The value of higher education
CAMPUS NEWS

KLAA FAMILY ENDOWS THE CENTER FOR CIVIL AND HUMAN RIGHTS

Rick and Molly Klaa of Denver have contributed $11 million to strengthen and endow the University’s Center for Civil and Human Rights, which is being renamed in their honor.

The Center for Civil and Human Rights, founded in 1973 by then University President Rev. Theodore M. Hesburgh, C.S.C., is dedicated to the principle that every human being is created in the image of God and therefore has a dignity that merits respect and protection.

The Klaa Center, in partnership with the Law School, supports the education and professional formation of human rights lawyers.

The center also teaches graduate and undergraduate students in the Keough School, preparing them to become champions of civil and human rights around the globe through education, research, internships and programming.

The Klaa Center is one of nine international centers and institutes that make up the Keough School of Global Affairs. Founded in 2014 as the University’s first new college or school in nearly a century, the Keough School brings together units focused on international research, scholarship and education.

MEXICO MOTHERS OF THE DISAPPEARED TO RECEIVE 2018 NOTRE DAME AWARD

The University will give the 2018 Notre Dame Award to the Colectivo Solecito de Veracruz, a group of mothers in Mexico’s Gulf state of Veracruz organized to search for their missing loved ones in the face of criminal violence and state inactivity.

In announcing the award, President Rev. John I. Jenkins, C.S.C., said the University is recognizing the group’s “tireless efforts on behalf of the families of victims, in heroic witness to human dignity and its service to the noble cause of justice itself.”

Previous recipients of the Notre Dame Award have included President and Mrs. Jimmy Carter; Mother Teresa; John Hume of Northern Ireland; Cardinal Vinko Puljic, Archbishop of Sarajevo; and most recently, Judge Sergio Moro of Brazil. This is the first time the award will be presented to a Mexican individual or group.

STAFF RETREAT: BEING AND LIVING WELL

Staff Chaplain Rev. James Bracke, C.S.C., will lead a staff retreat, “Being and Living Well: Daily Peaceful Practices of Spirit, Body and Mind,” from 10 a.m. to 3 p.m. Thursday, Oct. 18, at North Dining Hall. Speakers include: Mimi Beck, graduate student life program director (spirit); Jenna Geld Jones, assistant director of emotional well-being at the McMaster Donald Center for Student Well-Being (mind); and Re:Sport yoga instructor Steve Krojniewski (body). In addition, there will be a roundtable discussion on the themes in five major religions: Islam, Hindu, Sikh, Judaism and Christian. The day is open to all staff at no cost, and lunch is included. To register, email Father Bracke, bracke.6@nd.edu, or visit campusministry.nd.edu/events.

WHAT’S GOING ON

FOOTBALL MEETS GOLF WITH THEMED 2019 U.S. SENIOR OPEN TICKETS

Commemorative football-themed tickets to the 2019 U.S. Senior Open at Warren Golf Course (June 28-30) are available at the golf course throughout the 2019 Notre Dame football season. The tickets feature images of Notre Dame football legends and 2019 U.S. Senior Open Honorary Chairmen Jerome Bettis and Tim Brown. The specially-themed tickets are also available on game days in Shamrock Village, east of Purcell Pavilion.

THIS PLACE CALLED NOTRE DAME

Matt Cashore ’94 has been photographing the University for more than 20 years, and was named the 2016 University Photographer of the Year by the University Photographers Association of America. Kerry Temple ’74, editor of Notre Dame Magazine, has been writing about the University for 40 years.

Now Notre Dame Press has collected Cashore’s images into one book conveying the beauty, character and spirit of the University, accompanied by text from Temple, an amateur University observer and writer whose articles and essays have chronicled the nature, traditions and growth of Notre Dame over the past four decades.

The hardcover book ($45) is available from Notre Dame Press, undpress.nd.edu, or at the Hames Notre Dame Bookstore on campus and at the Eddy Street Commons location, 1234 N. Eddy St.

An outdoorsman An online PhD scholar An Iraq War combat vet Jersey strong by birth A Michigander by choice

“We partnered with an Afghan university to help create a master’s program in finance and accountancy.

Education can bring lasting peace. I think about other institutions and wonder if it’s part of their mission to do work for the global good.”

– Alex Ambrose, Associate-Program Director, Keough Center for Teaching and Learning

See Alex’s story on page 18.

EXECUTIVE VICE PRESIDENT JOHN AFFLECK-GRAVES TO RETIRE

John Affleck-Graves, executive vice president of the University since 2004, will retire effective June 30, the University’s chair of the Board of Trustees, John J. Brennan, and president, Rev. John J. Jenkins, C.S.C., have announced.

The executive vice president is appointed by the Board of Trustees and the trustees, under the leadership of Brennan and Father Jenkins, will conduct a national search for Affleck-Graves’ successor.

“John Affleck-Graves is key to why Notre Dame is universally respected for its superb management of its physical plant, including research and residential facilities, in ways which were fiscally responsible, environmentally sound and beautiful. At the same time, John has steward- ed a huge increase in financial aid for our students to more than $147 million from $58 million during his tenure.”

BELLISSIMO TO LEAD INSTITUTE FOR GLOBAL INVESTING

Erin Bellissimo, founding director of Columbia University’s value investing program, has been named managing director of the Notre Dame Institute for Global Investing (ndigl.nd.edu). She will work in collaboration with the NDIGI’s faculty director, finance professor Shane Corwin.

The institute’s mission includes adding depth and breadth to Mendotis’s finance curriculum as well as expanding internship and career placement opportunities for undergraduate and MBA students and providing experiential learning opportunities both in the U.S. and abroad.

BRANDENBERGER APPOINTED DIRECTOR OF ACADEMIC COMMUNITY ENGAGEMENT

Jay Brandenberger, director of research and graduate student initiatives at the Center for Social Concerns, has been appointed to the additional role of director of academic community engagement for a two-year term.

In his new role, Brandenberger will help facilitate and promote engagement between Notre Dame faculty and community partners involved in community, social, cultural, human and economic development. He was appointed by the Community Engagement Coordinating Council (CECC), a body established in 2011 to deepen the culture of engagement between Notre Dame and its many community partners.

The CECC works with each college and school, the Center for Social Concerns, the Office of Public Affairs and other University units to coordinate, support and communicate community engagement efforts, including engaged scholarship, relevant economic development efforts and outreach activities.

ROBICHAUD WINS ROME PRIZE

Denis Robichaud, an associate professor in the Program of Liberal Studies, has been awarded the Phyllis W.G. Gordian/National Endowment for the Humanities Post-Doctoral Rome Prize in the field of Renaissance and Early Modern Studies. Robichaud was one of 29 Rome Prize winners this year, chosen from among nearly 1,000 artists and scholars across the United States.

The prize allows him to serve as a resident fellow at the American Academy in Rome for the 2018-19 academic year, where he will continue work on his book, “The Marullio Ficino Editions Project.” Robichaud’s project is a critical edition and study of 15th-century philosopher Marsilio Ficino’s Latin translations of a group of ancient Greek works, “De Secta Pythagorica” (“On the Pythagorean School”).
Energy E3 increasing access to sustainable energy

BY JESSICA SIEFF, MEDIA RELATIONS

It powers nearly every aspect of our daily lives, but in low- to middle-income countries, more than one billion people live without electricity. The issue is particularly overwhelming in sub-Saharan Africa where, according to the U.S. Agency for International Development, 600 million people — an estimated 70 percent of the region’s population — do not have access to electricity.

What’s more, the majority of institutions in those countries also lack reliability, including national hospitals.

Researchers at Notre Dame, along with counterparts in Uganda, Rwanda and Nigeria, are working to bridge the gap through a program called Energy E3 — Empowering Nations to Power Their Nation, with plans underway for an inaugural energy innovation center in Uganda.

Energy E3 enables education, engineering design and entrepreneurship by teaching local technicians and engineers how to prototype, design, build, install, maintain and create a business venture for renewable energy devices using local materials and resident technical expertise.

“If we can combine three or four systems at a site, we have a microgrid,” says Abigail Mechtenberg, assistant teaching professor in the Department of Physics and international sustainable development researcher in the Center for Sustainable Energy at Notre Dame, who created and launched the Energy E3 program in 2008. The site is the next step toward increasing accessibility, coordinating research and development, and generating new projects at future sites.

Notre Dame’s research team and collaborators have developed wind turbines, hydroelectric generators and biogas cooking devices with thermal electric generators in addition to hand-crank and table generators at multiple sites in all three sub-Saharan countries, with additional projects in Haiti and an upcoming project in Nepal. They are also working with colleagues on finishing the concentrating solar power generator and biogas from local Ugandan algae.

“We work with experts using an asset-based international development paradigm in-country to identify solutions that make sense, depending on the specific needs of each site, including resource availability for devices that provide energy that’s sustainable and market-viable,” Mechtenberg said. “It’s essential to sustainability that these solutions are designed, built and maintained using locally available materials in each location to promote interdependency and replace dependency-based energy models.”

In Uganda, for example, researchers are studying the feasibility of hand-wound wind turbine blades using papyrus and banana fibers — a resource local experts say provides the strength and durability needed to convert wind into energy. Dozens of Ugandan women are hand-winding the fibers into turbine blades, opening the door for indigenous knowledge of weaving to touch new markets. Five sets of wind turbine blades have been tested on-site, but some blades will now be shipped back to Notre Dame to be tested on campus later in the fall.

Ultimately, Mechtenberg said, the vision is to build multiple energy innovation centers within each region, and to implement the Energy E3 curriculum to be shared in high schools, technical institutes, business colleges and universities as well as online — to eliminate a site’s dependency on third parties for local and sustainable energy solutions and to embrace an equitable justice-for-all interdependence model.

Przybyszewski receives Supreme Court Historical Society award

Linda Przybyszewski, associate professor in the Department of History, has received the Hughes-Ceasatt Award for best article published in the Journal of Supreme Court History. Justice Sonia Sotomayor presented the award to Przybyszewski at the Supreme Court Historical Society’s annual meeting in Washington, D.C., in June.

The article, “Scarlet Fever, Stanley Matthews, and the Cincinnati Bible Wars,” focuses on Matthews’ religious conversion to Presbyterianism after the death of four of his children and the influence that conversion had on his legal arguments.

Matthews served as a litigator for the Cincinnati School Board in an 1869 case brought against it for stopping daily readings of the Protestant Bible in the classroom. At the time, a large number of Catholics had immigrated to the city, and the school board changed the practice to ensure that children of all faiths felt welcome in the public schools.

Matthews, who went on to become an associate justice on the U.S. Supreme Court, successfully argued for religious liberty. That argument was even more powerful because of his faith, Przybyszewski said.

Przybyszewski, who is also an award-winning seamstress, plans to return to the topic of fashion for her next project — a history of the American dress. Her previous books include “The Republic According to John Marshall Harlan,” a biography of the Supreme Court justice best known for condemning racial segregation in 1896, and most recently, “The Lost Art of Dress,” a New York Times best-seller on the history of fashion.

CARTER WORK PROJECT

The University was well-represented at the Carter Work Project in Misionas where more than 20 Habitat for Humanity homes were built. Several departments took part, including the Registrar’s Office. Athletics was represented by students and some staff. Women’s Basketball Coach Muffet McGraw served alongside former President Jimmy Carter and former First Lady Rosalynn Carter (picture). Human Resources Consultant Lori Munroe was also there with Athletics.
Understanding the value of higher education requires looking beyond cost

BY GWEN O'BRIEN, INTERNAL COMMUNICATIONS

The cost of higher education is a hot topic on Capitol Hill, in the headlines and at dinner tables across America.

• Why does it cost so much?
• How do graduates repay student loans if they can't get good-paying jobs?
• How does studying liberal arts help in the real world?
• Does higher education really prepare young people for the jobs of the future?

These are all fair questions, and Notre Dame, like many of the nation’s most prestigious universities, has good answers. However, the answers are neither short nor simple — and they require one to look beyond the ever-increasing cost of higher education.

“I think all of us need to do a better job of explaining the value of higher education,” said Notre Dame Provost Tom Burish. “Most of the criticism of higher education tends to focus on high costs and student debt, which are important issues to be sure. However, the fact is that for most people the investment they make in earning a college degree is unquestionably one of the best they will ever make. Higher education profoundly and positively influences the course of a person’s life.”

By providing a core curriculum that emphasizes liberal arts, creativity and critical analysis, Notre Dame also prepares graduates to deal with the challenges of today and tomorrow. In an article titled “How to prepare your kids for jobs that don’t exist yet,” published on June 27 on fastcompany.com, columnist Ruth Reader suggests that even with “robot domination seemingly impending,” the need for human intelligence will remain.

She writes, “Experts who study the future of work agree that our ability to make sense of the world is our biggest asset in the wake of automation. While artificial intelligence is good at narrow, repetitive tasks, humans are good at coming up with creative solutions.”

Reader interviewed Avi Goldfarb, co-author of “Prediction Machines: The Simple Economics of Artificial Intelligence,” who forecasted two career opportunities people who build artificial intelligence and people who tell the machines what to do.

“While (Goldfarb) believes that most people will need a basic understanding of computer science, he thinks that studying art, philosophy, history, sociologies, psychology and neuroscience could be key to preparing for the future,” Reader writes.

Studying these subjects “will help young people to have a broad range of knowledge that they can use to put artificial intelligence to its best use.”

President Rev. John I. Jenkins, C.S.C., speaks often about the relevance of a liberal arts education, as he did over the summer in an address at Oxford University, where he earned a doctorate in philosophy.

“We often hear that education at universities is not particularly relevant to this or that profession, or that what someone needs to know for a particular profession could be delivered more efficiently than it is at universities,” Father Jenkins told the Oxford audience.

While a student could simply be trained for a specific occupation, he continued, universities offer something different: “training in the practices of inquiry at the highest level, by faculty at a very high level in their discipline, will give a student the knowledge and intellectual skills to flourish in a wide range of professional careers.”

While no one is satisfied with the rising costs of higher education, which have significantly outpaced cost-of-living increases for the past decade, the reality is that students today have a wide variety of financial aid programs on which to draw. At Notre Dame, for example, 88 percent of undergraduates receive aid in the form of merit and financial need-based scholarships. Many are offered the opportunity to work on campus to subsidize their education; others take out loans.

Notre Dame is a “need-blind” university, meaning that a student or family’s ability to pay the cost of attending is not considered as part of the college application process.

“We select students based on a combination of academic achievement, and other factors, and it is only after they are accepted that we consider their financial situation,” explains Paul Browne, vice president for public affairs and communications. “And we work very closely with those admitted to make it possible to attend.”

Browne knows the “value of higher education” debate well and is quick to tell you that you get what you pay for in higher education.

“I don’t think people understand that it’s very expensive to offer the type of education we do at Notre Dame,” Browne says. “We’re recruiting the very best faculty members, people who have dedicated a major portion of their lives to educate themselves through the Ph.D. level. We’re funding undergraduate research and study abroad programs that are models in higher education. And we’re conducting research at the leading edge of science and technology. The type of education one gets at Notre Dame is very expensive to provide.”

Moreover, Browne says, higher education is not intended for everyone.

“My brother is a smart individual who was completely bored with the idea of being behind a desk for four years of college,” he said. “He became a police officer because he wanted to engage in exciting, meaningful employment right away. In cases like this, why invest in college? If you’re a skilled carpenter or an apprentice in a union and you see a good living unfolding for you, it’s not worth the investment.”

Scrutiny or debate over the value of higher education is not a bad thing, says Browne. “Notre Dame and other institutions have to engage in honest dialogue about the education they’re providing,” Browne said. “We need to be open about what we do and why we do it. If we’re asking people to make a big investment, they’ve got a right to ask how it’s being spent.”
The value of the liberal arts education at Notre Dame

BY CAROL C. BRADLEY, NDWORKS

The cost of a college education is an important consideration, says Mark W. Roche. “But what are you getting for the cost? What is the end goal?”

Roche, who served for 11 years as I.A. O’Shaughnessy Dean of the College of Arts and Letters, is the Rev. Edmund F. Joyce, C.S.C., Professor of German Language and Literature and concurrent professor of philosophy. He is the author of nine books, including his most recent, “Realizing the Distinctive University” (Notre Dame Press, 2017), which expands on his views on higher education.

From one point of view, he notes, the goal of a college education is getting a job and embarking on a career. “But a liberal arts education is not simply a means, it is also an end in itself — its value is higher than any cost. You can focus on career preparation at the expense of becoming an interesting, well-rounded person.”

A distinctive liberal arts education has several aspects, Roche says. “Everyone benefits by asking great questions. ‘How did the planets form?’ ‘What is the meaning of death?’ ‘How does the mind/brain work?’ ‘Why do some countries stagnate, and others develop?’ Students develop as interesting persons by engaging such questions.

By opening their minds to facts. He can get them from books. The value of a liberal arts college education is that it trains the mind to think.

A third value, “and one we do not put into business. But sometimes there are things that are of more value than money.” In the end, Roche adds, one of the most important liberal arts values is the desire — and the capacity — to continue to learn. “Think about it. You need to have the capacity to learn, and the breadth to know that you need to know how to continue to learn. That is what will allow you to flourish by mid-career.”

At Notre Dame, in addition to a liberal arts education, Roche says, “you’re getting something absolutely distinctive. The marketplace doesn’t fully apply, because you’re not going to get a Notre Dame education elsewhere. The combination that Notre Dame offers, a traditional liberal arts college atmosphere with a strong emphasis on student learning and quality of teaching, is quite extraordinary. We’re blessed here by faculty who have a calling. We’re blessed by quality students, and we’re very eager to teach and mentor such students.”

At the same time, Notre Dame is an increasingly dynamic and ambitious research university. “There has been a tremendous emphasis on teaching, but also on hiring endowed chairs and developing young faculty who have great potential. The research measures are rising dramatically in all the disciplines.”

And Notre Dame is uniquely positioned as a Catholic institution of international standing.

“But what are you getting for the cost? What is the end goal?”

Roche says, “a different set of foci in our teaching and research — we are strong in areas such as sacred music, religion and literature, and religion and politics. Business and engineering look at ethical issues. So even if students pay full tuition, they’re getting something distinctive that they couldn’t get anywhere else. That’s why we have so much alumni support. People want to give to something distinctive.”

One of their favorite examples is a professor. An average professor at an average institution will probably earn less than if he or she had gone into business. But sometimes there are things that are of more value than money.”

In the course of a liberal arts education, students develop intellectual capacities and formal skills, he adds. “Being able to write well, think well, read well, speak well. Being able to persuade someone of a particular position. Understanding what’s important and what’s less important. Students become comfortable with ambiguity and uncertainty and avoid reducing issues to false black-and-white answers.”

A third value, “and one we do particularly well at Notre Dame,” he says, “is to help students develop certain virtues of character and a sense of vocation. As a capstone of a liberal arts education, ideally the student is asking, ‘How can I make a difference in this world — not simply make money but find a vocation where I know I’m doing something valuable?’ That’s why vision is so important. For a university, or for any workplace environment, people must feel they are doing something to help others. That’s the kind of payback that transcends monetary compensation.”

That’s not to say that liberal arts graduates are likely to earn less in the marketplace in the long run. Roche points to Payscale.com’s annual report. “It takes college graduates who did not go on for graduate education and asks about starting and mid-career salaries. You can look at the site and see, yes, an accountant on average makes a little more than a philosopher coming out of school. But by mid-career, the philosopher makes more. And when economists look at earnings, they also take into account that some people earn less than their potential.”

The research measures are rising dramatically in all the disciplines.”

“Everyone benefits by asking great questions. ‘How did the planets form?’ ‘What is the meaning of death?’ ‘How does the mind/brain work?’ ‘Why do some countries stagnate, and others develop?’ Students develop as interesting persons by engaging such questions.”

“A person doesn’t need to go to college to learn facts. He can get them from books. The value of a liberal arts college education is that it trains the mind to think.”

— Albert Einstein from “Einstein: A Life” by Denis Brian
Faculty/Staff Benefits & Wellness Fair

Tuesday, October 16
12:00 – 7:00 p.m.
Wednesday, October 17
7:00 a.m. – 12:00 p.m.

NEW LOCATION!
Dahnke Ballroom – 7th floor in Duncan Student Center
West Side of Notre Dame Stadium

There are eight categories of well-being and we are well when each is properly aligned in the best way for our individual lives. Irish Health is your opportunity to learn about benefits and programs that fit these dimensions to help you achieve Well-Being for Life!

humanresources.nd.edu/well-being-toolkit

Free, voluntary health screenings for benefit-eligible faculty, staff and enrolled spouses.

Get a confidential health screening and be better informed about your health. Learn where you stand on such indicators as blood pressure, cholesterol, body mass index, and more.

Earn a $180-$276 premium credit
Benefit-eligible faculty and staff who complete a screening by Nov. 2 will receive an automatic $180 premium credit.
Faculty/staff whose eligible spouse completes a screening by Nov. 2 will receive an additional $96 premium credit.

Schedule your health screening to be entered into weekly raffles
In addition to earning a credit, benefit-eligible staff and faculty who participate in health screenings will be entered into a weekly raffle to win $400. Screening participants are automatically entered into all remaining drawings. These raffles begin Aug. 10 and will run until Nov. 2.

To schedule an appointment and see who’s won $400 for participating in the health screenings, go to
humanresources.nd.edu/benefits/screenings

Free Flu Vaccines for eligible faculty, staff, spouses and dependents

Stepan Center
- For part-time (regular) faculty/staff
- For full-time, benefit eligible faculty/staff and their enrolled* spouses/dependents

Tuesday, Oct. 2, noon to 7 p.m.
Wednesday, Oct. 3, 10 a.m. to 7 p.m.
Thursday, Oct. 4, 10 a.m. to 4 p.m.*

ID required: Faculty and staff must show campus ID card. Dependents high school age and older must show photo ID (such as school or state-issued ID). No appointments are necessary.

*Spouses/dependents must be currently enrolled in a Notre Dame medical plan; children must be accompanied by parent.
**While supplies last

Also available by appointment at Notre Dame Wellness Center
- For full-time, benefit-eligible faculty/staff and their enrolled* spouses/dependents

For appointments, call 574-634-WELL.
For more information, visit wellnesscenter.nd.edu, or call askHR at 574-631-5900.
Learning and Organizational Development
Fall 2018 Programs
for Notre Dame Staff & Faculty

Interview Preparation & Practice
NEW! Self-Paced Online Workshop
Mon., Nov. 5 – Fri., Nov. 30
This four week self-paced, online workshop will provide you with the fundamentals and tools of successful and strategic interviewing. Participants will identify the fundamentals of effective communication, and practice interviewing to sharpen the skills needed to sell the most valuable asset you have – YOUR skills. Participants need to register in endeavor. Please register by Monday, Nov. 5 to receive specific instructions on the course materials and structure.

Diversity & Inclusion
We Are All ND
Mon., Oct. 8, 1:00 p.m. – 4:30 p.m.
Develop your executive presence to increase career equity, get ideas heard, and impact the organization and team. Learn to project confidence, take decisive action and maintain personal under. Find your voice to effectively establish relationships while maximizing influence in organizational decision-making.

Navigating the Entrepreneur Tool
Wed., Nov. 7, 2:00 p.m. – 4:00 p.m.
This two-day workshop is a skill set including anyone who may need to navigate a platform. Cover the process and components that are key to understanding and navigating the University’s entrepreneurial culture. Participants will start with the basic learning and performance functions of the Entrepreneur Tool and you will end the training with resources and practice.

Communication & Interpersonal Skills
Know Thyself: An Introduction to the Myers-Briggs Type Indicator (MBTI)
Thurs., Oct. 4, 1:30 p.m. – 4:30 p.m.
Learn to understand personality type and predisposition. By knowing and understanding oneself better, one can gain a deeper understanding of our relationships, how to bridge them, and unlock our innate synergies and potential. Assessment required for this workshop.

Communication Effectively
Thurs., Sep. 27, 8:30 a.m. – 12:00 p.m.
Communication is vital and frequent, but it doesn’t have to be a bad thing. Learn how to make a difference and how to frame conversations that get positive results.

Effective Presentation & Communications Skills for Business Leaders
"NEW" Mon., Oct. 8, 8:00 a.m. – 12:00 p.m.
Learn the core elements of effective communication and presentation skills. Communicate with impact to increase efficiency in the workplace and positively impact professional relationships. Showcase tips to deliver a speech, pitch or presentation with credibility and impact.

Creating More Effectively Using Your Myers-Briggs Type Indicator (MBTI)
Wed., Oct. 10, 1:00 p.m. – 4:00 p.m.
Communication is key to successful business and personal interactions. The Myers-Briggs Type Indicator (MBTI) is a tool that can be used to achieve effective communication with other people. Attend this workshop to learn about your natural communications style and how to adapt your style to communicate more effectively with others.

Professional Skills & Tools
Productive Conflict: Harnessing the Power of Your DISC Style
Wed., Oct. 3, 1:00 p.m. – 4:30 p.m.
Workplace conflict is inevitable. Every DISC Productive Conflict helps learners improve self- awareness around conflict behaviors. By increasing self-awareness around conflict behaviors, learners effectively respond to the uncomfortable and unworkable challenges of workplace conflict. IMPORTANT! This class will require participants to complete the Everything DiSC Productive Conflict assessment, which is different from the DISC Self-assessment. Instructions for completing the assessment will be sent to participants prior to registering for this workshop.

Like a Boss: Why Executive Presence Matters – And How You Can Master It
Mon., Oct. 8, 1:00 p.m. – 4:30 p.m.
Develop your executive presence to increase career equity, get ideas heard, and impact the organization and team. Learn to project confidence, take decisive action and maintain personal under. Find your voice to effectively establish relationships while maximizing influence in organizational decision-making.

Supervision & Leadership
The courses listed below are for supervisors and managers.

Leave Programs Training for Managers
These courses are for supervisors and designated leave administration for a department. Participants will learn how to recognize a potential Family and Medical Leave Act (FMLA) or Short Term In Leave Replacement (STIR) employee's needs and what to do when there is employee communication with staff on leave and what's ok and not ok to ask, when and how to submit appropriate paid time, return to work considerations and processes and more.

Multiple Offerings: Mon., Oct 1, 8:30 a.m. – 12:00 p.m.
Thurs., Oct. 11, 8:30 a.m. – 12:00 p.m.
Mon., Oct. 22, 8:30 a.m. – 12:00 p.m.
Thurs., Nov. 15, 8:30 a.m. – 12:00 p.m.

ND Essentials for Managing People
If you supervise any employees at ND, you're likely to need some basic University knowledge to help you make a great first impression and handle any issues, as well as how to overcome barriers when communicating with others.

Effective Presentation & Communications Skills for Business Leaders
"NEW" Mon., Oct. 8, 8:00 a.m. – 12:00 p.m.
Learn the core elements of effective communication and presentation skills. Communicate with impact to increase efficiency in the workplace and positively impact professional relationships. Showcase tips to deliver a speech, pitch or presentation with credibility and impact.

CANCELLATION POLICY
If you are unable to attend the program in which you have enrolled, you must cancel three business days prior to the start of the class. Please note that the cancellation deadline is three business days prior to the start of the class. If you need to cancel more than three days notice for cancellation. An enrollee who does not attend a scheduled program who the enrollee the enrollment after the cancellation deadline will incur a $100.00 charge to their department’s FOAPAL. If you are unable to attend the program in which you have enrolled, you must cancel three business days prior to the cancellation deadline to receive specific instructions on the course materials and structure.

Skillport.nd.edu
Can't make it to a class? You can access Skillport, an online professional development tool provided to Notre Dame Faculty and Staff. Search courses, books, and videos on skillport.nd.edu.

CANCELLATION POLICY
If you are unable to attend the program in which you have enrolled, you must cancel three business days prior to the start of the class. Please note that the cancellation deadline is three business days prior to the start of the class. If you need to cancel more than three days notice for cancellation. An enrollee who does not attend a scheduled program who the enrollee the enrollment after the cancellation deadline will incur a $100.00 charge to their department’s FOAPAL.
Ready to Enhance Your Tech Skills? Take an OIT Training Class

BY LENETTE VOTAVA, OIT

The Office of Information Technologies (OIT) offers a variety of classes to faculty, staff and students to help increase an individual’s proficiency with many technology applications and services. In response to client feedback, OIT has made some changes to its technical training program for the fall semester. Some classes have been reformatted into shorter, more convenient sessions:

- Google Drive classes that were formerly three hours are now only two hours.
- Introduction to Drive and More Drive Features have been shortened and focus on Google Drive web interface features.
- The apps section of the classes listed above are now their own class: Working in Docs, Sheets, and Slides

Additionally, Excel 2016 Basic, which was a full-day class, is now split into three 2.5-hour classes: Introduction to Excel and Formulas and Functions. You need to register for each Excel class separately.

New Classes for Fall 2018

Three new Qualtrics Forms classes have been added to help you fully harness the power of Qualtrics: Contact Lists and Embedded Data and Working with Responses (both Level II classes) and Workflow (Level III class). For those interested in a deeper understanding of how data governance works at ND, take a look at Data Governance Bootcamp. It will cover data management to ensure consistent reporting and analysis, the process of governing data, and govern data as the basis for reports and datasets available through dataND.

If you’re interested in doing more with your digital media files, Preparing Your Digital Media Files may be a good choice. You’ll explore ways to trim video or audio files, capture a still photo from a video and much more. Plus, you’ll learn how to prepare media files to use in Adobe Spark or other media creation programs. You can read more about these classes and register for them at endeavor.nd.edu.

Sustainable Lighting Project illuminates campus

In 2018, the Basilica of the Sacred Heart and Stepan Center received light fixtures that make lighting greener, more efficient and more sustainable. These upgrades are part of the Sustainable Lighting Project, which supports the University’s ongoing Energy Conservation Measures Program to reduce its environmental impact and increase economic savings.

The lighting project is illuminating in more ways than one. The change from incandescent, fluorescent and metal halide light bulbs to more energy-efficient LED lights saves money on energy costs and reduces hazardous waste disposal. It also provides richer, higher-quality lighting throughout the Basilica, which opened in November 1849. The shift resulted in a 78 percent reduction in kilowatt hours used (from 37,607 to 8,149) and a 128,894 kilowatt-hour annual reduction in energy consumption, which is equal to planting more than 24 acres of trees per year or removing more than 17 cars from the road each year. The Basilica’s updated lighting also yields a significant reduction in labor and maintenance costs. The interior ceilings now 60 feet high, making the process of changing the bulbs more difficult than most building projects, which these projects also contribute. The process of changing the lights now come on instantaneously, rather than the previous five-minute wait metal halide bulbs require.

Bob Werner, mechanical engi- neer in the Utilities Department, says, “We’ve been doing a multitude of campus energy-saving-lighting projects since 2008 simply as part of good stewardship. The benefits were magnified when the University set greenhouse gas emissions goals, to which these projects also contribute significantly. Improved light quality and reduced maintenance have made these improvements very positive with administration, building staff and users alike.” Each of these sustainable lighting projects contributes to a decrease in carbon emissions, reducing the campus carbon footprint by approximately 123 tons per year. Continuously, Notre Dame Utilities is looking for applications to conserve energy. LED lighting is a great way to support campus efforts to be more sustainable.
On or off campus, their friendship stands the test of time

BY JESSICA MCCARTNEY, FOR NDWORKS

Nothing says friendship quite like a road trip, especially when the destin-
ation is a hospital for an eight-hour bone marrow donation procedure. Perhaps it is not the typical expression of camaraderie, but for Notre Dame alumni and staff members Javi Zubizarreta ‘11 and Jackie Thomas ‘11, it was simply another opportunity to be there for each other.

Zubizarreta is the senior producer at Grotto Network, a digital platform for millennial Catholics launched by the University last fall. He became inspired to register as a potential donor on BeTheMatch.org after producing a video featuring Samantha Smith. Her late husband, Butler University basketball player Andrew Smith, was diagnosed with leukemia and received a bone marrow transplant thanks to Be The Match. Sadly, he lost his battle with the disease in 2016.

Registration, Zubizarreta learned, involves nothing more than signing up online, receiving a test kit in the mail and performing a simple swab of the cheek. “It just thought, ‘Well shoot, this sounds like a pretty easy thing to do,’” he shares. Zubizarreta received the call saying he’d been matched only two short months after sending in the test. His immediate answer was, “Let’s do it.”

Likewise, Thomas didn’t hesitate when her friend asked her to accompany him to an Indianapolis hospital where the procedure would take place. “Jackie jumped and said, ‘Yes, even if it means taking time off work — whatever. I’ll be there for you.’”

Zubizarreta shares that their friendship has become stronger over the years through the “sharing of our respective traumas.” Likewise, Thomas didn’t hesitate when her friend asked her to accompany him to an Indianapolis hospital where the procedure would take place. “Jackie jumped and said, ‘Yes, even if it means taking time off work — whatever. I’ll be there for you.’”

Zubizarreta emphasizes that “it takes a lot to give of yourself to someone else, but for me that is what our friendship is.”

Their friendship began as many do — in the classroom. Both were taking a Film, Television, and Theatre class and working for NDTV, plus they shared a mutual friend and their residence halls were next to each other. (He lived in Sorin and she was in Walsh.) But it took a lot more than close proximity for their friendship to develop into what they have today. “You have different friend groups and if it means taking time off work — whatever. I’ll be there for you.”

“Javi rose to the challenge with such a graceful and compassionate heart that the concept of this being in any way difficult really didn’t manifest. He was wholly committed and throughout the day was thinking about how much this gift is going to impact, and quite possibly save, a life.”

— JACQUI THOMAS

As part of her job as manager of the Young Alumni Program, Thomas explores the influence Notre Dame alumni have on their communities. She says Zubizarreta is the perfect example of an alumnus who makes an impact. “Seeing what Javi did that day was a perfect embodiment of what we try to do at Notre Dame,” she says in reference to the University's mission to cultivate in its graduates a sense of human solidarity and concern for the common good.

The recipient of his donation is a 48-year-old man with pre-leukemia myelodysplastic syndrome, but that is all that was disclosed. “They keep the donation confidential for one year from the date of the donation,” he says. He urges others to consider registering as a donor. “It is such a simple thing to do ... I would encourage anyone and everyone to get tested and if you are the match, to follow through with it.”

To learn more about bone marrow donation or to sign up to receive a swab kit in the mail and join the registry, head to BeTheMatch.org. See the story that Zubizarreta produced on Samantha Smith at grottonetwork.com/make-an-impact/heal/healing-from-grief.
College of Arts and Letters launches new minor in musical theater

BY CARRIE GATES, COLLEGE OF ARTS AND LETTERS

Musical theater is seeing a resurgence in popularity and an evolution in style and form. Matt Hawkins wants students to be in the midst of it. “About five or six years ago, I fell in love with musical theater all over again, because the art form is changing,” said Hawkins, director of Notre Dame’s new musical theater minor.

The College of Arts and Letters has launched an interdisciplinary minor in musical theater — a collaboration between the Departments of Music and Film, Television, and Theatre (FTT) — which can be customized for students interested in acting, musical direction, conducting or scholarship.

Students pursuing the minor will begin with a musical theater history course taught by Hawkins, then choose one elective from music, one from FTT and one from either Department of Music and Film, Television, and Theatre (FTT) — which can be customized for students interested in performing, songwriting, directing, conducting or scholarship. Students pursuing the minor will begin with a musical theater history course taught by Hawkins, then choose one elective from music, one from FTT and one from either Department of Music and Film, Television, and Theatre (FTT) — which can be customized for students interested in performing, songwriting, directing, conducting or scholarship. 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New faculty appointments

**College of Arts and Letters**

**Pedro Aguilar-Mellado**

Assistant Professor, Romance Languages and Literatures

Course(s): Introduction to Hispanic Literature and Cultures; Foundations of Iberian Modernity; Recent position/institution: Postdoctoral Fellow in Spanish, University of Michigan Ann Arbor

Education: Ph.D., Spanish, University of Michigan, 2017; M.A., Spanish, University of Granada, 2015; M.A., Contemporary Philosophy, University of Granada, Spain, 2010; B.A., Philosophy, Universidad de Granada, Spain, 2009

Why Notre Dame: I am excited to join the world-class intellectual community of Notre Dame, and I come with the particular motivation of further evaluating the development of modern and contemporary Spain, its culture, its history, and its artistic expressions, and thus better understand the present challenges of the Spanish society.

**Brooke Ammerman**

Assistant Professor, Psychology

Course(s): Experimental Psychology I: Methods

Recent position/institution: Graduate School, Temple University; Clinical Internship, Paget Sound Veterans Affairs Hospital, Seattle Division

Education: Ph.D., Clinical Psychology, Temple University; M.A., Clinical Science, University of Northern Iowa; B.S., Psychology, North Dakota State University

Why Notre Dame: Notre Dame was a great fit for me due to the sense of community, inspiring colleagues, and passion for education.

**David Barba**

Assistant Professor, Film, Television and Theatre

Course(s): Writing the Short Film; The Film Producer

Recent position/institution: Director of Industry Outreach and CUFF/Columbia University School of the Arts

Education: MFA, Film, Columbia University; B.A., Feminist Studies, Stanford University

Why Notre Dame: Working at Notre Dame represents an incredible opportunity to thrive in a world-class university with talented students, top-notch faculty and seemingly unlimited resources. The faculty, students and staff I have met in Film, Television and Theatre have been welcoming and excited about expanding the department's offerings.

**Justin Barfield**

Assistant Professional Specialist, Assistant Teaching Professor, Art, Art History, and Design

Course(s): 2D Foundations and 3D Foundations

Recent position/institution: Visiting Assistant Teaching Professor, Art, Art History, and Design

Education: MFA, University of Notre Dame; B.A., Southeastern Louisiana University

Why Notre Dame: I chose to come to Notre Dame because of the welcoming college, the push for excellence in both teaching and research, and a student body eager to learn. Notre Dame has been a vital influence in shaping who I am today. I have worked hard and have been promoted from Facilities Coordinator, to Visiting Assistant Teaching Professor, to Assistant Teaching Professor here at the University of Notre Dame. I also received my MFA from Notre Dame, which gives me a unique perspective into the needs of the department I will be teaching in.

**Maureen Gillespie Dawson**

Assistant Professional Specialist, Office of Undergraduate Studies

Recent position/institution: Assistant Draw, First Year of Studies, Notre Dame

Education: Ph.D., French Literature, New York University; University of Michigan, 1996; M.A., French, Middlebury College, 1987; B.S., Biology, Rutgers University, 1984

Why Notre Dame: I chose to return to Notre Dame because of the University’s commitment to a holistic and transformative undergraduate education. As an advising dean, I look forward to assisting students build a unique academic course of study connected not only to intellectual, research, study abroad and professional development opportunities but also to meaningful service, cultural exploration and spiritual growth.

**Taryn Dinkelman**

Assistant Professor, Economics

Education: Ph.D., Economics, University of Michigan, 2008; M.Comm., Economics, University of the Witwatersrand, Johannesburg, 2001; B.A., Economics, Rhodes University, 1997

Why Notre Dame: The economics department offers an incredibly attractive and vibrant research environment from which to launch the more senior phase of my academic career. Notre Dame is building, and I look forward to contributing to continued growth in the economics department. Moving back to the Midwest was also a motivating factor in my choice to move my family here.

**Nathan Eubank**

Associate Professor, Theology


Why Notre Dame: Notre Dame is one of the best places in the world to study Christian origins.

**Nina Giliberto**

Assistant Professor, Theology, Liturgical Studies

Course(s): Foundations of Theology, Worship in Jerusalem; Women and the Liturgy

Recent position/institution: The Catholic University of America, Institute for Advanced Study

Education: Ph.D., Eastern Christian Studies, Pontifical Oriental Institute, Rome; Licentiate in Systematic Theology, Pontifical University of Saint Thomas Aquinas, Rome; B.Th, Pontifical University of St. Thomas Aquinas, Rome; B.A., Religious Studies (Christianity & Judaism) and Philosophy, McGill University, Montreal

Why Notre Dame: Notre Dame has been a global leader in my field of liturgical studies. It also provides the perfect setting for strong interdisciplinary collaboration with several areas closely connected to my research, such as medieval and Byzantine studies, as well as Slavic studies.

**Jennie Grillo**

Assistant Professor, Theology

Education: Ph.D., Princeton University; M.A., University of Minnesota, B.A., Università Cattolica del Sacro Cuore, Milano

Why Notre Dame: I am excited to join a vibrant department in teaching students to think theologically.

**Luca Grillo**

Associate Professor, Classics

Education: Ph.D., Princeton University; M.A., University of Minnesota, B.A., Università Cattolica del Sacro Cuore, Milano

Why Notre Dame: Notre Dame is an excellent institution with a strong writing center and program. My position offered the opportunity to teach and conduct research while performing the administrative and community engagement work that I value and enjoy.
Robert Johnson
Associate Professor, Philosophy
Education: Ph.D., Economics, University of California, Berkeley; M.S., Economics, London School of Economics and Political Science; B.A., Economics, Northwestern University

Why Notre Dame: The energy and ambition of the economics department, and at University at large, is palpable. On the personal side, this was also a “move home”—in the viscosity of Chicago, where I grew up and my family resides.

Stephanie Vint
Assistant Professor, Philosophy
Education: Ph.D., Princeton University; B.A., Nord Anglia Education

Why Notre Dame: In my years as a Professor at Notre Dame, I have come to appreciate our students’ passion and contributions, their strong work ethic, and their intellectual curiosity. I have also appreciated the institution’s support for internationalization initiatives, and look forward to further growing our three Berlin-based summer programs.

Joshua Koen
Assistant Professor, Psychology
Course(s): Cognitive Neuroscience of Memory and Aging
Recent position/institution: Research Scientist, University of Texas at Dallas
Education: Ph.D., M.S., University of California, Davis; B.S., University of Texas at Arlington

Why Notre Dame: I chose to join Notre Dame because of the amazing faculty, the University commitment to including undergraduate students in scientific research, and the opportunity to pursue a research program in my personal area of interest. I am very grateful for the support I received, and I look forward to contributing to Father Sorin’s goal that the University will be a powerful means for doing good.

Lesley Grace Sullivan Marcellino
Assistant Professor, Philosophy, Assistant Teaching Professor, Romance Languages and Literatures
Course(s): Introduction to India and South Asia; Gandhi: A Global History of the Humanities
Recent position/institution: Assistant Professor, University of North Carolina at Chapel Hill
Education: Ph.D., Philosophy, University of California, San Diego; B.A., Pacific Lutheran University

Why Notre Dame: Why Notre Dame? The academic community at Notre Dame as a whole; the University Writing Program; the brilliance of the faculty, students and staff; and family friendliness in South Bend.

Siddhartha Mukherjee
Assistant Professor, Economics
Course(s): Intermediate Macroeconomics
Recent position/institution: Associate professor, University of Chicago
Education: Ph.D., University of California, San Diego; B.A., Renmin University of China

Why Notre Dame: The Econ department is one of the greatest. It has a fantastic research environment. Moreover, colleagues are nice.

Jing Cynthia Wu
Assistant Professor, Economics
Course(s): Intermediate Macroeconomics
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COLLEGE OF ENGINEERING
David Barlow
Assistant Professor, Electrical Engineering
Education: Ph.D., M.E., Massachusetts Institute of Technology; B.E., University of Illinois

Why Notre Dame: Not only does the department have a reputation for rigorous and groundbreaking research overall, but its reputation for seminars-related research in particular was one of the factors that attracted me to the department. I think there will be a lot of opportunities for collaboration.

Adam Czajka
Assistant Professor, Computer Science and Engineering
Course(s): Computer Vision, Biometrics, Neural Networks
Recent position/institution: Assistant Research Professor, Notre Dame
Education: Ph.D., M.S., Warsaw University of Technology

Why Notre Dame: Why Notre Dame? The reputation of Notre Dame for its high ethical values respected the third world; the brilliance of the faculty, and the University Writing Program; the brilliance of the faculty, students and staff; and family friendliness in South Bend.

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Theresa Foley
Assistant Professional Specialist
Education: Ph.D., Pennsylvania State University; M.A., University of Texas-Austin; B.A., University of Wisconsin-Madison

Christopher Hinkle
Assistant Professor, Electrical Engineering
Course(s): Materials and Devices for Sustainable Energy
Recent position/institution: Assistant Professor, University of North Dakota
Education: Ph.D., North Carolina State University; B.S., North Carolina State University

Why Notre Dame: To work with the world’s leading nanoelectronic and optoelectronic device experts in developing important new technologies.

Siddharth Joshi
Assistant Professor, Computer Science and Engineering
Course(s): Hardware for Machine Learning and Optimization
Recent position/institution: Assistant Professor, Institute of Technology, Calcutta
Education: Ph.D., École Polytechnique Fédérale de Lausanne, Switzerland

Why Notre Dame: To work in a family-friendly area without being too distant from other major centers.

Edward Kinzel
Associate Professor, Aerospace and Mechanical Engineering
Course(s): Manufacturing, Laser Processing, Heat Transfer, Optics
Recent position/institution: Associate Professor of Engineering, University of Cincinnati
Education: Ph.D., Minnesota State University, Mankato

Why Notre Dame: The University of Notre Dame provides strong research and teaching support.

College of Science

Maria Alexandrova
Assistant Professor, Professor of the Practice, Biological Sciences
Recent position/institution: Postdoctoral Researcher, University of California, San Diego

Why Notre Dame: I was interested in the innovative opportunities that Notre Dame offers and the possibility of working with exceptional colleagues, active collaborators and well-established core facilities.

Corey Pennycuff
Assistant Professional Specialist, Assistant Teaching Professor, Computer Science and Engineering
Course(s): C++ (Introduction to Computing), Elements of Computing, Theory of Computing
Education: Ph.D., Computer Science, University of California, Santa Cruz; M.S., Computer Science, Midwestem University; B.Mus., Piano Performance, Midwestem University

Why Notre Dame: I’m thrilled to be a part of the University of Notre Dame because that the community of the brain to human health and experience.

Rachel Branco
Assistant Professional Specialist, Teaching Professor, Chemistry and Biochemistry
Course(s): Biochemistry; Molecular Biology;

Why Notre Dame: Having worked on datamodified computational fluid dynamics for the past five years, I’d like to continue working on interdisciplinary research on computational mechanics and data science. The AME department and CICs at Notre Dame provide a perfect platform for me to do so. I also enjoy the abundant collaboratives and great opportunities. ND has offered to its faculty or students. Moreover, teaching has always been extremely important part of my research conducting, and I am passionate about my teaching. At Notre Dame, I’ll have a great opportunity to interact with the best undergrad and grad students in the US. Lastly, I enjoyed family community. strong tradition and great culture during my several visits at ND, so I believe it’s going to be a great place to settle down.

Jing Wang
Assistant Professional Specialist, Assistant Teaching Professor, Aerospace and Mechanical Engineering
Course(s): Design Tools Specialist, Assistant Professor of the Practice, Biological Sciences
Recent position/institution: Lecturer at Boise State
Education: M.M.E., Rose Polytechnic Institute; M.M.E., Nanjing Normal University; Bachelor’s in Physics, Nanjing Normal University

Why Notre Dame: Good reputation.

Sangui Youn
Assistant Professor, Aerospace and Mechanical Engineering
Education: Ph.D., Aerospace Engineering, University of Texas at Austin; M.S., Aerospace Engineering, George Institute of Technology; B.S., Mechanical Engineering, Yonsei University, Seoul

Why Notre Dame: The University of Notre Dame provides strong research and teaching support.

Badih Assaf
Assistant Professor, Physics
Course(s): Topology and Dirac Fermions in Condensed Matter
Recent position/institution: Junior Research Chair fellow at Ecole Normale Superieure Paris
Education: Ph.D., Northwestern University; B.S., American University of Beirut

Why Notre Dame: Notre Dame provides an environment where I strive to be a teacher and researcher. The Catholic tradition on which the University is built resonates with my own background.

Jian-Xun Wang
Assistant Professor, Aerospace and Mechanical Engineering
Course(s): Computational Fluid Dynamics
Recent position/institution: Postdoctoral Scholar, University of California, Berkeley
Education: Ph.D., Aerospace Engineering, Virginia Tech; M.S., Ocean Engineering, Virginia Tech; M.S., Mechanical Engineering, Harbin Institute of Technology; B.S., Naval Architecture and Ocean Engineering, Harbin Institute of Technology

Why Notre Dame: Notre Dame offers me truly outstanding opportunities for growth as both a scientist and an expert in nuclear magnetic resonance (NMR) spectroscopy. My research in NMR theory synergizes with needs of the NMR user community at Notre Dame and will become a new readily available resource at the Magnetic Resonance Research Center.

Choon Kim
Assistant Professor, Biological and Biochemistry
Recent position/institution: Research Assistant Professor, University of Notre Dame
Education: Ph.D., Stony Brook University, 2011; B.S., University of Notre Dame, 2006; M.S., Chonnam National University, Korea, 1999; B.S., Chonnam National University, Korea, 1998

Why Notre Dame: The University of Notre Dame provides an academic environment such as exceptional colleagues, active collaborations and well-established core facilities.

Cristian Koepli
Assistant Professor, Biological Sciences and Eck Institute for Global Health
Course(s): Molecular Epidemiology of Infectious Diseases
Recent position/institution: Assistant Professor, University of Arizona
Education: Ph.D., Microbiology, University of Basel, Switzerland; M.Sc., Developmental Biology, University of Zurich; B.Sc., Biology, University of Zurich

Why Notre Dame: The Department of Biological Sciences at Notre Dame is home to a fantastic group of people, teaching new ways to combat infectious diseases from the level of the microbe to the body of the patient. We are able to take on unique, under-realistic conditions in the field. The Eck Institute of Global Health brings in the additional perspective from even more diverse fields of research, such as public policy or human behavior. For me, this is the perfect environment to make new discoveries about infectious disease and to translate these findings to help the populations most affected.

John Koren III
Assistant Professor, Chemistry and Biochemistry
Recent position/institution: University of South Florida
Education: Ph.D., M.S., B.S., B.A., University of South Florida

Why Notre Dame: I was impressed by the new initiatives in neuroscience and drug discovery.

Evgenii Korginichev
Assistant Professor, Department of Magnetic Resonance Research Center
Recent position/institution: Assistant Professor, Chemistry, Department, Marquette University
Education: Ph.D., Chemistry, Engelshardt Institute of Molecular Biology, 1999; M.Sci., Molecular Biology, Moscow State University, 1995; B.Sci., Chemistry, Krasnoyarsk State University, 1993

Why Notre Dame: Notre Dame offers me tremendous opportunities for growth as both a scientist and an expert in nuclear magnetic resonance (NMR) spectroscopy. My research in NMR theory synergizes with needs of the NMR user community at Notre Dame and will become a new readily available resource at the Magnetic Resonance Research Center.

Christian Melander
Assistant Professor, Chemistry and Biochemistry
Recent position/institution: Howard Hughes Medical Institute, University of Notre Dame

Why Notre Dame: Notre Dame is an exceptional place that not only provides the foundational experience and mentoring necessary to transition to a successful career as an independent investigator.

Robert Melander
Research Assistant Professor, Chemistry and Biochemistry
Recent position/institution: Research Assistant Professor, North Carolina State University
Education: Ph.D., M.S., Chemistry, University of California, Davis

Why Notre Dame: Excellence in antibiotics research through the research on antibiotic resistance.

Theresa Foley
Assistant Professional Specialist
Education: Ph.D., Pennsylvania State University; M.A., University of Texas-Austin; B.A., University of Wisconsin-Madison

Christopher Hinkle
Assistant Professor, Electrical Engineering
Course(s): Materials and Devices for Sustainable Energy
Recent position/institution: Assistant Professor, University of North Dakota
Education: Ph.D., North Carolina State University; B.S., North Carolina State University

Why Notre Dame: To work with the world’s leading nanoelectronic and optoelectronic device experts in developing important new technologies.

Siddharth Joshi
Assistant Professor, Computer Science and Engineering
Course(s): Hardware for Machine Learning and Optimization
Recent position/institution: Assistant Professor, Institute of Technology, Calcutta
Education: Ph.D., École Polytechnique Fédérale de Lausanne, Switzerland

Why Notre Dame: To work in a family-friendly area without being too distant from other major centers.

Edward Kinzel
Associate Professor, Aerospace and Mechanical Engineering
Course(s): Manufacturing, Laser Processing, Heat Transfer, Optics
Recent position/institution: Associate Professor of Engineering, University of Cincinnati
Education: Ph.D., Minnesota State University, Mankato

Why Notre Dame: The University of Notre Dame provides strong research and teaching support.

College of Science

Maria Alexandrova
Assistant Professor, Professor of the Practice, Biological Sciences
Recent position/institution: Postdoctoral Researcher, University of California, San Diego

Why Notre Dame: I was interested in the innovative opportunities that Notre Dame offers and the possibility of working with exceptional colleagues, active collaborators and well-established core facilities.

Corey Pennycuff
Assistant Professional Specialist, Assistant Teaching Professor, Computer Science and Engineering
Course(s): C++ (Introduction to Computing), Elements of Computing, Theory of Computing
Education: Ph.D., Computer Science, University of California, Santa Cruz; M.S., Computer Science, Midwestem University; B.Mus., Piano Performance, Midwestem University

Why Notre Dame: I’m thrilled to be a part of the University of Notre Dame because that the community of the brain to human health and experience.

Rachel Branco
Assistant Professional Specialist, Teaching Professor, Chemistry and Biochemistry
Course(s): Biochemistry; Molecular Biology;

Why Notre Dame: Having worked on datamodified computational fluid dynamics for the past five years, I’d like to continue working on interdisciplinary research on computational mechanics and data science. The AME department and CICs at Notre Dame provide a perfect platform for me to do so. I also enjoy the abundant collaboratives and great opportunities. ND has offered to its faculty or students. Moreover, teaching has always been extremely important part of my research conducting, and I am passionate about my teaching. At Notre Dame, I’ll have a great opportunity to interact with the best undergrad and grad students in the US. Lastly, I enjoyed family community. strong tradition and great culture during my several visits at ND, so I believe it’s going to be a great place to settle down.

Jing Wang
Assistant Professional Specialist, Assistant Teaching Professor, Aerospace and Mechanical Engineering
Course(s): Design Tools Specialist, Assistant Professor of the Practice, Biological Sciences
Recent position/institution: Lecturer at Boise State
Education: M.M.E., Rose Polytechnic Institute; M.M.E., Nanjing Normal University; Bachelor’s in Physics, Nanjing Normal University

Why Notre Dame: Good reputation.

Sangui Youn
Assistant Professor, Aerospace and Mechanical Engineering
Education: Ph.D., Aerospace Engineering, University of Texas at Austin; M.S., Aerospace Engineering, George Institute of Technology; B.S., Mechanical Engineering, Yonsei University, Seoul

Why Notre Dame: The University of Notre Dame provides strong research and teaching support.

Badih Assaf
Assistant Professor, Physics
Course(s): Topology and Dirac Fermions in Condensed Matter
Recent position/institution: Junior Research Chair fellow at Ecole Normale Superieure Paris
Education: Ph.D., Northwestern University; B.S., American University of Beirut

Why Notre Dame: Notre Dame provides an environment where I strive to be a teacher and researcher. The Catholic tradition on which the University is built resonates with my own background.

Jian-Xun Wang
Assistant Professor, Aerospace and Mechanical Engineering
Course(s): Computational Fluid Dynamics
Recent position/institution: Postdoctoral Scholar, University of California, Berkeley
Education: Ph.D., Aerospace Engineering, Virginia Tech; M.S., Ocean Engineering, Virginia Tech; M.S., Mechanical Engineering, Harbin Institute of Technology; B.S., Naval Architecture and Ocean Engineering, Harbin Institute of Technology

Why Notre Dame: Notre Dame offers me truly outstanding opportunities for growth as both a scientist and an expert in nuclear magnetic resonance (NMR) spectroscopy. My research in NMR theory synergizes with needs of the NMR user community at Notre Dame and will become a new readily available resource at the Magnetic Resonance Research Center.

Christian Melander
Assistant Professor, Chemistry and Biochemistry
Recent position/institution: Howard Hughes Medical Institute, University of Notre Dame

Why Notre Dame: Notre Dame is an exceptional place that not only provides the foundational experience and mentoring necessary to transition to a successful career as an independent investigator.

Robert Melander
Research Assistant Professor, Chemistry and Biochemistry
Recent position/institution: Research Assistant Professor, North Carolina State University
Education: Ph.D., M.S., Chemistry, University of California, Davis

Why Notre Dame: Excellence in antibiotics research through the research on antibiotic resistance.
Why Notre Dame: Having been on the faculty of a select liberal arts college for the past 13 years, I see Notre Dame as a great place for the next stage of my career. The resources and support for world-class research are unparalleled, and I can work closely with talented and committed students, both graduate and undergraduate.

Katherine White
Assistant Professor, Chemistry and Biochemistry
Recent position/institution: Postdoctoral Scholar, University of California, San Francisco
Education: Ph.D., Chemistry, Massachusetts Institute of Technology; B.S., Chemistry, Saint Mary’s College
Why Notre Dame: Notre Dame provides the unique opportunity to do cutting-edge research in a resource-rich environment while also teaching and mentoring very talented undergraduate and graduate students. I also grew up in South Bend, went to Saint Mary’s, and I am very excited to return home to the ND-SDMC community as a Notre Dame faculty member.

KEOUGH SCHOOL OF GLOBAL AFFAIRS

Diane Desierto
Associate Professor
Course(s): International Law and Human Rights, Environmental Sustainability, the Global Commons; Trad, Investment, and Human Rights; Law Economics, Social and Cultural Rights

Recent position/institution: Associate Professor of Law and Marks Chair, University of Hawaii Richardson School of Law; Faculty Fellow, Stanford CASBS and External Faculty Fellow, Stanford WSD Hanrahan Center for Human Rights and International Justice; Senior Fellow, Berlin-Potsdam KFG Humboldt University
Education: JSD, LL.M., Yale Law School; J.D. cum laude, University of the Philippines College of Law; B.Sc., Economics, summa cum laude, University of the Philippines School of Economics
Why Notre Dame: I am very thrilled to come to Notre Dame and contribute my expertise to its new Keough School of Global Affairs, not just because it is one of the premier institutions of learning in the world with an unparalleled intellectual environment for research, scholarship, and teaching, but more because Notre Dame’s principled mission of service, learning, and inquiry ultimately seeks to develop and advance knowledge in ways that better the human condition and pursue integral human development — through the academic and practical questions of justice, reason, science, learning, and values within a leading Catholic academic community. I am very moved and honored to finally reach home.

Julia Kowalski
Assistant Professor
Course(s): Gender and Sexuality in Modern Asia (USem)
Recent position/institution: Assistant Professor of Anthropology, North Dakota State University
Education: Ph.D., M.A., B.A., University of Chicago
Why Notre Dame: I chose Notre Dame because of the opportunity to bring together my research and teaching interests in anthropology, Asian studies, and gender and sexuality studies in the interdisciplinary environment of Keough’s global affairs program.

Thomas Mustillo
Associate Professor
Course(s): Intros to Data Science, Quantitative Methods
Recent position/institution: Associate Professor of Political Science, Purdue University
Education: Ph.D., University of North Carolina at Chapel Hill; B.A., University of Notre Dame, 1991
Why Notre Dame: The University has an excellent reputation in my area of research, and I’m eager to contribute to the development of the new Keough School of Global Affairs.

Laurence Kathan
Recent position/institution: Professor of the Practice of Mediation, Keck Institute for International Peace Studies
Course(s): Conflict Resolution: Theory and Practice of Mediation
Why Notre Dame: Notre Dame has a truly special community and I can’t imagine a better place to live or work.

MENDOZA COLLEGE OF BUSINESS

Seth Barry
Assistant Professor
Course(s): Marketing Analytics
Recent position/institution: Mendoza College of Business, Data Science
Education: Ph.D., M.S., B.A., Southern Illinois University Carbondale
Why Notre Dame: I came to Notre Dame because of its impressive faculty, its cutting-edge research, and its commitment to promoting human flourishing in the Catholic tradition, both among members of the Notre Dame community and more broadly through the work of the faculty.

Emily Bremner
Associate Professor
Course(s): Civil Procedure
Recent position/institution: Assistant Professor of Law, University of Wyoming College of Law
Education: J.D., New York University School of Law; B.A., Politics, New York University
Why Notre Dame: To be part of an academic institution that has a nationwide reputation for its scholarly excellence, vibrant and supportive community, and dedication to its mission.

Christian Burst
Associate Professor
Course(s): Civil Procedure; History of the Common Law
Recent position/institution: Samuel I. Golche Fellow in Legal History, New York University School of Law
Education: Ph.D., History, Yale University; 2014; J.D., Yale Law School, 2014; B.A., History (with highest honors), Princeton University, 2007

Joseph Nugent
Assistant Law Librarian, Kresge Library
Course(s): Introduction to Legal Research
Recent position/institution: Assistant Librarian
Education: J.D., University of Notre Dame; M.S., Indiana University-Bloomington; B.A., History, Whitman College
Why Notre Dame: Notre Dame is a truly special community and I can’t imagine a better place to live or work.
Catholics and alumni of the University.

University as my husband and I are both devout

Why Notre Dame:
Excellence in research and
engagement with the whole of human culture and
commitment to constructive and critical
the entire community. I am excited to continue
of Arizona
Ph.D., M.A., Washington

The University of Notre Dame has always
represented a commitment to excellence and a
renowned. I also have
department are world-

I was attracted to the
University; B.S., Michigan T echnological

The people, campus, and
teaching and research.
research environment and a good balance between

Mark Livengood
Assistant Professor, Naval Science
Course(s): Naval Submarine Officer
Recent position/institution: Naval Submarine Officer
Education: B.S., Systems Engineering, United States Naval Academy
Why Notre Dame: I chose to come to Notre Dame to help lead and develop Notre Dame NROTC Midshipmen into capable and effective Naval and Marine Corps Officers.

Thomas Verbeek
Assistant Professor, Naval Science
Education: B.S., Economics, U.S. Naval Academy

HESBURGH LIBRARIES
Scott Kircyki
Assistant Librarian, Digital Archiving
Education: M.S., Wayne State University; B.A., University of Toledo
Why Notre Dame: I chose the University of Notre Dame for the opportunity to be a part of innovative practices that make an impact on research, access to knowledge, and the library profession as a whole.

MCGRATH INSTITUTE FOR CHURCH LIFE
Christopher Baglow
Professional Specialist
Education: Ph.D., Dauphin County; M.A., University of Dallas;
B.A., Franciscan University of Steubenville

Clare Kibbey
Professional Specialist,
Professor of the Practice
Education: Ph.D., Babson College;
M.A., Instructional Design and Technology, The Ohio State University; B.S., Elementary Education, University of Dayton
Why Notre Dame: I chose to come to Notre Dame because this affiliation will allow me to work with and learn from a team of talented collaborators as I strive to enhance educational opportunities affecting the members and the future of the Catholic Church.

INSTITUTE FOR EDUCATIONAL INITIATIVES/ALLIANCE FOR CATHOLIC EDUCATION
Julie Dallavis
Assistant Professional Specialist, Alliance for Catholic Education
Course(s): Capstone and seminar courses in the Education, Schooling, and Society Minor
Education: Ph.D., M.A., Sociology, University of Notre Dame; M.Ed., Alliances for Catholic Education, University of Notre Dame; B.A., Program in Liberal Studies, University of Notre Dame
Why Notre Dame: I chose Notre Dame because of the mission of the University and the Alliance for Catholic Education.

Zachary Kowalewski
Assistant Professor, Accounting
Course(s): Accountancy II
Recent position/institution: Manager of Platform Services in the Office of Information Technologies at the University of Notre Dame
Education: Ph.D. (ABD), University of Notre Dame; MBA, Indiana University; B.S., Andrews University
Why Notre Dame: I was attracted to the University’s mission and its academic reputation. The University of Notre Dame has always represented a commitment to excellence and a steadfastness of character that inspires those who associate with it as we rise to the challenges of our times.

Frederick Nwaganga
Assistant Professional Specialist, Assistant Teaching Professor, Information Technology, Analytics, and Operations
Course(s): Machine Learning, Data Management
Recent position/institution: Manager of Platform Services in the Office of Information Technologies at the University of Notre Dame

Brittany Solomon Hall
Assistant Professor, Management and Organization
Course(s): Principles of Management
Recent position/institution: Research Assistant Professor, University of Notre Dame
Education: Ph.D., M.A., Washington University in St. Louis; B.A., University of Arizona
Why Notre Dame: I was drawn to Notre Dame because of the high moral character and talent of the entire community. I am excited to continue working here in light of Notre Dame’s commitment to constructive and critical engagement with the whole of human culture and where learning is service to justice.

Danielle Tussing
Assistant Professor, Management and Organization
Course(s): Principles of Management
Recent position/institution: Wharton School of the University of Pennsylvania
Education: Ph.D., Management, Wharton School of the University of Pennsylvania; B.S., Psychology, Davidson College
Why Notre Dame: Excellence in research and teaching, the University’s mission, and supportive department culture.

Jessica Watkins
Assistant Professor, Finance
Education: Ph.D., Boston College; M.S., Washington Management in St. Louis; B.A., Beijing Foreign Studies University
Why Notre Dame: Notre Dame provides a great research environment and a good balance between teaching and research.

Zifeng (Kevin) Zhao
Assistant Professor, Information Technology, Analytics, and Operations
Course(s): Predictive Analytics
Recent position/institution: Ph.D. student, University of Wisconsin-Madison
Education: Ph.D., Computer Science, University of Wisconsin-Madison; B.S., Financial Risk Management, University of Hong Kong
Why Notre Dame: Notre Dame is an amazing community with extraordinary scholars and dedicated students. Joining the Mendoza College of Business offers me a unique opportunity to work on solving interesting and challenging business analytics problems that can make a real-world impact.

First Year of Studies
Eve Kelly
Assistant Professional Specialist
Recent position/institution: Leadership Rotation Program, University of Notre Dame
Education: Ph.D., Theology, University of Notre Dame; MTS, University of Notre Dame; B.S., Religious Studies, University of Wisconsin-Madison, 1998

Ardea Russo
Assistant Professional Specialist, Academic Advisor
Course(s): Foundations of Theology
Recent position/institution: First Year of Studies Visiting Academic Advisor
Education: Ph.D., Theology, University of Notre Dame; B.S., Religious Studies, University of Wisconsin-Madison, 1998

ROTC
Travis Brabcz
Assistant Professor, Military Science, Air Force ROTC
Education: Master’s, Air University, Maxwell AFB, M.S., Embry-Riddle Aeronautical University; B.S., Michigan Technological University
Why Notre Dame: I sought the privilege to mentor, develop, and teach the future leaders of the Air Force and to help them become, in every way, the leaders of their dreams.

George “Trey” Lachicotte III
Lachicotte Professor of the Practice
Course(s): History of American Education, Special Education, Special Education and Curriculum
Education: B.A., U.S. Army Command and General Staff College; M.A., Global and International Studies, University of Kansas; B.A., Accounting and Finance, University of Tennessee
Why Notre Dame: The challenge and opportunity to assist in the development of future military leaders at a top-tier university. Additionally, Notre Dame’s military science provides me with a forum to give back all of the education and experience that I’ve been fortunate enough to receive during my 17 years in the U.S. military.

Mark Livengood
Assistant Professor, Naval Science
Education: Ph.D., University of Notre Dame
Recent position/institution: Naval Submarine Officer
Why Notre Dame: I chose to come to Notre Dame to help lead and develop Notre Dame NROTC Midshipmen into capable and effective Naval and Marine Corps Officers.

Thomas Verbeek
Assistant Professor, Naval Science
Education: B.S., Economics, U.S. Naval Academy

HESBURGH LIBRARIES
Scott Kircyki
Assistant Librarian, Digital Archiving
Education: M.S., Wayne State University; B.A., University of Toledo
Why Notre Dame: I chose the University of Notre Dame for the opportunity to be a part of innovative practices that make an impact on research, access to knowledge, and the library profession as a whole.

Jessica Morales
Assistant Librarian
Education: M.S.L.S., Wayne State University; B.A., University of San Diego
Why Notre Dame: The University of Notre Dame is known for innovation. As a young librarian, I want to contribute to such innovation and encourage access to digital objects.

MCGRATH INSTITUTE FOR CHURCH LIFE
Christopher Baglow
Professional Specialist
Education: Ph.D., Dauphin County; M.A., University of Dallas; B.A., Franciscan University of Steubenville

Clare Kibbey
Professional Specialist, Professor of the Practice
Education: Ph.D., Babson College; M.A., Instructional Design and Technology, The Ohio State University; B.S., Elementary Education, University of Dayton
Why Notre Dame: I chose to come to Notre Dame because this affiliation will allow me to work with and learn from a team of talented collaborators as I strive to enhance educational opportunities affecting the members and the future of the Catholic Church.

INSTITUTE FOR EDUCATIONAL INITIATIVES/ALLIANCE FOR CATHOLIC EDUCATION
Julie Dallavis
Assistant Professional Specialist, Alliance for Catholic Education
Course(s): Capstone and seminar courses in the Education, Schooling, and Society Minor
Education: Ph.D., M.A., Sociology, University of Notre Dame; M.Ed., Alliances for Catholic Education, University of Notre Dame; B.A., Program in Liberal Studies, University of Notre Dame
Why Notre Dame: I chose Notre Dame because of the mission of the University and the Alliance for Catholic Education.

Betsy Okello
Assistant Professional Specialist, Alliance for Catholic Education
Course(s): Capstone and seminar courses in the Education, Schooling, and Society Minor
Education: Ph.D., M.A., Sociology, University of Notre Dame; M.Ed., Alliances for Catholic Education, University of Notre Dame; B.A., Program in Liberal Studies, University of Notre Dame
Why Notre Dame: I chose Notre Dame because of the mission of the University and the Alliance for Catholic Education.
JULY NEW EMPLOYEES

The University welcomes the following employees who began work in July:

Sehonda R. Alavo, Mendoza College of Business
Maria Alexandrova, Biological Sciences
Angela R. Buchtel and Steven T. Smith, Utilities—Operations
Christopher Baglow, McGrath Institute for Church Life
David M. Baney, Customer IT Solutions
James Biddle, Career Center
Jason R. Borchin, Volleyball
Anna C. Bradley, Annual Giving Programs
Thomas C. Buckley, IDEA Center
Jonathan R. Care, Investment Office
Joanna A. Cecilio, Angela M. Hollan, Emily Osnioi, Elizabeth D. Palmer and Brogan C. Ryan, Residence Hall Staff
Jennifer R. Christianove, Center for Culinary Excellence
David L. Coletti, Athletics Digital Media
Robert J. Colonoy, Office of Associate VP for Career Development
T'Neillha M. Coughlin, Charles N. Eaton, Jaunee R. Forrest, Jamonne R. Forrest, Mikal S. Henderson, Esther M. Holmes, Frederick A. Kien, Jeffrey R. Name, Antoine D. Sloan and Solomon S. Weights, Custodial Services
Shannon B. Dennis, Freimann Animal Care Facility
Shawn D. Deweerd, Notre Dame Studios
Katherine B. Engel, Development
Fredrick L. Fuller, Turbomachinery Facility
Dominique M. Gauthier, St. Michael’s Laundry
John L. Gohman, Office of the Executive Vice President
Stephan A. Hall and Marisa Ravalcaba-Hernandez, North Dining Hall
Josie B. Hanx and Ronald G. Hill, Athletics Ticketing
Caitlin R. Hodges, Office of Sustainability
Geri J. Holman and Jordan N. Wahlstrom, Special Events and Stewardship
Justin N. Howell, Service Center
Emily L. Johnson, Jacob R. Kerckels, Celine Ochoa, Yvonne M. Parker and Kevin M. Schellinger, Morris Inn
David R. Jaures, University Press
Jeffrey M. Kohl, Athletics Marketing
Aliaksandra Lisouskaya, Radiation Laboratory
David G. Lummus, Romance Languages and Literatures
Luisa E. Mader and Victoria N. Shaffer, Psychology
Roberta J. Melander, Chemistry and Biochemistry
Alexis A. Miller, History
Amy C. Moberg, Customer Enterprise Solutions
Jessica M. Morales and Mikala Narlock, Hesburgh Libraries
Molly F. Mueller and Robert Russell, Academic Services for Student-Athletes
Geoffrey F. Paydon, Campus Technology Services
Luis E. Perez, Electrical Engineering
Donna L. Porter, Executive Education
Kendra Foley, Wayne H. Pate and Robert E. Zajdelwmy, Track and Cross Country
Katia T. Gammage, Food Services, Holy Cross House
Phillip V. George and Michael D. Mort, Radiation Laboratory
Daniel T. Glynn and Patrick J. Keamer, Football
Matthew R. Gregory, Biological Sciences
Byacle L. Hanlon, Notre Dame Research
Makayla A. Jackmovich, University Catering
Darby A. Evans, Alliance for Catholic Education
Kendra Foley, Wayne H. Pate and Robert E. Zajdelwmy, Track and Cross Country
Katia T. Gammage, Food Services, Holy Cross House
Phillip V. George and Michael D. Mort, Radiation Laboratory
Daniel T. Glynn and Patrick J. Keamer, Football
Matthew R. Gregory, Biological Sciences
Byacle L. Hanlon, Notre Dame Research
Makayla A. Jackmovich, University Catering
Darby A. Evans, Alliance for Catholic Education
Nancy E. Majerek, Treasury Services
Maria D. Pedraza, South Dining Hall
Victoria A. Phillips, WM
Keck Center for Transgene Research
James R. Quinn, Investment Office
Judith A. Rossov, IT Administrative Services
Megan A. Sheraton, Notre Dame Research
Nina R. Welding, College of Engineering
Matthew E. Wilken, Hesburgh Libraries
15 years
Lisa A. Checkley Needham, Office of Human Resources
Kevin A. Sanders, Notre Dame University

IN MEMORY

The University extends sympathy to the families and friends of these recently deceased employees and retirees:

Jeanne Nerley, retiree, Aug. 16.
Anne Hamilton, Law School, Aug. 17.
David Davidson, Custodial Services, Aug. 26.
Hio Hou, retiree, Sept. 3.
Diane Huddleston, retiree, Sept. 4.
Mary Greisinger, retiree, Sept. 9.
Claudine Hoorincks, retiree, Sept. 16.

AUGUST NEW EMPLOYEES

The University welcomes the following employees who began work in August:

Michael Betts and Carrie A. Taylor, Huddle
Sara Bookdah, College of Engineering
Joseph F. Brinkman, Men’s Swimming
Stephanie E. Brown and Kelli T. Kilpatrick, Mendoza Graduate Business Programs
Anthony D. Bullock, Utilities—Operations
Tian H. Chen and Anthony R. Yard, North Dining Hall
Kathryn G. Cooper, Academic Services for Students-Advisors
Alexandria D. Davison, Financial Aid
Karen L. Dickens, Sharmaisha Fairley, Kurt S. Gaetnsh, Devon A. Jefferies, Jacob R. Jehan and Yeshia Tillis, Custodial Services
Kieron M. Beikle Medinas, Kallie A. Kobold, Megan K. LeVey and Gabrielle E. Pointon, University Counseling Center
Darby A. Evans, Alliance for Catholic Education
Kendra Foley, Wayne H. Pate and Robert E. Zajdelwmy, Track and Cross Country
Katia T. Gammage, Food Services, Holy Cross House
Phillip V. George and Michael D. Mort, Radiation Laboratory
Daniel T. Glynn and Patrick J. Keamer, Football
Matthew R. Gregory, Biological Sciences
Byacle L. Hanlon, Notre Dame Research
Makayla A. Jackmovich, University Catering
Darby A. Evans, Alliance for Catholic Education
Nancy E. Majerek, Treasury Services
Maria D. Pedraza, South Dining Hall
Victoria A. Phillips, WM
Keck Center for Transgene Research
James R. Quinn, Investment Office
Judith A. Rossov, IT Administrative Services
Megan A. Sheraton, Notre Dame Research
Nina R. Welding, College of Engineering
Matthew E. Wilken, Hesburgh Libraries
Andrew T. Kostielney, Office of VP—Finance
Matthew J. LaFlash and Thomas A. Scance, Development
Lu Li, Engineering and Science Computing
Qing Lu, Chemistry and Biochemistry
Margaret M. Malone, Women’s Swimming and Diving
Dana L. Mandell, University Band
Audrey McDonough, Lab for Economic Opportunities
Lauren M. Melancon, Institute for Latino Studies
William J. Messa, Hockey
Gerard J. Olinger, Office of the President
Adam W. Parkovich, Baseball
Caleb A. Kelley, Office of VP—Finance
Matthew J. LaFlash and Thomas A. Scance, Development
Lu Li, Engineering and Science Computing
Qing Lu, Chemistry and Biochemistry
Margaret M. Malone, Women’s Swimming and Diving
Dana L. Mandell, University Band
Audrey McDonough, Lab for Economic Opportunities
Lauren M. Melancon, Institute for Latino Studies
William J. Messa, Hockey
Gerard J. Olinger, Office of the President
Adam W. Parkovich, Baseball
Matthew S. Perry, School of Architecture
Alexandra C. Sasso, User Services
Courtney S. Scott, Women’s Tennis
Craig A. Shepherd, University Catering
Jaimie R. Signoraccii, Notre Dame International
Rhonda S. Shulzer, St. Michael’s Laundry
Berhanu K. Smith and Meaghan L. Tague, Law School
Mark A. Stevens, Kegosh School of Global Affairs
Jared M. Zakrzewski-Kiinst, Executive Education

AUGUST AND OCTOBER SERVICE ANNIVERSARIES

The University congratulates those employees celebrating significant service anniversaries:

AUGUST

25 years
Eliza G. Gordon, Custodial Services

OCTOBER

25 years
Donald E. Anglin, Golf Course Operations

40 years
Donna J. Adams, Development

35 years
Kendra A. Sanders, Center for Culinary Excellence
Irvin F. Sikorski, Security

30 years
Ronald G. Spitzels, Landscape Services

25 years
Sundra L. Chumpo, Café Commons
George R. Duke, Development
Tian C. Nguyen, North Dining Hall

20 years
Mollie J. Dush, Civil and Environmental Engineering and Earth Sciences
Cynthia A. Dullere, School of Architecture
Bruce D. Harris, IT Analytics and Operations
Marlene Hernandez, North Dining Hall

15 years
Lisa A. Checkley Needham, Biological Sciences
Susyane Guzicki, Center for Environmental Science and Technology

10 years
Dawn M. Blad, Custodial Services
Marianne Corst, Office of General Counsel
Marianne Casaro, School of Law
Aubrey McDonough, Lab for Economic Opportunities
Gayle L. Sternecki, University Health Services

8 years
David P. Devanzo, Utilities—Operations

5 years
Lauren M. Melancon, Institute for Latino Studies

4 years
Gerard J. Olinger, Office of the President

2 years
Vejin V. Vlasic, University Catering
The Notre Dame Class of 2022 features students from 66 nations, 49 states, two U.S. territories and Washington, D.C., and includes two state cross-country champions; multiple inventors, researchers and authors; twins with perfect SAT scores; and a professional actor, among other high achievers.

Both intellectually and globally diverse, the class of 2,070 first-year students — including more than 600 international students or U.S. students of color and nearly 160 first-generation students — began the fall semester this August.

More than 20,000 students applied to the University this year and more than 3,600 were admitted. Of those students who were admitted, nearly 60 percent enrolled for the fall semester, the highest “yield rate” for any class since 2002.

This continues a trend that started in 2010, and that — fueled by improved recruitment, financial aid, campus development, the rising reputation of Notre Dame faculty and students and the University's commitment to social and personal development — has allowed the University to maintain class size each of the past eight years while admitting fewer and fewer students.

Demographically, 48 percent of this year’s class are women and 52 percent are men. Fourteen percent are international students or students of dual citizenship, representing 66 nations. 15 percent are first-generation students, Pell recipients or low-income students (family income of less than $60,000 per year); 80 percent are Catholic; and 22 percent are children of Notre Dame alumni.

Members of the incoming class were active outside of the classroom as well. Nearly 90 percent engaged in community service; 48 percent participated in music, drama, art or dance performances or exhibits; 76 percent played a varsity sport; 60 percent led a major student organization; 45 percent engaged in research; 51 percent held a job; 50 percent were involved in campus ministry; and 30 percent were involved in mock trial, debate or Model U.N.

“The academic profile has set a new record for measured high school achievements,” said Don Bishop, associate vice president of undergraduate enrollment. “However, what is most inspiring is the evidence provided by our new students with respect to their intellectual curiosity, creativity, energy levels toward both learning and service to others, entrepreneurial talents and desire to join our close-knit campus community and work on their own sense of self-formation.”

The class is well-balanced in terms of academic interest as well. Twenty-six percent plan to study business, 25 percent plan to study liberal arts and social sciences, 25 percent plan to study sciences and 24 percent plan to study engineering or architecture.

Consistent with its commitment to need-blind admissions and meeting full demonstrated need, the University will fund $148 million in need-based aid scholarships for undergraduate students this year. Overall, 47 percent of Notre Dame undergraduates receive need-based aid scholarships.

“This year Notre Dame is investing a record $148 million in need-based aid for undergraduate students, continuing our increased efforts to add to the socio-economic diversity of its class,” Bishop said. “Over the past few years, Notre Dame has doubled its rate of investment in need-based scholarships over its increase in costs. Among the top 20 most selective national research private universities, Notre Dame ranks in the top 10 for the percentage of students receiving need-based aid.”

By state, Illinois accounts for the most incoming students (216), followed by California (159), Indiana (151), New York (145) and New Jersey (116). The only state without representation is Wyoming. New York ranks first among regions with 237 students, followed by Chicago with 209 and Southern California with 116. Sixty-two students hail from the South Bend area.

Within the U.S., about a quarter of the class from the Northeast; 19 percent are from the Central Midwest; 19 percent are from the Southwest and West; 15 percent are from the Midwest; and 14 percent are from the Southeast. Nine percent of students are international or U.S. students living outside of the country.

In addition to the 2,070 first-year students, the University welcomed 174 new transfer students to campus this year, including 66 Gateway Transfers from Holy Cross College and 50 Engineering 3-2 or 4-1 transfers. Overall, nearly 900 students applied to transfer to the University this year and nearly 200 were admitted, resulting in a transfer yield rate of 87 percent.

This year’s class is the first born in the new millennium. The attacks of Sept. 11, 2001, occurred when they were in middle or high school, and they have never been without the new millennium. The attacks of Sept. 11, 2001, occurred when they were in middle or high school, and they have never been without the new millennium. The attacks of Sept. 11, 2001, occurred when they were in middle or high school, and they have never been without

“Among the top 20 most selective national research private universities, Notre Dame ranks in the top 10 for the percentage of students receiving need-based aid.”

— DON BISHOP
associate vice president of undergraduate enrollment

Barbara Johnston
and proficiency for all instructor pilots in an off-station training environment. Accomplished 188 sorties between Sept. 6 and Sept. 10. In addition to performing the flyover, the practices increase knowledge.

Flash forward six years ... Young Alex bucked the system. Back then, such “bubble sheet” tests also asked students to select one label and weight on my shoulders that I would be measured based on those simple reads. “I knew what they were trying to do,” he says, “I wasn’t like most of my peers, I had learned in the educational system. I didn’t look like most of my peers, I was a_clear message that I didn’t belong there,” he says.

Alex sought to right the wrongs he saw in the educational system. He felt additional pressure and weight on my shoulders that I was representing the minority part of my background.”

“I convinced a fifth of my class to ‘Christmas-tree’ our bubble answer sheet with ABCDCBA.”

Flash forward six years ... “I was sitting in ‘Gen Chem’ course first semester of my first year at Cook College of Science at Rutgers, and fell victim to the bell curve of the midterm, which sent me a clear message that I didn’t belong there,” he says. Alex sought to right the wrongs he saw in the educational system. He holds a bachelor’s degree in developmental psychology and a master’s in elementary education from Rutgers. Later he earned a doctorate in education technology from Nova Southeastern University.

His expertise and lived experience serve him well at the Kaneb Center for Teaching and Learning, where he leads the Research and Assessment for Learning (ReAL) Design Lab, always seeking ways to help students learn and demonstrate what they know.

Finding his way at Notre Dame

Alex and his wife, Laura, came to the South Bend region 10 years ago when Laura accepted a tenure-track position at Saint Mary’s College. At that point, Alex had earned two of his four degrees, served in the Iraq War and worked as a fourth-grade teacher in Detroit. Notre Dame offered him a one-year position in ROTC teaching students about military leadership. That was a good fit, but even with a master’s degree in hand, Alex felt like an outsider in academia. His peers were faculty with doctorates. A year later, he took on another temporary position, this time as an academic advisor. “Through the job, I got involved in the Balfour-Hesburgh Scholars Program. It’s targeted to work with first-generation college students from underrepresented groups.”

Hugh Page, vice president and associate provost for undergraduate affairs and dean of the First Year of Studies, was his boss and became a mentor. “Hugh was very supportive about me working toward my Ph.D. and applying my dissertation to a real-world problem that we had in our office: how to close the achievement gap for some of our students,” he says. Alex studied how to use data to identify the first signs that a student is struggling in order to offer intervention to help the student succeed.

Using data to help, not label, students

After Alex finished his doctorate, he joined Kaneb, working for Kevin Barry, another mentor. “Kevin gives me the flexibility and support to attack traditional assessment in an authentic and inclusive way,” Alex says. “He has been very supportive of us scaling up our learning analytics initiative, one that takes on a challenge of maximizing opportunities for all students to thrive.”

The initiative started with looking at data connected to how students were performing in the Moreau First Year Experience course. “All 2,000 first-year students take the same course with the same homework assignments, so that is the control,” says Alex of the research he led.

“We found that while 98 percent of students turned in their homework, 2 percent didn’t turn in assignments during the first six weeks. We found that is predictive that they were not going to get a good grade in that course, which correlates to how they will do overall in the first semester.”

Over the three years of the study, they found that intervention works.

“Eighty percent of those who were struggling early improved their grade two or three letter grades by the end of the semester.”

The initiative is now being scaled up to 10 of the top 16 credit-granting courses.

Taking his expertise to the Middle East

Alex could never have predicted that his professional life would also help him right wrongs he observed in the Middle East.

“The educational system told me I didn’t belong. I didn’t fit in, I wasn’t prepared. If I’ve helped tear down walls for students, that is the reward.”

For the past two years, he has contributed to a Notre Dame project with Afghanistan’s Balkh University to launch a master’s program. Educating and developing the Afghan workforce could stabilize the economy and bring peace and prosperity.

“I have seen firsthand that the military may seek to destroy terrorists, but education is the best chance to launch a master’s program. Educating and developing the Afghan workforce could stabilize the economy and bring peace and prosperity. I have seen firsthand that the military may seek to destroy terrorists, but education is the best chance to launch a master’s program. Educating and developing the Afghan workforce could stabilize the economy and bring peace and prosperity.”

Colleen Wilson with Notre Dame International contributed to this story.
St. Joseph County Cyber Crimes Unit relocates to Notre Dame

BY SUE RYAN, MEDIA RELATIONS

St. Joseph County Prosecuting Attorney Kenneth P. Cotter conducted a swearing-in ceremony Friday, Sept. 7, at the new location of his Cyber Crimes Unit at Notre Dame. The unit recently relocated to Hammes Mowbray Hall, home of the Notre Dame Security Police department, to provide the county with expanded working space and greater access to a larger group of University student interns.

Previously, the internship program operated from the county jail with three Notre Dame student interns. On Friday, Cotter swore in six undergraduates who were chosen in a competitive applicant process to work as interns with the unit.

Cotter said: “The student interns are a great asset to the Cyber Crimes Unit and to our community. The expansion of the internship program allows us to keep building on the great forensic work being done by the students in our criminal investigations.”

Mike Seamon, Notre Dame’s vice president for campus safety and event management, said that relocating the unit to campus enhances the partnership between the University and the community.

“Housing the Cyber Crimes Unit in Hammes Mowbray Hall, adjacent to Notre Dame Security Police officers, provided the University a unique opportunity to support the critical work of this important investigative unit,” he said. “Couple that with the invaluable opportunity for our students to work alongside our talented local law enforcement partners and gain practical real-world experience. We are proud of our students and the partnership we share with local law enforcement.”

This is the third year that Notre Dame students have worked as interns in the county’s Cyber Crimes Unit. While a handful of other universities around the country, such as the University of Alabama and the University of Rhode Island, are involved in similar hybrid digital forensic investigative unit models, Notre Dame’s is the only program in which the students are sworn officers.

Mitch Kajzer, St. Joseph County cybercrimes director, said the unit values the insight and knowledge that the Notre Dame students bring to investigations. By swearing them in as officers, the students are able to assist in writing and executing search warrants, analyze evidence and testify in cases in which they have been involved.

Noting the so-called “digital divide” between generations, Kajzer said: “The students understand technology differently and better, in some cases, than traditional law enforcement officers. The fact that technology is engrafted in their daily lives gives them a proficiency level that most officers do not have. They look at things differently and help us find evidence that we may not see or even know exists.”

Kajzer noted that with the proliferation of technology, nearly every crime today contains digital or technological elements including mobile phones, drones, portable drives, laptops, digital tracking devices and more. He explained that the interns assist with multiple types of criminal cases involving homicides, domestic violence, drug violations and others.

The Notre Dame students who were chosen this year are sophomores, juniors and seniors studying in a variety of disciplines, from computer science to economics; political science; film, television and theater; and information technology management. They are Sam Alpekcin (Darien, Connecticut), Christina Casino (Stamford, Connecticut), Julia Gately (Lake Forest, Illinois), Carolyn Kammeyer (Gulf Breeze, Florida), Brooke Saby (Seattle, Washington) and Lexie Van Den Heuvel (Mequon, Wisconsin). As sworn-in officers, they will carry a badge (but no weapon) when working in the field and have full police authority.

The interns work eight to 12 hours per week for the unit. When not working on active cases, the students are engaged in a variety of digital forensic research assignments for the department, including projects involving smart speakers, fitness trackers, wearable devices and the tracking capabilities of mobile devices and their embedded applications.

Mike Chappell, academic director of Notre Dame’s Master of Science in Business Analytics program and associate teaching professor of IT, Analytics and Operations, teaches undergraduate and graduate courses in business analytics and cybersecurity, and serves as faculty advisor to the Cyber Crimes Unit interns.

According to a recent national study from the University of Alabama, hybrid models combining municipal officers with college students prove to be beneficial for all those involved.

“Law enforcement agencies across the country are struggling to keep pace with processing and analyzing digital evidence seized in active criminal cases,” the study noted. “These (hybrid) organizations do more than ‘look and act’ like a digital forensic task force — they combine resources of experts from separate institutions, tap into the knowledge of student-based digital natives and offer an enhanced opportunity to serve their communities. These task forces reported that the benefits related to the integration of academia with law enforcement agencies enhanced their capabilities to better serve their communities and provide a greater benefit to society.”

St. Joseph County Cyber Crimes Director Mitch Kajzer says the Notre Dame students bring valuable insights to investigations. “They look at things differently and help us find evidence that we may not see or even know exists.”
Campus Dining invests in staff through Day of Learning

BY REGGIE KALILI, CAMPUS DINING

Campus Dining leadership switched things up on Friday, Aug. 3. For the first time in the department’s history, they shut down operations to offer the staff a full-day, on-campus conference called the Day of Learning.

No one went hungry in their absence. Four food trucks pulled onto campus to feed the lunch crowd, a fun alternative on a summer Friday afternoon.

The day had been in the works for more than two years, after the department had gone through an Organizational Analysis and Design (OAD) that led to the transformation of Food Services to Campus Dining. The transition was more than a name change. From the OAD emerged a new way of thinking that recognized the department’s most important asset is its people.

“We are excited to develop next year’s Day of Learning with the feedback and suggestions from staff,” says Yates. “The Auxiliary Operations Division, of which Campus Dining is a part, is committed to demonstrating that people matter. The day is just one way we can show our staff that people are the heart of our organization.”

The Hospitality Training and Development team is empowered to develop strategy and content to lead our staff on important items such as training, talent development, safety, culture and engagement. We invest in our people,” he says.

“Campus Dining is proudly a service department. We have an outward focus. Our goal is to deliver a high level of service to our students, faculty, staff and guests,” she says.

“The Hospitality Training and Development team knew we needed to take a time-out and focus inwardly,” she adds. “We wanted to demonstrate to Campus Dining staff just how important they are. So, we began to consider ways we could close our operations for the day and bring our entire team together for the very first time.”

Organizers were intentional in choosing the content for the Campus Dining Day of Learning. They referred to data from the 2016 NDVoice report, which revealed Campus Dining staff felt the following areas needed improvement: Training and Development, Respect and Fairness, Continuous Improvement, Volunteering and Facilitation expertise, Effectiveness, Leadership and Accountability.

“We have been working especially hard the last 18 months; listening to our staff, responding to their feedback and developing action plans. While we are making progress, we still have work to do. We wanted to continue this work in our Day of Learning,” says Yates.

Campus Dining leadership sought facilitators from across campus to lead breakout sessions. Speakers from Human Resources, the Mendota College of Business, the Hesburgh Library, the Office for Information Technologies and the Office of Continuous Improvement volunteered their time and facilitation expertise.

“I enjoyed having the opportunity to facilitate and participate in the breakout sessions,” says Marcy Simmons, an assistant librarian and learning and organizational effectiveness consultant. “It was exciting to be a part of the day and witness how former executive for Hard Rock International. His high-energy message hit home. One respondent to a staff survey about the event said, “He was really able to connect with the crowd, regardless of the various roles people have in our organization.”

At the end of the day, the Campus Dining staff were invited to the football field where they posed for photos, tossed around the football and shared social time with colleagues and new friends. For Julie Buck, manager of South Dining Hall, “it was the first time I have been on the football field in my 44 years of working at the University. The Day of Learning was something we will never forget and I am excited for the next one.”

That’s right. Campus Dining has committed to making this all-day investment in their staff an annual event.

“We are excited to develop next year’s Day of Learning with the feedback and suggestions from staff,” says Yates. “The Auxiliary Operations Division, of which Campus Dining is a part, is committed to demonstrating that people matter. The day is just one way we can show our team that people are the heart of our organization.”

To encourage open dialogue, rather than conduct sessions themselves, Campus Dining leadership sought out facilitators from across campus to lead breakout sessions. Speakers from Human Resources, the Mendota College of Business, the Hesburgh Library, the Office for Information Technologies and the Office of

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Campus Dining is proudly a service department. We have an outward focus. Our goal is to deliver a high level of service to our students, faculty, staff and guests.

— LISA YATES, DIRECTOR OF HOSPITALITY

PHOTOS BY PETER RINGENBERG

BY THE NUMBERS

530 EMPLOYEES IN ATTENDANCE

1 KEYNOTE SPEAKER

3 GENERAL SESSIONS

12 BREAKOUT SESSIONS

14 FACILITATORS FROM ACROSS CAMPUS

4 FOOD TRUCKS TO FEED CAMPUS

1 BREAKOUT SESSIONS
Feeding campus without Campus Dining

Until Aug. 3, Campus Dining had never closed operations. When approached with the request to close down Campus Dining for a Day of Learning, Executive Vice President John Affleck-Graves immediately approved it. “He fully supported our commitment to our team,” says Dave Harr, associate vice president for Auxiliary Operations. The leadership team then began to identify a date that would be the least impactful to the campus community based on historical data. “Once we determined the date, we wanted to ensure that campus had alternative dining options. We invited in four local food trucks, which was a unique alternative,” says Chris Abayasinghe, senior director of Campus Dining.

“We created the Hospitality Training and Development team in response to feedback from our listening sessions and NDVoice.”

— CHRIS ABAYASINGHE
SENIOR DIRECTOR OF CAMPUS DINING
The Blair Witch Project (1999) LEARNING BEYOND THE CLASSICS 7:30 p.m. Wednesday, Oct. 31, $6 Itself an exercise in mockumentary, “The Blair Witch Project” became a sensation for its profitability and whether it was real upon release, setting a new foundation on which various paranormal activity films would be built. The found-video footage tells the tale of three film students (Heather Donahue, Joshua Leonard, Michael C. Williams) who have traveled to a small town to collect documentary footage about the Blair Witch, a legendary local murderess. Over the course of several days, the students interview townspeople and gather clues to support the tale’s veracity. But the project takes a frightening turn when the students lose their way in the woods and begin hearing horrific noises.

Whistle Blower: The Final Cut (1982/2007) OPERATION FRANKENSTEIN 8 p.m. Tuesday, Nov. 6, $6 A film with both direct and indirect ties to the Frankenstein storyline, this visually spectacular action-packed gothic horror sci-fi thriller has been powerfully prophetic since its debut. Director Ridley Scott gave the film a final edit in 2007 before turning the franchise over to Denis Villeneuve. This version includes extended scenes and never-before-seen special effects. In a future of high-tech possibility spurred by urban and social decay, 21st-century detective Rick Deckard (Harrison Ford) hunts for fugitive, murderous replicants and becomes drawn to a mysterious woman (Sean Young) whose secrets may undermine his own.

Austerlitz (2016) LEARNING BEYOND THE CLASSICS 7:30 p.m. Tuesday, Nov. 13; $6 There are places in Europe that have remained as painful memories of the past — factories where humans were turned into ash. These places are now memorial sites that are open to the public and receive thousands of tourists every year. The film’s title refers to the famous novel written by W.G. Sebald, dedicated to the memory of the Holocaust. This film is an observation of the visitors to a memorial site that has been founded on the territory of a former concentration camp. Why do they go there? What are they looking for?

Essay Short Films Program LEARNING BEYOND THE CLASSICS 7:30 p.m. Wednesday, Nov. 14, $6 A series of short documentaries, including Jill Godmilow’s “What Farocki Taught,” centered on low-non-feature-length documentary film has been and continues to be used as a medium and genre in which film directors are able to present very essayistic arguments about both societal issues and the role film plays in societal discussions.

Gattaca (1997) OPERATION FRANKENSTEIN 8 p.m. Tuesday, Nov. 27, $6 Vincent Freeman (Elvis Hawe) has always fantasized about traveling into outer space, but is grounded by his status as a genetically inferior “in-valid.” He decides to fight his fate by purchasing the genes of Jerome Morrow (Julio Leo). A laboratory-engineered “valid.” He enlists Jerome’s DNA identity and joins the Gattaca space program, where he falls in love with Elena Thuman. To investigate into the death of a Gattaca officer (Gore Vidal) complicates Vincent’s plans.

The Honour of All (1985) LEARNING BEYOND THE CLASSICS 7:30 p.m. Wednesday, Nov. 28, $6 Narrated by Andy Chilese, chief of the Alkali Lake Indian Band, “The Honour of All” traces the origin and spread of alcoholism throughout Alkali Lake, right back to the fur trading days. Andy and his wife, Phyllis, play their own roles in this film as they sought sobriety and stood their ground against the persuasions of friends and family. The film sets out the steps Andy took as chief to enable band members to stop drinking and find a productive and healthy lifestyle.

Won’t You Be My Neighbor (2018) LEARNING BEYOND THE CLASSICS 7:30 p.m. Wednesday, Dec. 5, $6 For more than 30 years, Fred Rogers, an unassuming minister, puppeteer, writer, and producer, was beamed daily into homes across America. In his beloved television program, “Mister Rogers’ Neighborhood,” Fred and his cast of puppets and friends spoke directly to young children about some of life’s weightiest issues in a simple, direct fashion. There hadn’t been anything like Mr. Rogers on television before and there hasn’t been since.

 ALSO AT THE BROWNING: MET OPERA LIVE IN HD

La Fanciulla del West (Puccini) 5 p.m. Saturday, Nov. 3, $23 Soprano Eva-Maria Westbroek sings Puccini’s cowpunching heroine in this romantic epic of the Wild West, alongside star tenor Jonas Kaufmann in the role of the outlaw Dick Johnson.

For tickets to events at the DeBarr- tóbó Performing Arts Center, visit performingarts.nd.edu and create an account or log in to view faculty/staff discounted ticket prices, or contact the ticket office, 831-2803. Ticket prices listed are the faculty/staff rate.

Tickets for Browning Cinema movies are $6 for faculty/staff, $5 for those 65 and up, and free for Notre Dame students, unless otherwise noted on the website. Visit performingarts.nd.edu for more information to purchase tickets, or call the Ticket Office at 831-2803.

Baritone Zdenko Lusic is the vigilant sheriff Jack Rance, and Marco Armili- oto conducts.
**Focus**

PROFESSOR PFINKLEPFUNDER’S

$1 SUNDAY FAMILY FILMS

The Garbage Pail Kids Movie (1987)

Noon, Sunday, Oct. 28, $1

A fad of the mid-1980s, Garbage Pail Kids were a trading card set that lampooned Cabbage Patch Kids, itself a fad, with light gross-out humor. At the height of lawsuits between the Garbage Pail and Cabbage Patch Kids, the Topps Company, which made the GPK trading cards, pumped out a movie to capitalize on their flashing popularity. Almost universally poorly reviewed and famous for being perhaps the worst kids movie ever made, “The Garbage Pail Kids Movie” has a 0 percent rating on Rotten Tomatoes and definitely feels like a film made by a company that makes baseball cards, not films, putting it in the so-bad-it’s-good category.

Song of the Sea (2014)

Noon, Sunday, Nov. 4, $1

This Irish animated feature is the second film from Cartoon Saloon, the relatively new Irish film production company known for “The Secret of Kells,” and, like their other work, was hand-drawn. The story follows a 10-year-old Irish boy named Ben (David Rawle) who discovers that his sister Saoirse, who does not speak and whom he blames for the apparent death of his mother, is a seiseki who has to free fairy creatures from the Celtic goddess Macha. While not screened often in the United States, the film gained international acclaim and a nomination for the Best Animated Feature Oscar.

The Parent Trap (1998)

Noon, Sunday, Nov. 11, $1

In this update of the 1961 film of the same name, twins Annie (Lindsay Lohan) and Hallie (Lindsay Lohan) are strangers until happenstance unites them. The pre-teen girls’ divorced parents, Nick (Dennis Quaid) and Elizabeth (Natascha Richardson), are living on opposite sides of the Atlantic, each with one child. After meeting at camp, American Hallie and British-raised Annie engineer an identity swap, giving both the chance to spend time with the parent they’ve missed.

Willy Wonka and the Chocolate Factory (1971)

Noon, Sunday, Nov. 18, $1

Roald Dahl’s children’s book took minor tweaks when adapted to film, giving both the chance to spend time with the parent they’ve missed.

It’s a Wonderful Life (1946)

Noon, Sunday, Dec. 2, $1

Not a hit upon release, “It’s a Wonderful Life” gained its popularity largely due to a clerical error at the copyright office that made it public domain and led to television stations being able to broadcast it for free during the holiday season. Repeated showings deepened the film’s association with Christmas for generations. A variation on “A Christmas Carol” theme, the Christmastime glimpse into the future here belongs to George Bailey (Jimmy Stewart) who has so many problems he is thinking about ending it all. As the angels discuss George, we see his life in flashback. As George is about to jump from a bridge, he ends up rescuing his guardian angel, Clarence (Henry Travers), who then shows George what his town would have looked like if it hadn’t been for all his good deeds over the years.

Dolly Parton’s Christmas of Many Colors (2016)

Noon, Sunday, Dec. 9, $1

Singer, songwriter and actress Dolly Parton pulled this Christmas story from her own childhood experiences in rural Tennessee. Family patriarch Lee Parton (Ricky Schroder) makes sacrifices to have enough money to buy his wife the wedding ring he could never afford. The children also sacrifice their own Christmas presents to give their mother this special gift. Dolly’s Uncle Billy helps her begin to see that her voice and talent might put her on a road to a better life. Various crisis situations, some life-threatening, make the family’s Christmas a challenge.

**The Imaginary Invalid**

NOTRE DAME FILM, TELEVISION, AND THEATER

7:30 p.m. Wednesday, Nov. 14

7:30 p.m. Thursday, Nov. 15

7:30 p.m. Friday, Nov. 16

7:30 p.m. Saturday, Nov. 17

2:30 p.m. Sunday, Nov. 18

Patricia George Decio Theatre, $12

(Note Dame Film, Television, and Theatrical presents “The Imaginary Invalid,” written by Molière and adapted for the stage by Constance Clopton. Based on a new translation by Dan Smith ’98. Directed by Carys Kresny with lighting design by Kevin Orey, costume design by Richard E. Donnelly, and set design by Marcus Stephens.)

Justin Roberts & the Not Ready for Naptime Players PRESENTING SERIES

11 a.m. Saturday, Nov. 17, Leighton Concert Hall, $12

One of the all-stars of the indie family music scene, Justin Roberts has spent nearly 20 years creating the soundtrack to families’ lives. Roberts’ music helps kids navigate the highs and lows of growing up and reels in parents’ childhood memories. Be ready to get up and get down to songs including tracks from Justin’s latest Grammy-nominated album, “Lemonade.”

The Met Opera Live in HD: Lo Fanciulla del West

11 a.m. Saturday, Nov. 17, Leighton Concert Hall, $12

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**Tickets are $1 for parents, children and students of all ages!**
and ready for a new academic year

The start of the academic year invites certain traditions, including the Band of the Fighting Irish’s 173rd first marchout across campus (left and at top). The band, which featured both veteran band members and students auditioning for a spot in the 2018 band, marched past the Hesburgh Library, Clarke Memorial Fountain and Grace Hall, concluding at the new Ricci Family Fields.

Clockwise from top right, move-in weekend means lots of parents, vehicles and traffic on campus; President Rev. John I. Jenkins, C.S.C., presided at the Opening Mass of the 2018 academic year in the Purcell Pavilion; bottom right, the campus community picnic after Mass welcomed students, faculty, staff and families to the Notre Dame Stadium Concourse, with seating (and fun on the field) in the stadium.

Bottom left, students leave their Moreau First Year Experience classes on Welcome Weekend; move-in day at Farley Hall.