Catholic Identity Gives Liberal Arts Ed an Edge

By Judith Mbuya, Communications and Content Specialist, ACCU

When more than 150 college and university representatives convened at the College of Saint Benedict in Minnesota this summer to discuss the value of a liberal arts education, conversations centered on one of the most significant challenges facing higher education — but also served to highlight the distinct strengths of the Catholic sector.

The Liberal Arts Illuminated Conference 2018 was the second of its kind, organized by the longstanding coed partnership of the College of Saint Benedict and Saint John’s University in Minnesota. Led by its presidents Mary Dana Hinton and Michael Hemesath, respectively, the forum persuasively presented the case for leadership toward inclusive excellence, including the argument that preparation for lucrative careers and liberal arts education are not mutually exclusive – a testament well-proven in the Catholic higher education sector, owing to the centuries-rich heritage of its social and intellectual traditions.

The Catholic Advantage

Tarshia Stanley, dean of the School of Humanities, Arts, and Sciences at St. Catherine University, said the very foundation of Catholic mission in

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Liberal Arts Impart the ‘Skills for Living Fully and Freely’

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Catholic higher education is a commitment to providing an excellent education for everyone regardless of difference and diversity. This unique attribute helps give the liberal arts an added advantage at Catholic colleges and universities. That excellence contributes to preparing students for the times in which they live, requiring constant assessment and engagement with best practices in each discipline, she said.

“St. Kate’s faculty is committed to innovative pedagogy guided by inclusive excellence,” Stanley added. “This includes exploring ways to embed career readiness within every major so that students understand the skill sets they take into the work world, encouraging ethical and social justice in their practice of leadership and advocacy, and a deep discipline-based competency paired with broad cultural literacy.”

Amy Hamlin, mission chair for liberal arts at St. Catherine, helped organize faculty from the women’s university to attend the conference. She affirmed that the long history of the liberal arts is also a history of the Catholic Intellectual Tradition — “the skills for living fully and freely.” Both value a commitment to inquiry over mastery, breadth and depth of knowledge, and a quest for truth and ethical leadership in the building of a civic society, she said.

Hamlin said now more than ever, the rich Catholic tradition of learning is required in the world. “It is essential nourishment for both a student’s career and for life. The best liberal arts education recognizes and affirms what Catholic higher education has long valued, that we educate the whole student,” she said.

As an educator, Mary Ann B. Miller, professor of English at Caldwell University, said what she found most “illuminating” about the conference was the realization that “the leaders in today’s most prominent fields are those who can think critically, write and speak well, and act with confidence in the values instilled in them by an education that seeks to identify the ethical implications in every realm of societal discourse.”

Miller said infusing Catholic core values of respect, integrity, community, and excellence in all major areas of study in the humanities and professional studies at Caldwell provide students with an added benefit they wouldn’t otherwise receive from just any liberal arts institution. Studying works of theology, philosophy, literature, history, art, and music from the Catholic Intellectual Tradition does not mean that we can “close the books” without also reading the work of contemporaries because we now have all the answers to life’s challenges, she said.

For example, “Classical and early Christian works teach us the right questions to ask of later works, universal questions that continue to inform and shape our thoughts and actions in every age,” Miller explained.

With 450 years of Jesuit legacy behind it, Georgetown University provides its students with an education that centers on instructing the whole person to engage the world through service, and embraces the liberal arts not just as an abstract concept. Rather, they encompass experiential learning that cannot be exclusively cultivated in classroom settings, said Randy Bass, vice provost for education and professor of English at Georgetown.

“I think that in some ways, teaching in a Catholic and Jesuit institution makes the binary between liberal education and career and job preparedness a false one. Our obligation is to help our graduates be effective in the world and agents of positive change. This includes the hardest skills, such as empathy, compassion, humility, resilience, openness to new ideas, and the ability to network within multiple communities. Of course, these are skills that can ensure success in the workplace. But they should also be the skills that can help students imagine new futures for our world, work for justice, and shape their successful lives to serve the most marginal populations and the world’s greatest challenges,” Bass said.

Changing the Narrative

Such perspectives are particularly relevant in today’s economic landscape. Following the recession in 2008, public perception of higher education as indulgent with
no real benefit to earning power gained steam. As trends continue to show significant declines in enrollment among majors in the humanities and social sciences, some colleges and universities have resorted to curtailing or eliminating entire programs in favor of majors such as business and engineering, perceived as more marketable and profitable.

As the future of liberal arts faces uncertainty, a growing number of scholars are advocating for a stark shift in the reimaging and reimagining of liberal studies for higher education.

A 2017 LinkedIn emerging jobs report cited adaptability, cultural understanding, collaboration, and leadership as the most sought-after skills that hiring managers look for during interviews. These “soft skills” are the result of the very expertise that liberal arts institutions help hone. The ability to communicate effectively and to not only think critically and creatively in making decisions and interpreting data, but also do so ethically and with compassion is highly desired.

Yet despite statistical evidence, prevailing attitudes reveal an intellectual bias that depicts the liberal arts as elitist and politically left-leaning. “The underlying message is that colleges are too expensive, too difficult to access, and don’t teach people 21st century skills,” said Lynn Pasquerella, president of the Association of American Colleges and Universities. It’s imperative that higher education take the lead in correcting the false assumptions, she added, “otherwise, others will do it for us.”

She said charges of irrelevancy and illegitimacy leveled against higher education in general, and the liberal arts in particular, should serve as an urgent “call to action to make visible the transformative power” of colleges and universities. Describing investment in society through education as a public good, Pasquerella said rhetoric that focuses on job acquisition as the sole metric for determining value creates a false dichotomy between a liberal arts education and preparation for work and life.

Brandon Busteed, senior partner and global head of public sector at Gallup, agrees and suggested that false dichotomy indicates a need to redefine the term liberal arts. The consultant for the global research company widely known for its public opinion polls said the meaning of liberal arts is often relegated to partisan politics or the arts. He suggested that a complete image overhaul is necessary. That rebranding should frame the liberal arts in a context that recognizes the majority of Americans — 65 percent of U.S. adults — does not have a bachelor’s degree, he added.

Brandon Busteed discusses the need to rebrand the liberal arts. Photo by Ali Jungles.

“This is a branding issue,” he said, adding that the liberal arts have always been rooted in practical application: “This is not an either/or; it’s a both/and – both liberal arts and careers.”

Bass points to a clear disconnect between the words liberal arts and their perceived value and meaning. He described it as “the disconnect between who we think we are and what we think we’re doing, and what it is that the world needs us to be.” He said higher education must dismantle the current narrative, both across the sector and at individual institutions, by taking control of the messaging. “The most important way to address the negative narrative is for us to actually write a narrative about our own future,” he said.

In particular, Bass urged Catholic higher education to consider what matters most — active learning, teaching the whole person, relationships, deep engagement, and doing work that matters. Catholic institutions have an imperative not only to help students live fully in their time and be effective in the world, but also to give students the widest exposure to real-life experiences.

Explore the ways that Catholic higher education can assert its value! Join us for the 2019 ACCU Annual Meeting, where we will focus on “Mission, Myth, and Money: Securing Catholic Higher Education for the Future,” February 2–4 in Washington, DC. Registration is open!
Evidence shows that college graduates are more likely to be employed, be upwardly mobile, and make enormous contributions to society. Despite this, public skepticism over the value of postsecondary education persists – compelling Catholic higher education to make the case for its continued relevancy.

Join us for the 2019 ACCU Annual Meeting, where we will come together to find practical ways to secure our future by challenging misperceptions, articulating an authentic narrative for Catholic higher education, and reimagining strategies to boost student learning and competencies for today’s fast-changing world.

ACCU has reserved a room block at our meeting hotel, the Ritz-Carlton, Washington DC. The room block typically sells out quickly, so make your reservations early.

Visit www.accunet.org/2019-Annual-Meeting today!
Having spent my entire career focused on Catholic higher education, I admit that I’m biased toward it. I believe wholeheartedly that our sector occupies a special place within the landscape of American higher education. With most campuses founded by orders of religious sisters and priests or dedicated laypeople, these institutions have been imbued with a commitment to service, particularly to underserved populations, that continues to propel them forward.

The success demonstrated by Catholic colleges and universities is clear: Our retention and graduation rates are stellar: Fully 80 percent of Catholic institutions have graduation rates above the national average. And our graduates’ salaries are more than 30 percent higher than the national average.

Yet our sector is not immune to contemporary discussions of the value of higher education, discussions that often seem to center on the financial stresses being felt by small institutions. One news article last year identified “small colleges, those in the Midwest and Roman Catholic institutions located away from Catholic population centers” as feeling particular pressure. True, Catholic higher education consists of a preponderance of small colleges: One out of every 10 Catholic colleges in the United States enrolls fewer than 1,000 students and another 7 out of every 10 enroll fewer than 5,000 students.

Where does this leave us? Do we throw up our hands and wait to hear the death knell for another small Catholic college? I don’t think that’s in our nature — or in our history.

In 1956, there were about 300 Catholic colleges and universities in the United States, serving roughly 400,000 students. Today, the total is closer to 200 institutions, enrolling double that number of students. What that tells us broadly is that there has long been a certain level of contraction among our sector, but that Catholic higher education continues to innovate and find ways to serve even greater numbers of students.

Looking more closely at trends over the last several decades, we’ve seen an average of about one Catholic college per year closing. That stat continues to hold true. Although the current environment may be offering new challenges, we can take heart in knowing that Catholic higher education has always assessed the environment and adjusted itself to fit the times and maintain service to students.

For our part, ACCU is here to help our members navigate those adjustments. Over the last academic season, we created several resources for our member presidents to help them traverse today’s terrain, especially with regard to collaborations. From consortia to strategic alliances, collaborations can be a path to strengthen a Catholic college or university’s distinction and ensure its continued vitality.

Among the materials that ACCU has made available on this topic are:

- A white paper, *Advancing Mission Hand in Hand: Partnerships in Catholic Higher Education*, that offers insights into different types of partnerships and provides examples of strategic alliances
- A list of questions for leadership to ask when considering a collaboration
- A list of sitting and recently retired presidents who have significant experience in navigating collaborations, and have offered themselves as resources to their peers

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Any of these resources simply encourages a first step; all should lead us to broader communication within and beyond our institutions. Start a conversation with your peers (those on your campus and others) regarding the ways that Catholic colleges and universities can work together more closely for mutual benefit. Identify key individuals (for example, the provost, chief financial officer, chief information officer, or mission officer) who can explore opportunities for operational collaborations. Talk to your bishop about ways to work with others in the diocese who are committed to Catholic education.

Just as the sign of peace during Mass extends our wish for serenity to our fellow congregants, collaboration — reaching out to our neighbors to express a shared hope — can be a way to extend our wishes for the continued health of our joint endeavor in Catholic higher education. Sincere words, followed by sincere actions, become a first step toward improved chances for longevity.

Catholic college leaders are committed to keeping their colleges relevant, efficient, and vibrant academic endeavors that continue to serve students, families, and the local community. While our conversations center on the way we operate, our vision remains squarely on the way we serve others.

—Michael Galligan-Stierle

P.S. If you are not a president and would like to see any of the documents that ACCU has created, talk to your institution’s CEO to gain access to the Presidents-Only page of our site. Remember, conversation is key.

Update is the free quarterly newsletter of the Association of Catholic Colleges and Universities, with an international distribution to more than 6,000 electronic subscribers. Issues are published in the winter, spring, summer, and fall. Individuals may receive an automatic electronic notification of each new issue by visiting the ACCU website, signing in with their personal account, and selecting “Email Subscriptions” from under the “My Account” menu.

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 16
- Spring Issue: February 22, 2019
- Summer Issue: May 17

For further guidelines on article submission, please visit ACCU’s website.
ACCU ANNOUNCEMENTS

ACCU President Announces Retirement

Ending a career at the Association of Catholic Colleges and Universities (ACCU) that began in 2006, President Michael Galligan-Stierle has announced his impending retirement.

Noting that the association’s staffing and programming decisions over the last few years have been aligned to assist member institutions with the new higher education landscape, Galligan-Stierle said that the time is right for him to step down. “ACCU as an association is now positioned and ready for a new era of Catholic higher education. And so, after much thoughtful discernment, I have decided that June 30, 2019, will be my last day as ACCU president,” he said.

Following a long career in campus ministry and a five-year period as assistant secretary for Catholic higher education and campus ministry at the United States Conference of Catholic Bishops, Galligan-Stierle joined ACCU. He began work as vice president, serving under the leadership of then-president Richard Yanikoski. In 2010, when Yanikoski retired, Galligan-Stierle was named his successor.

“Serving as ACCU’s president has been humbling, educational, and grace-filled,” he reflected. “Frankly, it has been a blessed journey.”

ACCU Board Chair Thomas Mengler, president of St. Mary’s University in Texas, said that the ACCU board has already begun the search for the association’s next president. The job description and information about applying or nominating a candidate are available on the Presidential Search page of the ACCU website.

Association Releases Statement on Church Crisis

Following revelations of decades-long sexual abuse within the Catholic Church, ACCU has issued a statement “in solidarity with the thousands of victims and acknowledging with them the irreparable nature of the harm done.”

The declaration cites member institutions’ duty to safeguard the sanctity of human dignity and addresses the call for reform. ACCU is encouraging Church leaders to include experts from the laity, especially women, in the work of eradicating abuse. “Reform must include independent oversight that will address the systemic cover-up that lies at the heart of this present crisis. Notwithstanding the advances that have been made in recent years to put in place some helpful practices, we call upon Church officials to reexamine the exploitive culture and practices that failed to protect God’s people, and the hierarchy that allowed criminal offenders to go unpunished.”

Read the full statement on the News page of the ACCU website.

What Do Incoming Students Know About Catholic Mission?

Whether traditional age or adult learners, your incoming class has a baseline level of knowledge about Catholic mission and identity. How well do you understand:

• New students’ religious beliefs and practices, service orientation, or high school experiences with campus ministry-type activities?
• The role of Catholic mission in their decision to attend your institution?
• New students’ expectations for engagement in the spiritual and mission-related life of your campus?
• Their interest in deepening their understanding of Catholic teaching?

Catholic Identity Mission Assessment (CIMA), the ACCU project that helps member institutions understand how Catholic higher education adds value to the student experience, can provide these insights and more. Consisting of four surveys aimed at distinct segments of students and alumni, CIMA recently launched the New Student Survey. This tool can help institutions establish a baseline of knowledge and addresses both traditional-age undergraduates and adult learners.

Other surveys in the program are aimed at graduating students, graduate and professional students, and

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undergraduate alumni. Assessment topics fall into 10 categories, or domains, and an upcoming workbook that offers best practices in each of the 10 domains will be published later this fall. The book will be provided for free to any institution enrolled in CIMA. It also will be available through the ACCU online store for general purchase.

Program Helps Colleges Build Intercultural Competence

In 2015–16, over 40% of the student body population in Catholic higher education was non-white. Over the past six years, the number of white students enrolled in Catholic colleges and universities decreased by 8%, while the number of Hispanic students increased by 38%. Currently, 29 ACCU member colleges are identified as Minority-Serving Institutions. An additional 17 institutions serve student body populations that are over 50% non-white.

Given these statistics, ACCU is initiating several efforts to assist those at member campuses build intercultural awareness and competence. Among the most dynamic resources is an upcoming series of “train the trainer” sessions to build the abilities of campus personnel to meet the needs of diverse students and administrators. “Integrating Intercultural Competencies on Your Campus” workshops are planned for Philadelphia, Chicago, and Los Angeles. Workshop leaders include noted authority Fr. Allen Deck, Distinguished Scholar of Theology and Latino Studies at Loyola Marymount University and co-founder and first president of the Academy of Catholic Hispanic Theologians of the United States.

“Through these workshops, ACCU hopes to support diversity and inclusivity with an approach that is firmly rooted in Catholic teaching and the Catholic Intellectual Tradition,” explains Alexandra Flinn-Palcic, Membership and Hispanic Initiative Coordinator for ACCU.

In addition to the workshops, the association is offering:

• Ministering to All: Building a Spiritual Home for Hispanic/Latinx Students, a free publication that suggests a number of practical ways to integrate Hispanic/Latinx culture into campus.

• The manual Building Intercultural Competence for Catholic Colleges and Universities, currently in development. Once completed, the manual can be used as a tool to support the increase in racial and ethnic diversity at our member institutions.

Read more about how you can help build intercultural competence on your campus.

FUND YOUR PROJECT!

ACCU welcomes applications for the 2018 CRS Global Solidarity Grants, which awards up to $3,000 to member institutions to facilitate creative projects that advance Catholic mission through global solidarity.

Grants in 2017 were awarded to Creighton University to raise awareness on the global refugee crisis and to the Franciscan Missionaries of Our Lady University and John Carroll University for their work on preventing and combatting human trafficking.

Deadline for grant applications is November 2, 2018, and grant recipients will be informed by mid-December. Please visit the ACCU website for additional details. Questions? Contact njalandoni@accunet.org.
Servant Leadership: Overcoming Organizational Blind Spots

By Gary Miller, Director of HR Process Transformation and Integration at DePaul University

“Most ailing organizations have developed a functional blindness to their own defects. They are not suffering because they cannot solve their problems, but because they cannot see their problems.” — John Gardner

Attitudes and beliefs, if not grounded in reality, can cause this blindness at the individual level as well. Consider the case of Hiroo Onoda, a Japanese soldier in World War II who didn’t get the message when Japan surrendered and didn’t believe those who tried to persuade him. For almost three decades, he hid in the jungles of the Philippines, foraging for food and stealing from local farmers. In 1974, he returned to civilization after his former commander finally convinced him of the truth.

Mindsets can have a strong grip on societies and communities as well. In 1962, Thomas Kuhn introduced the idea of scientific revolutions and paradigms. He explained how better interpretations of research findings can take a long time to become influential because of the tenacity of prevailing attitudes and beliefs associated with prevailing scientific theories.

In 1972, the social psychologist Irving Janis coined the term groupthink to describe the tendency of leadership groups to make bad decisions because of being “blind” to certain realities often obvious to many on the outside. The term became famously associated with the narrow and errant mindset of American auto industry executives who failed to “see” changing consumer preferences. “Over time, they [the auto makers] cultivated leadership and a culture that believed that not only were Americans the undisputedly best automakers in the world, but that these companies knew exactly what the American population wanted,” reported one article.

Universities seemingly do a lot to counter groupthink, with some seeking broad representation from all segments of the communities they serve. Further, many seek diversity among board members, administrators, faculty, and staff and have ongoing outreach initiatives, even beyond the federally required affirmative action regulations. Faculty and staff councils bring additional eyes to senior leadership, helping broaden the collective mindset of the institution and making sound strategic decisions more likely.

Yet, depending on the individual mindsets that senior administrators and managers bring to their leadership role, which can vary widely across a college or university, they could be blind to significant organizational problems and inefficiencies. Some who really know the ropes bring insights from having a detailed knowledge of the work and the strengths of the people who perform the work. As Craig Mousin pointed out in his column in the winter 2016 edition of Update (page 9), “A leader who has learned the ropes can be trusted by others in the team to know all the ins and outs of a skill or a profession and lead well.”

In today’s complex organizations, however, with rapidly changing technologies, greater competition, new opportunities, and changing student demographics, few leaders really know all the ropes. Consequently, boards and senior executives are now more dependent than ever on the experiences and insights of faculty and student-facing staff. These frontline professionals — the face of the university to students — are the ones who know their institutions’ strengths and weaknesses at the operational level. They know what is needed to improve the student experience, eliminate frustrating bureaucracy, and streamline processes. The quality of efforts meant to unleash the potential of these frontline professionals varies from college to college and across departments.

Failure to empower these individuals may have significant negative consequences. David Graeber’s article in a recent edition of the Chronicle of Higher Education suggests that some senior administrators are completely oblivious to what’s happening among their staffs. He cites survey results, albeit from Britain and Holland, that show 37 to 40 percent of all workers are convinced that their jobs make no meaningful contribution to the world. He claims that higher education is no better, describing testimony he’s

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Seeing into Our Organizational Blind Spots

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received from staff: “Many… don’t end up doing much; some administrative staff will inevitably end up sitting around playing Fruit Mahjong all day or watching cat videos. But it’s generally considered good form to give all staff members at least a few hours of actual work to do each week.”

Graeber further claims that some senior administrators view staff’s role as serving them: “They must be provided with a tiny army of flunkies” to feel “appropriately impressive and powerful.”

Leaders who view their role as being the boss and the staff’s role as primarily there to help them look good do not value the insights of the frontline nor do they empower them. Consequently, these leaders are unaware of the opportunities and challenges in their areas. As Gardner observed, their units will suffer because they cannot see their problems.

The Mindset that Brings Sight

In order to bring operational and service challenges — as well as opportunities — into sight, leaders must empower the frontline. This means that university boards and senior executives should emphasize the development of a leadership culture whereby those in positions of authority over others view their role primarily as serving the organization, faculty, and staff. Mindset must shift from being boss to being servant, as Adam Grant might put it, from being a “taker” to being a “giver.”

The approach to leadership that is consistent with the giver mindset and unleashes the power of the frontline is that of servant leadership, which has long been recognized as a best practice. Carol Walker’s 2015 Harvard Business Review article argued the importance of a servant leadership philosophy for new managers. She wrote:

Robert Greenleaf coined the term [servant leadership] 35 years ago, but the concept is still vital and empowering. Granted, “servant” doesn’t sound nearly as powerful as “boss,” but it has the potential to deliver far more of what most of us are really after: influence. The reason is simple. When you have a servant mentality, it’s not about you. Removing self-interest and personal glory from your motivation on the job is the single most important thing you can do to inspire trust. When you focus first on the success of your organization and your team, it comes through clearly. You ask more questions, listen more carefully, and actively value others’ needs and contributions. The result is more thoughtful, balanced decisions.

The power of servant leadership flows from a right view of the use of power and position, as depicted by the Catholic Social Teaching principle of subsidiarity. “On the basis of this principle, all societies of a superior order must adopt attitudes of help (“subsidium”) — therefore of support, promotion, development — with respect to lower-order societies. In this way, intermediate social entities can properly perform the functions that fall to them without being required to hand them over unjustly to other social entities of a higher level, by which they would end up being absorbed and substituted, in the end seeing themselves denied their dignity and essential place.”

The guiding principle of subsidiarity underlies organizational and societal efforts to create equal opportunity for all, especially the under-resourced. It underlies the laws, policies, and practices to promote diversity and inclusion. The principle stresses the development of persons and groups to enable their success. Vocation of the Business Leader puts it this way:

The principle of subsidiarity offers business leaders great insights. It encourages them to use their power at the service of everyone in their organization and prompts them to question whether their authority serves the development of all their employees…. For business leaders on every

5 In his book Give and Take: Why Helping Others Drives Our Success, Adam Grant presents a common but destructive leadership mindset: the “taker” mentality. Simply put, takers like to get more than they give. “They feel that to succeed, they need to be better than others…. They self-promote and make sure they get plenty of credit for their efforts.” See Adam Grant. Give and Take: Why Helping Others Drives Our Success (New York: Penguin Books, 2014): 21, 35.

level, from team leader up to chief executive, this is very demanding but rewarding. Working under the principle of subsidiarity calls for restraint and a humble acceptance of the role of a servant leader.7

A leadership culture that embraces the philosophy of servant leadership and, consequently, the giver mindset and the subsidiarity principle, in which senior administrators and managers see their role as serving others and the organization, is key to unlocking the full potential of an institution. Such a prevailing culture would help avoid many of the organizational ills described by Graeber. Faculty and frontline staff so enabled by leadership, who know they can make a difference and that their opinions are valued, and who understand clearly how their work contributes to the mission of the university, will remedy the functional blindness organizations may have to their own defects.


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... to faculty and administrator positions in Catholic education!

Visit the ACCU Job Center to find your next position in Catholic education! Peruse job listings or add your résumé.*

HR Departments: Post available positions on the ACCU Job Center now! Member institutions receive 5 FREE postings.*

Visit www.accunet.org/Jobs for more information.

*Registration with the ACCU website is required.
We Are Jesuit Educated: New Marketing Video Highlights Network of 28 U.S. Jesuit Institutions

By Deanna Howes Spiro, Director of Communications, Association of Jesuit Colleges and Universities

We seek the Magis and deeper meaning in our studies. We are driven by a restless pursuit of justice. We belong to a global network of leaders. We work for the greater glory of God.

Where can you find students who live out these ideals and pursue these goals every day? All across the country, at the 28 Jesuit colleges and universities in the United States.

But you can also find them on video! In March 2018, the Association of Jesuit Colleges and Universities (AJCU) debuted a new video about Jesuit higher education geared toward high school students and their parents. The timing was intentional: In March, high school sophomores and juniors traditionally attend college fairs, many of which are sponsored by the Jesuit Excellence Tour (JET) program.

The video was shown at many of these fairs and posted on YouTube and Facebook, where it has been viewed nearly 70,000 times. It is also featured on a new microsite (jesuiteducated.net), along with three student testimonial videos to Jesuit education, links to admissions webpages, and a custom map displaying all 28 institutions.

Lights, Camera, Action!

How did all of this come about? The video was the result of a collaboration between the association and the offices of marketing and communication (MarCom) at all 28 AJCU schools, in response to a request from the AJCU Board of Directors (comprising the presidents of all 28 institutions) to create a national advertising campaign for Jesuit higher education.

They were encouraged by the success of AJCU’s Pope Francis campaign in 2015 (popefrancis.ajcunet.edu) and sought a way to build upon the growing success of joint-Jesuit marketing.

In spring 2017, the heads of MarCom met at Creighton University to finalize a plan for the video. They knew that it should be student-focused and include footage from the National Jesuit Student Leadership Conference, which would take place later that summer at Georgetown University. The Media Center at Fairfield University presented a plan to draft the script, film at Georgetown, collect additional b-roll footage from all 28 schools, and edit it down to one 2-minute master video. They would also create a second version of the video that contained seven seconds of space for schools to insert their own additional footage.

Filming took place in July 2017, followed by several months of post-production, which included securing narrators. Two Jesuit-educated alumni who work in the media agreed to lend their voices as a service to AJCU: Ben Tracy of CBS News (a graduate of Marquette University) and Caitlin Huey-Burns of RealClearPolitics (a graduate of John Carroll University and Georgetown).

By February 2018, the final version of the video was ready and work began on the microsite. Throughout the process, members of the AJCU MarCom network offered their feedback and support, with suggestions for ways to make both the video and website sharper. And, it should be noted, all 28 schools offered financial support: Each institution’s MarCom office contributed $500 toward the cost of the video’s production.

In March 2018, the video made its debut to great reviews. Comments on Facebook came from alumni who noted their alma maters and graduation years, with tags for other friends to view it online. One woman wrote in an e-mail, “I actually got a little teary, I think due to a general sense of pride (as a Jesuit grad and parent)…”

The video will be shown on JET tours this fall, which begin on September 5 in Denver, CO (ajcunet.edu/jet-tour). In keeping with admissions cycles, this timing coincides with the college application season. Nearly half of the 28 AJCU
schools have created custom versions of the video for their own local marketing, many of which debuted on July 31, the Feast of St. Ignatius of Loyola, the founder of the Jesuits.

The video was designed to give a timeless overview of what a Jesuit education looks like across the country. While their size and geography may differ, all 28 colleges and universities offer the same mission, values, and method of teaching, rooted in a 450-year global tradition. At a time when higher education often turns to competition rather than collaboration, the video is proof that Jesuit schools recognize that working together actually works to their benefit.

All 28 Jesuit colleges and universities had a hand in creating the promotional video.

We like leaders . . . and followers!

Follow ACCU on Twitter and stay up to date on association news and events.

Plus, ACCU follows all its member campuses on Twitter—and happily retweets Catholic mission-related posts. Be sure your mission office, campus ministry, public affairs, and other offices connect with us!

Join the conversation—follow ACCU @CatholicHighrEd
Data and Insight
TO GIVE YOU THE EDGE

Our institutions have changed over the years in response to student needs, social trends, and changes in college and university staffing. With these adjustments comes the question of how Catholic identity is expressed on campus and assimilated by students.

To address these questions, the Association of Catholic Colleges and Universities has developed the Catholic Identity Mission Assessment (CIMA) project. CIMA helps ACCU member institutions understand how Catholic higher education adds distinct value to the student experience.

The toolkit includes pointed surveys for four groups:

- New students toward the beginning of their college career, to establish a baseline.
- Graduating students, to measure changes since the first year of college.
- Graduate and professional students toward the end of their degree program.
- Undergraduate alumni, during the fifth and tenth year after graduation.

Why sign up for CIMA?

- The CIMA instruments and the guide add value in strategic planning and in the accreditation process.
- CIMA allows you to measure what you consider the most vital indicators of your institution’s mission.
- Presidents, mission officers, administrators, institutional researchers, and faculty will find CIMA a unique tool to help them measure and document institutional commitments to Catholic mission.

Visit www.accunet.org/CIMA for more information.
President Tom Mengler: An Optimistic Eye to the Future

Position: Tom Mengler is the 13th president of St. Mary’s University (TX), the oldest Catholic university in the Southwest, a Marianist institution offering integrated liberal arts and professional education since 1852. He is also the 2018–20 chair of the Association of Catholic Colleges and Universities Board of Directors.

Career highlights: Dean, University of St. Thomas (MN) School of Law; dean, College of Law, University of Illinois; interim provost and vice chancellor, Academic Affairs, University of Illinois.

Education: BA, philosophy, Carleton College; MA, philosophy, University of Texas at Austin; JD, University of Texas at Austin.

Age: 65

Family: Wife, Mona; and their children, Nathan, Michael, Madeleine, and Patrick.

Fun Fact: He is meticulously on time. From an early age, his father remarked that he had “an alarm clock buried in his body.” “I am a lawyer. Lawyers tend to be always on time.”

Q. In the last few years, St. Mary’s has received several distinctions of honor ranking it in the top 10. Can you sum up the unique Marianist advantage?

A. I think St. Mary’s as Catholic and Marianist has a number of advantages and attractions for undergraduate, graduate, and professional students. I’ll focus, in particular, on our undergraduates. We have about 2,400 undergraduates. The Marianist charism has always emphasized the importance of growing closer to God, following Christ, and becoming closer to each other through community. And so the nature of our community has always been and continues to be life-giving. That’s really one of the most important advantages I think that the Marianist charism brings to the mission of St. Mary’s: a focus on community and coming closer to the purpose that we all have in our lives through engaging our neighbors around us.

You’ve traveled around the world in efforts to expand St. Mary’s reach, including to France, Spain, India, Saudi Arabia, Haiti, and Peru. What have you learned from your travels? And how does that factor into promoting intercultural and interfaith dialogue?

Well, the world is getting smaller and smaller. That’s certainly something that we’re all aware of. Our economies overlap and are linked more than ever before. Most of our students are regional — from San Antonio and south Texas. Most of them come from very modest backgrounds. More than 40 percent of our students are first-generation. The importance of engaging difference, engaging different cultures, engaging men and women of different faiths and of no faith, I think is part and parcel with becoming a contributing member of society. As an important Catholic institution, St. Mary’s also is and should be committed to promoting dialogue among men and women of different cultures and different faiths so that we can live in peace, security, and charity. There’s nothing more important for any Catholic college and university than graduating men and women who are going to go out into the world and bring peace. And peace requires understanding.

As ACCU Board chair, what do you see as the biggest challenge facing Catholic colleges and universities?

Catholic colleges and universities remain among the very few places where students are invited to reflect on what it means to lead a purposeful life. We’ve done it for literally centuries. There are fewer and fewer institutions of higher education in the United States where that’s happening and it’s at the core of what we do as faculty and staff and students at Catholic institutions of higher education. The challenge, I think, and the opportunity is maintaining that focus. I constantly repeat that the most distinctive feature of St. Mary’s University is that we are Catholic and Marianist —

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Finding Opportunity Amid the Challenges

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with all of the values and all of the gifts that a great Catholic college and university provides. That’s both a challenge and an opportunity. I am quite optimistic because there’s a hunger in our world for that kind of education.

Statistics clearly show the value of a postsecondary education. Yet, overwhelmingly public misconceptions remain. How does Catholic higher education make the case for relevancy?

Almost all Catholic colleges and universities are liberal arts institutions, and liberal arts are routinely now taking bashing in the popular press and media. It’s an enormous misconception about the value of liberal arts education. Virtually all of the surveys of heads of companies, corporations, nonprofit organizations, if you ask them what they are looking for in new, young professional staff members, they are looking for men and women who have the skills and the values that we pride ourselves in developing at our universities: the ability to learn how to learn. The ability to think, write, and speak well and critically. The ability to listen. Respect for others, compassion, honesty, integrity. All the things that we at Catholic colleges and universities seek to foster among our students are those very skills and values that employers are seeking in new graduates.

A new crop of Rattlers is about to matriculate full of hope and dreams. What is your vision for them?

We will be enrolling about 650 or so freshman, which is a nice big class for us. We have a number of transfer students enrolling and, of course, law school students and new students in our graduate programs. Our vision for them is that they grow and mature as young men and women who are prepared to leave St. Mary’s University to be men and women who are for change and for the betterment of society. Our vision also includes helping them to see their roles as grounded in their faith in God and reflecting on their roles in the world in which God has blessed us all.

“All the things that we at Catholic colleges and universities seek to foster among our students are those very skills and values that employers are seeking in new graduates.”

The campus of St. Mary’s University in San Antonio, Texas.
Today’s headlines concerning religious freedom often focus on U.S. Supreme Court cases interpreting the U.S. Constitution and its First Amendment. But all 50 states have their own constitution. If faced with a lawsuit or a challenge to the exercise of its religious freedom, a Catholic college or university might want to have a lawyer check the constitution of the state in which it is located. State constitutions typically contain free exercise of religion protections (many of which have been interpreted through state appellate cases) that often provide greater protections to the free exercise of religion.

For example, Article I, section 2 of the Oregon Constitution provides: “All men shall be secure in the Natural right, to worship Almighty God according to the dictates of their own consciences.” Article I, section 3 goes on to state: “No law shall in any case whatever control the free exercise, and enjoyment of religious opinions, or interfere with the rights of conscience.” In the 1995 case of Meltebeke v. BOLI, the Oregon Supreme Court recognized that these provisions of the state constitution “are obviously worded more broadly than the federal First Amendment.” The court further stated that they are “remarkable in the inclusiveness and adamancy with which rights of conscience are to be protected from governmental interference. It is difficult to fully appreciate why Oregon’s pioneers approved these broad and adamant protections. However, the history of religious intolerance was fresh in the minds of those who settled Oregon, many of whom themselves represented relatively diverse religious beliefs.”

Many state constitutions also provide additional protections to defendants facing a civil lawsuit seeking money or other relief. For example, Article 1, section 10 of the Oregon Constitution states, in relevant part, that “justice shall be administered without delay.” Oregon appellate cases hold that this constitutional clause applies to civil lawsuits, cites a six-year delay in suing as too long, and bars such a “delayed” case. Therefore, for example, this state constitutional provision can be asserted as a complete defense to lawsuits brought many years after the alleged event, regardless of what a statute of limitations says.

Similarly, the State of Washington’s Constitution provides that “justice shall be administered without unnecessary delay.” State of Washington cases hold that five- and six-year delays in suing are too long and violate this constitutional clause, and such lawsuits are thus barred. Pennsylvania’s Constitution, too, states that justice “shall be administered without delay.” New York’s Constitution provides that all persons shall seek a remedy for a wrong done to them “promptly and without delay.”

Therefore, while U.S. Supreme Court decisions get most of the attention, state constitutions and the state appellate cases interpreting them also need to be consulted when determining the rights of a college or university facing a civil lawsuit seeking money or possible government penalties. Among other safeguards, state constitutions contain religious freedom rights and protections against stale claims that should be consulted if your college or university faces a lawsuit or a challenge to the exercise of its religious freedom.
Conferences & Events

September
Leading a Catholic University in the 21st Century
September 23–28
Rome, Italy

Integrating Intercultural Competencies on Your Campus
September 27–28
Chestnut Hill College, PA

October
Integrating Intercultural Competencies on Your Campus
October 11–12
Loyola University Chicago, IL

November
Integrating Intercultural Competency on Your Campus Workshop
November 10–11
Loyola Marymount University, Los Angeles

February 2019
February 2–4
Washington, DC

March
Catholic Social Tradition Conference — Option for the Poor: Engaging the Social Tradition
March 21–23
Notre Dame, IN

A world of resources for the Catholic campus — at your fingertips.

Be sure to visit the ACCU website—www.accunet.org—whenever you need information about Catholic higher education.

Among the many great features available:

• NEW: Read “@ the Helm,” ACCU’s new leadership blog
• Search the ACCU inventory of Promising Practices in mission and identity
• Find a program or event in your area
• Explore scholarly centers & institutes on Catholic campuses
• Learn about the Journal of Catholic Higher Education

Plus, download publications, watch videos, and scan frequently asked questions about Catholic higher education!
University of St. Thomas Offers Catholic Studies Online

The University of St. Thomas (MN) is now offering its graduate degree program in Catholic studies online.

The Catholic Studies Graduate Program is the first and oldest of its kind. With its new online offering, the Master of Arts in Catholic Studies Online will allow graduate-level students anywhere in the world to engage the Catholic faith intellectually and examine spiritual questions more thoughtfully for their personal and professional lives.

The program’s interdisciplinary approach brings subjects such as theology, philosophy, history, literature, science, art, and economics into dialogue at the graduate level and enable students to encounter Christ within a rigorous academic environment.

Course offerings for the fall include topics on the history of Western education, Catholic thought and culture, and Catholic Social Tradition. Learn more from the University of St. Thomas.

Former Saint Anselm President Named Judicial Vicar

Rev. Jonathan P. DeFelice, OSB, president emeritus at Saint Anselm College, was appointed judicial vicar for the Archdiocese of Boston by Cardinal Sean P. O’Malley, OFM Cap.

Currently, Fr. DeFelice serves in the Tribunal for the Diocese of Providence. He succeeds Most Rev. Mark O’Connell, JCD, auxiliary bishop for the north region in the Archdiocese of Boston.

“Father Jonathan is an experienced leader and gifted priest. We are pleased that he has accepted this new assignment to lead the Metropolitan Tribunal,” said Cardinal O’Malley. The Metropolitan Tribunal is the Ecclesiastical Court of the Archdiocese of Boston charged with the administration of justice for matters of the public good brought before the Catholic Church.

Fr. DeFelice earned an AB in philosophy at Saint Anselm. He became a Benedictine monk in 1973, and was ordained a Catholic priest the following year after studying theology at Saint John’s Seminary in Brighton, Mass. In 1983, he received a licentiate in canon law from the Pontifical Gregorian University in Rome.

Seton Hall Honors Former President Sheeran with New Building

Seton Hall University dedicated its newest campus building as a tribute to Monsignor Robert Sheeran for his 30 years of priestly service, including 15 years as president. Upon his request, the new welcome center was named Bethany Hall, after the Biblical village where Mary, Martha, and their brother Lazarus received Jesus into their home, as a place of friendship and community.

“I see this name as an acknowledgement of much that Seton Hall represents. For Jesus, Bethany was a place of welcome and hospitality that embodies our mission at Seton

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Hall as ‘a home for the mind, the heart, and the spirit,’” he said. “Bethany Hall will serve as an outstanding venue of welcome and engagement for both visitors and students, offering multipurpose space and meeting rooms for campus events.”

The welcome center will also house the admissions office. More than 100 donors contributed $7 million for the new center in recognition of Msgr. Sheeran’s 55-year history with the university.

The former university president graduated with a bachelor’s degree in classical languages, then went on to study in Rome and was ordained in 1970. He received a licentiate degree in theology from the Pontifical Gregorian University a year later. Msgr. Sheeran earned his doctorate in sacred theology from the Pontifical University of St. Thomas Aquinas (the Angelicum) in 1979.

Following his return to Seton Hall the next year, Msgr. Sheeran spent the 15 years in a number of positions, including as rector of Saint Andrew’s College Seminary, assistant provost, associate provost, and executive vice chancellor before becoming president in 1995, where he led the second longest tenure in university history.

St. Mary’s University Releases Report on Religious Among Young Adults in Europe

The Benedict XVI Centre for Religion and Society at St. Mary’s University in London and the Institut Catholique de Paris recently released a joint report about young adults and religion in Europe.

The document details recent data from the European Social Survey that examines religious affiliations of people ages 16 through 29 in 22 European countries. Topics include the religiosity of young adults across Europe, young Catholics in Europe, and young adults’ religious beliefs and practices in France and the United Kingdom.

The report was prepared to inform the Synod of Bishops in Rome in October.

Read more and download the report from St. Mary’s University.

Xavier U. Advances Causes of Black Sainthood

Xavier University of Louisiana and its Institute for Black Catholic Studies have announced a joint effort to advance causes for the canonization of five Catholic African Americans.

Xavier hosted an event to announce the initiative, joined by the Joint Conference of Black Catholic Clergy, Black Sisters, Black Catholic Seminarians, and Black Catholic Deacons. The combined endeavor will fuse the scholarly work and academic studies gathered from various groups working toward elevating causes of sainthood for the Venerable Pierre Toussaint, Venerable Henriette Delille, SSF, Mother Mary Elizabeth Lange, OSP, Fr. Augustus Tolton, and Julia Greeley.

“It is both appropriate and significant that this joint effort to promote the cause of sainthood for these five extraordinary individuals should originate here at Xavier University of Louisiana, the only black and Catholic university in this nation and the home of the Institute for Black Catholic Studies,” said Xavier President Reynold Verret.

The university also announced plans to establish a resource center on campus for scholarly work focusing on the lives of the five candidates for sainthood, as well as St. Kateri Tekakwitha and university founder St. Katherine Drexel.
Edgewood Ranks High on Sustainability

Edgewood College ranks 12th among the best sustainability programs in the nation, according to College Choice, a recognized college and university rankings and resources authority.

The college is touted as a smart choice for studies in sustainability due to its "low student-to-faculty ratio of just 9 to 1, and extensive internship, study abroad, and cooperative learning experiences."

The Social Innovation and Sustainability Leadership graduate program addresses real-world sustainability and prepares students to work toward healthier, more resilient organizations and communities.

“We are honored to receive this recognition,” said Dean Pribbenow, academic dean and vice president for academic affairs. “We have always believed that our program is among the best in the nation, in part because of its grounding in and significant focus on authentic community work.”

The College Choice ranking is based on institutional reputation, graduation rates, selectivity, and faculty resources. The data used in the ranking come from the National Center for Education Statistics IPEDS database, U.S. News & World Report, PayScale, and individual college websites.

Regis and Creighton Universities Award Diplomas to Refugees

Regis University President John P. Fitzgibbons, SJ, and Creighton University President Daniel Hendrickson, SJ, recently handed out 55 diplomas to refugees at the Jesuit Worldwide Learning (JWL) graduation ceremonies in Kenya and Malawi.

“It’s an honor to visit the camps in Kakuma and Dzaleka to celebrate the students who are graduating this year from the JWL program,” said Fitzgibbons. “Our students are role models of resiliency and perseverance. They study hard to earn their diplomas, and we couldn’t be more pleased with their academic successes.”

The JWL program offers university-level coursework for refugees in 11 countries at 18 community learning centers. The curriculum includes 10 foundational courses in academic writing, algebra, physical sciences, ethics, and leadership. Students then focus their studies in one of three areas – business, education, or social work.

Manhattan College Students Join Migration and Hunger Summit

Two Manhattan College students attended the second biennial Student Ambassador Leaders Together (SALT) summit in July to advocate for policy change on global migration and hunger. Juniors Kaiyun Chen and Tim Gress joined more than 150 college students and staff from 58 countries for the summit in Washington, DC.

The SALT summit included skill-building sessions focused on leadership, campus organizing, and advocacy with Congressional staff, including Rep. Eliot Engel, whose Congressional district includes Manhattan College.

The three-day summit is part of Catholic Relief Services’ Student Ambassador program, which engages college students across the country in advocacy and leadership training, to build national movements for change.

Each semester, more than 350 refugees, half of whom are women, enroll. The online program is taught by more than 180 instructors from 20 U.S. Jesuit institutions and 10 international institutions.

Graduates of the JWL program use their diplomas in liberal studies to launch businesses, start non-government organizations, or continue their studies in higher education.

Graduates at the Dzaleka refugee camp in Malawi celebrate after receiving their diplomas from Regis University’s president, Rev. John P. Fitzgibbons, SJ. Photo credit: Rev. Don Doll, Creighton University.

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A program is organized through on-campus chapters of student leaders trained to mobilize their peers to hold events, seminars, and engage in advocacy.

**Australian Catholic U. Student Wins Scholarship for Study in Rome**

Australian Catholic University (ACU) student Kate Gavin has received the 2018 Francis Xavier Conaci scholarship to study indigenous communities at the university's Rome campus.

Named after a young Aboriginal man who joined the Benedictines and left Australia to study in Rome, the scholarship helps undergraduate students of Aboriginal and Torres Strait Islander descent fulfill a core curriculum requirement. The $3,000 merit scholarship is awarded to one student annually.

The third-year nursing student is an Aboriginal woman, whose grandfather was among the “Stolen Generations,” children that were forcibly removed from their families by the Australian government in the early 1900s through the 1970s to be raised in orphanages.

Jane Ceolin, ACU’s director of the First Peoples and Equity Pathways Directorate, said Gavin was selected because of her strong academic record and work with students at the Weemala Indigenous Higher Education department at the Brisbane campus. “Kate serves as the ideal role model to her fellow students,” she said.

Gavin said she will use the scholarship to study the disadvantages experienced by indigenous and other vulnerable communities. “I believe that this scholarship provides me with a platform to honor indigenous women across Australia and to unite with these women to actively advocate for social change,” she said.

**SXU Secures NSF Award as a Hispanic-Serving Institution**

The National Science Foundation (NSF) has awarded Saint Xavier University (SXU) a $1.46 million grant – the largest of its kind in SXU history – to support underserved students pursuing a career in the science, technology, engineering, and mathematics (STEM) fields. Thirty-eight percent of students at SXU are Hispanic, and this award marks the first NSF grant that the university has received as part of the Hispanic-Serving Institutions Program.

“We are honored for the opportunity to expand STEM education for our undergraduate students. With this support, we will be able to offer more high-impact learning experiences along with the academic support students need to stay on track to complete their studies toward a career in a STEM field following graduation,” said SXU President Laurie M. Joyner. “It is because of our committed SXU community that our institution continues to actualize its mission of educating the underserved for lives of meaning and career success.”

In the United States, Hispanics constitute 16 percent of the workforce, but only account 6 percent of the country’s STEM workforce. More than 60 percent of Hispanic students attend a Hispanic-Serving Institution.
IFCU Elects First Female President

Isabel Capeloa Gil was elected president of the International Federation of Catholic Universities (IFCU) at its 26th General Assembly Meeting at Saint Patrick’s College in Ireland.

Capeloa Gil is currently the rector of the Catholic University of Portugal, a university with 12,000 students across 18 faculties, schools, and institutes. Speaking about her new role, she said she will “work to make the power of the few the strength of the many.”

In addition, Fr. Sean Sheridan, TOR, president of Franciscan University of Steubenville, was elected the new U.S. representative to the IFCU board. ACCU President Michael Galligan-Stierle continues to serve on the board in an ex officio capacity.

This year’s General Assembly took place from July 23 to 27 and more than 200 university presidents, vice presidents, and international development officers attended the conference. The next meeting will take place at Boston College in 2021.

The Church has placed a high emphasis on vocational discernment with the upcoming Synod on Young People, the Faith, and Vocational Discernment, taking place in October 2018 in Rome. And now the Catholic Apostolate Center is sharing its online Resources for Vocational Discernment. The page provides various overview resources, writings and addresses of Pope Francis on the topic, podcasts, blogs, and videos. Explore the Center’s offerings and be sure to share it with others on campus who may be discerning.

Make Today Better — And Contribute to Catholic Education

The newest book from noted speaker and leadership consultant Chris Lowney has won an Independent Press Award. Make Today Matter: 10 Habits for a Better Life (and World) is written for all who strive to be highly effective without sacrificing their deepest values amidst today’s volatile, confusing world.

If you need another reason to get the book, 100 percent of the royalties will be donated to support Catholic schools serving severely impoverished overseas communities. Read a sample chapter online.

Seeing the Value of Religious Diversity

America is the most religiously devout country in the Western world and the most religiously diverse nation on the planet. In today’s volatile climate of religious conflict, prejudice, and distrust, how do we affirm the principle that the American promise is deeply intertwined with how each of us engages with people of different faiths and beliefs?

Eboo Patel, former faith adviser to Barack Obama and named one of America’s best leaders by U.S. News & World Report, offers some answers in his book, Out of Many Faiths: Religious Diversity and the American Promise. Patel draws on his personal experience as a Muslim in America to examine questions about the importance of religious diversity in the cultural, political, and economic life of the nation. He explores how religious language has given the United States some of its most enduring symbols and inspired many of its most vital civic institutions — and demonstrates how the genius of the American experiment lies in its empowerment of people of all creeds, ethnicities, and convictions. Read more online.
The Association of Catholic Colleges and Universities is pleased to offer these programs designed especially for Catholic higher education leaders:

**NEW: Leaders in Catholic Higher Education**
The Leaders in Catholic Higher Education program offers rising leaders a distinctive portfolio of competencies essential to Catholic higher education. Programming is offered online and through in-person sessions and imparts knowledge and skills, as well as opportunities for personal transformation.

**Annual Meeting & Pre-conference Events**
The ACCU Annual Meeting is the association’s headline conference in Washington, DC, bringing together hundreds of presidents and senior executives from Catholic colleges and universities around the world to discuss topical issues in Catholic higher education. The winter weekend event includes a number of pre-conference events for distinct affinity groups within Catholic higher education.

**Catholic Mission Institute for New Presidents**
All presidents in the first two years of their presidency at a Catholic college or university — as well as interim presidents — are invited to join this 8-month program. See fundraising, technology planning, government relations, and much more through the lens of Catholic identity. *The Institute is unlike any other program for new presidents.*

**Rome Seminar**
Get an intimate look at the leadership and life of the Catholic Church at its heart through the Rome Seminar. Presidents and senior administrators are invited to explore faith, theology, and history through this 5-day program offered every year in late spring.

**Institute for Administrators in Catholic Higher Education**
Since 2001, the Institute for Administrators in Catholic Higher Education has provided an opportunity for senior leaders in Catholic colleges and universities to interact with outstanding scholars and practitioners to address 21st century issues in Catholic higher education.

**Collegium**
For the last 25 years, Collegium has been an annual colloquy on faith and intellectual life that connects faculty for mission-oriented leadership in Catholic higher education. The weeklong summer program is guided by experienced faculty, researchers, and administrators in the humanities, sciences, and social sciences.

More information about each program, including dates and registration fees, is available online. Visit [www.accunet.org/Programs-Events](http://www.accunet.org/Programs-Events) to see our full calendar of leadership and other events.