved from North Carolina to Philadelphia to be nearer to grandchildren.

Unfortunately, she chose 2010 -- the worst year for job loss from the recession.

"When I got up here, I had no idea how bad it was," she said. "I couldn't get a job anywhere."

Now she has a part-time job at the National Asian Pacific Center on Aging, where she is a job development assistant working in Center City for its outpost at CareerLink, the state-funded employment and job search office.

Ellis-Johnson may be getting the full-time job soon. An interview last week went well, and there is a better-than-average chance that, by Nov. 1, she'll be working as an intake worker, helping people on welfare with career aspirations.

Her part-time work, she said, is rewarding -- at least emotionally.

Her eyes shining with pride, Ellis-Johnson described how she encouraged one jobless client to persist despite the despair. When he finally landed a job, he insisted on visiting her to tell her the good news.

"I love it. That's the part that is so satisfying," she said. "I understand the struggle."

Title: New Ranking of the 50 Best Online Bachelor's in Management Ranking for 2015-2016 Released by Top Management Degrees

Author: Tammie Cagle

Link: <http://corporatemedianews.digitalmedianet.com/article/New-Ranking-of-the-50-Best-Online-Bachelors-in-Management-Ranking-for-2015-2016-Released-by-Top-Management-Degrees-4127143>

Date: October 21, 2015

New Ranking of the 50 Best Online Bachelor's in Management Ranking for 2015-2016 Released by Top Management Degrees

(October 21, 2015)

SEATTLE, Oct. 21, 2015 /PRNewswire/ --Business education and career guide Top Management Degrees has published a ranking of the 50 Best Online Bachelor's Degree in Business Management programs at <http://www.topmanagementdegrees.com/rankings/best-online-bachelors-in-business-management/>

Schools were ranked on business school reputation and prestige, online program quality, student satisfaction, and tuition costs. The data for this ranking was derived from the most recent and publicly available sources, including US News & World Report, Bloomberg Business, and the National Center for Education Statistics. This ranking lists the top online, complete bachelor's degree programs in the country. The University of Florida Warrington College of Business Administration secured the top spot, followed by Arizona State University's W.P. Carey School of Business in second place, and the University of Arkansas' Sam M. Walton College of Business in third.

Other schools making the list include:

American Public University School of Business - Charles Town, West Virginia
Bellevue University College of Business - Bellevue, Nebraska
California Baptist University - Riverside, California
Central Michigan University Global Campus - Mount Pleasant, Michigan
Columbia College - Columbia, Missouri
Concordia University - Saint Paul, Minnesota
Creighton University College of Professional Studies - Omaha, Nebraska
Duquesne University - Pittsburgh, Pennsylvania
Embry - Riddle Aeronautical University College of Business - Daytona Beach, Florida
Everglades University Online Campus - Boca Raton, Florida
Fitchburg State University - Fitchburg, Massachusetts
Florida International University R. Kirk Landon Undergraduate School of Business - Miami, Florida
Fort Hays State University Virtual College - Hays, Kansas

Herzing University Online Campus - Madison, Wisconsin
Lamar University College of Business - Beaumont, Texas
Liberty University School of Business - Lynchburg, Virginia
Lindenwood University Plaster School of Business & Entrepreneurship - Saint Charles, Missouri
Minot State University College of Business - Minot, North Dakota
Missouri Southern State University Robert W. Plaster School of Business - Joplin, Missouri
Monroe College School of Business and Accounting - Bronx, New York
Northern Arizona University Extended Campuses - Flagstaff, Arizona
Northern State University School of Business - Aberdeen, South Dakota
Northwestern State University of Louisiana School of Business - Natchitoches, Louisiana
Oregon State University College of Business - Corvallis, Oregon
Palm Beach Atlantic University Catherine T. MacArthur School of Leadership - West Palm Beach, Florida
Peirce College - Philadelphia, Pennsylvania
Pennsylvania State University-World Campus - University Park, Pennsylvania
Regent University College of Arts and Sciences - Virginia Beach, Virginia
Sam Houston State University College of Business Administration - Huntsville, Texas
Southeast Missouri State University Donald L. Harrison College of Business - Cape Girardeau, Missouri
St. Leo University Donald R. Tapia School of Business - Saint Leo, Florida
SUNY College of Technology-Canton School of Business and Liberal Arts - Canton, New York
Temple University Fox School of Business - Philadelphia, Pennsylvania
University of Alabama-Birmingham Collat School of Business - Birmingham, Alabama
University of Alabama Culverhouse College of Commerce - Tuscaloosa, Alabama
University of Arizona Eller College of Management - Tucson, Arizona
University of Illinois-Springfield College of Business and Management - Springfield, Illinois
University of Iowa Tippie College of Business - Iowa City, Iowa
University of Minnesota-Crookston Digital Campus - Crookston, Minnesota
University of Oklahoma College of Liberal Studies - Norman, Oklahoma
University of Tennessee-Martin College of Business and Global Affairs - Martin, Tennessee
University of Texas of the Permian Basin College of Business & Engineering - Odessa, Texas
University of Wisconsin-Platteville School of Business - Platteville, Wisconsin
University of Wisconsin-Stout College of Management - Menomonie, Wisconsin
Washington State University-Global Campus College of Business - Pullman, Washington
Western Kentucky University-Bowling Green, Kentucky
West Texas A&M University College of Business - Canyon, Texas

Tammie Cagle, Editor of Top Management Degrees, states that a bachelor's degree in management "is the first step on a professional's journey to business leadership." This degree provides students training in finance, marketing, operations, leadership, human resource management, communication, ethics, and decision-making in order to give them a "holistic view of business and understand the intricate workings of a business organization."