



2021



Report on Catholic Mission



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Since its founding by Rev. Edward F. Sorin, C.S.C., on November 26, 1842, the University of Notre Dame has sought to be at the center of Catholic intellectual life. Notre Dame's Catholic character informs its every endeavor: from the nature of the education it offers, to the kinds of discussions and inquiries that take place at the University, to its service to the Church.

Notre Dame's Catholic character is grounded in its Holy Cross identity. As "educators in the faith," Holy Cross priests and brothers anchor the University's Catholic character, working to fulfill the vision of the Congregation's founder, Blessed Basil Moreau, to "make God known, loved, and served."

This report provides a small sampling of the research, teaching, and service occurring on campus and around the world to fulfill the mission of Notre Dame and the expectations of Catholic universities that have been articulated by the Church. These expectations took form in an apostolic exhortation issued by Pope John Paul II in 1990, titled *Ex Corde Ecclesiae*. The exhortation was adopted by Catholic bishops in the United States in 1999,

and states four attributes that comprise Catholic identity at an institution such as Notre Dame.

— 1. —

a Christian inspiration not only of individuals but of the university community as such;

— 2. —

a continued reflection in the light of the Catholic faith upon the growing treasury of human knowledge, to which it seeks to contribute by its own research;

— 3. —

fidelity to the Christian message as it comes to us through the Church;

— 4. —

an institutional commitment to the service of the people of God and of the human family in their pilgrimage to the transcendent goal which gives meaning to life.

The following is not an exhaustive listing of every way in which the University maintains its Catholic character; it would be impossible to detail everything Our Lady's University has done, is doing, and will do. Rather, the report provides a small sampling of the good work people are doing across campus and around the world to fulfill Pope John Paul II's vision for Catholic institutions of higher learning and Father Sorin's vision for Notre Dame.

The Congregation of Holy Cross: Anchors of the mission

Holy Cross priests and brothers anchor the University's Catholic character and spirit. Of the members of the Congregation on campus, 35 live in residence halls, and nine of them serve as rectors. Twenty-four Holy Cross religious teach in the classroom in some capacity.

This is the essence of the Holy Cross model of education: forming students both inside the classroom and beyond it.

"Moreau inspired his band of Holy Cross religious to prepare useful citizens for society, but also to set ourselves to the task of preparing citizens for heaven. The Congregation of Holy Cross at Notre Dame—and around the world—continues with this mission today," said Rev. Gerry Olinger, C.S.C., vice president for mission engagement and church affairs.

Members of the Congregation of Holy Cross view education as a work of resurrection. In a broken world, filled with sickness, racial strife, and discord, education can serve as a transformative endeavor for those who are suffering, and it can provide important avenues for growth, learning, and joy. In light of the problems that our society currently faces, education offers redemption and helps enrich our communities.

Today, members of the Congregation are found across campus, working in administration, serving in chapels, living in residence halls, and teaching in classrooms. They gather for meals and common prayer, oversee the daily operations of campus life, celebrate Mass, counsel students, and provide instruction in everything from science to social justice to liberal arts.

Literally, since day one, the Congregation has been working to fulfill the vision of its founder, Blessed Basil Moreau, to cultivate the hearts and minds of students.

In the troubled times following the French Revolution, a young priest named Basil Moreau assembled other priests to educate and revitalize the Catholic community in the region around Le Mans, France. Shortly thereafter, he accepted responsibility for the Brothers of St. Joseph, a group founded 15 years earlier. In 1841, Blessed Basil united the priests and brothers within a single association, the Congregation of Holy Cross, and the community began to grow internationally through its educational and missionary activity.

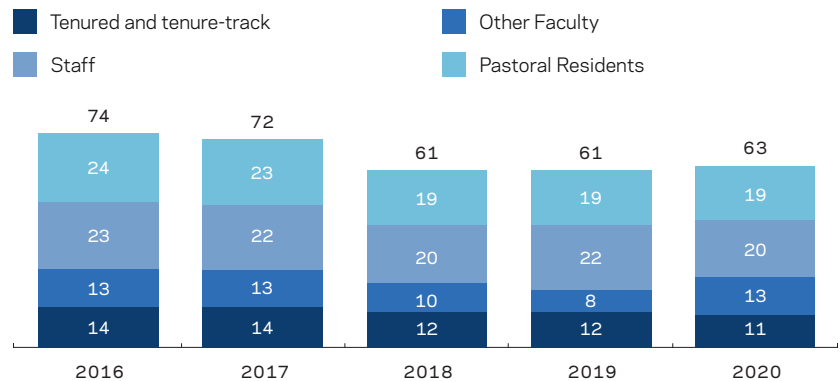
In one of the Congregation's first missionary efforts, Father Moreau sent Rev. Edward Sorin, C.S.C., and a group of brothers to the American frontier in the early 1840s to found a university.

Today, priests and brothers of the Congregation continue to animate the University of Notre Dame with their mission to be "educators in the faith."

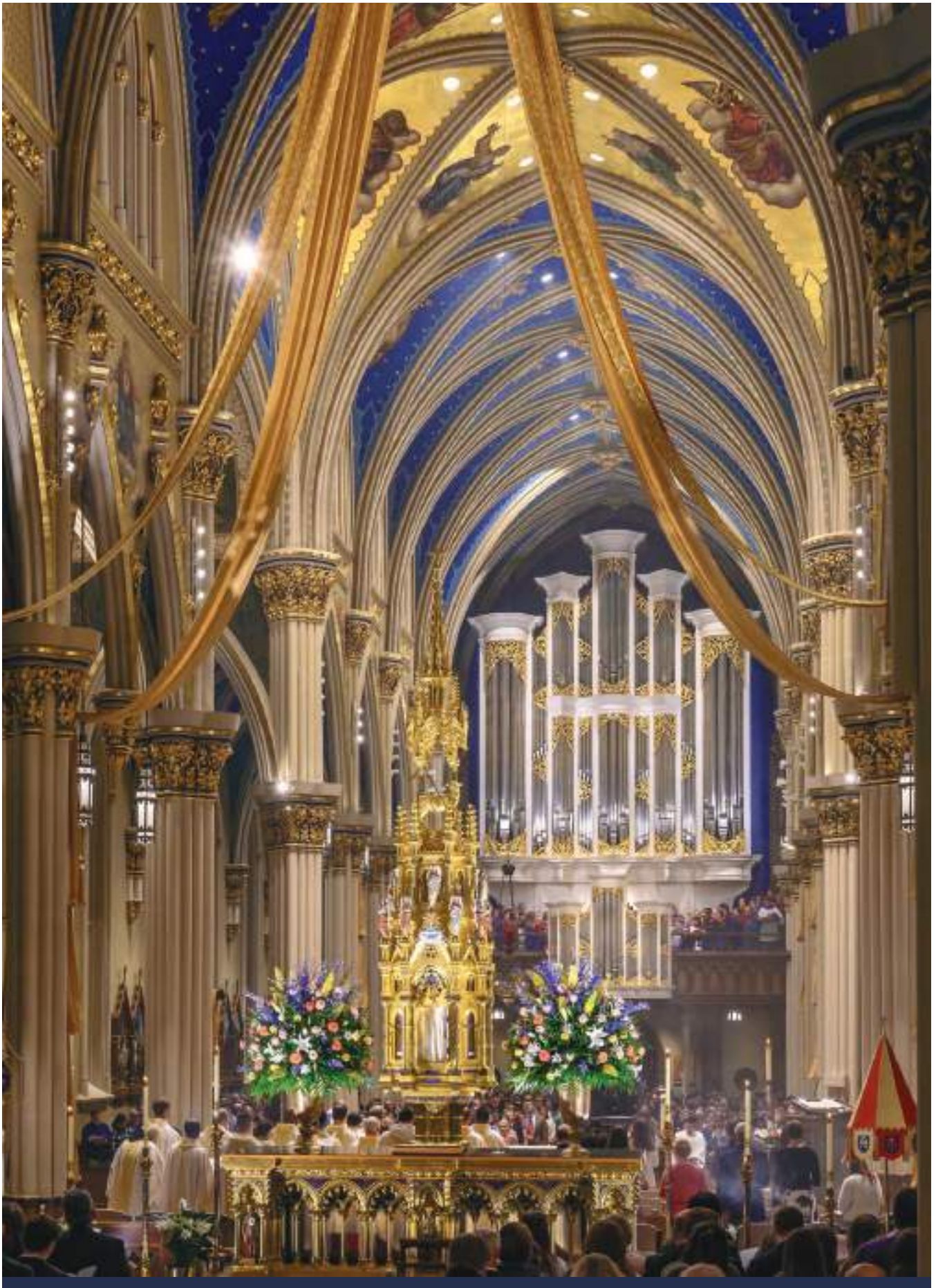
holycrossusa.org

C.S.C. PRIESTS AND BROTHERS ON CAMPUS

Count



Note: Personnel at Notre Dame's off-site locations are included.



New Provost Marie Lynn Miranda joins the University of Notre Dame



“The University comprises passionate faculty, students, and staff and we need to bring all of them into the conversation about what we want Notre Dame to be five years from now, 10 years from now, and 50 years from now.”

Marie Lynn Miranda



Marie Lynn Miranda was announced as the new Charles and Jill Fischer Provost of Notre Dame in mid-March, just as the U.S. had its initial COVID-19 outbreak which required most colleges to suspend in-person classes. When Miranda took over as the University's second-ranking officer in July, she was handed uncharted terrain, but she helped the University navigate how to safely host in-person classes for the 2020-21 academic year.

Miranda isn't a stranger to crisis mitigation—she was provost at Rice University when Hurricane Harvey devastated Houston in 2017. She's also familiar with Notre Dame—her father was able to emigrate from Goa, India, in 1961 thanks to a civil engineering fellowship from the University. Those events, combined with her background in statistics, have equipped her to help guide Notre Dame through a pandemic and any other challenges that arise during her tenure.

"Throughout our lives we are confronted with situations where we don't quite know what to do," said Miranda. "We don't know what the best thing is and we don't necessarily have all the expertise we might ideally have. We must bring data and analysis and the best technical advice there is.

"But when in doubt, responding with love is always a good choice," she added.

That love is also evident in her geospatial health informatics research, which focuses on children's environmental health and has garnered funding from the EPA, the NIH, and the CDC, among others. She is the founding director of the Children's Environmental Health Initiative, a research, education, and outreach program. She hopes to maintain her research even while busy as provost. She's also keen to embrace Notre Dame's mission, inspired by Blessed Basil Moreau, to educate the whole person, an opportunity she deems unique to Notre Dame.

"Other universities, if they try to address that spiritual health, they tend to come at it sideways because their mission is about research and teaching," she said. "At

Notre Dame, we're very clear that we're about holistic formation. We have an ability because of our mission to go at it directly, to speak straightforwardly and candidly say that we take that approach."

That holistic approach was pushed to the fore during the fall semester as campus sought opportunities to heal, unite, and learn in the midst of social distancing, protests about racial injustice, and bouts of remote learning. But it also allowed for innovation. The University held a two-month winter session that offered 125 courses, 120 virtual research experiences, 250 virtual service-learning opportunities, and hundreds of industry engagement projects that presented professional work experience to 1,000 students. The provost's office also offered faculty new grants to recover or restart research disrupted by COVID-19 and a series of workshops on how to effectively translate teaching, conferences, recruitment, and projects to virtual formats.

When Rev. Edward Sorin, C.S.C., received the full university charter from the state of Indiana in 1844, Notre Dame had but 25 students and eight faculty members. Now, more than 175 years later, Miranda leads the academic efforts of approximately 12,000 students and 1,400 faculty at a top 25 institution of higher learning. The University has changed dramatically since its humble beginnings and will continue to do so. Looking ahead, Miranda hopes many voices shape that change.

"The University comprises passionate faculty, students, and staff," she said, "and we need to bring all of them into the conversation about what we want Notre Dame to be five years from now, 10 years from now, and 50 years from now. We have a moment to see—to reflect, to learn, and to become better as individuals and stronger as a University because of those challenges. But if we're going to do that, we have to do more than see. We also need the courage to act—to chart a new, deliberate, and ambitious course."

Notre Dame places research in the service of those in need

When Notre Dame sought to bolster its research reputation, the goal was to advance understanding in order to do good in the world. The Wilson Sheehan Lab for Economic Opportunities (LEO) has kept that goal at the heart of its mission—researchers there are working with governments, nonprofit organizations, and service providers to put research at the service of communities in need.

In one partnership with Catholic Charities of Chicago, Bill Evans, a LEO co-founder and the Keough-Hesburgh Professor of Economics, helped prove the efficacy of a homelessness prevention call center, which ultimately kept more than 600 children off the streets.

The program was a joint venture between Catholic Charities of Chicago and the city. It offered small sums of emergency assistance to eligible clients on the brink of homelessness due to unforeseen circumstances including illness, injury, and unemployment. The goal was to offer a one-time payment to keep those individuals and families in their homes and out of shelters. But some questioned the program's efficacy, claiming it was a handout that was only delaying the inevitable. Catholic Charities believed it needed data to support its work and to maintain funding from the city, so it called LEO and asked if researchers could measure the effectiveness of its efforts.

"What we were able to do is follow people for an extended period of time after they made their phone call. We knew whether they were offered financial assistance or not. And then we just tracked whether they ended up showing up in the homeless system," Evans explained. "There was a fairly substantial decline in the probability that a family ends up homeless as a result of receiving emergency financial



assistance—about a 76 percent decline in that probability—so the program seems to be very effective.

"What we learned is that emergency financial assistance doesn't simply kick the can down the road," Evans said. "It helps people overcome a crisis and stay in their homes long-term."

Lisa Morrison Butler, Chicago's commissioner of the Department of Family and Support Services, said that the data Notre Dame provided proved helpful in making decisions regarding funding and resource allocation.

"Notre Dame's research has allowed us to be way more proactive in defining, targeting, and funding solutions. And it's also allowed us to understand gaps that we have in our current menu of programs and services," she said.

"There are 300,000 vulnerable Chicagoans at any given moment in time. Their needs are varied and as diverse as they are. And it often feels like there is not enough money to wrap them all in everything they need. And so, it is absolutely necessary that we be able to ensure that every dollar we are spending is doing a dollar's worth of work, that nothing is being targeted to the wrong people, to the wrong program, or to the wrong intervention," she said.

In Chicago, the call center has since fielded 400,000 additional calls and has helped more than 70,000 callers. Meanwhile, states like California are looking to redesign their efforts based on the evidence generated by Notre Dame.

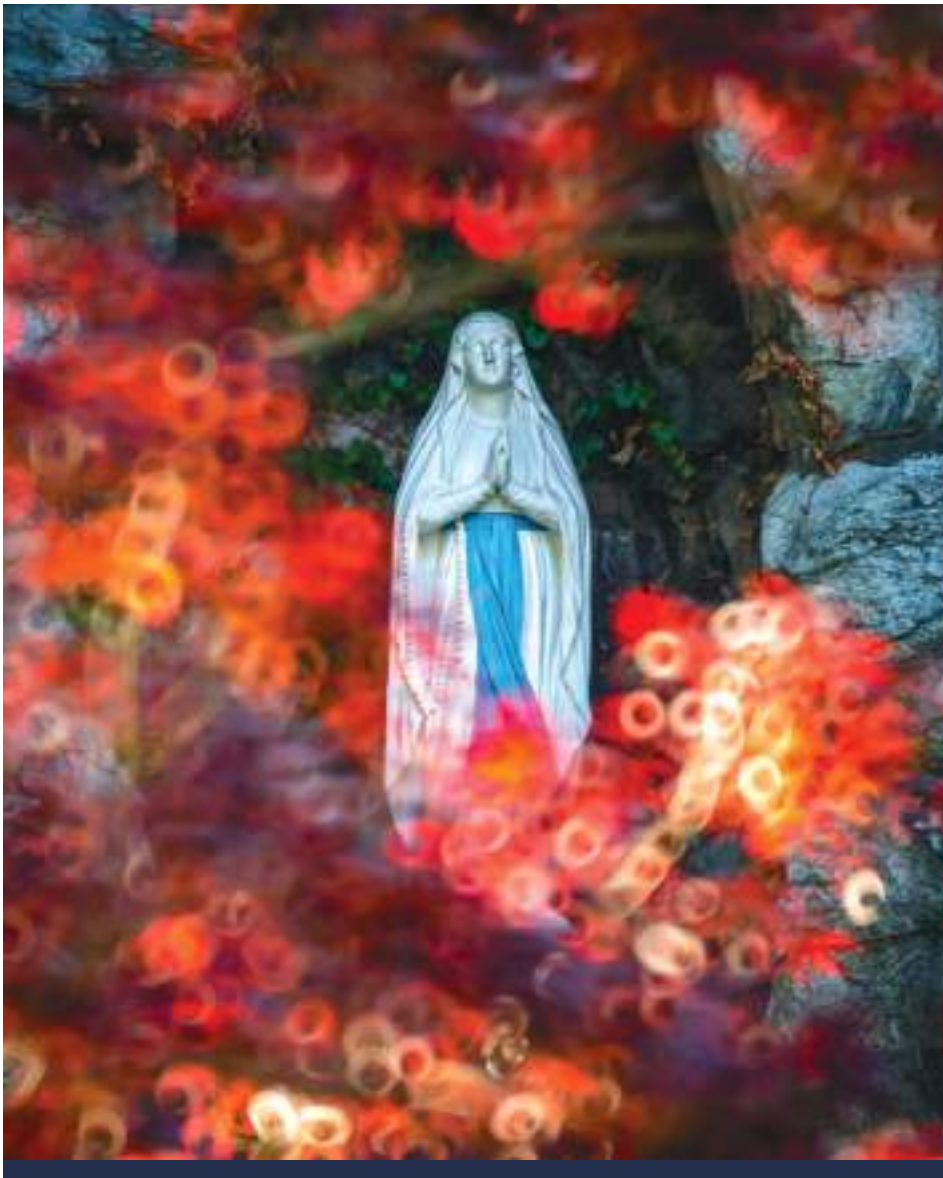


The Nature of Education Offered to Students

As a Catholic university, Notre Dame is inspired by the spirit of Christ to create an authentic community dedicated to the truth, the dignity of the human person, the message of Christ, and the education of the whole person. Respecting both the Catholic tradition and the University's own roots, and as articulated in its mission statement, Notre Dame endeavors to be "an environment of teaching and learning that fosters the development in its students of those disciplined habits of mind, body, and spirit that characterize educated, skilled, and free human beings."

"The mind will not be cultivated at the expense of the heart. While we prepare useful citizens for society, we shall likewise do our utmost to prepare citizens for heaven."

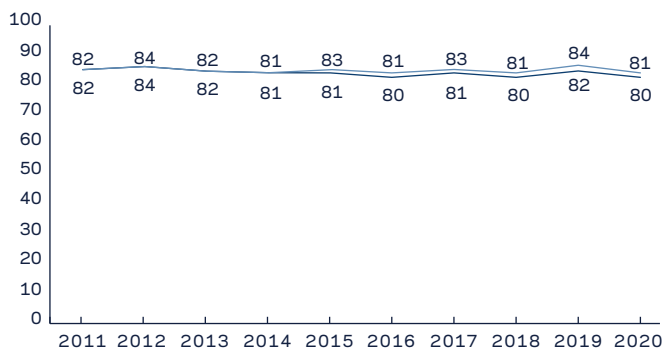
Blessed Basil Moreau



Fostering intellectual, moral, and spiritual growth

The University of Notre Dame continues to carry out its educational mission in the spirit of Blessed Basil Moreau, founder of the Congregation of Holy Cross, by fostering intellectual, moral, and spiritual growth in its students, both those who are Catholic and those of other faiths. As part of its Catholic mission, Notre Dame strives for inclusion of all members of its community, and works to create an environment of mutual respect.

**CATHOLIC STUDENTS
(INCOMING UNDERGRADUATES)**



FALL OF...

- Percent identifying as Catholic in total class
- Percent identifying as Catholic for those students disclosing religion

Note: Survey data suggests other four-year Catholic colleges average about 50–55% Catholic

University creates Library Lawn to build community during COVID-19

Through the fall and spring semesters, “Touchdown Jesus” looked down upon a new Library Lawn. The once empty green space has been strung with twinkling lights, blazing bonfires, and clusters of socially distanced Adirondack chairs, one of the attempts to give students a safe place to congregate and decompress amidst the COVID-19 restrictions that stifled customary student programming.

“The University was looking for ways to provide in-person, outside programming on a large scale,” explained Karen Kennedy, director of student centers, activities, and events in the Division of Student Affairs.

The creation of the space was a unique way to foster community life, an essential hallmark of a Notre Dame education, while keeping everyone safe and healthy. Opened in September, the space is nestled between the library and stadium and features a stage for performances, concerts, and contests, along with spaces to congregate in small groups, and yard games like Ladderball, Kan Jam, and cornhole. A similar setup was also created on South Quad between Howard Hall and South Dining Hall. Everything from the chairs to the blankets to the games is regularly sanitized.

These outdoor spaces hosted both planned programming and opportunities for casual gatherings. Some of the programs have included Food Truck Fridays, away game watches, fitness offerings like yoga and Zumba, movie viewings, and karaoke nights. Weekly s’mores and hot chocolate bars also got rave reviews during the fall semester. All of it, Kennedy notes, is free of charge.

“A longstanding goal for us when offering weekend late-night programming has been for it to be free of charge for students, so there’s no barrier for some students to be able to participate,” said Kennedy.

The students have responded favorably and have been using the space for both social and study time. Student



groups have also been using the space to continue their club meetings and programs safely.

Sophomore Hannah Wahle said, “I really enjoy the fact that, with the comfortable chairs and open spaces, the lawn is a great place to relax with friends and get some work done.”

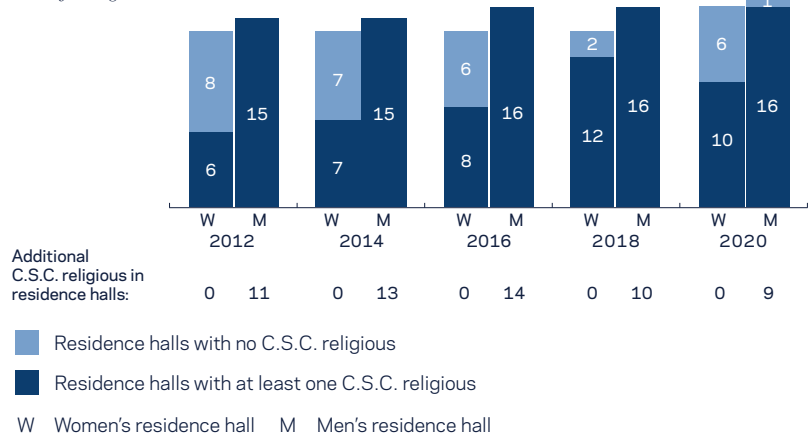
When temperatures dropped during the winter months, additional firepits were put into place and large, heated tents were assembled. The quad lodges, as they’re called, offered yet another safe place for student congregation and games.



The creation of the space was a unique way to foster community life, an essential hallmark of a Notre Dame education, while keeping everyone safe and healthy.

RESIDENCE HALLS WITH C.S.C. RELIGIOUS

Count of undergraduate residence halls



Notre Dame Institute for Advanced Study Undergraduate Fellowships



“Having a cultural, historical, and theological understanding of the Irish landscape will help me immensely as I endeavor to find sustainable solutions to keep Ireland green.”

Mariana Silva

As a preeminent research university, Notre Dame attracts undergraduates who are keen to ask questions, pursue truth, and seek wisdom. They look for opportunities to research, to broaden their knowledge, and all the while, to be shaped by Catholic traditions. One such opportunity is with the Notre Dame Institute for Advanced Study (NDIAS). Each year, the Notre Dame Institute for Advanced Study gathers a group of faculty and student scholars to focus their research on a given theme with the hope that the research and discussions advance the understanding of what it takes to live meaningful lives.

This year’s theme was *The Nature of Trust*, and the selected participants were encouraged to work with colleagues in other fields and colleges to promote interdisciplinary progress and innovation. For the 2020–21 academic year, 17 undergraduates were selected to serve as research assistants for the NDIAS faculty and Ph.D. fellows as they pursued this line of inquiry. The undergraduates were also offered weekly research and communications seminars. The 17 students were a mix of sophomores, juniors, and seniors and were working on majors ranging from English to philosophy to environmental engineering.

“We are tremendously proud of this cohort of undergraduate fellows and excited to work with them over the next year to develop their curiosity, hone their research methods, and

work collaboratively to advance the projects in our *Nature of Trust* theme,” said Meghan Sullivan, director of the NDIAS and the Rev. John A. O’Brien Collegiate Professor of Philosophy. “Our faculty and Ph.D. fellows are very excited about the opportunity to mentor them and to provide them with some hands-on experience.”

Mariana Silva, a senior environmental engineering major, is a 2020–21 undergraduate research fellow. She was paired with Mutale Nkonde, an artificial intelligence policy analyst and fellow at Harvard and Stanford. Together they are working on a project titled *Facial Recognition Tool Kit: A Guide for Black and Other Advocates of Color*. Though the project is outside Silva’s typical workload as an engineer, she asserts that it sparked a new curiosity and introduced her to working as part of a collective research effort.

“This experience has challenged me to engage with the curious and creative side of research, beyond the tactile work that engineering typically offers. I have been taking my newfound understandings of history, social science, and theology, and tying them together with my hopes to work in an environmental science or engineering field,” she said. “I’m enjoying being able to activate all parts of my brain!”

Upon graduation, Silva plans to pursue a one-year master’s program before beginning a Ph.D. focused on the conservation and management of peatlands in Ireland.

“Having a cultural, historical, and theological understanding of the Irish landscape will help me immensely as I endeavor to find sustainable solutions to keep Ireland green,” she said. Silva’s experience as an undergraduate fellow with NDIAS has helped her learn how to pull those different pieces of her education together in the service of working on a specific project.

Keough and Mendoza create dual master’s program

In keeping with Notre Dame’s mission to advance the common good, the Keough School of Global Affairs emphasizes integral human development and ethical decision making in its vision and courses. The Mendoza College of Business also seeks to grow the common good through business. Together, the two are challenging graduate students to embrace both charges and place human dignity at the crux of international business.

This fall, the Keough School of Global Affairs and the Mendoza College of Business partnered to launch a new dual master’s degree program in global affairs and business administration. The MGA/MBA program allows for its students to complete two degree programs in three years. Graduates are well poised to work for the private sector, NGOs, or international organizations.

Jamison Greene, one of the inaugural students, said, “Within my peer group there is a huge demand for combining global affairs, economic development, and international business.”

The former financial analyst and Peace Corps volunteer in Ghana added, “The goal is to combine our passions for business and international development and add value to society.”

Kelli Kilpatrick, Notre Dame MBA program director, said, “The combination of the two creates an intersection of business and

global affairs and would be an attractive course of study for students seeking a truly international approach to growing the good in business.”

“The goal is to combine our passions for business and international development and add value to society.”

Jamison Greene

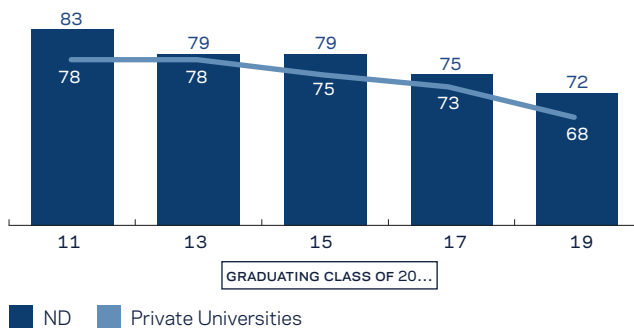
Interested students may apply to both programs concurrently or they can enroll in the other program after beginning the first. The MBA requires 64 credits and the MGA curriculum requires 46, though there is some overlap.

Because of its two-fold nature, the MGA/MBA program includes a diverse student group, said Timothy Derr, another student in the program. “Through the master of global affairs program I have classmates from all over the world, giving me a truly global perspective, and in the MBA program I have peers with knowledge of finance, accounting, real estate, and marketing,” he said. “Having learned from this exchange of perspectives will provide a real advantage when applying for jobs in sustainable development.”



PARTICIPATION IN COMMUNITY SERVICE BY SENIORS

Percent of graduating seniors reporting having participated in volunteer or community service activities in the past year (CIRP College Senior Survey)



The Building Bridges Program through the Multicultural Student Programs and Services Office

In the wake of the summer's protests surrounding the killing of George Floyd, institutions across the country had to reassess their commitment to opportunity and equality for minorities. Notre Dame was not immune and renewed its commitment to actively creating a place where all can flourish and where all live in solidarity with one another. But the University also identified the success of some of its existing programs, like the long-running Building Bridges Mentorship Program through Multicultural Student Programs and Services (MSPS).

Building Bridges matches historically underrepresented freshmen with a faculty member from the department in which they plan to study. During monthly meetings, the mentor and mentee work on major selection, academic and career advising, and communication skills. They also seek out research opportunities and internships.

The results from the program are staggering. Building Bridges students are more likely than the average Notre Dame student to conduct research—for Building Bridges STEM majors, 89 percent conduct research by their junior year. Meanwhile, 91 percent of the business students have an internship before senior year. There are also 88 former MSPS students who have entered or completed doctoral programs, some of whom are now tenure-track faculty.

"These were all outcomes where we could go back and say it is most likely a direct result of early and frequent interaction with faculty in their fields," said Arnel Bulaoro, the interim director of MSPS.

"This is only possible if there are faculty who are committed to the undergraduate experience," Bulaoro added. "We have an institution that has hired not only the most capable



researchers, but some of the most committed educators around the country."

Yamil Colón is one of those researchers. Colón is a tenure-track assistant professor of chemical and biomolecular engineering and is a 2009 Notre Dame graduate. Colón succeeded at Notre Dame, thanks in part to support from MSPS, then as a Fulbright scholar, then at Northwestern and University of Chicago for his advanced degrees. When he returned to Notre Dame to join the faculty, he was eager to serve as a mentor for Building Bridges based on his own positive experience with MSPS.

"I want to help diversify the University and keep that diversity," Colón said of his involvement in the program. "Because it's not just about bringing students in but keeping them here and giving them the tools and support that they need to battle through."

As Notre Dame seeks new ways to honor its pledge to diversity and inclusion, MSPS will remain a valuable contributor committed to offering opportunities for underrepresented students.

Bulaoro said, "We will continue to do what we have always done in the past: to offer programs designed for academic and professional growth, workshops designed to empower our students to combat racism, and provide campus-wide opportunities to celebrate the richness that is found among our diverse campus."

"I want to help diversify the University and keep that diversity."

Yamil Colón





Rev. Don McNeill, C.S.C., Leadership Fellows Program at the Center for Social Concerns

In the 1970s, when Rev. Don McNeill, C.S.C., began to merge initiatives and activities into what would become the Center for Social Concerns, he sought to grow student commitment to service and experiential learning. Now, a group of undergraduates annually bears a fellowship in his name and is tasked with continuing the mission he began.

The cohort of undergraduates selected for the Rev. Don McNeill, C.S.C., Leadership Fellows Program is welcomed into a year-long program based on four pillars: leadership development and formation, skill building for social change, community commitment as a condition for effective action, and rootedness in Catholic Social Teaching and active citizenship. The program requires a year-long, four-credit course, a community internship with a local organization to which students will commit between eight and 10 hours per week, a fall retreat, a spring break immersion, a capstone project, and regular spiritual guidance sessions with a selected spiritual director. Graduates are expected to have garnered the skills and knowledge to responsibly recognize and respond to injustice, to work for mercy, and to be rooted in a faith that works for the common good.

Now in its fourth year, the program welcomed 18 undergraduates with a variety of majors and interests into the 2020-21 cohort. In anonymous reflections about the program, some of the cohort four fellows said:

“I think that I have most grown in my understanding of leadership, shifting it from a mindset that it is primarily position-based to realizing that it is more about action, influence, and disposition. As such, I see myself recognizing my own spheres of influence more and thinking about how I can be a more effective leader.”

“My actions now become less about the impact they will have on me and now relate more to the bigger picture of society and community. I think of myself more as a community member rather than an individual.”

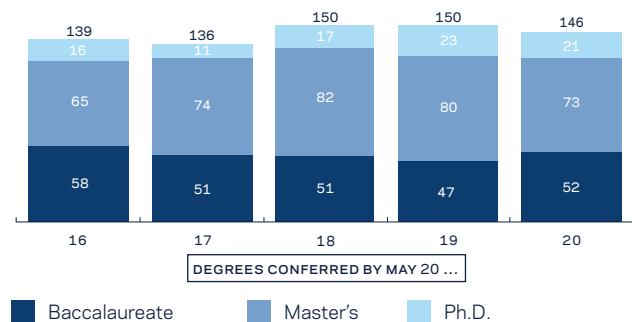
“I think I have grown significantly in my understanding of my personal relationship to justice in the community and in the world. I truly believe that I have the capacity to make a difference.”

Graduates of the program take diverse paths, said Melissa Marley Bonnichsen, director of the program. Former fellows have gone on to postgraduate service, medical school, teaching, law school, and more.

“Hopefully the consistent reality that remains is that the fellows have taken the framework, ideas, and skills from the fellowship into what is next for them—leadership in family, neighborhood, parish, boardroom, medical ward, classroom, etc.,” she said.

THEOLOGY DEGREES AWARDED

Counts of baccalaureates completing majors offered by the Department of Theology
Counts of post-baccalaureate degrees awarded in Theology programs



Note: Includes degrees conferred in Early Christian Studies master's program, which is jointly offered by the Classics and Theology departments

The Types of Discussions, Debates, and Inquiries that Take Place at the University

Notre Dame is committed to creating a culture of inquiry imbued with the lived experience of Catholicism. While the University seeks to attract and retain greater numbers of Catholic scholars, scientists, and artists, it also believes that faculty members of all faiths are absolutely indispensable to promoting scholarship, building community, provoking debate, and ensuring a diversity of perspectives at Our Lady's University. As Notre Dame endeavors to fulfill its vision to be a great Catholic university for the 21st century and one of the preeminent research institutions in the world, seekers of truth who hold a variety of beliefs and opinions are vitally important, especially if it is to meet the *Ex Corde Ecclesiae* requirement that a Catholic university exists as a "privileged place for a fruitful dialogue between the Gospel and culture."

"... being both a University and Catholic, it must be both a community of scholars representing various branches of human knowledge, and an academic institution in which Catholicism is vitally present and operative."

Ex Corde Ecclesiae



Professor Amy L. Stark directs the DNA Learning Center



The education Notre Dame offers to undergraduates and graduate scholars is well known, but there are also several educational opportunities for students even younger. The DNA Learning Center offers hands-on science education and inspiration to K-12 students and the South Bend community, and allows Notre Dame to offer a valuable, science-based resource to the community as it continues to seek and share truth.

Building on Notre Dame's expertise in molecular biology, the DNA Learning Center offers field trips, classroom visits, and summer camps for students, in addition to DNA workshops and resources for the general public. Activities include DNA extraction from saliva, DNA crime fingerprinting, food testing for genetic modifications, mitochondrial sequencing for ancestry, and phenotyping and genotyping.

The center is directed by Amy L. Stark, an expert in human genetics and pharmacogenomics, especially oncology treatments. Her research focuses primarily on gene



expression signatures after drug exposure in order to understand and improve treatment effectiveness. She also notes she has a passion for outreach and mentoring young scientists.

In June, Stark was selected as one of the 2020 class of Michiana Forty under 40, an honor bestowed by the South Bend Regional Chamber and the Young Professionals Network South Bend to those who have achieved outstanding professional success while engaging in the community.

"One of my goals when starting this position at Notre Dame was to engage the community with genetics, and this award is especially meaningful because it suggests that I have been successful with that goal. It is definitely one of the most rewarding parts of my job."

Thinking with Newman series in Dublin



“I say that a cultivated intellect, because it is a good in itself, brings with it a power and a grace to every work and occupation which it undertakes, and enables us to be more useful, and to a greater number.”

St. John Henry Newman

In celebration of the first anniversary of the canonization of St. John Henry Newman, a four-part conversation was virtually offered by the Dublin Global Gateway and the Notre Dame–Newman Centre for Faith and Reason on the Alumni Association’s ThinkND platform.

The series, titled *Thinking with Newman: Educating with Intention Today*, was livestreamed from Newman University Church in Dublin city center, a church designed by Newman in 1856 and which Notre Dame has stewarded since 2016. The videos from the series are now available online and discuss Newman’s writing *The Idea of a University*, and its modern implications for universities today.

“St. John Henry Newman’s insights into the purposes and values of a university still inform higher education today and should be studied by anyone concerned with the future of learning,” said University of Notre Dame President Rev. John I. Jenkins, C.S.C. “At Notre Dame, our mission is very much inspired by Newman’s conviction that education, far from being a simple transfer of knowledge, must involve the formation of the whole person within the context of a community of learners.”

Newman, like the founder of Holy Cross, Blessed Basil Moreau, was intent that intellect be acquired not as a means to an end or profession, but for the betterment of the individual. Newman wrote, “I say that a cultivated intellect, because it is a good in itself, brings with it a power and a grace to every work and occupation which it undertakes, and enables us to be more useful, and to a greater number.” This sentiment, along with much of Newman’s writing about education, is reflected in Notre Dame’s mission to educate the whole person and to seek truth as a way of serving the common good.

The *Thinking with Newman* series was moderated by Rev. Gary Chamberland, C.S.C., director of the Notre Dame–Newman Centre for Faith and Reason, and Kevin Whelan, director of the Notre Dame Dublin Global Gateway. The episodes also featured several guest speakers including the Archbishop of Dublin, Notre Dame faculty, and Silicon Valley executives. The videos, like all ThinkND offerings, are a free online offering for the Notre Dame family to continue to learn, think, and inquire even beyond campus.

Notre Dame strengthens commitment to diversity and inclusion

After the killing of George Floyd last May, the nation rose in protest against racism and inequality. The conscience of the nation was stirred. Notre Dame, too, was forced to assess its commitment to diversity and inclusion.

In a letter to the Notre Dame community in August, just after the start of the new semester, University President Rev. John I. Jenkins, C.S.C., addressed the challenges and the need to act as both a university community and as a society.

He wrote:

“Here at Notre Dame, we must not miss the opportunity for positive change. We have heard from students, alumni, faculty, and staff, and it is clear that there is much to be done. We must improve the experience of our students from underrepresented groups, enhance the diversity of our faculty and staff, and deepen conversations and understanding about race and justice. We must foster greater cultural, racial, and ethnic awareness among all of us, and particularly among the majority—whether defined by race, religion, socio-economic group, or another characteristic—of the experience and voice of those in the minority. We must do this because only in this way can we live up to our Catholic mission, a mission that demands that we respect the dignity of every person, strive to build a community in which everyone can flourish, and show regard for the most vulnerable.”

As part of this recommitment to diversity, Jack Brennan, chairman of the Board of Trustees, formed a task force to review the University’s efforts, to listen to feedback, and to provide suggestions for University initiatives. Meanwhile, Notre Dame’s new provost, Marie Lynn Miranda, created plans for enhanced recruitment and retention of diverse faculty and students, while Human Resources looked to ensure more diverse applicant pools for staff positions. Erin Hoffmann Harding, vice president for student affairs, also worked with student leaders to assess options ranging from curricular



offerings pertaining to diversity, to funding for student clubs, to diversity training.

These efforts are necessitated because of the University’s commitment to inclusion, which is rooted in its Catholic faith. In the University statement on Diversity and Inclusion, it explains:

“One of the essential tests of social justice within any Christian community is its abiding spirit of inclusion. Scriptural accounts of Jesus provide a constant witness of this inclusiveness. Jesus sought out and welcomed all people into the Kingdom of God—the gentile as well as the Jew, women as well as men, the poor as well as the wealthy, the slave as well as the free, the infirm as well as the healthy. The social teachings of the Catholic Church promote a society founded on justice and love, in which all persons possess inherent dignity as children of God.”

The University will continue its efforts to ensure the community meets and upholds those standards.



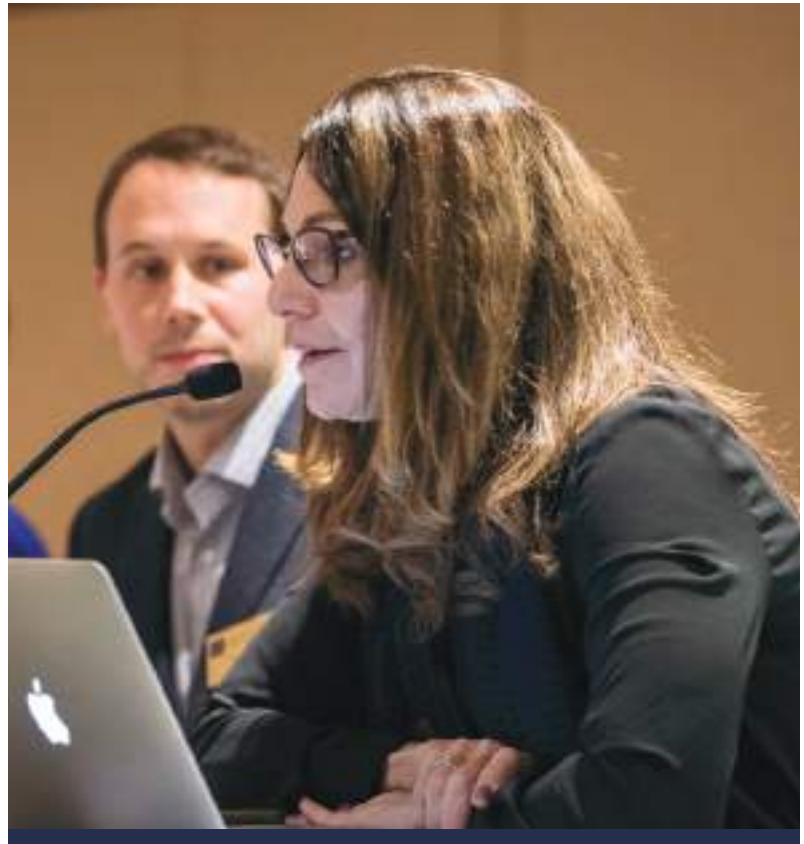
Understanding civil dialogue

In a year full of division, conflict, and unrest, Notre Dame hoped to be a place of discussion, civil debate, and common ground. In the weeks leading up to the election, a series of interviews titled *Bridging the Divide* was hosted on the ThinkND platform by the Office of the Provost, the Klau Center for Civil and Human Rights, and the Rooney Center for the Study of American Democracy. Each one-hour session offered a discussion between a moderator and two or three experts on topics ranging from racial inequality to female voters. The sessions were titled:

- “Beyond Good Manners: Promoting Civil Discussion on Issues that Divide Us”
- “Political Polarization in America”
- “Exploring Racial and Social Injustice and Inequality in America”
- “The 19th Amendment and the Myth that All Women Vote the Same”
- “Civil Dialogue and Free Expression on College Campuses”
- “Reclaiming the Middle: Building Consensus in Government”

The experts included professors from Notre Dame and Vanderbilt University, professional journalists, and students. In addition to the interviews, supplementary videos, press releases, and related research was posted for further exploration and education.

In the introduction to the first session, Maura Policelli, the executive director of the Keough School’s Washington, DC, office, set the stage



“The purpose of the series is to promote civil discussion and thoughtful policy conversations in the run-up to the November 3rd election. Regardless of political party, ideology, or stance on specific policies, we are Americans.”

Maura Policelli

for the series by speaking about the importance of civil discourse. She said:

“The purpose of the series is to promote civil discussion and thoughtful policy conversations in the run-up to the November 3rd election. Regardless of political party, ideology, or stance on specific policies, we are Americans. We believe in representative democracy. And we care deeply about our nation and its future. Regardless of the outcome of this year’s election, we are part of the Notre Dame family and aim to represent the University with the dignity she deserves. Our shared goal as a University community is to promote civil discourse and respect one another, especially when we disagree.”

Though the election has now passed, the series still offers valuable insight and is available at think.nd.edu.

Ethics and Culture Cast

“Ethics and Culture Cast contributes to the dCEC’s mission, and the overall mission of the University, by presenting substantive conversations with scholars and thinkers who work to illuminate the intersection of Catholic thought with every line of human reasoning and creativity.”

Ken Hallenius

beyond even the questions that the audience might pose in the Q and A after a talk.”

Hallenius said he tries to keep the conversations flexible and free-flowing so guests, who have included authors, filmmakers, activists, and religious, are free to discuss any topics that might interest the podcast’s 1,500 regular followers. The result has been a diverse collection of rich discussions, all available on the dCEC website, Spotify,

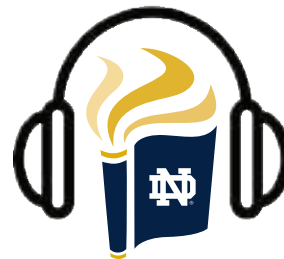
Since 2017, the de Nicola Center for Ethics and Culture (dCEC) has produced a bi-weekly podcast called *Ethics and Culture Cast* during the academic year that features lively discussion with professors, scholars, and visitors, along with its host, Ken Hallenius, the communications specialist for the center. This October, the dCEC aired its 50th podcast episode, a conversation with Rev. David Guffey, C.S.C., about the new film *PRAY: The Life of Patrick Peyton*.

“From the beginning, the podcast has always been seen as an opportunity to share the work of the center’s affiliated faculty, visiting fellows, and scholars, and to extend the value of speakers that the dCEC brings to campus, even if only virtually, as over the past year,” Hallenius explained. “Not everyone can attend a live presentation, so oftentimes the podcast has been a chance to have a deep conversation that goes

iHeartRadio, Apple podcasts, Google Play, or nearly anywhere podcasts are streamed.

“As an academic center within the College of Arts and Letters, the de Nicola Center works to share the richness of the Catholic moral and intellectual tradition through teaching, research, and engagement across the range of disciplines, both on campus and in the wider public square,” Hallenius explained. “*Ethics and Culture Cast* contributes to the dCEC’s mission, and the overall mission of the University, by presenting substantive conversations with scholars and thinkers who work to illuminate the intersection of Catholic thought with every line of human reasoning and creativity. By engaging the community of scholars affiliated with the dCEC, especially our faculty fellows and partners at UND Press, the podcast serves the wider University community in its mission to advance the search for truth through original inquiry and publication.”

Hallenius also co-hosts a nationally syndicated radio show, *Living Stones*, produced by Mater Dei Radio in Portland, Oregon.



ethics and culture cast

Service to the Catholic Church in a Manner Appropriate for a University

As a Catholic university, Notre Dame is aware of its privileged responsibility to place itself in service to the Church. To demonstrate how the pursuit of truth is put to use in a life of faith, the University is committed, as envisioned in *Ex Corde Ecclesiae*, to serve the Church by including the study of serious contemporary problems among its research, by communicating to society those ethical and religious principles that give full meaning to human life, by serving others for the promotion of social justice, and by modeling cooperation between disciplines in common research projects.

“I pray that we will be people who see the world and its problems with a steady, honest, unflinching gaze; that because of our faith in God’s goodness, we will apply all our knowledge and skill to a thoughtful, fair, balanced analysis of those issues; that we never flag in seeking solutions ... that we will have the courage and conviction to act when action is called for, and that we inspire others to act as well.”

Rev. John L. Jenkins, C.S.C.



Notre Dame's Religious Liberty Initiative

In June, the Notre Dame Law School announced the creation of the Religious Liberty Clinic. The clinic will give Notre Dame law students firsthand experience in how to protect the religious freedom outlined in the First Amendment and will produce research on the subject. It will also serve as the foundation for a broader Religious Liberty Initiative, said G. Marcus Cole, the Joseph A. Matson Dean of the Law School.

"Without freedom of conscience—to believe, and then to live our lives as our beliefs require us—nothing else matters," Cole said. "This is why the Religious Liberty Clinic is so vital to me. I am deeply grateful to the incredibly generous donors who have enabled Notre Dame Law School to be—as it should be—at the forefront of defending religious freedom for all."

The clinic was made possible by a gift from Matt and Lindsay Moroun and their family. This fall, the initiative announced its first cohort of five law students who assisted with research and helped write briefs that defended the rights of Muslims, Evangelicals, and Orthodox Jews, including one for the U.S. Supreme Court.

"I'm proud of the impressive work our students have done as part of the Religious Liberty Initiative," said Stephanie Barclay, a recent faculty hire by the Law School who is guiding the launch of the clinic. "These recent briefs involved a Catholic institution representing Muslim organizations defending Orthodox Jewish plaintiffs. This type of work highlights the best of our religious liberty traditions, where people of different faiths are willing to advocate for each other."

Barclay, a First Amendment scholar and professor, most recently served on the faculty at Brigham Young University Law School. Her research focuses on the role of democratic institutions in protecting free speech and religious exercise. Before joining academia, she litigated First Amendment cases full-time at the Becket Fund for Religious Liberty. At the conclusion of the academic year, she will take a one-year leave to clerk for U.S. Supreme Court Justice Neil Gorsuch.



Barclay said, "As lawyers, we should all be concerned about the vulnerable, the unpopular, the overlooked in society and working wherever we are to make sure the rule of law still protects those people."

Barclay's motivation to help those in need is mirrored by the students as well. Third-year law student Alexandra Howell said, "Being part of the Religious Liberty Initiative has helped me realize that I am in law school not to just be a student, but to learn how to be a lawyer that can make a positive difference. It is a powerful reminder of God's calling for my life and all the opportunities for service in the law."

While the clinic will focus on protecting religious freedom by legal means, the right to religious freedom is also emphasized in the Second Vatican Council declaration *Dignitatis Humanae*. It says:

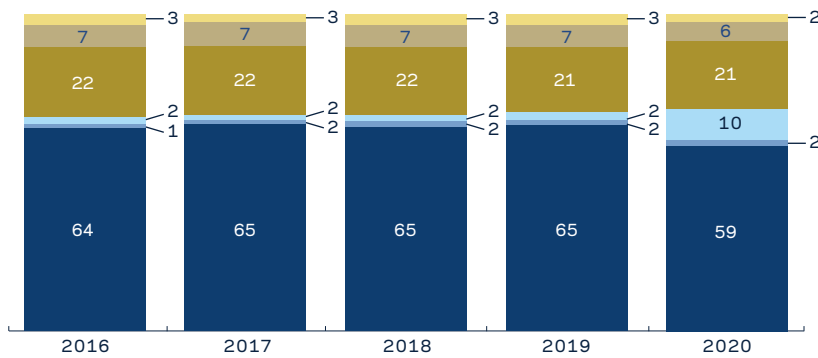
"This Vatican Council declares that the human person has a right to religious freedom. This freedom means that all men are to be immune from coercion on the part of individuals or of social groups and of any human power, in such wise that no one is to be forced to act in a manner contrary to his own beliefs, whether privately or publicly, whether alone or in association with others, within due limits.

"The council further declares that the right to religious freedom has its foundation in the very dignity of the human person as this dignity is known through the revealed word of God and by reason itself. This right of the human person to religious freedom is to be recognized in the constitutional law whereby society is governed and thus it is to become a civil right."



POST-BACCALAUREATE PLANS

Percent of post-baccalaureate plans, self-reported by graduating seniors (First Destination Data Collection)



Status known after 6 months: 92% (2016), 93% (2017), 93% (2018), 93% (2019), 62% (2020)

Legend: Employment (Dark Blue), Military (Medium Blue), Seeking Employment (Light Blue), Grad/Professional school (Olive Green), Service Program (Light Olive), Other (Yellow)

Note: Due to rounding, the sum of sub-elements may not equal 100%. Response rates decreased in 2020 with 62% of all survey recipients reporting their post-baccalaureate plans.

“Being part of the Religious Liberty Initiative has helped me realize that I am in law school not to just be a student, but to learn how to be a lawyer that can make a positive difference. It is a powerful reminder of God’s calling for my life and all the opportunities for service in the law.”

Alexandra Howell

Notre Dame receives federal award to improve global education outcomes

This past summer, the US Agency for International Development (USAID) awarded Notre Dame \$40 million, one of the largest federal grants the University has ever received, to lead a five-year program devoted to improving global education.

The funding will go toward a collaboration between the Keough School of Global Affairs' Pulte Institute for Global Development and the Global Center for the Development of the Whole Child in the Institute for Educational Initiatives (IEI) titled Supporting Holistic and Actionable Research in Education (SHARE). The program's research will focus on creating sustainable change in education systems by strengthening a culture of evidence-based decision making.

To achieve its goals, the SHARE team will convene partners in higher education from Latin America, Africa, the Middle East, and Asia to implement the program. In its first year, the program is focusing on bringing together stakeholders at the regional and country levels to identify essential questions regarding education in crisis and conflict settings, basic foundational skills, and higher education. Research opportunities around these questions will consider cross-sectoral systems and will strengthen engagement among research generators, translators, and users to catalyze transformative change.



“This program is what we mean by development that is responsive to the demands of human dignity.”

Scott Appleby

“Everything about the award is exciting, not least the success in building a remarkable global coalition of experts in overcoming the significant obstacles to delivering quality education to underprivileged populations,” said Scott Appleby, the Marilyn Keough Dean of the Keough School. “The bottom line, however, is the opportunity a generation of children, youth, and young adults in low- and middle-income countries will now have to gain knowledge and develop skills enabling them to contribute to the private-sector workforce, civil society, and government. This program is what we mean by development that is responsive to the demands of human dignity.”

Robert J. Bernhard, vice president for research, echoed Appleby's comments, insisting the award would allow for valuable contributions toward Notre Dame's mission and the world.

“The Pulte Institute and IEI act as an important mechanism in carrying out Notre Dame's distinctive mission to serve those in need, and this award will be monumental in helping propel the University forward in that role,” Bernhard said.

ACE Teachers prepare for a new kind of year

For many of the teachers in the Alliance for Catholic Education ACE 26 cohort, the end of the 2019–20 school year was spent teaching virtually due to the COVID-19 pandemic. At the conclusion of the academic year, the group would ordinarily return to campus for summer courses to complete the second summer of their master of education program, but with the pandemic still raging, the decision was made to have them learn remotely, turning the tables on the group of educator-students.

Though the virtual model may not have been the preferred method for the cohort, it did allow them to experience firsthand how new virtual methods and exercises would work in their own classrooms in the fall.

“As is typical in ACE summer course work, ACE faculty modeled technology programs, lesson activities, instructional approaches, and assessments that ACE teachers might in turn use with their students,” said Sister Gail Mayotte, S.A.S.V., the academic senior director of ACE’s master of education program. “In addition to virtual approaches, ideas for engaging students in classroom settings mindful of physical distancing were also introduced.”

“Just the ability to be able to come together and have this shared experience, as different as it may be from what it used to be in a typical summer, forged a sense of community that may be different, but is so important to them.”

Theo Helm

Because the teachers work in 35 different communities whose rules could fluctuate throughout the academic year, they spent the summer preparing to teach in-person, online, or using a hybrid of the two.

Meanwhile, the new ACE 27 cohort did convene on campus for an abbreviated summer term after completing the bulk of their courses online. The 90 teaching fellows were expected to maintain social distancing, mask wearing, and assigned carpool groups in order to keep the group healthy.

Theo Helm, director of communications and advancement at ACE and the Institute for Educational Initiatives, said that even though the group was only together briefly and with new policies, the time together still enriched the program.

“Just the ability to be able to come together and have this shared experience, as different as it may be from what it used to be in a typical summer, forged a sense of community that may be different, but is so important to them,” Helm said.



Looking at pregnancy and social justice: Office of Life and Human Dignity



As Notre Dame upholds its mission to be in service to the Church, it must provide a space for discussions and exploration about moral issues like abortion. Beginning in September, the Office of Life and Human Dignity hosted a webinar series titled *Conversations That Matter: The Intersection of Justice and Pregnancy*. The three-part series is one of the office's efforts to explore and educate on life issues.

"My hope is that each semester we can gather to reflect on timely issues of importance that strike at the heart of human dignity," said Jessica Keating, program director of the Office of Life and Human Dignity, in the series' first episode.

"Few issues divide our country or are as contested as the issue of abortion. Yet as a recent national interview-based study commissioned by the McGrath Institute for Church Life showed, for the vast majority of Americans, views about pregnancy and abortion are nothing if not profoundly complex and ambiguous. Yet again and again those who were interviewed expressed a desire to have conversations about the complex issues surrounding abortion and how to build a society that supports women and children."

The series premiered after the publication of the report *How Americans Understand Abortion*, by Tricia Bruce, affiliate of Notre Dame's Center for the Study of Religion and Society and adjunct research associate professor of sociology with the University of Texas at San Antonio, and focused on many similar themes. The series also hosted three experts in different fields who began each episode with a 30-minute presentation followed by a question-and-answer session. The speakers included:

- Daniel K. Williams, a historian at the University of West Georgia
- Erika Bachiochi, a pro-feminist legal scholar at the Ethics and Public Policy Center
- Jenny Hunsberger '95, the vice president of the Women's Care Center, the largest pregnancy resource center in the country

The recordings and discussion guides are now available for individuals or small groups at mcgrath.nd.edu, and include thoughtful questions including, "Should the pro-life movement be a narrowly focused, single-issue campaign to restrict abortion through law, or should it instead be a broadly based campaign for a wide variety of human life causes?" "What do you think are some of the reasons why the percentage of abortions obtained by poor woman has dramatically increased, even while the total number of abortions has declined?" and "What does it mean for a person who is pro-life to meet a woman considering abortion without judgement?"

Though the live portion has concluded, the series and accompanying discussion questions can still provide fruit for self-reflection or conversation.

Ansari Institute hosts series of workshops



As part of Notre Dame's continued commitment to be a crossroads where people of opposing ideas, motivations, and beliefs can come together for conversation, the Ansari Institute for Global Engagement With Religion plans to

host three workshops open to journalists, scholars, and faith practitioners to discuss and debate religious topics.

The three-day workshops are funded by a grant from the Arthur Vining Davis Foundations, and will be co-hosted by Notre Dame's John W. Gallivan Program in Journalism, Ethics, and Democracy. The goal for the meetings is to help participants find common ground, make connections, and improve public discourse, said Mahan Mirza, executive director of the Ansari Institute.

"The grant conceptually brings together the notions of dialogue and religious literacy and addresses the public conversation about religion," Mirza said. "It aims to get three groups of people who don't always appreciate each other—faith practitioners, journalists, and academic scholars—to better understand each other's vocations in order to improve the ways



in which we think and talk about religion in our congregations, in the classroom, and in public forums."

The workshops are scheduled for spring 2021, fall 2021, and summer 2022 and will each invite five journalists, five scholars, and five faith practitioners to explore a religious topic. The spring 2021 workshop will focus on religion's connections to race, public health, and political polarization. Mirza added that the workshops should help dissolve mistrust and misconceptions about the role of religion in society.

"All of this will go, we believe, toward a better self-understanding, a better understanding of each other, a better public conversation, and a better world," Mirza said, "in which religion has a positive role to play."

The Ansari Institute also plans to host a conference in 2023 to invite all participants to share lessons learned.

