Catholic Higher Education Innovates to Endure

By Paula Moore, Associate Vice President, Communications, ACCU

The story of Catholic higher education in America is a story of faith, service — and adaptability.

Since John Carroll’s founding of Georgetown College in 1789, Catholic colleges and universities have been focused on meeting the needs of students and the nation. In the 228 years that have followed, those institutions have responded to changing student demographics, evolving national priorities, and new educational models.

In 2017, the pace of change has sped up exponentially. Some colleges enjoy record high enrollments — while others struggle to fill seats. Demands for the latest learning technologies and student amenities raise pressure on administrators. At times, the value of postsecondary education itself is questioned by legislators and special interest groups, who discuss higher education as though it was a commodity. Against this backdrop, Catholic higher education continues to adapt and evolve, while remaining true to the faith and values upon which it was founded.

What’s Working

In August, Marygrove College announced its plan to drop undergraduate programming and offer only graduate and professional development programs.

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Catholic Colleges Build on Solid Legacy

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The *Detroit News* reported that the reconfiguration was a move to keep the institution “viable in the face of a steep enrollment drop.”

“Marygrove has experienced the same enrollment and financial issues as many liberal arts colleges across the country and the state,” said President Elizabeth Burns. “Vigorous marketing and recruitment efforts have failed to provide sufficient revenue from our undergraduate programs to continue operations as usual.”

The news from Marygrove was in no way unique in the higher education landscape. Institutional realignments and even closures regularly feed the news media, heightening public awareness to the ways in which colleges and universities are responding to shrinking enrollments and financial struggles. The college is simply the latest Catholic institution to be looking for innovative ways to respond to such challenges — and it has a significant legacy to build upon.

Take the example of Saint Leo University in Florida, which offers a story of no fewer than three noteworthy phases of renewal. Founded in 1889, the university has long served the armed forces, even before the First World War. In the 1970s, it began catering to working adults, with evening and weekend classes. And then it offered its first online program in 1998. “Now, most Saint Leo University students take some, or all, of their classes online. And enrollment at the Catholic college has nearly doubled in 20 years, from 7,500 in 1997 to 14,600 in 2016,” reported a recent *Tampa Bay Times* article. Veterans and working adults still make up the majority of students there.

Catholic colleges continue to innovate in order to highlight such strengths and differentiating factors. In Massachusetts, Merrimack College recently garnered attention for the positive results it has reaped from efforts to “recalibrate” its academic offerings. “By stressing health sciences, business, and engineering,” reported the *Boston Globe*, “and by tailoring its financial aid to attract high school graduates that best fit the small school, Merrimack has managed to boost student enrollment, build facilities, and stabilize its finances.”

Other Catholic colleges have looked to some form of partnership with complementary institutions in order to relieve strains and meet new demands. On its website, the University of Detroit Mercy notes that it was born in 1990, when the University of Detroit, a Jesuit institution, and the Mercy College of Detroit, a women’s college operated by the Sisters of Mercy, joined their respective resources and operations. “This consolidation has permitted the University to both maximize and expand academic effectiveness, while improving efficiencies in administration. This consolidation has been widely recognized as an effective, creative response to the challenges that face private higher education.” The university retains the mission and identity of the two founding orders.

Joint efforts between Catholic colleges take other forms as well, some of which have enabled the institutions to retain their individual identities, while creating administrative efficiencies. A formal partnership between the women’s College of Saint Benedict (CSB) and men’s Saint John’s University (SJU) has been in existence for a little over 60 years. In what is perhaps the closest partnership in Catholic higher education, the institutions retain their structure as two independent colleges. At CSB/SJU, the core curriculum is shared, classes are coed, and graduation requirements are the same. The partnership extends beyond academic requirements and enables significant cost savings through shared programs, offices, and executive staff members. For example, the colleges share a joint admissions office, a single academic affairs office with one provost and budget, and one IT department, among other shared functions.

(See the sidebar, “Collaborations in Higher Education,” next page, for more information.)

Meeting Student Needs

Organizational challenges are not the only issues that Catholic higher education is confronting. Student needs — both educational and spiritual — are evolving, requiring institutions to rethink how they deliver on their missions.

Among the most notable new paradigms are the ways in which today’s students are learning. Earlier this year, Educause released the results of its 2017 survey of key issues in teaching and learning. Six of the top 10 issues indicated by respondents involved new technology, including digital literacy, online and blended teaching and learning, and learning analytics. The adoption of new technologies designed to enhance student learning can carry a heavy investment not only of institutional capital, but also in...
Faculty and staff time. Even then, positive results are never guaranteed.

Coupled with the rising expectation of today’s students to incorporate technology into their learning, institutions also confront a shifting personal profile of young adults. In 2016, Pew Research reported findings from its Religious Landscape Study, finding that “Millennials (young adults born between 1981 and 1996) are much less likely than older Americans to pray or attend church regularly or to consider religion an important part of their lives.”

One tactic that Catholic colleges and universities are using to adapt to the new student model may address both trends: delivering courses about the Catholic Intellectual Tradition online. A number of ACCU member institutions are doing just that. Institutions such as Benedictine University, Boston College, and Georgetown University all offer such programs, aimed at faith formation with the assistance of new media.

**Looking Ahead**

Fluctuating enrollments, socio-cultural changes, shifting student demographics, and more all require higher education to adapt. And yet this is nothing new for Catholic colleges and universities. Learn more by attending the 2018 ACCU Annual Meeting, which will focus on the changing landscape of higher education and advance senior executives’ ability to respond. Join ACCU in Washington, DC from February 3 to 5 to explore trends in student learning, financial stewardship, and advancing mission — and help Catholic higher education extend its legacy of resilience even further.

**COLLABORATIONS IN HIGHER EDUCATION**

Many colleges and universities are turning to some form of collaboration with partner institutions as a proactive way to pool resources, increase financial stability, and achieve goals.

Consolidating Colleges and Merging Universities, a book that explores the history and types of partnerships in higher education, provides a guide to the varieties of collaborations in which institutions are engaging:

A joint venture allows two schools to work together without altering their individual identities or current governance structures. Typically, joint ventures are based on collaborations in academics, administration, or areas of growth.

An institutional merger can occur in two different ways: In the first, one college is disestablished and absorbed into another institution. This ideally results in the financial debt of the struggling institution being dissolved and the strengthening of the remaining institution. The second way of merging is consolidation, in which two or more colleges come together to create a new institution.

Academic partnerships are often used as a type of joint venture to expand enrollment and promote institutional vitality. Academic partnerships can result in higher retention rates, increased student satisfaction, and diversifying of faculty, while keeping costs low.

Collaboration in a consortium creates a relationship that mutually benefits all institutions. Consortiums are often a way to cut costs through activities such as joint purchasing.

Co-branding, a strategy that has found success in other fields, helps institutions gain a competitive edge in the marketplace. It allows for shared research, scholarship, and return on investment.

Program transfer allows a struggling college or university to transfer a program to another institution. As a result, students can continue in the program and the school can operate at a lower cost. It is often a good alternative to eliminating cost-prohibitive programs.

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Like all of higher education, Catholic colleges and universities are being called upon to align themselves with the signs of the times. The 2018 ACCU Annual Meeting will seek to advance senior executive competency in understanding how to respond in this transformed landscape, addressing such issues as student learning and religious understanding, socio-cultural challenges, and new financial models for Catholic higher education.

The 2018 Annual Meeting will tackle themes that include:

• The changing social contract surrounding higher education
• Opportunities for strengthening financial stewardship
• Making meaningful connections with today’s students

Join us next February in Washington, DC!
Online registration opens this month: www.accunet.org.
Embracing Human Dignity as the Key to Leadership

This summer, I had the opportunity to attend a gathering convened by the U.S. Conference of Catholic Bishops (USCCB), bringing together leaders from Catholic organizations across the country. The purpose was to assess contemporary challenges and opportunities in the context of the Church in the United States. I was invited to represent Catholic higher education and I came away from the event with a renewal of personal faith, and with something else as well.

As the USCCB explained, the gathering assembled Catholic leaders for a strategic conversation “on forming missionary disciples to animate the Church and engage the culture,” inspired by Pope Francis’s repeated calls to move the Church’s ministry strategies “from a mindset of maintenance to mission.” As the Holy Father wrote in *Evangelii Gaudium*, “Mere administration’ can no longer be enough. Throughout the world, let us be ‘permanently in a state of mission.’”

It strikes me how well-timed this event was, and how truly perceptive the Holy Father’s words are, particularly for those of us in Catholic higher education. Can any of us recall a point in time when “mere administration” of our colleges and universities would be so clearly inadequate?

Consider some of the issues currently facing our community:

- We know that higher education is “in the midst of a financial crisis,” as affirmed by the recent 2017 *Inside Higher Ed Survey of College and University Business Officers*. Some university business officers, the publication reported, are now beginning to doubt that their institutions can overcome revenue shortfalls simply by increasing enrollment.
- President Trump recently announced the termination of the Deferred Action for Childhood Arrivals (DACA) program, which afforded protection to undocumented students brought to the United States as children. The future of the Obama-era program — which affects some 800,000 students, many of whom are enrolled at our institutions — now rests with Congress.
- The events of early August on the campus of the University of Virginia and surrounding Charlottesville became the latest flashpoint in the ongoing conflicts regarding race and hate in the United States. College campuses have long been epicenters for demonstrations; the tenor of today’s politically charged and often overheated environment heightens the potential for conflict.
- As of this writing, Hurricane Harvey has overwhelmed the Houston area… and Hurricane Irma has followed close behind, bringing havoc to Florida and other parts of the Gulf Coast. Disasters (natural and otherwise) bring disruption, uncertainty, and sometimes much worse to our campuses, as well as the home communities of our students and staff.

Following the leadership convocation, I spent much of the summer visiting a number of ACCU member campuses. What occurred to me, time and time again, was how vibrant Catholic colleges and universities remain — and how they have endured through such challenges in the past. I toured new, visionary student centers, built from hope and an eye

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At the Heart of Leadership: A Commitment to Dignity

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toward the future. I saw members of campus communities preparing for the new academic year, filled with joy and buoyant anticipation. I met with campus presidents whose institutions had withstood serious financial challenges — only to rebound and reach new heights.

In the midst of uncertainty, even anxiety, Catholic higher education maintains a beacon of possibility. What allows us to keep the torch burning and surpass our struggles, I believe, is a combination of grace, faith, and commitment to certain principles. Among the most basic of these principles is human dignity. The Catholic Church teaches us that “the dignity of the human person is the foundation of a moral vision for society.” This belief lies at the heart of Catholic social teaching and forms the centerpiece of the Church’s contribution to major social debates. It is a constant virtue that offers us a steady moral framework, especially for political conversations. In highly charged and tense times, centering ourselves on human dignity enables us to see the person behind the perspective.

Human dignity also serves as the keystone of the moral vision that leaders need in order to govern well and justly. As we strive to serve the common good, the implications of our decisions for individuals can never be far from our minds. If we are to be “permanently in a state of mission,” then it is this vision that we must develop and have confidence in to guide us.

Such leadership is demonstrated on our campuses repeatedly, most visibly by presidents current and past, who lead with both grit and grace. Consider the strength shown by Donna Carroll, president of Dominican University, in repeatedly standing up for the rights of undocumented students. Or the vision of Sister Mary Reap, who recently stepped down from the helm of Elms College, as she set a course that placed that institution on sound financial footing through a renewed focus on student success. And there is the courage of those presidents of Saint Leo University and Marygrove College, as described in our cover story, who made bold decisions to adapt their colleges to meet shifting demands. Each of these leaders — in seeking to ensure that their institutions serve students well — has demonstrated a commitment to human dignity.

As St. John Paul II wrote in *Centesimus Annus*, “Human persons are willed by God; they are imprinted with God’s image. Their dignity does not come from the work they do, but from the persons they are” (no. 11). Let us pray that we can fulfill that call and, each day, move beyond “mere administration” to be the persons that our institutions need us to be.

—Michael Galligan-Stierle

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If you would like to unsubscribe from *Update*, please contact ACCU at accu@accunet.org with the subject line “Newsletter Unsubscribe.”

**Submissions**

If you have a news item pertaining to Catholic higher education mission that you would like included in an issue of *Update*, please submit it to pmoore@accunet.org. Please observe the following deadlines for article submission:

- Winter Issue: November 17
- Spring Issue: February 16, 2018
- Summer Issue: May 18

For further guidelines on article submission, please visit ACCU’s website.
Association Releases Statement on DACA

On September 5, following the Trump administration’s decision to phase out the Deferred Action for Childhood Arrivals (DACA) program, ACCU released a statement in response. It read, in part: “Now is the time for our nation’s political leaders — particularly our Catholic politicians — to act morally, humanely, and in bipartisan fashion to protect the dreams of undocumented students and the promise of our country.”

ACCU continues to monitor the developments regarding Congressional action on DACA. A current list of resources, as well as the statement, is available on the ACCU News page.

Calling All Climate Leaders

On October 2, the Association of Catholic Colleges and Universities (ACCU) and its partner, Solution Generation, will release a call for proposals to identify and recognize American higher education institutions leading on climate change solutions.

The Second Annual Climate Leadership Awards will bestow $5,000 on the winning ACCU-member institution, deemed by the selection committee to have the most creative and innovative outreach efforts to engage the campus and the broader community in climate and sustainability solutions.

Proposals for the award will be due by November 3.

Check the ACCU website at http://www.accunet.org/Sustainability for more information.

New Issue of Journal Examines Contemporary Challenges

The ideas of John Henry Newman, interreligious relationships, and embedding the Catholic Intellectual Tradition into the economics curriculum are just a few of the topics addressed in the current issue of the Journal of Catholic Higher Education.

Several articles in the new edition of the journal probe some of the academy’s most pressing questions. In one piece, author Thomas Smith emphasizes that the context in which Catholic institutions operate today is starkly different from the previous century, and thus raises challenges that call for a new narrative.

“Being able to navigate the institutional challenges Catholic higher education faces depends in part on articulating a clear, focused academic vision that identifies the distinctive intellectual elements of a Catholic approach to the life of the mind,” Smith writes, “and using this to make decisions about what to reform, and what to invest in.”

Another piece takes a deep look at the role of peer ministers in bringing about interfaith understanding among Catholic college and university students. Read an excerpt from this article by Helen Wolf in this edition of Update.

More information about the new issue — as well as several new calls for manuscripts — can be found on the JCHE web pages.

Mark Your Calendars: Key Events in 2018

Registration will be opening shortly for the 2018 ACCU Annual Meeting. Be sure to join us, February 3–5, as we explore shifting leadership trends, new models in student learning, and unstable financial conditions. Pre-conference sessions beginning on February 1 are designed for new presidents, mission officers, chief academic officers, senior student affairs officers, and — for the first time — chief financial officers.

Visit the 2018 Annual Meeting web pages for more information.

In addition, the next session of the Institute for Administrators in Catholic Higher Education will take place in July. This four-day seminar provides a singular opportunity for administrators and leaders at Catholic colleges and universities to interact with some of the nation’s most outstanding scholars and practitioners as they address issues that Catholic higher education faces on a daily basis. More information and a link to apply can be found on the IACHE website.
Peer Ministry: Leading Conversations on Interreligious Issues

By Helen M. Wolf, Executive Director for Campus Ministries, University of Scranton. This article is excerpted from the newest issue of the Journal of Catholic Higher Education.

The Second Vatican Council marked a significant shift in how the Church viewed religious traditions outside Catholicism and opened the way to dialogue and joint action with these other traditions. Principles that emerged from the Council recognized that truth and grace can be found in religions of the world other than Catholicism. Engagement with other traditions was something that the Church called all the faithful to pursue.

The religious pluralism on today’s college campuses indicates the need to provide settings for exploring religious understanding and practice from a number of traditions, especially in light of the Second Vatican Council’s mandate to explore ecumenism and interreligious dialogue. College students are learning about diverse faith traditions not only from campus ministry programs, courses, books, news reports, and the Internet, but also from conversations in residence halls with classmates and over dinner in the cafeteria.

Opportunities for Catholic students to be educated in the Church’s religious principles are critical, but Catholic colleges and universities also collaborate in ecumenical and interreligious efforts to care for the pastoral needs of their students who are not Catholic. The religious liberty of each student is to be respected, as is each student’s right to participate in the life of her/his respective faith. Also imperative is for students to strive to reach a level of understanding about one another’s beliefs. Dialogue that engages students about the differences and commonalities of the many and diverse religious traditions practiced in the 21st century can be difficult, but it is necessary.

As peer ministers are responding to the call to engage in interreligious dialogue on their campuses, these student leaders can help shape the nature of a very needed, yet still emerging, context for interreligious dialogue. Peer ministers are students serving in leadership positions with offices of campus ministry. These student leaders assist professional campus ministers in fostering the faith development of their peers by providing opportunities for theological study and reflection, student leadership, liturgical worship, pastoral care, spiritual development, and experiences of service in order for students to grow intellectually, morally, and spiritually. Serving as a peer minister implies a willingness to explore one’s personal faith, as well as a desire to understand how others with different beliefs come to know God.

Peer ministers grasp the importance of interreligious dialogue as a sustained conversation between parties who respect differences, with the hope that encounters with differing faiths can lead students to reflect further on the tenets of their personal faith. They can provide opportunities for young adults to foster interreligious dialogue with other students on their respective campuses, thereby promoting an understanding of the diverse and multiple religious faiths practiced on today’s Catholic college campuses.

A Pedagogical Approach

Dialogue, by its very definition, implies the involvement of two parties in a conversation. Ecumenical and interreligious dialogue is a social encounter during which each engages in a relationship in search of divine truth with the hope of learning about God’s presence in the many religious traditions of the world. Peer ministry programs that engage in interreligious dialogue will only be effective if people practicing different beliefs are able to communicate with one another.

Nicholas Burbules and Suzanne Rice offer a pedagogical approach to dialogue that regards differences as an
opportunity, “a challenge to our abilities to communicate and understand” one another with tolerance and respect across unresolved differences.\(^1\) When directed at mutual understanding and offered with profound respect, interreligious dialogue provides an opportunity to establish intersubjectivity, consensus, and — eventually — understanding.

Burbules and Rice suggest several dialogue practices that will raise awareness and transform the lives of the participants. These include:

1. **Start with an openness and respect for varying opinions, and be sensitive to the various kinds of diversity encountered.** Accept the way each self-identifies, giving at least provisional plausibility to the other’s claims.

2. **Recognize that each comes into the dialogue formed by their personal histories.** Compensate for the fact that prior experiences that caused hurtful feelings could lead to acceptance of stereotypes or an aura of superiority.

3. **Recognize the barriers inherent in the dialogue.** Interreligious dialogue can be skewed by the viewpoints of a dominant person or group involved in the conversation. Each must be fairly treated and allowed to express his or her viewpoints.

4. **Recognize that acceptance of one another’s beliefs is not a requirement nor a necessity.** “There is no reason to assume that dialogue across differences involves either eliminating those differences or imposing one group’s views on others; dialogue that leads to understanding, cooperation, and accommodation can sustain the differences within a broader compact of toleration and respect.”\(^2\)

5. **Accept that no one religious tradition is to be codified as the universally accepted perspective.** To do so would elevate one above all others and frustrate dialogue.

6. **Focus on commonalities, like belief in the Divine, forms of prayer, and acts of mercy.** Differences should not be elevated to primary importance between groups engaged in dialogue. Develop a framework in which differences and commonalities interact with each other.

7. **Recognize that dialogue is fallible.** Even failed attempts at dialogue can be educative.

8. **Espouse the virtues of interreligious dialogue: persistence, tolerance, patience, a willingness to listen, openness to reexamine personal presuppositions, acceptance that mistakes will be made, self-restraint in order to allow others to speak, integrity, honesty, and sincerity.**\(^3\)

These guidelines, or rules for dialogue, can help mitigate difficult conversations arising from differences about religious beliefs. Over time, practices such as these for fostering mutual dialogue must be encouraged. Educators should focus on the development of these communicative practices, striving to continue to move forward even when encountering problems and without a guarantee of success.

By adopting an intentional, ministerial, and educational plan for interreligious dialogue, which includes a willingness to listen to others while remaining open to re-examining one’s preconceived suppositions, today’s peer ministers can make possible a genuine dialogue toward mutual understanding, building relationships, agreeing to disagree from time to time, and learning about other traditions with esteem and concern.

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\(^{2}\) Ibid., 402.

\(^{3}\) Ibid., 396-411.
Collegium Marks 25 Years and Looks with Hope Toward the Future

By Thomas M. Landy, Director, Rev. Michael C. McFarland, SJ, Center for Religion, Ethics and Culture; and Director, Collegium, College of the Holy Cross

For three glorious day in June, 160 alumni/ae and friends of Collegium gathered on the campus of St. Catherine University in Minnesota for conversation and conviviality that celebrated the 25th anniversary of Collegium and explored how to move its work forward in the next 25 years.

Founded at Fairfield University in 1992 and sponsored by the Association of Catholic Colleges and Universities since 2001, Collegium is a membership organization of 66 Catholic colleges and universities that sponsors intensive summer colloquies on faith and intellectual life for faculty from member schools.

The “Pause at 25,” as the June conference was known, was designed as a break from Collegium’s traditional format to take stock of which current challenges are having the greatest effect on faculty mission effectiveness. Institutions were asked to send teams that included young and mid-career faculty, as well as an academic administrator. A range of panels and workshops allowed us to cover a great deal of ground and to be energized in the process, building on the foundation and goodwill that participants had previously encountered at Collegium.

The program’s opening talk provided a brief look at where Collegium had been and set the stage for the process of looking forward. The first full day’s agenda allowed us, then, to devote considerable time to discussing challenges that face our institutions on three fronts: structural, religio-cultural, and intellectual-cultural. Each was addressed in conversational form by great panels of Collegium alumni, who included presidents, deans, and faculty with expertise in the areas in question.

The structural discussion allowed us to pay attention to the forces that make it difficult on many campuses to support the traditional model that sustains full-time teacher-scholars across the liberal arts and other disciplines. We discussed what it means that nationally, so many courses are taught by contingent faculty and in technologically mediated environments. The session delved into real challenges that many institutions face, but also provided an honest foundation for moving forward, acknowledging those sacrifices that get made in order for Catholic higher education to work well.

The religio-cultural session highlighted the degree to which our students come to us indifferent to religion, but suggested that new faculty were open to understanding and embracing mission in ways that hadn’t been as true in Collegium’s early years. Speakers also suggested that Catholic higher education was in a particularly good position, compared to other religious institutions, to raise and speak with credibility about faith and ethics. Panelists took a mixed view on the effects of broad intellectual trends, but acknowledged that unlike 25 years ago, the academy is now more open to relating faith questions and religious issues across many disciplines. One significant theme that emerged that day, and in later sessions, was the need to do more to help people in the disciplines, especially in the STEM fields, think concretely about how their work fits into the larger mission enterprise of the university.

The day ended with a diverse panel of younger alumni/ae talking about where they find hope for the future of Catholic higher education. All were clear about the challenges, but hopeful about the future and ready to see any challenge as an opportunity in disguise. More than scholarship, teaching turned out to be the means of engagement that these faculty most valued and saw as an avenue for change.

The final set of breakout sessions addressed a range of issues that affect faculty’s mission-related work. Teaching-oriented sessions explored topics such as mission-focused...
teaching in the virtual classroom and teaching in politically polarized times. More institutionally focused sessions looked at better realizing the Catholic Intellectual Tradition in the classroom, fostering inter-religious encounter on campus, and using the resources of the Catholic tradition to advance diversity and equity on campus. One popular theme that emerged from the conversations was beauty as a path for attracting people to the vision of Catholic higher education.

The closing group session gave participants a chance to creatively imagine new institutions or programs entirely, like founders of brand-new colleges. The ideas ranged from a dedicated contemporary Great Books and Catholic Intellectual Tradition curriculum, to an institution organized around a Catholic vision of environmental sustainability, and another aiming to examine globalization critically, while teaching students on three continents. Whether envisioning a Catholic university dedicated wholly to scientific research, or a new college program that works with prisoners, the imagining sessions gave us a chance to unshackle our thinking. These conversations became grist for closing conversations about what’s most worth accomplishing on our home campuses.

Throughout our two and a half working days together, the group’s energy and enthusiasm were always palpable, somewhat akin to an extended reunion of people who shared a great deal in common, were confident in a strong legacy, and were ready to face the challenges that they and their institutions faced. St. Catherine University proved to be an exceptionally gracious host, assuring that even the weather cooperated to make events run smoothly and participants feel at home.

Assessing and Moving Forward

A few weeks before the Pause at 25, we were excited to learn that Lilly Endowment, Inc. awarded us $38,218 for an evaluation of the long-term effectiveness of Collegium. A team of researchers led by Michael James at Boston College will conduct that study this fall, surveying and interviewing alumni/ae.

This long-term evaluation, other survey and in-person feedback from the Pause participants, and insights from ACCU leadership give us three excellent sources to clarify Collegium’s strategic priorities for the next 25 years. The feedback from the Pause at 25 powerfully reinforced our confidence that the program makes a difference in the work of our alumni/ae. In the next year, we will have even more resources to consider how to keep Collegium’s work relevant in the face of new challenges.
2017 ACCU Rome Seminar: Building Bridges

By Daniel Allen, Vice President for Development, DePaul University

Among Pope Francis’s most timely exhortations has been his encouragement to “build bridges of understanding, not walls,” to open our hearts and homes to all, for we have all been formed in God's likeness. This hope-giving, Christian principle was, for me, a thread that wove its way through the various meetings and visits of the 2017 ACCU Rome Seminar, which I had the privilege of attending this past summer.

The 2017 Rome Seminar offered members of our Catholic college and university communities a unique opportunity to build and strengthen bridges of understanding with one another and the Holy See, as we work together to fulfill our common mission of doing the work of God’s kingdom on Earth. Each of the participants, facilitators, and presenters during the Seminar was engaging and eager to discuss the distinctive opportunities and challenges that Catholic higher education faces as we work with students, families, and the multitude of other constituencies that interact with our campuses daily.

Although our institutions may be separated by distance and animated by distinct charisms, it was apparent that we are close in mission and in our belief in Catholic postsecondary education as a vehicle to build those bridges of understanding that Pope Francis has asked us to pursue. Doing such work will benefit not only our students, but also the communities in which our institutions reside and into which our graduates will enter, to be models to the world as we seek to fulfill the Catholic college and university mission of realizing diversity and inclusion through education and service.

In this regard, it was reassuring to hear one of our presenters express hope that we continue to fill our campuses with people who are “surprised by the Holy Spirit,” but who also have such enriching experiences that they are not “surprised by the real world” when they leave our institutions. Moreover, we were reminded that a rigorous education empowers people to faithfully manage the freedoms with which they have been bestowed. Similarly, our faculty and staff bear an extraordinary responsibility to guide our students in balancing security with risk-taking.

As our meetings, discussions, reflection, and times of prayer and worship unfolded during the Seminar, it was evident that we were engaged in the process of building these bridges of communication and understanding with the Holy See and with leaders representing different nations and agencies within Vatican City. We met with several pontifical councils, Vatican ambassadors, journalists, and others who are working as our partners in advancing the ideals of Catholic higher education. Throughout these conversations, I was struck by how consistently our colleges and universities were being lauded for their efforts to create environments in which people can explore realities with which they might not be entirely comfortable because they are wholly different from their lived experiences before arriving on our campuses.

A particularly memorable conversation during the Seminar focused on how we can extend our reach to, and understanding with, those of non-Catholic faith traditions. It brought to mind a visit Pope Francis had made to a mosque in October of last year, when he said, “Religious tolerance is good for society and the soul.” He encouraged us to lead our young people down paths that help them learn the great value in respecting and understanding people from other religions. So many of our Catholic colleges and universities make diversity a central element of their missions, shining a light upon the welcoming nature of our campus communities and demonstrating how Catholic higher education is well-positioned to take a leadership role in responding to Pope Francis’s request to build bridges of understanding throughout the world.

The centrality of Catholic colleges and universities to the cause of building bridges of understanding was highlighted by Br. Guy Consolmagno, SJ, director of the Vatican
Observatory, who suggested that even in areas where “science and religion seem incompatible, it’s really that they are just incomplete,” and that we have “something new to learn.”

I want to thank the Association of Catholic Colleges and Universities for a wonderful, thought-provoking, and memorable experience. In particular, I thank Pamela and Michael Galligan-Stierle, who so carefully and selflessly delivered a trip that was at once enjoyable and inspiring, and Donna Orsuto and her colleagues at the Lay Centre, who were gracious and warm hosts throughout the Seminar. Their attention to detail made for an effortless trip, one filled with meaningful interaction and important conversations. There was an appropriate balance of time for discussions in a business-like format, along with opportunities for worship and prayer together, and to visit the sacred spaces of those memorable figures in the Catholic Church who built the foundation upon which our institutions’ missions and values are based.

I can’t think of a more productive and consequential experience, or a time when I have had the occasion to meet with talented colleagues at sister institutions and learn about the work they are doing on their campuses to fulfill their varying missions. Nor have I had a better occasion to understand the linkages between our colleges and the Holy See, and to seek out opportunities in which, working together, we can advance God’s kingdom on Earth.

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Supporting Students with Disabilities in Catholic Elementary and Secondary Schools: A Catholic Higher Education Perspective

By Michael J. Boyle, Ph.D., director of the Andrew M. Greeley Center for Catholic Education, School of Education, Loyola University Chicago

The Pastoral Statement of the U.S. Catholic Bishops on Persons with Disabilities (November 16, 1978) has been referred to as one of the most important documents of the American Church regarding persons with disabilities. It sets forth a vision of Church as a place where all are truly welcomed. The Pastoral Statement has as much relevance for Catholic organizations today as it did 40 years ago.

Catholic schools are responding to this call to open their doors to students with disabilities in increasing numbers, yet are in need of support and guidance in order to effectively build more inclusive environments for those students. Catholic colleges and universities are uniquely positioned to assist in addressing this call.

The recently released white paper on the exceptional learner from the National Catholic Educational Association (NCEA) outlines an agenda that could help frame such efforts. Boyle and Bernards’ 2017 One Spirit, One Body: An Agenda for Serving Students with Disabilities in Catholic Schools provides suggestions for how Catholic colleges and universities can take affirmative steps to support the needs of students with disabilities who want to attend Catholic elementary and secondary schools. Catholic institutions of higher education can use their position to translate evidenced-based approaches in serving those with disabilities in the pre-kindergarten to 12th grade Catholic school context.

Ideas for Collaboration and Change

To this end, several avenues of collaboration can occur between Catholic schools and Catholic colleges and universities that help meet the parameters suggested in the Pastoral Statement. One of the most common forms of collaboration that currently exists in many dioceses is partnering with Catholic higher education to provide access to existing graduate programs with a focus on special education (often through tuition remission for Catholic educators). Although it can be a helpful approach, this strategy can be enhanced when the graduate programs focus on the unique context of special education in a Catholic school setting.

It is important for faculty to understand that the obligations of the local public school in relation to the provision of special education are not the same obligations that apply to a Catholic school setting. It is critical for Catholic college faculty to be cognizant of the intricacies related to addressing the needs of those with disabilities in Catholic schools. Unlike their public school counterparts, students with disabilities in Catholic schools do not have individual entitlement to special education services and may be eligible only to receive services consistent with the proportionate share plans. This may mean that they receive services at a less intense level than if they were attending a public school placement. This places a unique burden on the Catholic school, which may feel compelled to serve those with disabilities but may not have the necessary resources to do so. By helping their graduates understand critical differences of this sort, Catholic schools of education can positively affect the practice of special education approaches within the Catholic school setting.

Moving from the more traditional approach of providing graduate programs, Catholic universities also can help advance diocesan programming for students with disabilities through a focus on implementation science. By using evidenced-based approaches to system change, Catholic institutions of higher education can partner with offices of Catholic education to implement such programming in systematic and effective ways.

As an example, the Andrew M. Greeley Center for Catholic Education and the School of Education at Loyola University Chicago developed the Leading Inclusive Catholic Schools (LiNCS) certificate program, which aims to build the knowledge, skills, and dispositions of Catholic school principals and teacher-leaders to develop school-wide systems, structures, and practices to support all learners with an explicit focus on Catholic schools. Change theory is integrated throughout the program so that principals and teacher-leaders have the capacity to make the necessary systems changes that lead to effective programming for students with disabilities.

In the Pastoral Statement, the bishops called for Catholic elementary and secondary school teachers to receive “in-service training in how to best integrate disabled students into programs of regular education.” Catholic higher education can take the lead in creating and delivering professional development processes for schools and
dioceses on comprehensive approaches to inclusion within Catholic school settings. Creating practitioner showcases to highlight effective inclusion practices that are currently being undertaken in Catholic schools can help build the confidence and competence of other Catholic school staff.

One such conference is The Mustard Seed Project, an annual conference held at Loyola University Chicago that explores the important topic of serving students with disabilities within the Catholic school setting. Drawing on the experience of Catholic school professionals and clinicians, as well as higher education faculty, the conference highlights promising practices and provides practical lessons on inclusive practices in Catholic schools. University faculty from several Catholic colleges and universities and Catholic school practitioners are frequent contributors to this event. It should be noted that attendance has grown significantly year to year, demonstrating a growing interest for this type of professional development among Catholic educators.

An area for potential collaboration for Catholic higher education is the development of additional resources to support programming for students with disabilities. By creating resource manuals, program guides, and other publications, Catholic university faculty can use their expertise to identify and promote effective practices in programming. These resources could be shared on a web-based repository that houses products targeted at the implementation of inclusive practices.

By developing platforms of this nature, Catholic schools from around the country can connect and network about inclusive practices. This has the potential to increase access to expert information from Catholic higher education to support local efforts of meeting the needs of those with disabilities. Ultimately, by highlighting effective practices and promoting collaboration, such a repository would have the potential to increase and enhance programming to support all learners in Catholic schools by promoting levels of collaboration and cooperation.

Program evaluation offers a final area of potential collaboration. Catholic college and university faculty can develop metrics to assist in evaluating programs for students with disabilities within the Catholic school setting. Those faculty are uniquely positioned to develop methodology that would review inclusive programs and ensure that a standard of care is established. Formulating implementation rubrics and planning guides based on best practices to assist Catholic schools in the various stages of developing approaches for inclusion can ensure that high-quality programs are developed. This can also help operationalize effective Catholic school practices to serve as exemplars of aspirational approaches.

**Living Our Identity**
The Church continually provides a challenge to serve those who might be marginalized. As Pope Francis has stated:

> Here I would stress that dedication and concern shown to migrants and to persons with special needs alike is a sign of the Spirit. Both situations are paradigmatic: they serve as a test of our commitment to show mercy in welcoming others and to help the vulnerable to be fully a part of our communities (47, *Amoris Laetitia*).

In light of the upcoming 40th anniversary of the *Pastoral Statement of the U.S. Catholic Bishops on Persons with Disabilities*, Catholic colleges and universities have a unique opportunity to support pre-K–12 Catholic schools in finding avenues to increase our welcome to those with disabilities, with the goal of being fully part of the Church community. Through collaboration, Catholic colleges and universities can heed the bishops’ call for welcome and, ultimately, reaffirm their own Catholic identity.
September
A Distinctive Vision? Catholic Higher Education 50 Years After Land O’Lakes
September 20-22
Saint Louis University, MO
This interdisciplinary symposium on Catholic higher education 50 years after the Land O’Lakes statement on the nature of the Catholic university will provide a thoughtful forum for revisiting enduring questions about the relationship between the Church and the contemporary university.
More Information

October
2017 Catholic Immigrant Integration Initiative Conference
“Strengthening the Catholic Response to Immigrant Integration, Participation, and Empowerment in an Era of Challenges and Uncertainty”
October 11-13
Loyola Marymount University, CA
The Center for Migration Studies of New York (CMS), Loyola Marymount University, and Mount St. Mary’s University are presenting this conference. The primary purpose of the event is to advance the goals of CMS’s Catholic Immigrant Integration Initiative, which seeks to study, document, and support a growing network of diverse Catholic institutions that are working successfully to advance immigrant integration, empowerment, and well-being.
More Information

Young People and Inequalities
October 16-18
Università Cattolica del Sacro Cuore, Milan, Italy
This meeting will be the fourth International Congress of the International Federation of Catholic Universities’ social sciences group.
More Information

November
The Global Refugee and Migrant Crisis: Responsibility and Responses of Universities
November 1–4
Pontificia Università Gregoriana, Rome
With the number of displaced people in the world at more than 65 million in 2016, the plight of refugees has gained new prominence as countries have taken in displaced people. To address the issue, universities have an important role to play through the missions of teaching, research, and service. The International Federation of Catholic Universities, together with the Pontificia Università Gregoriana, the Center for Religious Understanding (USA) and Being the Blessing Foundation (USA) will hold an international conference in November at the Gregorian University in Rome and then create an international network of universities and institutions willing to collaborate going forward in responding to that crisis.
More Information

February 2018
ACCU 2018 Annual Meeting
“Rethinking Catholic Higher Education in a Transformed Landscape”
February 3–5
Washington, DC
The 2018 ACCU Annual Meeting will seek to advance senior executive competency in understanding how to respond to the transformed landscape of Catholic higher education. Speakers will address such topics as student learning and religious understanding, mission leadership, and financial stewardship within the distinctive context of Catholic identity and university mission.
More Information

See more online at www.accunet.org/Programs-Events. To submit an event to the ACCU calendar, please e-mail Paula Moore.
Pope Francis consistently uses a “big” word: “Go!” Our Holy Father is calling all of us to be missionary disciples, to “go” to the margins of our culture and world and bring the good news of God’s love and mercy revealed in Jesus. It is a baptismal call, this going, this serving, and this being “for” and “with” others on this perilous journey called life. Pope Francis is simply repeating what Jesus said in sending us to do the work of the Church: evangelization.

I am deeply impressed with the SPIRITUS ministry in Menasha, Wisconsin. Young adults are doing what their Confirmation called them to do: Spread the good news of the Gospel. They are giving retreats, living lives of prayer and study, attending daily Mass, and setting aside a holy hour every day — all in response to Jesus’ call to “go.”

As far as I know, there is no other program in our country that has as strong a ministry and formation program that trains leaders for the Church as SPIRITUS. Under the leadership of Eden and Katherine Foord, and a strong board and staff, the SPIRITUS ministry is truly unique and deserves replication. This dialogue with Eden Foord reveals the mission of SPIRITUS and the means by which that mission is being accomplished.

Bp. Morneau: What is SPIRITUS?
Eden: SPIRITUS is a missionary disciple formation program. Our goals are to inspire thousands of Catholic youth and form lifelong missionary disciples to be leaders for the Church. Teams of young adult Catholics in their 20s serve for nine months in the mission of Jesus, evangelizing Catholic youth through retreats and youth ministry internships in parishes.

Bp. Morneau: Why do we need missionaries for our youth?
Eden: Most people are aware that each year, many young adults leave the Catholic faith. Many youth see and follow this exodus out of the Church, many of whom have no real connection to or deep encounter with the Catholic faith. A recent CARA study reported that 63 percent of those who left the faith stopped being Catholic between the ages of 10 and 17. Our youth desperately need to see the faith being lived out by young adults. SPIRITUS missionaries are living examples of growing in holiness and spreading the Gospel of Jesus with passion. Through word and action, SPIRITUS makes visible the joy of living the faith. Their model of passionate discipleship attracts youth to the Church.

Bp. Morneau: What impact are the SPIRITUS missionaries having on the youth?
Eden: Each year SPIRITUS missionaries inspire over 5,000 youth on 150 daylong and overnight retreats. The focus of the retreats is to encounter the person of Jesus and the mystery of the Trinity in exciting and powerful ways. Most students report that their retreat was “awesome,” “fun,” and “life-changing.” One powerful experience during the retreats is when the missionaries pray one-on-one with each student. Many students report that their first real encounter of God that was meaningful to them happened through the ministry of the SPIRITUS team.

Bp. Morneau: How are they being formed as lifelong missionary disciples?
Eden: Forming young adults to be leaders for the Church is an important goal of SPIRITUS, and we invest considerable resources into each missionary. Formation starts with a commitment to prayer. SPIRITUS missionaries spend two hours in prayer each day, totaling about 500 hours during their time of service. We provide formation classes in which local bishops, priests, and religious and lay ministers give talks on prayer, leadership, holiness, virtues, faith foundations, and sharing the Gospel with joy. In addition to these 132 hours of formation classes, we equip our missionaries with 65 hours of ministry skills training and 450 hours of direct ministry.

Bp. Morneau: What impact does the SPIRITUS program have on the missionaries?
Eden: Each person that commits themselves to living and growing as a missionary disciple of Jesus has a life-changing experience through SPIRITUS. We see in each missionary an accelerated growth in the spiritual life as they are formed to be leaders in the Church. In the first eight years, SPIRITUS has prepared 70 young adults for leadership in the Church who, in turn, have inspired over 43,000 Catholic youth during their time on SPIRITUS. Seventy-five percent of former missionaries are working in ministry, and 12 have pursued priesthood or religious life after their time of service.

Continued on page 18
Program Forms Young Adults as Spiritual Leaders

Continued from page 17

Bp. Morneau: What does SPIRITUS offer to the Church?
Eden: In a very intensive way, the SPIRITUS program forms young adults to be more than committed and active Catholics. They are formed to be missionaries who actively share Jesus and the faith with thousands of youth during their year of service and beyond. The SPIRITUS leadership would like to offer this program to other dioceses, Catholic universities, and religious orders.

Bp. Morneau: Why would a diocese or religious order be interested in SPIRITUS?
Eden: Pope Francis said, “I dream of a missionary impulse capable of transforming everything.” Any diocese that desires to provide their young adults with more opportunities to live as missionaries and those who want to ignite the faith of their youth would be interested in starting their own SPIRITUS missionary team. Another reason to start SPIRITUS is that it prepares young adults for priesthood, religious life, and lay ministries. Religious orders that operate a Catholic university would be ideal because they have many of the resources needed for SPIRITUS, especially relationships with college graduates who have a sense of mission.

Bp. Morneau: If a diocese or religious order was interested in starting their own SPIRITUS team, what would be the benefit and how could they get started?
Eden: The benefit of SPIRITUS is that you can inspire thousands of Catholic youth and give them role models of faith. Your diocese or region will have an ongoing dynamic missionary presence that transforms and invigorates the faith of others. You will be actively forming young adults for vocations to priesthood and religious life while forming leaders for the Church. We have created a model that can be reproduced in other areas of the country. Your organization will be provided with retreat content, administrative and recruiting tools, formation and training materials, development strategies, and other documents that will make your missionary team successful.

Start by reviewing our website at www.spiritusministries.org. If you are interested, then contact Eden Foord at edenfoord@spiritusministries.org or by phone at (920) 722-8918.

Bp. Morneau: What is your hope for SPIRITUS?
Eden: My hope is to see SPIRITUS missionary teams sprout up around the country giving young adult Catholics missionary opportunities to inspire the faith of our youth. My hope is that our youth will be provided with young adult role models who are striving to grow in holiness and equipped to share the Gospel and Catholic faith. My hope is that more young adults are provided with intensive formation and prayer routines that will make pursuing a vocation to religious life, priesthood, or lay ministry the next natural choice. My hope is that Catholics around the country choose to invest in a missionary movement that will transform our youth and offer a dynamic process of furthering God’s Kingdom in our beloved Church.

Bp. Morneau: The Church has many ministries: worship, education, social justice, stewardship, all extremely important. Then there are the ministries of evangelization and leadership, foundational to our Christian way of life and the future of the Church. SPIRITUS is a beacon of great hope. Young adults are being formed as spiritual leaders; young adults are doing the mission of the Church: evangelization.

Over my 51 years of priesthood, I consider the ministry of SPIRITUS to be among the most superb I have encountered. Would that we had this model of leadership and formation in every state; would that thousands of young adults could experience the power of the Holy Spirit that I have seen at work through SPIRITUS. Pope Francis, besides the great call to “go,” also has two others words that describe his vision: “encounter” and “accompany.” The SPIRITUS team assists our youth in encountering Jesus and accompanying Him as disciples. This is not just a hope; it is a reality. And my response: Deo gratias!
Rescinding DACA: More than Just the Dreamers

By Rev. Craig B. Mousin, university ombudsman, DePaul University

For the academy, the recent rescinding of the Deferred Action for Childhood Arrivals (DACA) program affects more than just the “dreamers.” The dreamers belong to a large community that has suffered under recent federal immigration policies. Much needed attention has focused on the dreamers, individuals who were brought to this nation at a young age and who are unable to become Lawful Permanent Residents (LPR) or citizens. Catholic colleges and universities have welcomed dreamers and have graduated many since its inception by the Obama administration. Many presidents, such as DePaul University’s Dr. A. Gabriel Esteban, have issued statements opposing rescission and offering support to the dreamers as members of our communities.

In previous issues of Update, Gary Miller and Mariella Palacios discussed the importance of building a productive workplace community based on collaboration and dedication to a mission that reflects the values of the institution by recognizing the dignity of each individual. They noted that Catholic Social Thought (CST), while sustaining their point, merged the workplace and the greater community. Miller cited Centesimus Annus, highlighting that each of us works for the needs of our families, community, nation, and “ultimately all humanity” (Section 43). If we seek to build ethical and productive workplaces, consistent with our mission, we cannot ignore the greater community.

As we gather for another academic year, we must address the tragedies of the greater community that will be brought to our campuses. As the dreamers return to our campuses fearing loss of work authorization and facing deportation, our academic community confronts even greater challenges stemming from new immigration enforcement policies. Bishop Joe S. Vásquez, chair of the USCCB Committee on Migration, warned last February about two new Department of Homeland Security (DHS) policies. Almost 10 million persons reside in the United States without authorized immigration status; most experts agree that DHS has the infrastructure to deport about 400,000 persons each year. Thus, as a matter of effective law enforcement, the Obama administration established enforcement priorities that focused on persons previously deported or those with criminal convictions. DHS eliminated those priorities, placing anyone without LPR status at risk of deportation.

Bishop Vásquez also challenged the policy that expanded the relationship between federal immigration authorities and local law enforcement. He wrote that these new policies “will harm public safety rather than enhance it” and will “needlessly separate families, upend peaceful communities, endanger the lives and safety of the most vulnerable among us, break down the trust that currently exists between many police departments and immigrant communities, and sow great fear in those communities.”

Those seeds of fear have now germinated. A news story about a deported person may cause a moment of sympathy, but one needs to view the cumulative effects of the tactics used by Immigration and Customs Enforcement (ICE) to disrupt our communities by infiltrating homes, parishes, and community gathering places. The new enforcement procedures threaten not just unauthorized persons, but also the people who constitute their families, parishes, and communities. Our students, staff, and faculty live within complex family relationships of citizens, LPRs, unauthorized persons, asylum applicants, and others seeking diverse immigration remedies. The Catholic institutions that have built their campuses in immigrant neighborhoods proclaim their mission of welcoming immigrants and educating first-generation children. The tension and fear produced by enhanced enforcement policies leaves no one in these wide communities untouched.

In addition, many states have legislated anti-immigrant laws that focus on driver’s licenses, rental properties, or...
health care. Some studies have revealed the cascading negative effects of these laws, namely, extending beyond those who are unauthorized to increase discrimination against LPRs and other citizens. These state laws, combined with enhanced ICE enforcement, spill beyond the intended targets and weaken our communities.

Our nation has known earlier times when anti-immigrant hysteria led to attacks against those who were foreign-born. In the mid-nineteenth century, the Know Nothing movement fostered anti-immigrant and anti-Roman Catholic fever. Abraham Lincoln, however, observed that by 1858, immigrants constituted almost half of the nation’s population. Though these newcomers knew not the Founders who had observed the self-evident truth that all are created equal, Lincoln argued it was not birth here or even ability to trace one’s genealogy back to the Founders, but rather the link to “the electric cord in the Declaration” of equality that binds us in community.

Our nation still struggles with its goal of equality. Lincoln’s moral sentiment of equality provides a civic language comparable to CST’s words on human dignity. Equality’s self-evidence is revealed through human dignity. It is not just the dreamers, but many of our staff and faculty who come from communities that deal with the daily consequences of these new policies that deny equality. Rescission and enhanced enforcement hurt all of us. To continue to build the academic community of equality and dignity, we must support not just dreamers, but also their families and neighbors — for they are our families and neighbors. They constitute our community. We who believe that community enables us to fulfill our mission must oppose these policies that break the bonds of community.

The opinions expressed in this column are the author’s alone and do not represent those of DePaul University or the Association of Catholic Colleges and Universities.

We invite you to respond to this column through the Human Resources and Mission blog. This will permit a fuller discussion of mission and CST in the workplace.

Notes and Other Resources


The Abraham Lincoln quote can be found in his “July 10, 1858, speech at Chicago.” The Speeches of Abraham Lincoln, Including Inaugurals and Proclamations (Lincoln Centenary Association, NY: 1908), pp. 72-74.
New Rockhurst Program Imparts Management Skills to Priests

Coming out of seminary, diocesan priests may be well-prepared to face the spiritual demands of their new jobs. But in many cases, they are also often running organizations, making the kinds of day-to-day decisions that keep things operating efficiently and effectively.

This year, Rockhurst University’s Helzberg School of Management launched a new program with the help of the Diocese of Kansas City–St. Joseph designed to give new priests the skills to thrive both as clergy and as managers.

According to Myles Gartland, director of graduate business programs for the school, the idea began as diocese representatives discussed establishing more ongoing educational opportunities for clergy.

Over its nine-month duration, the priest leadership formation program provided the first group of 13 priests with leadership skills — from communication to accounting — that will serve them as they serve their parishes.

Read more about the program from Rockhurst University.

Caldwell Students Explore Foundations of the Dominican Tradition in Rome

Caldwell University students explored the foundations of the university’s Catholic Dominican tradition during a study-abroad course in Rome last spring. Arranged and taught by President Nancy H. Blattner and Vice President Sister Kathleen Tuite, OP, the three-credit course focused on the historical, cultural, literary, and religious foundations of the Christian Church in Rome and on how the Dominican tradition emerged from that base.

The group was in the ancient city from May 23 to 31 and visited Roman sites including the basilicas of the apostles Peter and Paul and the Sistine Chapel. Students toured Dominican-themed spots like the Basilica of Santa Sabina and learned about Dominican saints. Rich Orsini, a junior, appreciated meeting the Dominican priests and learning about living the Dominican pillars of prayer, study, community, and service in everyday life.

While in Rome they took classes arranged through the Lay Centre at Foyer Unitas (at the same time that presidents of ACCU colleges and universities were also at the Lay Centre for the 2017 Rome Seminar).

For many of the Caldwell students, the trip to Rome began as an opportunity to visit well-known tourist attractions, such as the Trevi Fountain and the Spanish Steps. But the journey became more of a spiritual pilgrimage, according to Blattner, who said that “students indicated their desire to think more deeply about their faith and how their choices as college students can affect others.” Both Blattner and Tuite were gratified that the 18 students in the course not only mastered the content but also lived out the Dominican pillars of prayer, study, and community while on the trip.

Carlow University Establishes Endowed Center for Ethics

Carlow University has established the Atkins Endowed Center for Ethics, a signature center for the university in the study and application of ethics.

“This center will highlight the importance of ethics to the entire university community and the region,” said Suzanne K. Mellon, president of Carlow. “It presents an opportunity to develop a distinctive pathway that builds upon the heritage of the university and its founding sponsor, the Sisters of Mercy. Our mission and vision call upon us to reflect and act, and to make a meaningful difference in our world.”

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The center is a new initiative established through a $1.5 million gift from Michele Rehfeld Atkins, a Carlow alumna, and her husband, Patrick Atkins, given in 2011.

William S. Schweers, JD, an assistant professor in political science, will be the inaugural executive director of the Atkins Endowed Center for Ethics.

“Through the extraordinary generosity of the Atkins, Carlow will establish a center dedicated to promoting ethical reflection among members of the university and the community-at-large,” said Schweers. “Our goal is to establish a dynamic, interdisciplinary program that will foster a greater understanding of ethics in everyday life.”

University of San Diego Professor Publishes Essay on Theology
Michael Lovette-Colyer, professor in the Department of Theology and Religious Studies at the University of San Diego, recently published “Taking off the Training Wheels: Teaching Undergraduates to Appreciate Theology.”

Lovette-Colyer, who also serves as the assistant vice president and director of university ministry, teaches the course, “Introduction to Catholic Theology.” In the essay, he discusses his efforts to “meet students where they are, and to entice them into an appreciation for the richness and relevance of theology, as well as an expanded understanding of the true purpose of higher education.”

When asked, a majority of his students respond positively to the statement, “Everything happens for a reason.” Even when pressed, he writes, students hold fast to that aphorism. He encourages them, however, “to ask hard questions without the comfort of tidy, pre-packaged answers.”

Read the full column in the Huffington Post.

University of Dallas Reinvigorates Catholic School Leadership Graduate Program
Catholic school educators in central Texas have a new resource for deepening their knowledge of the Catholic tradition and gaining dynamic leadership skills through the University of Dallas’s Master of Catholic School Leadership program.

The graduate program, newly redesigned to respond to the current issues faced by Catholic school leaders, is a collaborative effort by the Department of Education in the Braniff Graduate School of Liberal Arts in conjunction with the Ann and Joe O. Neuhoff School of Ministry. The program aims to serve principals, presidents, and administrators at the elementary, secondary, and diocesan levels of Catholic education.

“The University of Dallas is uniquely prepared to respond to the particular challenges that face Catholic school leaders, who desire expertise in education, the administrative knowledge to navigate their school’s culture, finances and organization, and a thorough grounding in their Catholic identity,” said Neuhoff School of Ministry Dean Theodore J. Whapham.

For more information about the program, visit The University of Dallas website.

Santa Clara Professor Receives McLuhan Award
Father Paul A. Soukup, SJ, was the recipient of the 7th annual Medium and the Light Award, which honors the religious dimensions of the life and work of communications scholar Marshall McLuhan. The award was presented in June at the 18th Annual Media Ecology Association Convention at Saint Mary’s College of California.

Soukup (right, in the photo below) received the award from Howard R. Engel, director of the Marshall McLuhan Initiative at the University of Manitoba.

Soukup is a media scholar, educator, practitioner, and head of the Department of Communication at Santa Clara University. He has explored the connections between communication and theology since 1982. His publications include Communication and Theology (1983); Christian Communication: A Bibliographical Survey (1989); Media, Culture, and Catholicism (1996); MassMedia and the Moral Imagination, with Philip J. Rossi (1994); and Fidelity and Translation: Communicating the Bible in New Media, with Robert Hodgson (1999).

Soukup received the Medium and the Light Award for his long and fruitful exploration into theology and communication, designed...
to help the world understand what it means to be both Christian and human in the 21st century.

Read more on this blog devoted to Marshall McLuhan.

**Saint Joseph’s College of Maine Establishes Science Scholars Program**

President James Dlugos recently announced that Saint Joseph’s College of Maine has been awarded a five-year $647,000 grant from the National Science Foundation (NSF) to fund the Saint Joseph’s College Science Scholars Program, a program designed to encourage academically talented students who have demonstrated need of financial assistance, to enter into and succeed in a community of young scientists.

The grant is the only award of its kind in the state in 2017. Recognizing the college’s innovative science education programming, the grant provides considerable scholarship aid, ranging from $5,000 to $7,200 per year for each of the recipients’ four years in college. The first group of Saint Joseph’s College Science Scholars will be selected from first-year students entering in fall 2018 who are committed to studying in a range of science fields, including chemistry, biology, environmental science, and marine science.

“In today’s rapidly changing world, education in science, technology, engineering, and math has never been more important,” said Senators Susan Collins and Angus King in a joint statement. “Saint Joseph’s College has been a leader in equipping students with the skills they need to succeed in the 21st century, and we are pleased that these scholarships will provide more motivated young people with access to this quality education.”

About the award, Dlugos added, “This National Science Foundation grant allows us to recruit and graduate some of the best science students from New England and beyond. With these funds, we can offer greater access to higher education in the sciences, offer an innovative approach to science career development, and help meet the growing workforce needs in STEM fields.”

**Boston College Launches ‘Jesuit Google’**

Free, online access to a fully searchable collection of important sources and scholarship related to the Society of Jesus is now available through the Portal to Jesuit Studies, recently launched by the Institute for Advanced Jesuit Studies at Boston College. The Portal curates resources from different websites, providing their contents in a single search engine.

Timothy Kesicki, SJ, the president of the Jesuit Conference of Canada and the United States, believes that “the promotion of deep and serious study of the Society’s history, spirituality, and pedagogy will magnify its future mission. The Portal to Jesuit Studies will help to promote this important work.”

The Portal collaborates with publishers, institutions, and scholars to provide informed direction to some of the richest primary sources and most important recent scholarship on the Society of Jesus. Content of various websites are all available through the Portal’s single aggregate search engine. At no cost, visitors to the Portal can use its search function to explore several resources, all at the same time.
University of Dayton Sets a Table of Plenty
A project involving the University of Dayton Hanley Sustainability Institute, the Mission of Mary Cooperative, and East End Community Services is transforming a one-time Dayton public school site into a flourishing urban oasis. After a year, Lincoln Hill Gardens has produced nearly two tons of food for 80 families in the area, plus more to be sold at local markets. The proceeds go toward further developing the site, according to Stephen Mackell, urban farm manager at the Mission of Mary Cooperative. In addition to the urban garden, the property will be a natural playground, according to Abby Lisjak, an intern for the project. Tree stumps will be strategically transformed into climbing elements. Swings will hang from trees. Slides will be built into hills. Approximately 55 students from engineering, biology, geology, computer science, human rights, dietetics, visual arts, the university’s Fitz Center, and Rivers Institute work at Lincoln Hill Gardens. They are assisting with site design, surveys, soil restoration, and logo design and branding. For more information, see the Hanley Sustainability Institute web page.

Iona University Wraps Vehicles for a Cause
Iona College will take part in “Wrap for a Cause,” a new program looking to promote awareness for charities by using campus vehicles as mobile billboards. The first college or university to take part in the program, Iona’s Gael Express vans will be wrapped in support of the Juvenile Diabetes Research Fund. By using vehicles as advertisements, “Wrap for a Cause” seeks to help charities spread their message and raise funds in the process. Each vehicle wrap is underwritten by a corporate sponsor for a flat fee and carries the wrapforacause.org URL, as well as a tagline. Wrap for a Cause will donate 10 percent of net proceeds to the selected cause. “Iona College plays a key role in local, regional, and national non-profit organizations, supported by fundraising and community service by our students,” said Paul Sutera, Iona College Senior Vice President for Advancement & External Affairs. Read more on the Iona College website.

St. Mary’s College Welcomes Global Women Leaders Institute Participants
This summer, Saint Mary’s College in Indiana held the sixth annual Global Women Leaders Institute, in conjunction with the Study of the U.S. Institutes (SUSI) sponsored by the U.S. Department of State. The college’s Center for Women’s Intercultural Leadership facilitates the SUSI, which welcomed 20 undergraduate women from Egypt, Jordan, Lebanon, Iraq, and Tunisia and included two Saint Mary’s students, who will earn course credits. The Study of the U.S. Institutes, held at a select group of U.S. colleges and universities, is part of broader State Department efforts to promote a better understanding of the United States abroad, particularly among future world leaders. The program allows undergraduate women from around the world to improve their leadership skills, learn about the United States, and build lasting connections with their American peers.

Notre Dame Unveils Online Resource on CST and Human Rights Law
The University of Notre Dame Center for Civil and Human Rights, in partnership with Hesburgh Libraries, recently unveiled Convocate, the first online research tool for simultaneous searching of Catholic Social Teaching (CST) documents and the instruments of international human rights law. Convocate is a free online database designed to help scholars, students, advocates, public officials, diplomats,
and others compare documents from CST and international human rights law in order to investigate the convergences and divergences between the two fields.

“This repository and state-of-the-art interactive database will facilitate interdisciplinary dialogue between Church Social Teaching and international law — the links between human dignity and human rights,” said Jennifer Mason McAward, director of the Center for Civil and Human Rights and associate professor of law.

Expert consultants on the project include Notre Dame faculty in law, theology, and political science, as well as experts from other universities. Developers also engaged with sources at the Vatican, the United States Conference of Catholic Bishops, the United Nations, and others to compile documents from both disciplines.

Learn more about Convocate.

St. Gregory’s Students Join Service Project in the Dominican Republic

In May, six St. Gregory’s University students traveled to the Dominican Republic to embark on a service learning experience.

Traveling with students from colleges in Oklahoma, Minnesota, and Alabama, the students went to the Northern Coast to lend a helping hand at the Mariposa Center for Girls, a facility where impoverished Haitian and Dominican girls come to engage in sports, receive academic tutoring, have access to libraries and computers, and receive job and life skills training, as well as health and wellness care. The visiting U.S. students cleaned, painted, and organized rooms at the center, and helped beautify the entrance.

Summer Guarnieri, a nursing major going into her senior year at St. Gregory’s, said the experience was eye-opening: “This opportunity gave me a chance to see how people live and I was challenged to live the way they were. I have realized the privileges granted to me that many do not have every day. There is more to donation of money or time to organizations that work for supporting those in need. We need to be actively a part of other people’s lives who need help.”

Catholic Colleges Receive Grants to Assist Low-Income Students

Unexpected expenses like a flat tire or root canal are more than just a headache for low-income college students. Financial emergencies can quickly drain an already strained bank account and all too often, these students are forced to withdraw from college.

To help more low-income students stay enrolled despite financial emergencies, Great Lakes Higher Education Corporation & Affiliates has awarded $7.2 million in Dash Emergency Grants to 32 four-year colleges and universities in six states, including 11 to Catholic colleges and universities.

Among the recipients is Xavier University in Ohio, which aims to use the grant money to increase retention and completion rates as part of Xavier’s overall student success strategy.

“We are grateful to Great Lakes for the Dash Emergency Grant award, which will enable Xavier to support low-income students with unexpected expenses, even modest ones, which

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can disrupt a student's ability to learn and succeed. Dash Emergency Grants give students the opportunity to stay on track and increase their chances of graduating,” said Aaron Meis, Xavier’s vice president for enrollment management.

Catholic Colleges and Universities Receiving Dash Emergency Grants:
- Alverno College, $210,000
- Cardinal Stritch University, $67,200
- Edgewood College, $131,250
- Lourdes University, $210,000
- Mercy College of Health Sciences, $84,000
- Mercy College of Ohio, $210,000
- Mount Mary University, $84,000
- Notre Dame College of Ohio, $113,400
- St. Catherine University, $140,069
- University of Mary, $210,000
- Xavier University, $84,000

Read more at the Great Lakes site.

Elms College Students Assist Immigrants in Preparing for U.S. Citizenship
College of Our Lady of the Elms students recently worked with immigrants at The Gray House, a private non-profit social service agency in Holyoke, Massachusetts, to help them prepare for the U.S. citizenship test and interview process. The students were participating in the college’s annual Dorothy Day Service Program.

“This came up entirely out of necessity,” said Glenn Yarnell, director of adult education at The Gray House. Yarnell leads citizenship classes during the year and in the final class of the summer, several students announced that they had scheduled appointments for their naturalization interviews — in about a month’s time.

It was a tight timeframe, but Yarnell knew he would have help from the Dorothy Day students. “It was a win-win,” he said. “I needed bodies to do the tutoring, I can do a review session, but what my students needed at that point was to practice being interviewed.”

The Elms volunteers got a half-hour briefing, including an overview of the citizenship process, and worked from interview sheets Yarnell provided, with boxes to check off indicating whether an interviewee’s response was appropriate or not.

“The immigrants’ determination was a newfound motivation for myself, one I applied to my work at The Gray House that week, and one I will take with me and utilize this semester and in my career when I graduate,” said criminal justice major Brittany Walsh, who served as a Dorothy Day leader.
Book Celebrates the Success of Arrupe College

A new book stands as both a memoir and a reflection on the eventful first year of existence for Loyola University of Chicago’s Arrupe College.

Come to Believe: How the Jesuits are Reinventing Education (Again) was written by Steve Katsouros, SJ, dean and executive director of the college, which celebrated its inaugural commencement in August. Launched in 2015, Arrupe is a two-year associate’s degree program that provides a rigorous liberal arts education to motivated students with limited financial resources and an interest in attending a four-year institution. The program addresses the need in higher education to increase completion rates of postsecondary education degrees for students from low-income families.

“The book is my attempt to record the stories and experiences of our faculty and staff, and especially of our students during our inaugural year,” explains Katsouros. “In addition, Come to Believe is a bit of a playbook for all concerned about how to make higher education more accessible and affordable.”

Read more and purchase your copy of Come to Believe at Amazon.com.

Gala in Israel Seeks Choirs

The organizers of an event commemorating the 70th anniversary of Israel’s declaration as a state are seeking Catholic choirs to sing in Jerusalem.

The Israel@70 project is seeking Christians from all denominations to sing together at a celebration on May 14, 2018. Large choirs from colleges and universities are particularly being invited to come together with other choirs from around the world to rehearse and sing at the Mount Scopus Amphitheater. The performing choir will sing the oratorio “Hear, O Israel,” composed for the occasion by Cormac Brian O’Duffy, who will conduct the performance.

Read more about the Israel@70 project.

Association Sponsors Pilgrimage to Le Puy, France

In June 2018, the Association of Colleges of Sisters of St. Joseph ACSSJ will offer an opportunity for two students from each of its nine member institutions to travel to Le Puy, France, where the congregation was founded in 1650. Sisters Kitty Hanley and Joan Lescinski will serve as guides for the June 19–26 trip.

Applications will be available in early fall at the association’s website.
College and university presidents bear myriad responsibilities: fund raising, strategic planning, government relations, and much more. At a Catholic institution, the president must also personify, articulate, and celebrate the Catholic identity of the campus – and weave it through every decision and interaction.

Join the Association of Catholic Colleges and Universities Catholic Mission Institute for New Presidents and learn how to navigate these duties related to the faith-based identity of your university. The Institute is open to all presidents in the first two years of their presidency at a Catholic college or university. Throughout the Institute, past and current presidents will be available to enter into discussions with participants.

The new, redesigned Institute is an eight-month program that includes:

- Three webinars during the fall semester (the next one takes place this November).
- One in-person seminar, taking place on February 2-3, 2018, immediately before the ACCU Annual Meeting in Washington, DC.
- Two webinars during the spring semester (February and March 2018) to close the Institute.

The Institute is a must-attend, foundational program for presidents who are new to Catholic higher education.

Visit the ACCU website — www.accunet.org — for more information.