

The Cardinal

♦ SUMMER 2025

MAGAZINE OF THE CATHOLIC UNIVERSITY OF AMERICA



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34 A UNIVERSITY WITH A HIGHER CALLING



The School of Athens / Raphael Sanzio / 8" x 10" (cropped) / 1509

FRONTISPIECE

In each issue, we present a work of art that reflects the issue's theme — for this edition, the enduring value of liberal education. Here, we chose *The School of Athens*, a fresco in the Vatican that depicts a gathering of ancient philosophers, mathematicians, and scientists, featuring Plato and Aristotle at the center. The Western tradition is the foundation of our curriculum and ethos at The Catholic University of America.



Permanent Relevance

There is a constant flood of commentary on the convergence of several thorny societal changes — demographic, economic, political, spiritual. American higher education is an arena in which these forces meet, a microcosm of our larger culture, as universities face increasingly urgent existential questions. In times like these, it can be tempting to disregard what has served in the past and simply react to things as they come.

How do we respond to novel circumstances and renew our institutions without losing our mission and identity? G.K. Chesterton pointed out over a hundred years ago, “that a permanent ideal is as necessary to the innovator as to the conservative ... [F]or altering things or for keeping things as they are, ... it is equally necessary that the vision should be a fixed vision.”

The Catholic University community offers answers to these questions rooted in the things

of enduring value, the permanent things. Our “fixed vision” is the one given to us by the living thing we call the Catholic intellectual tradition. You’ll see that in numerous ways in these pages: in the conversations taking place on campus around human and artificial intelligence (p. 7); in the vital importance our faculty place on mentorship (p. 14); in a semester-long exploration of what makes life worth living (p. 40); in my conversation with Monsignor James Shea and Kathleen deLaski (p. 34) on the purpose and future of a university education; and more.

We are striving to address emerging problems in new and creative ways without either giving in to the spirit of the age, or simply clinging to the familiar. We have hope — not because we are certain of a particular outcome but because we know to Whom we belong. ♦

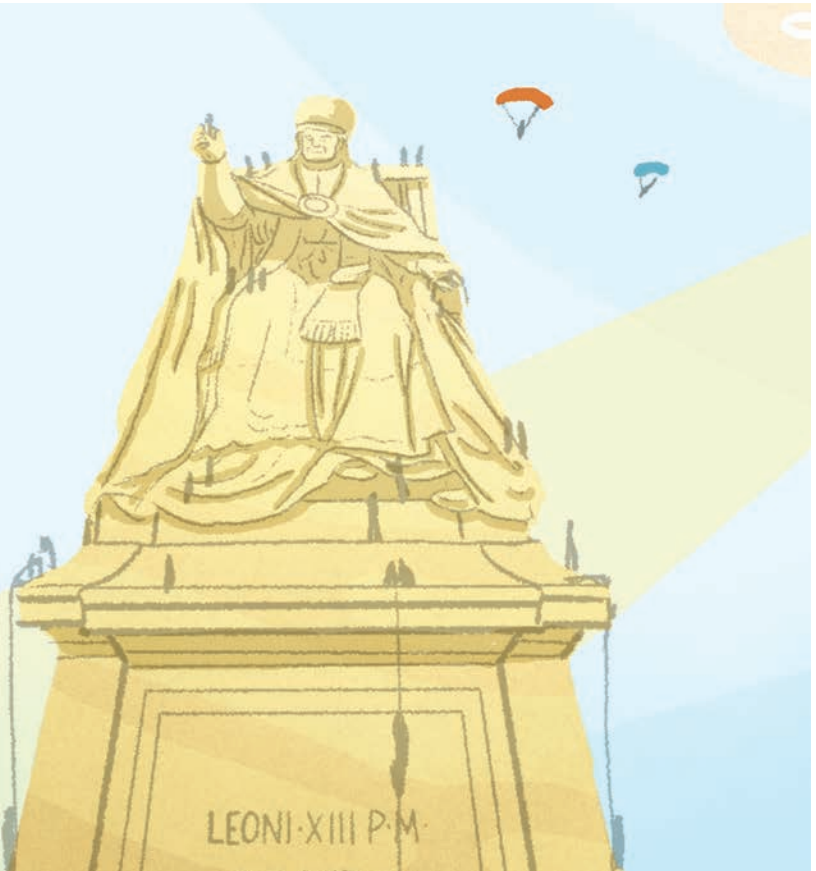
PETER KILPATRICK, PRESIDENT
THE CATHOLIC UNIVERSITY OF AMERICA

Features

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A University With a Higher Calling

As John Henry Newman claims a university ought to do, Catholic University would give “its students a clear conscious view of their own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them.”



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What Makes Life Worth Living?

Q&A interview with Psychology Professor and Associate Director of Clinical Training David Jobes, one of the nation’s top clinical suicidologists, on one of his new courses, “Psychology of Living.”

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"It is a matter of justice to give students an introduction to this great conversation, to these Great Books and perennial questions." — V. Bradley Lewis



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THE CATHOLIC UNIVERSITY OF AMERICA ALUMNI ASSOCIATION

CATHOLIC BY THE NUMBERS

Our R1 Moment

In February 2025, The Catholic University of America achieved R1 research status, joining the top tier of the nation's research universities. The R1 designation — which is shorthand for “Very High Spending and Doctorate Production” — is conferred by the Carnegie Foundation and the American Council on Education and is America's gold standard for university research.

This R1 recognition proves that a faithfully Catholic university can also be a great research university. Here are some key data points that elevated our University to this level.

ONLY

R1 school in *The Newman Guide of Catholic Colleges*

94

PhDs in 2024

One of

7%

of U.S. colleges/universities
to achieve this distinction

\$207,476,000

total grant value

140

active grants

R1, Top 7%
of Universities

The Catholic
University
of America

Briefings from the
halls to the Mall and beyond

"WHILE THERE IS STILL A LONG ROAD AHEAD, PROVIDING
SAFE SPACES AND RESOURCES FOR OPEN DIALOGUE IS
A KEY PART OF THE SOLUTION."

P.13



TECHNOLOGY

AI and Its (Dis-)Contents

BY DAVE HAZEN

One of the existential hazards of working at a Catholic university is the inevitability of colliding with worldview-altering frameworks of thought and big, challenging ideas — the sort you can't unhear or unsee. Take Thomism, for example. It is a truth almost universally acknowledged, as Arthur Brooks told an auditorium full of business students last fall, that Catholic University is the best place in America to study Aquinas. Rightly so — our School of Philosophy is a proud bulwark of the Catholic intellectual tradition, and carries the torch of Thomistic thought rekindled by Leo XIII.

But you must be careful spending time in such company: notions of substance and accidents begin to haunt your thoughts and speech like the ghost of a benevolent but firm teacher. Clear and careful distinctions will

be required. Blithely accepting the common parlance about any new phenomenon will no longer be tolerable to you.

So it is that members of the Catholic University community take aim at all the magical thinking around artificial intelligence. (For illustration, take a look at the iconography software companies use for their “AI” buttons: a set of sparkles that suggest the user is about to perform a miracle using the equivalent of digital pixie dust.) In most common usage today, “AI” is a marketing term, not a technical one. Thus, business professor **Luke Burgis** called AI a “hyperobject” in a recent essay, i.e., “something so big and diffuse and abstract” that most of us cannot wrap our minds around it nor assign it a discrete meaning.

“AI gives us an opportunity to ask: What forms of reasoning are we offering students?”

So what is it?

First, if we boil the hype down to the most basic level, “AI is just a tool to solve problems,” says **Alessandro Vato**, associate professor of biomedical engineering. Vato, who studies brain-computer interfaces, is quick to remind us that most of us have been using some form of AI for decades.

“For example, if I need to figure out tomorrow’s weather, I’m using AI because it’s machine learning making predictions based on data. Everyone knows it’s not 100% accurate because there are many variables, but most of the time, it’s pretty good.”

Second, it’s not a single thing. Generative AI has taken the spotlight since ChatGPT became widely available in 2021; but the current wave of hype centers on agentic AI, which computer science professor **Hanseok Ko** calls “the name of the game,” due to its “human-like ability to solve complex problems beyond an immediate response.”

Both of these arenas of AI development present challenges to academia, industry, and the wider culture.

“I’m coming from the technical side, but the guardrails need to be thought out together,”

says Ko on the need for developing clear ethical guidance for those who develop and deploy new AI tools. This need is addressed in the University’s new AI degree programs; both the B.S. and M.S. will require courses in ethics.

Ko, who earned his doctorate in computer science at Catholic University in 1992 and now teaches in the program, is bullish about the University’s potential to contribute creatively to the field: “We have the School of Theology, the Busch School of Business, the Columbus School of Law, and a liberal arts tradition. We can mobilize our different resources to make the University a center of interdisciplinary AI research.”

This interdisciplinary approach continues to spark new collaborations and conversations among faculty across campus. But our students are also grappling with the pedagogical questions raised by the proliferation of generative AI tools.

One striking example is **Catalina Casarella**, a rising junior English major who works in the Writing Center on campus. Under the guidance of advisor **Taryn Okuma**, clinical ordinary professor of English, Casarella wrote “When Words Are Unauthored: Large Language Models and the Writing Process Pedagogy,” which she presented at University Research Day in April.

In it, she argues, “that the writing process is essential for learning because part of the purpose of writing education is something beyond a product.” This is based upon her assumption “that writing educators want not just better writing but better writers.”

Rather than retreating into a reactionary anti-tech posture, Casarella focuses on questions of flourishing that are raised when students artificially truncate the writing process. Leaning on tools like ChatGPT, she argues convincingly, stymies the processes of critical thinking necessary for real understanding.

As we venture further into this *terra incognita* of AI-disrupted higher education, Vato underscores the need to continually return to the most fundamental questions — questions the University is uniquely positioned to answer.

“AI gives us an opportunity to ask: Why are there students who don’t care about learning and only care about grades? What forms of reasoning are we offering students? What are the main skills and habits of mind we want students to acquire? These are the kinds of questions that start with AI but lead back to the vision and mission of the University. ♦

IMPACT

Seeding Growth

BY KATHRYN MULLAN

As Catholic University embraces its new R1 research status, capacity for innovation and new discoveries is expanding. To support this expansion and maximize impact, the University has established the Innovation Fund, a \$5 million initiative to support research and new business development. University Trustee Tim Connors has made the first \$1 million investment to bring the fund to life and encourages other philanthropists to join him. Seed grants provided through the Innovation Fund will assist with prototype development and proof-of-principle data acquisition, positioning faculty and teams to apply for larger-scale extramural funding. The Fund will serve as a sort of test sandbox, before going to market or applying for extramural grants.

Additionally, the University has created the IgniteHub portal to help facilitate the process of connecting faculty with funding. IgniteHub is a centralized research management tool that facilitates faculty networking and collaborations, identifies new extramural funding opportunities, serves as a platform for both intramural and extramural grant competitions, and helps manage grants.

Want to support our faculty and students in this exciting potential for growth? Contact **Dr. Joseph Yost**, senior vice provost for research, for more details: research@cua.edu. ♦



ILLUSTRATION BY TOMMY PARKER

Thoughts From Our Readers



"I can't overstate how impressed I am with the new *Cardinal* magazine. Starting with the feel/texture of the paper's cover, I opened it up and thoroughly enjoyed the new layout, pictures, topic selection, and crisp, lively writing.

Our family gets five or six quarterly magazines from colleges and universities various family members attended, including from Fairfield, Davidson, William & Mary, Elon, and others. *The Cardinal* now jumps to the top of that reading list. Congrats to the design and publication teams on a job done exceedingly well!"

— Kevin Barry, J.D., Class of 1981

"Kudos to all involved with the transformation of *CatholicU* magazine to *The Cardinal*! I love it and look forward to future issues. Thank you!"

— Sister Mary Ann Gschwind, F.S.P.A., M.A., Class of 1970

"I just received my copy of the Fall issue of *The Cardinal* magazine and, although I haven't had a chance to read it yet, I must share that the artwork by Matt Chinworth on the cover and within the issue is absolutely wonderful. I checked the fuller version online and wish it were available as a large wall poster. The colors, symbolism, harmony, and concepts all blend perfectly and make it an inspiring and motivating piece of art. Thank you and my heartfelt applause to the artist"

— Alex Audziayuk, M.S., M.Div., M.L.S.I.S., Class of 2022



INNOVATION

Business Student Builds Scoliosis Solution

BY MARIANA BARILLAS

Business graduate, John Whelan (Class of 2025), is ahead of the curve.

He's an entrepreneur who started developing a new medical device to revolutionize scoliosis treatment in his dorm room. Now it's patented, and he's building his business — and before he even graduated this past May.

How did it all begin?

John, who was a quarterback for several years for the Cardinals, is all about taking initiative to tackle challenges.

"I've been going to a chiropractor throughout my whole life. I've played football at Catholic University, and the treatments I've received help me improve my game," said John.

So he cold-called Dr. Justin Dick, a chiropractor back in his home state of North Carolina who specializes in scoliosis treatment, to see if he could shadow him.

Dr. Justin's practice uses a protocol that includes a counter-weight-based device that helps straighten patients' spines and strengthen their muscles by using their own body weight in brief daily sessions from the comfort of their own home.

"It was life-changing for these people. I knew I wanted to be a part of this," John said.

The challenge is that up to this point, each device had to be custom-made for each patient, and not everyone can travel for a consultation (although many from around the world do). They both knew there had to be a way to make this solution accessible. So Dr. Justin and John went into business together and created an LLC called Skolios.

Over the past year, they have worked together to design a device adaptable to a wide range of heights that can be mass-produced and sold directly to doctors for a noninvasive treatment at a fraction of the cost of the custom-made devices.

"This new venture is setting John apart in the chiropractic field," said Dr. Justin, noting a patient's reduction of scoliosis by 10 degrees in just two months. "This is revolutionary. He will change people's lives!"

John is currently in the process of submitting the promising results for publication in a medical journal.

**"It was life-changing for these people.
I knew I wanted to be a part of this ..."**



"If we can teach some other doctors to be able to use this tool, we might be able to save patients from expensive surgeries and uncomfortable treatments," said Dr. Justin.

One of the key elements of cost-savings has been the way John has approached minimizing design in the customized parts. An early prototype utilized an airplane seatbelt, poles from truck cargo beds, and a part from a fencepost. John knew he was onto something, but his project was quickly outgrowing his dorm room. He needed more resources and more space to take his idea to the next level.

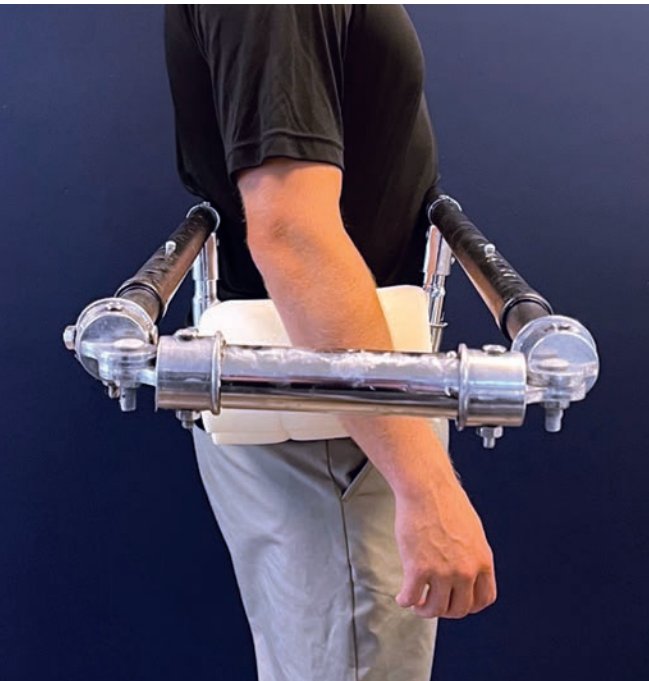
So he turned to the Venture Lab at the Busch School of Business' Ciocca Center for Principled Entrepreneurship, an incubator for ideas and innovation directed by **Brian Walsh**, B.S. 1990, and assistant director **Francesco Brown**, B.A. 2019.

John enrolled in the Lab's entrepreneurship course and later received a summer fellowship from the center to build his brand. They connected John with the Engineering Department, where Biomedical Engineering Clinical Associate Professor **Gregory Behrmann** trained him to use the department's makerspace and create custom 3D printed components (with the help of some of his students).

"I've really found a supportive community here," said John.

The Venture Lab also connected John to off-campus resources, including a patent attorney and a nationwide network of proud alumni invested in the success of the next generation of Cardinals. Now, John is heading to chiropractic school, already ahead of the game. He's built the third beta test model, which he is pitching to investors.

"The Venture Lab class has helped me make this a reality," said John. "They've been a key part of the process. I hope to continue my relationship with both the Lab and the Ciocca Center after I graduate because of all the resources they offer." ♦





SPORTS

Breaking Stigmas: Mental Health and Athletes

BY TOMMASO VATO

As I step onto Carlini Field, memories of a life spent chasing a soccer ball, weaving through opponents, and celebrating with my teammates resurface all at once. The synthetic grass stretches out before me like a bright green mantle, covering my entire horizon. Although I was never a college athlete, my involvement in campus sports clubs has been consistent and meaningful.

My roommate, an active player on the Catholic University soccer team, is someone I admire deeply. His daily routine of practices, workouts, and film sessions often takes precedence over time to hang out with friends. Watching him, I often find myself wondering, “How does he keep it all together?”

That curiosity led me to the work of **Glenn Østen Anderson**, M.St., M.F.A., associate

professor in Catholic University’s Media and Communications Studies department, whose research focuses on mental health of student-athletes at several colleges and universities. With a background in directing and producing documentaries, Anderson has connected with numerous college athletes and their families to explore the widespread — but too often overlooked — topic of mental health in sports.

“Some of my students here at CUA were reaching out to me asking me for guidance, and I realized how big this problem is,” he explained.

As a former college athlete himself, Anderson understands firsthand the highs and lows of athletic life.

Teaming up with **David A. Jobes**, Ph.D., ABPP, professor and associate director of clinical

training at Catholic University (*see also p. 40, Feature story*), Anderson set out to confront the growing concern of depression and suicide among college athletes.

During his research and filming process, Anderson met with the families of Morgan Rogers and Tyler Hilinski — two college athletes (not from Catholic University) who tragically died by suicide and whose stories have generated greater awareness about the issue across the nation. Through these conversations and by engaging with the advocacy groups born out of their stories, he felt an even deeper responsibility to “dig deeper into the wider issue.”

Anderson’s ultimate goal is to encourage open conversation so that student-athletes know that there is a “safe space on campus where they can talk about the challenges and difficulties of both athletics and academics.”

Making It Personal

Since this story centers on college athletes, I wanted to speak with one directly and found the perfect person.

Malachi Hansen, B.S.B. 2025, a former wide receiver and returner for the Catholic University football team, shared Anderson’s concerns. In response to the growing mental health challenges

among student-athletes, Malachi launched a series of mental health talks — forum-style discussions between athletes across campus that allow for open dialogue “without the fear of judgement.” These series have been well-attended and will look to continue with future classes of athletes.

Both Anderson and Malachi emphasized that coaches and mentors play a vital role — not only in athletic development but also as trusted confidants who help athletes navigate personal struggles.

According to Malachi, people at Catholic University are “willing to step up and advocate for those who are too afraid to speak up for themselves.”

It’s crucial, then, to build strong connections between athletes, coaches, and professors to ensure comprehensive support for student-athletes on every level of their college experience.

While there is still a long road ahead, providing safe spaces and resources for open dialogue is a key part of the solution. Thanks to Anderson’s documentary work and to student leaders like Malachi who take mental health seriously, the Catholic University community has an opportunity — and responsibility — to reflect on the reasons so many college athletes are struggling.

The concrete actions that the athletics and psychology professionals across campus are taking to create a safety net for student-athletes point to a positive future. Together, we can find meaningful ways to reduce stress, anxiety, and depression among those who give their all, both on and off the field. ♦



Mind Over Match

In Catholic University’s Athletics Division, **Meghan McDonogh**, Ph.D., is leading the way in this initiative, as head women’s lacrosse coach and associate athletic director. She is a certified Mental Health First Aid Trainer, who has trained more than 45 Catholic Athletics staff and coaches and helped form and build out several student-athlete groups.

McDonogh was a keynote presenter along with Professors Anderson and Jobes at University Research Day 2025. She spoke about the great work happening across campus — including the Student Athlete Advisory Committee, Morgan’s Message, One Love, and the new CardsCare initiative. All of these elements help support healthy relationships and increase dialogue around mental health.

Dialed-in spotlights of the University's
most compelling figures

"IT'S BEEN A REGENERATIVE EXPERIENCE ...
BEING HERE, WHAT I FEEL WHEN I'M ON CAMPUS."
— JUAN JONES

P.22

Mentoring, Hoops-Style

BY JOANNE WELSH

Rounding one of the campus paths that flank the Centennial Village residence halls this past fall, I spotted a trio on the basketball court, casually shooting and talking, taking turns rebounding each other's shots. Periodically, they'd approach each other, dribbling intermittently and talking as a group for a while; then one of them would turn and take a shot. Just some guys shooting hoops.

But something else caught my eye. Two of the trio were students, but the other person was clearly older. Who was he — a coach, or the father of one the students, maybe visiting campus for the day? They all had such a comfortable manner with each other, and I was curious, so I decided to ask.

As it turns out, that third member of the trio was Mark Clark, Ph.D., ordinary professor of Church history and John C. and Gertrude P. Hubbard Chair of Medieval Church History and Theology. He was on the court spending part of a beautiful afternoon doing one of the things he loves best and is most known for around campus: mentoring his students.

The two students with him were Dan Buckley and Owen Moynihan. They have since graduated with the Class of 2025, but at the time, both were seniors studying in the Busch School of Business and members of the men's basketball team. I asked them how this mentor relationship came about — and how they all ended up playing ball rather than simply sitting in Clark's office during office hours.

"This kind of just happened," Buckley recalled.

He and Moynihan met Clark during their sophomore year, when they were students in a theology class that Clark taught. As Moynihan remembered it, he and Buckley were among the last students to arrive at class at the beginning of the semester, and they had no choice but to take the two remaining seats at the front of the room. Lucky for them.

"We stayed after class to talk to him," Buckley said, "and then we started getting coffee with him in the mornings, probably once a month or so."



Building the Bench

That mentor relationship, which started in their sophomore year, has continued through to the present, branching out to include a periodic lunch or dinner, a golf game here or there — and basketball, always basketball. It's an easy way for Clark to connect with students, he said, because "basketball is one of the great loves of my life."

But Clark doesn't mentor only the athletes. In addition to attending many University sporting events, he also makes a point to go to music and theatre performances and other activities on campus. Showing up at the students' events is one way he builds the mentor relationship with them.

"It makes for a richer experience for students if faculty are interested in them," he pointed out.

Clark has been doing this for years and has adapted his interactions with students as his life has changed.

"The only way I could do this when our kids were children was to bring the students home, into our family life, with the chaos that it was," he revealed with a slight laugh. "We invited them to our house to have dinner with us and play games

"What I'm trying to do is teach them wisdom, to recognize what's good and just and true and to choose to do it!"

with us and meet the family. Now our kids are out of the house, so it's different."

Moynihan corroborated Clark's account of the time he now spends on campus with students.

"He probably has the busiest schedule of all professors on campus, in terms of having lunch or having coffee at Starbucks with students."

Their conversations are what you might expect. According to Buckley and Moynihan, they talk about classes, what's going on in their lives, job interviews, post-graduation plans — and the Catholic University basketball team. Clark also tries to help provide networking help where he can.

"When I was interviewing [for jobs], I'd ask for tips," Moynihan said. "He's also done a great job of providing connections. I had a phone call with a friend of his, who is a professor at Duke."



Coaching and the Assist

To understand the motivation for Clark's mentor relationships, we need to go back to where they start: in the classroom.

"I love teaching. Teaching is such a privilege," he stated. "You're helping to form students and lead them, ultimately, to a place where they can make really good decisions in their lives. To do that, I've got to get them to think things through pretty deeply. Honestly, what I'm trying to do is teach them wisdom, to recognize what's good and just and true and to choose to do it. I want them to understand the Church and our tradition."

Clark wants them to come by that understanding in his classes by reasoning through the arguments. He aims to help students learn to read and examine arguments critically, to think for themselves, and to understand what they want and why. He cites a 12th century expression, *docere verbo et exemplo* ("to teach by word and example"), which serves as a maxim for his teaching.

"I tell every class, you should feel free to disagree with me, you can even vehemently disagree with me. We're going to always treat each other with respect," Clark recounted.

It seems to be working. Buckley confirmed that he and his classmates understand that in Clark's class, they need to demonstrate that they can ask questions of each other and debate a point respectfully and with reasons. They need to understand *why* they might not agree with another person's conclusions.

Moynihan noted that Clark's class is "a class where almost everyone is raising their hand to get into the discussion," adding that "one of our teammates said his head hurt after the class because of how much he was thinking."

Playing for the Post-Season

For Clark, teaching and mentoring go hand-in-hand, and he is grateful to be able to do both at a Catholic university where teaching derives its purpose from the Catholic faith. He believes this makes his teaching and mentoring more effective.

"I take vocation seriously. God's going to keep chasing us whatever path we choose," Clark declared matter-of-factly. "The Lord led me to Catholic University, where I get to teach and do



(Left to right) Owen Moynihan, Mark Clark, and Dan Buckley

research. I can talk openly about God. I get to share what is beautiful and wonderful about the Christian faith."

As a scholar himself, Clark is keenly aware of the important role that mentors play in a student's development; as a Catholic scholar, he offers his mentoring as a path toward his students' full flourishing.

"Don Bosco says for true education, students have to know that you really care for them. That's one of the great gifts God gave to me. I'm interested in them and their lives," he said.

And the students know it. As Buckley and Moynihan begin their careers, I asked them if they thought their college experience would have been meaningfully different or lacking something if they had not developed the mentor relationship they have with Clark. Unsurprisingly, they both answered affirmatively.

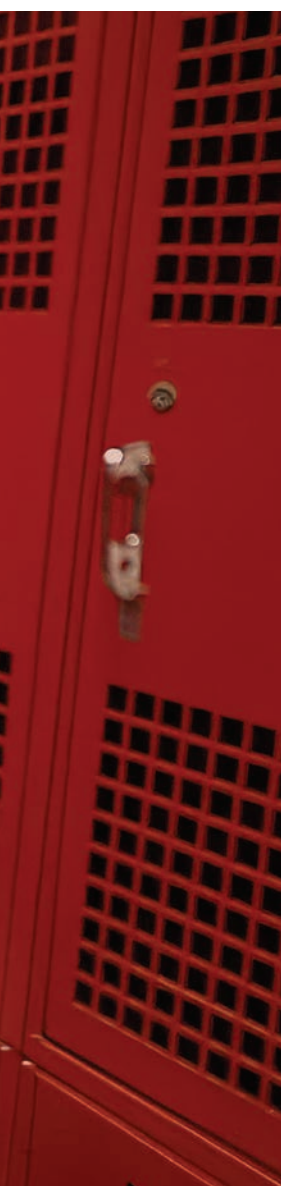
"Definitely," Buckley replied emphatically. "After school, he will be someone I'll look to if I'm at a crossroads, if I need advice." ♦



Coach Gut's New Game Plan

A story of dedication, faith, and leadership

BY BILL LENNERT



For Catholic University's head football coach, Michael Gutelius — known to most as “Coach Gut” — football is more than just a game. It's a powerful metaphor for life, offering daily lessons in dedication, humility, teamwork, grit, faith, and purpose. In his world, the lessons learned between the hash marks resonate long after the final whistle.

“Our student-athletes go through life knowing they're here to help and push toward something bigger than themselves,” Coach Gut says. “Football teaches you in the game and life that you're number two, and someone or something else is always number one.”

Cardinal Beginnings

His football journey started where it continues today, on the campus of Catholic University. Out of a desire to help the U.S. fight the Cold War, he enrolled in the University in fall of 1989 as a politics major. He also earned a spot as an offensive lineman for the Cardinals. When the Soviet Union collapsed and a senior-year injury put him on the sidelines, he discerned that coaching might be the best way to use his gifts.

That calling took him across the country to coach at various institutions. His first stop was St. Norbert College, followed by coaching positions at Wingate University and Concord University, before making a major impact as defensive coordinator at Lindsey Wilson College, where he helped build the program from the ground up. In 2016, he returned to Catholic University as head coach. It wasn't just a job; it was a mission.

Higher Goals

What sets Catholic University apart? For Coach Gut, it's the rare combination of elite academics, a strong Catholic foundation, and a football culture built on integrity. In a society driven by quick results and surface-level connections, this University offers something deeper.

“Catholic University holds its student-athletes to high standards both on and off the field,” he explains. “Academically, spiritually, athletically. And then it says, ‘We're here to help.’ That's rare. Our guys fight hard for their degree, for their teammates, and for their relationship

“Returning to Catholic University as coach wasn't just a job; it was a mission.”

with God. That's what makes this place unique.”

His coaching philosophy centers on selflessness — “I am number two” — a principle and example he instills in his players to prioritize team, family, and God above self. Through every season, Coach Gut brings a sense of purpose that transcends wins and losses

“As I've grown through coaching, I think I've come to a point where, while they're playing, if our players can learn that they're number two and the team's number one, then they're getting prepared for what's next in their lives.”

On the field, that mindset translates to servant leadership. Off the field, it prepares players to become selfless teammates, husbands, fathers, colleagues, and citizens.

“I want these guys to graduate with a great degree, but also to look back on football as what trained them, what got them ready to work hard, and where they are in life. All these things coming together can start with football. They'll go through life knowing they're there to help and push toward something bigger than themselves.”

The Blind Blitz

This past year, Coach Gut confronted a new reality head-on, when life came at him like a blitz from the blind side—unexpected, jarring, and impossible to evade. What began as typical preseason preparations—reviewing strategy, planning staff meetings, and laying out goals for the upcoming season—quickly turned into a life-altering chapter.

“It was a crazy summer,” he recalls. “In June and early July, I was just focused on getting the playbook right and preparing to meet with the staff about the season.” But then, something felt off. “At the end of June, I had a weird day,” he says. His wife, Kimberly, noticed something was wrong and insisted they head to the hospital.

On the way, he lost consciousness. Tests followed, and soon a doctor delivered the shocking news: “This looks like a brain tumor.” Surgery revealed a more sobering truth; it was a biopsy, not a removal. The diagnosis: glioblastoma, an aggressive, incurable brain cancer.

Despite the daunting news, Coach Gut found hope in treatment. “I got connected with Duke University,” he says. “They did great work on me.” Duke enrolled him in a cutting-edge clinical trial focused on neurological treatments. Even as he endured surgery, radiation, and chemotherapy, coaching remained close to his heart.

“The operation happened at the end of training camp,” he explains. “I missed our first game but watched it from home just seven days after surgery.” Once cleared for weekends, he dove back in, reviewing game film online, calling coaches, and even returning to the sidelines when possible.

Going Deep

That season tested more than just his physical resilience—it deepened his spiritual strength. He made it to most home games and even rode the team bus to their final matchup against Juniata.

“Being with the team, eating with them, and watching them stay committed — those were some of the deepest moments I’ve had,” he reflects. “Their strength came from their

relationship with God, and that showed me something important.” Texts of encouragement poured in from players, reinforcing a truth deeper than football: “It’s not just about being ready to coach. It’s about being the person God is still keeping here.”

That love and support surrounded Gutelius at all levels of his life, and throughout the whole process. “My son got a job 15 miles from Duke, where I get treatment,” he says. “He told me, ‘Dad, now I know why I’m here.’ That’s God’s hand.”

Thanks to the expertise of exceptional doctors, an experimental treatment program, and the prayers and support from the Catholic University community, Coach Gut has thankfully moved into remission. Although he continues under close observation, his spirit remains unbreakable.

He often jokes about the irony of a football coach needing “head work,” but beneath the humor lies a profound gratitude, for his family, his team, his faith, and the unwavering support of the Catholic University community.

With this encouraging news, he looks ahead, with hope toward the next season, excitement for the next generation, and a renewed commitment to lead, serve, and love.

“Every day is a gift,” he says. “And I’m going to use mine to help others see what matters. We’re going to keep fighting. Together.” ♦



Building the Future

Coach Gut’s journey has ignited a renewed mission — not just for today’s players, but for generations of Cardinals yet to come. Through the Legacy Locker Room Project, Head Football Coach Gut and Catholic University are creating a new, football-specific locker room facility designed to help future players grow stronger as a team.

“We’re building more than a locker room,” says Coach Gut. “We’re building a space where guys from different majors, backgrounds, and experiences can come together. It’s going to be a space that says: ‘You matter. You belong. Let’s go be great together!’”

To date, we have raised \$400,000 of the total \$1.5 million project goal. With proper funding, the Locker Room Project is set to open by the 2026 season. This new facility will stand as a physical embodiment of everything Gutelius believes in: unity, support, excellence, and legacy. To support the Locker Room Project, please contact Neil Donahue, senior director of advancement, Division of Athletics, donahuen@cua.edu or 202-319-6450.

RENDERING BY HKS ARCHITECTS



The Cardinal Trifecta: Time, Talent, and Treasure

Juan Jones discovers something different here

BY BILL LENNERT

They say true leadership is less about the title on your business card and more about the imprint you leave on people's lives. And Juan Jones lives it, with infectious energy.

Since his introduction to The Catholic University of America, Jones has embraced many roles — beginning as a parent, continuing as a donor, and ultimately becoming a dedicated member of the University's Board of Trustees. Yet, his most profound impact comes through his role as self-proclaimed ambassador, passionately championing the University's mission and values wherever he goes.

Maximizing Investments

Professionally, Jones leads a \$19 billion Oracle Premier Support portfolio, helping some of the world's most strategic enterprises protect and optimize their most critical systems. His leadership journey also includes impactful roles at Microsoft and IBM, where he honed a deep understanding of enterprise sales and customer experience.

Today, he brings that same strategic insight to higher education. In addition to serving on the Boards of Trustees at both Catholic University and the University of Rochester, he is a member



"Coming to Catholic really awakened the faith in me," Jones shares. "It's been a regenerative experience ..."

of the Simon National Council and a scholarship supporter. An MBA graduate of Rochester's Business School, his efforts reflect a deep commitment to broadening access and increasing diversity within the MBA pipeline, investing in future leaders just as others once invested in him.

A Journey of Faith

His early experience with the Christian faith was shaped by a uniquely blended household — rooted in both Catholic and Southern Baptist traditions. His mother was from a small town in Spain, and his father was Southern Baptist. "My dad was always good enough to take us to Mass every Sunday — my mom, my sister, and me."

That spirit of mutual respect and commitment left a lasting impression. For Jones, faith has always been deeply personal. "I think faith is a very personal thing, and all of us are called in different ways," he reflects. This early foundation helped shape his understanding of faith not just as a set of beliefs but as an ongoing journey of listening, reflection, and action.

While his faith-life varied over the years, his connection was never lost. "Sometimes I've just been too busy with day-to-day life and not taking the focus that I probably should have," he admits.

That all shifted when his son, Christian, enrolled at Catholic University. What began as involvement in his son's education soon deepened into a powerful personal renewal. "Coming to Catholic really awakened the faith in me," he shares. "It's been a regenerative

experience ... being here, what I feel when I'm on campus."

"From the beginning, when we first came out here, we discovered this amazing university that we didn't know anything about," he says.

Living in California, Catholic University hadn't been on their radar, but that changed quickly. From their earliest visits, Juan and Lisa Jones were moved by the warm, welcoming spirit of the campus community.

Lighting a Spark

Their engagement grew from attending baseball games as proud parents to active involvement on the Parents Council and ultimately becoming the lead donors to the Athletics Diamond project. To date, the Joneses have donated nearly \$2.5 million to the University.

"We had a chance to be involved with the University as parents of a student, first and foremost," Jones says. "Our son loved attending Catholic University, and that just brought us happiness as a family and a sense of passion about the University." That sense of belonging deepened as they met faculty, staff, and other parents.

In June 2021, Jones was invited to become a member of the University's Board of Trustees, an invitation that strengthened his commitment. "You realize the amount of constituents a university has," he reflects. "It's a unique environment. You're trying to serve many audiences and harmonize those audiences to achieve the goals that are best for the students, the university itself, and the wider community." His board experience has offered insight into the delicate balancing act of aligning perspectives in service of a shared mission.

"Ensuring that everything we do has our mission and our Catholic faith at its core —

while we are welcoming,” he says, “welcoming to others who are not Catholic but who believe in our values, share our sense of community, our sense of humanity, our sense of purpose — goals that as human beings we all share, or should share.”

“If we create a welcoming environment here, folks are exposed to the tradition we have in our Church,” he says. “I think it can help our community grow.” Jones finds purpose in his connection to the University, and he considers it a privilege to be involved, both spiritually and physically, with its growth.

While Juan believes in the principle of donating time, talent, and treasure, he and Lisa also understand the essential role financial support plays in sustaining Catholic University’s mission.

“You can donate your time, your expertise, your wisdom, and those things matter deeply,” he shares. “But if we focus on financial contributions, the first thing I’d say is: every donation matters.”

“It’s about advancing the mission of higher education — together with purpose, commitment, and a shared vision.”

Building the Future

He is also energized by the Cardinal Ambassador Program, which enables supporters to advance the University’s mission in new and creative ways. By uniting admissions, alumni, development, and other outreach efforts, the program builds momentum and amplifies Catholic University’s voice.

For him, being an ambassador means celebrating and sharing what makes Catholic University special. “When you’re proud of something, you want to talk about it, you want to share it with others,” he explains. Ambassadors serve as storytellers, spreading the word about Catholic University’s achievements, culture, and community spirit. Their voices extend the University’s reach far beyond traditional channels.

Looking ahead, he believes that sustaining and scaling these efforts requires structure and shared purpose. As more supporters step forward, he sees a cycle of inspiration unfolding. It’s a vision of engagement that builds momentum, creating enduring growth and deeper connection.

That connection continues in legacy, whether as ambassador, leader, or donor. Ultimately, it’s about more than individual contribution; it’s about advancing the mission of higher education — together, with purpose, commitment and a shared vision. And Jones is on the front lines, enthusiastically leading the way. ♦



Conversations and
correspondence of literary merit

"WHAT A BLESSING IT WAS TO BE IN ROME DURING
THIS TIME OF TRANSITION FOR THE CHURCH!"
— ANNA CHIAPPETTA, PSYCHOLOGY STUDENT

P. 31

Educating for Freedom

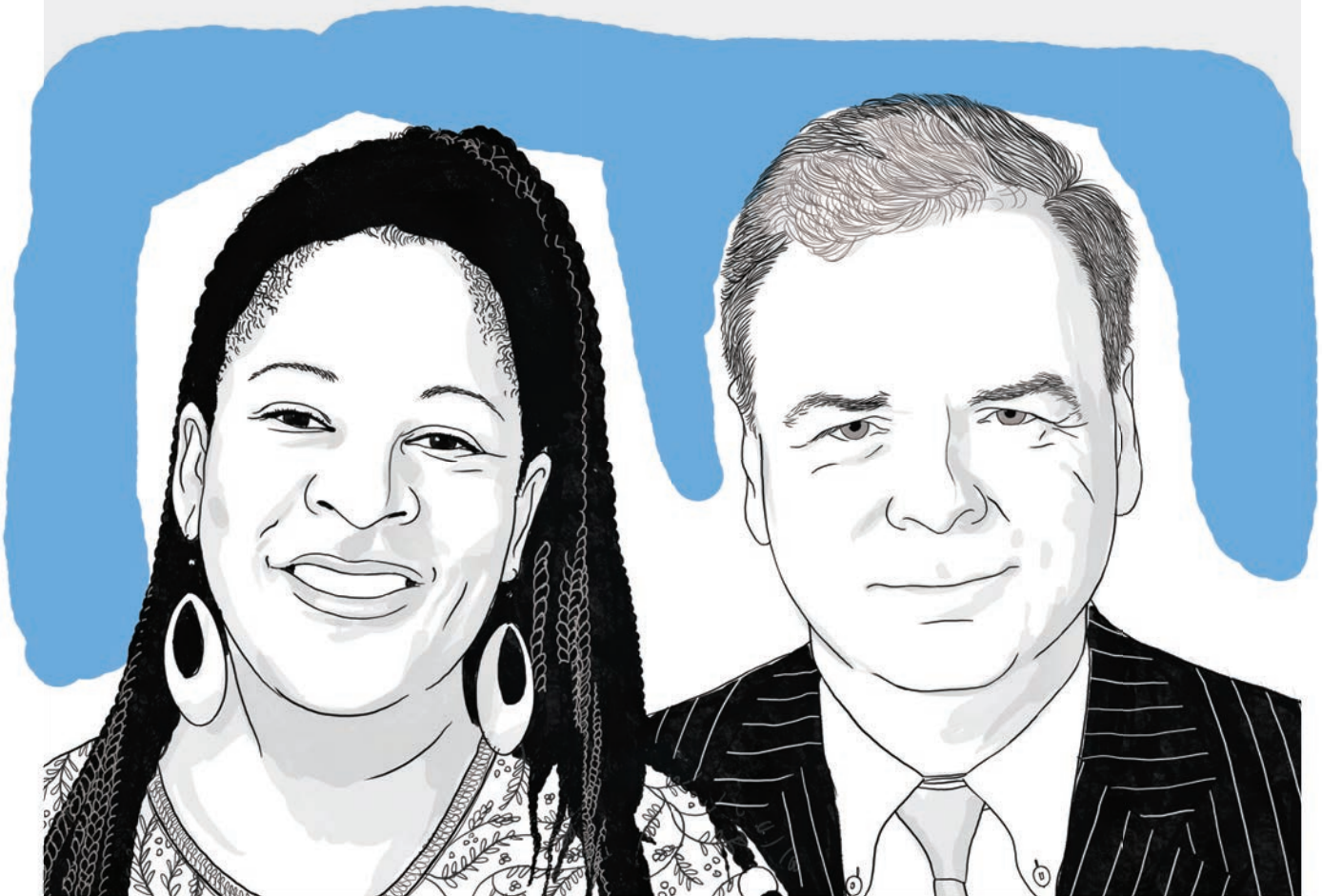


ILLUSTRATION BY MONICA HELLSTROM

In a world of endless distractions, how do we form minds that are genuinely free?

What constitutes an authentic education? In this faculty dialogue, two scholars from different disciplines — yet united by a shared passion for the Western tradition — explore what makes a liberal arts curriculum not just relevant, but essential for today’s students.

The following is an edited version of the conversation Dave Hazen had with V. Bradley Lewis (professor and dean of the School of Philosophy) and Anika Prather (assistant professor of education and elementary education coordinator).

Defining Education

Anika Prather: To define education, I take inspiration from the Roman orator and educator, Quintilian. He basically looked at Cicero and others who used speaking as a way to change society and realized that if we could train children from infancy to do that, they would be better prepared to make a difference. So he created this manual, *Institutio Oratoria*, which encourages teaching children how to speak, write, think, synthesize and share their thoughts in a way that moves people, and you teach them that from infancy. It’s also, as Dorothy Sayers says, about cultivating the “lost tools for learning.” We were all created to think, so education is that process of engagement in the classroom that nurtures the tools for learning that God has placed in every one of us.

Brad Lewis: I start from a particular philosophical tradition, that is the Aristotelian Thomistic tradition. In this line of thinking, there are powers or capacities that are latent in human nature. Education is a process of developing and actualizing those capacities in such a way as to allow agents to act in pursuit of the ends that are natural to them as a function of their created natures. St. Thomas says, in a particularly important place, that human beings are images of

God, insofar as they have free will or the power of free deliberate choice and intellect. And so human beings are acting beings that make free choices in pursuit of certain goods. And some of those goods are common goods, in addition to being goods simply for individuals. So education should help them to develop and actualize those powers and capacities so as to act for those goods (both individual and common) and to fit them to be both independent, practical reasoners and reflective individuals and members of various communities.

The Approach

Lewis: Catholic University has a liberal arts curriculum that all undergraduate students participate in; this includes three courses in philosophy, two of which are historical introductions. In the first two courses, students read particularly important texts that provide them with a framework and foundation on the basis of which, when they take other courses and decide their major, they can see something about the integration of the various things — particularly the integration

of knowledge. Once you set an integrated framework, with God as creator of the universe and everything having a common source, all other disciplines can have a basis for relating to one another.

Prather: In my field, it can be hard because sometimes preparing future teachers is done as if preparing people for a trade, but I don't believe in that approach. From my own experience, I'm very new to liberal arts; I did not grow up classically educated, but in my family, we read a lot. My initial training in education was great, but it was very much focused on lesson-planning, behavior management, and specific skills. But when you train teachers that way, they teach to the test and kids are not learning to think critically, to have conversations, to form their own worldviews, or to go through this process of the Trivium.

The Trivium approach (grammar, logic, and rhetoric phases) teaches children how to see connections and form their own worldviews so they can engage the great questions of life. And so when we think about the "great conversation," as Mortimer Adler talked about, that's what's happening, people constantly building on the information before them. This was important enough for me to go back after I had my undergraduate degree and get a master's in liberal arts from St. John's College, so I could relearn how to teach. When I went on to get my doctorate in education, my St. John's experience kept haunting me so I made that the focus of my research.

Lewis: For students beginning college, studying philosophy is one of the least familiar things because they don't, by and large, have it in high school. They've all had English, some kind of natural science, and mathematics, but the approach of philosophical inquiry can be very new. They start introductory philosophy courses freshman year.

The point of those freshman courses, however, is to try to be accessible in such a way as for those students to get a sense of the core questions that these texts are dealing with — Platonic dialogues (whether or not I should try to live an ethical life, or whether I should reject that and live only for pleasure). Or Aristotle's *Nicomachean Ethics*, which is really about virtue and vice and happiness, and friendship, or St. Augustine's *Confessions*, about the possibility of having a kind of personal relationship with God and how that changes one's life.

And hopefully, reflecting on those things, you can appreciate the somewhat more abstract kind of philosophical and theological discussions that you get into with Aquinas, where you've got a set of questions that you're trying to work through. The key is to try to show them that the questions that philosophers ask in the great, central tradition of Western philosophy are really *everybody's questions*.

Tradition as a Matter of Justice

Lewis: I said this in my Convocation address to first-year students in August 2024, that it is a matter of justice to give students a robust introduction to this great conversation, to these Great Books and perennial questions. They are paying a lot of money and investing four years in this core education, so to not give them the best that we can is an injustice and a waste of their time.

Prather: If you train teachers classically, they will be able to teach everything and more. It's about expanding our focus, our vision for what education is. I think sometimes we have a very limited perspective, like, "I just want to teach kindergarten." But education is about teaching the person, whether they are five years old or 21.

Lewis: I agree. These four years in university are important, but I also think that there's no way that four years is enough, right? But the point is if you've succeeded, then they're fit to continue educating themselves. As Alasdair MacIntyre said, the test of whether a college education was successful or not isn't necessarily what books students read when they were in college. It's what books they're reading 10 years later, or 20 years later or even 30 years later.

"God did not make us robots or computers, right? He gave us free will. He gave us the ability to think. He gave us the ability to even disagree with him!"

— Anika Prather

Prather: I think it goes back to my earlier thought about exercising the tools, or as you described it, Brad, about what God has innately put inside of us. So whether you're talking about philosophy or literature or the math and science texts, all along you are thinking and exercising that ability that God has given to us. One of my favorite pieces is Martin Heidegger's "What Calls for Thinking" in *Basic Writings* (edited by D.F. Krell). It was foundational to my dissertation, because Heidegger talks about how our curiosity draws us to those things that captivate the mind, like when students read these texts.

When my parents started a classical school that served a predominantly African-American community in Prince George's County, they were told by so many people it was a waste of time, it wasn't relevant to the community. But every time these students would read any one of these texts, they were sucked in more and more because it tapped into their humanness. God did not make us robots or computers, right? He gave us free will. He gave us the ability to think. He gave us the ability to even disagree with him!

I also like the approach of educational philosopher Charlotte Mason, who describes education as placing before students a smorgasbord of things that whet the appetite, that entice them to want to just really feast. In a world of distractions, can you provide something that touches their curiosity and draws them in ... catches their attention and inspires them to think? ... When we *don't* teach classically, we're actually going against how God made us. This is why I helped found the Redefining Classics event that is hosted by Catholic University on an annual basis.

Lewis: I think that if, in today's world, we want to be serious about the way we think and approach life, there's no other choice. There are fundamental, perennial questions and truths about the human condition that can be lost or distorted by the sort of churn of the ambient culture, which, at the moment, is in a pretty toxic way. But if we claim that these things are perennial and natural, it means you can't get rid of them. They will come back. Today, people talk about polarization in society, but I see the deeper problem as a lack of seriousness about the most important things.

Prather: In terms of polarization, I was trying to explain to someone earlier today why I feel like the classical tradition helps deal with the

current racial challenges.

I was the only African-American in most of my classes at St. John's College in Annapolis, but I went there because I fell in love with the tradition. By studying the same books and engaging with this common human tradition around the same table, we were all just human beings. If we say we are Christian, doesn't Christ and our Creator preach unity? So this isn't one race's literature — it is *human literature*.

What I have loved about coming to Catholic University is our approach to curriculum. Here, there's this openness to including authors we haven't discovered yet to add to this great conversation. When I was asked to teach transformative texts with the Cornerstone program, we sat around together, discussing what other books could be added to the curriculum to round out the experience. That was really beautiful for me to see that there was an openness for that exploration of truth.

"Today, people talk about polarization in society, but I see the deeper problem as a lack of seriousness about the most important things."

— V. Bradley Lewis

What Makes a Book "Great"?

Lewis: The Great Texts cite one another, so that's one indicator that it is a Great Book. But I always tell students that there are three kinds of books: the kind you read once and only need to read once; the second kind, you read more than once but there's a point that you get to the bottom of it and don't need to read it again. And then there's the third kind, which you're never finished reading. A truly great book you could read 1,000 times, and you never get to the bottom of it.

Prather: I agree, these great books cite one another, they talk to one another. When I founded a classical school about 10 years ago, the books that we selected had one rule: they had to show some type of conversation with the tradition.

Pete Morelewicz (B.S.Arch. 1996) contributed this artwork on the adjoining page, reflecting on his time at Catholic University. "My class was one of the first to move into the newly-renovated Crough Center. I spent most of my time there and remember the camaraderie with my classmates that centered around the building. We were not only learning but helping to craft the ethos of the architecture program."



Which Five Books Should Everyone Read?

Lewis: If I had to choose the top five books I would put on a list that I would want every graduate of Catholic University of America to have read, this is it:

1. **The Bible.** If God has revealed things, one would be a fool not to want to know what they are.
2. **Aristotle's *Nicomachean Ethics*.** It's the best book ever written about education and the best book ever written about ethics.
3. **Thucydides' *History of the Peloponnesian War*** because there's more concentrated wisdom about human affairs there than any other history book that I know of, and war is important partly because of what it reveals about humanity.
4. **Dante's *Divine Comedy*.** There's no book ever written where you can get more of the Christian view of the human condition and even what transcends it.
5. **Alexis de Tocqueville's *Democracy in America*,** which is the best book ever written about America and the best book ever written about democracy.
6. **BONUS: Plato's *Republic*** because, as one of my friends says, it's the greatest book ever written not directly inspired by God. I have a hard time disagreeing with that.

Prather: It's so hard to pick only five! But here's my attempt:

1. **The Bible,** first and foremost, because that's the seat of all wisdom.
2. **Aristotle's *Parts of Animals*.**
3. **Sophocles' *Antigone*.**
4. **Shakespeare's plays—** all of them.
5. **W.E.B. DuBois' *The Souls of Black Folk*,** a really good treatise on why especially African Americans should read the classical tradition.
6. **BONUS: Boethius' *Consolation of Philosophy*.** I met Boethius in my darkest hour and reading that book really helped me find and see God.

Reflecting on Boethius, I love the way he introduces the concept of Lady Philosophy. When we're teaching our kids beyond just "fill in the blank," we're teaching them to look to this great tradition and store up this armor within themselves. So when they find themselves in their darkest hour, they have something to draw from that will give them strength and perseverance. ♦



“With Love, From Rome”

BY ANNA CHIAPPETTA





This past semester, I was fortunate enough to study abroad in Rome with several other students from Catholic University. For four months, we lived, attended classes, and ate meals together in one building located in Trastevere, a 30-minute walk from St. Peter's Basilica. Some professors from Catholic University also came to Rome with us, so I was able to take two psychology courses that counted toward my major. And what a blessing it was to be there during this time of transition in the Church!

By the time Easter came, we knew Pope Francis' health was declining, but we were more focused on his illness and possible death back when he entered Gemelli Hospital in February. I was reminded again of his weakness when I heard his strained voice in St. Peter's Square after Easter Mass: "Dear brothers and sisters, happy Easter!" Then he surprised everyone by riding in the back of the PopeMobile around St. Peter's Square.

We could see how sick he looked, unable to turn his head much or smile. Some of us said we felt badly for him and wished he would be resting. But one of my friends said to us: "This is what he's supposed to be doing, he's fulfilling his mission."

I thought of these moments when I woke up the next morning and saw that he had died a few hours earlier. He really should have been resting. He really was close to death and he probably knew it, but he did what his vocation as pope called him to do. I thought of how intense it must feel to know you are about to leave this world and see Christ and to use your last days doing the will of God. It was a moving realization for me and my friends, like Pope Francis had shown us a part of Christ's sacrificial life on Easter.

That following week, we went to the viewing of his body in St. Peter's. The line was

long, and while it only took us an hour to get in, other Catholic University students spent three or more hours waiting. I was surprised to see how many people were coming to mourn the Pope.

The following Saturday, we woke up early to go to the funeral and made our way through crowded streets to get into the Square. Around us were families and groups of teenagers who had come as pilgrims for the Jubilee of Young People, a special weekend during the jubilee year for teens. The Mass was beautiful, with lots of singing and prayers for the repose of Pope Francis' soul.

At the end, a group of men lifted the casket in front of the altar for the people to say a final farewell to the Pope. You could really sense the unity of the Church — united in our faith in Christ and united in our prayers together for him. I also sensed that the Holy Spirit was guiding the Church through time, that God was working through these different events and people to bring us closer to Him.

We wish we could have been there in St. Peter's Square to see the new pope, but I was so happy to celebrate with friends back on campus in Murphy's Lounge. It was so exciting to watch Pope Leo XIV appear on the balcony and be united in hope for this new chapter! ♦

— **Anna Chiappetta** is a psychology major who plans to graduate in 2026. Catholic University's Rome Center (Via Garibaldi) is a popular study abroad option — help us secure funding to acquire this property and keep the tradition alive! Email Alessia Noro (noro@cua.edu) for details.



Catholic University students gather at Murphy's to watch the announcement of new pope.



A Lot of Firsts

BY ELELETA SEYOUN

I had never been on a plane before. My first flight ever was a one-way ticket from Addis Ababa to Washington, D.C. As we said goodbye, my father cried real tears. I had never seen him cry before.

The United States has been a series of firsts for me: living alone, managing bills and budgeting, starting graduate school at Catholic University. Each first came with its own struggles, but I've welcomed them all — and been rewarded with growth I never imagined.

My name is Eleleta, but I go by “Lou.” After watching people hesitate or stumble when I introduced myself, I started using a name that felt easier. My real name is unique — and so are the ways I've heard it pronounced. But that uniqueness, I've come to realize, is part of what I bring to every space I enter.

I'm now in my second year of the master of architecture program. The workload is intense — far beyond what most graduate programs demand — which means much of my American experience has been shaped inside our architecture building, Crough. I've spent more waking hours there than in my own apartment. It's been my studio, my shelter, my social space, and yes, even my nap zone.

I chose Catholic University for many reasons: the strength of its architecture program, the depth and experience of its faculty, and the opportunity to study under professors who have spent decades practicing what they teach. But there was also something deeper. I've attended Catholic schools since I was very young; I've always appreciated the discipline, values, and thoughtful approach to learning they offer. Coming here felt like returning to something familiar, like coming home.

Still, I was nervous. A new country, a new city, a new school — all at once. But on my very first day, as I sat in class surrounded by students from all over the country, I didn't feel out of place. I didn't feel like a foreigner. I felt welcome. And that feeling has never left me.

One night during finals week, I walked out of Crough at 3:17 a.m. The campus was silent. A deer skipped across the lawn. My hands were stained with graphite and glue, and I was bone-tired — but I remember pausing to breathe it in. Despite the exhaustion and the distance from my home in Africa, I felt something powerful: pride. I had come so far in every sense of the word.

Catholic University has taught me so much more than architecture. I've learned how to live on my own, fix a clogged sink, find Ethiopian spices, laugh at my mistakes, and keep going. Every “first” has stretched me. And in time, each one became familiar.

That's what growth feels like. ♦

— **Eleleta “Lou” Seyoum** is from Ethiopia and is pursuing her master's degree in architecture at Catholic University. She was recently inducted into the National Honor Society for Architecture and works part-time in the Office of Graduate Admission.

“There’s a profound umbilical link
between music and the sacred ...
Music is part of the liturgy.
It’s not an add-on;
it’s an absolute essential core part
of what it means to be
a praying church.”

Sir James MacMillan

RENOWNED COMPOSER

*visited Catholic University as part of the
Welcoming Children in Worship project*

APRIL 2025

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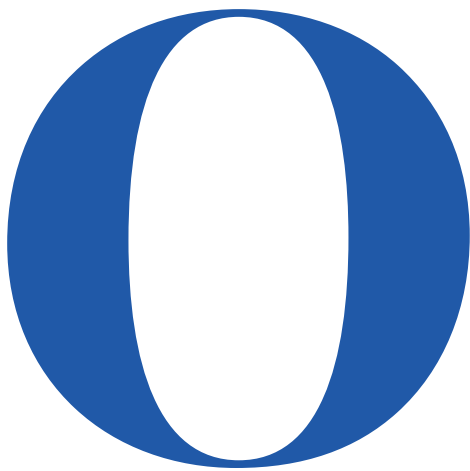
A University With a Higher Calling

Catholic University's founding vision endures — guiding students as they seek lives shaped by truth, virtue, and service to Church and country.

BY CHRISTOPHER HAZELL

ILLUSTRATION BY LA JOHNSON





n April 10, 1887, Pope Leo XIII sent a letter to the archbishop of Baltimore giving formal approval for the founding of The Catholic University of America. Here would stand a university that would be a beacon of truth and beauty, one chartered by the pope to “give the Republic her best citizens.”

As John Henry Newman claims a university ought to do in *The Idea of a University*, Catholic University would give “a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them.” Yes, but this University was also to do more than merely shape the mind and conscience of its students. Pope Leo XIII was calling for something far more extraordinary, to give the United States her best citizens — individuals formed by a rigorous, holistic education grounded in Christ who would serve others with love.

Such a noble goal remains today, as University President Peter Kilpatrick can attest.

Living the Ideal

“Catholic University aims to form our students spiritually, emotionally, psychologically, and in virtue,” Kilpatrick explains. “We believe it is our role to help our students become the very best version of themselves they can possibly be in all dimensions of their human faculties. As a Catholic university, we believe that this can only happen when a young person discovers themselves in the light of the God-man, Jesus Christ.”

This is the vocation of every Catholic university. Further, what makes a university a university is the commitment to seeing all the truths discoverable by human reason in light of the all-encompassing truth of revelation.

“There must be a grand idea that unites the mission of a



university,” Kilpatrick shares. “One can go back to the originating mission statements of all the great universities — including Cambridge, Oxford, Paris, Harvard, Yale — and pursuing God’s truth was at the heart of their mission when they began.”

While these universities might still offer Latinate phrases etched around campus proclaiming their commitment to pursuing truth, forming moral character, and serving Christ, they are now primarily concerned with getting students good jobs. If Catholic University is committed to giving the republic its best citizens, we might understand many modern universities to be committed to giving the market its best workers. Further, these universities no longer gather their various disciplines and areas of study under the wings of an overarching truth.

When this happens, we are left with what Alasdair MacIntyre called a “multiversity.” Institutions become fragmented, splintered, no longer guided by a transcendent vision of the good, true, and beautiful. Academic disciplines devolve into a self-preserving myopia that results in the disjointed formation of students.

“We work hard to prevent the fragmenting of the disciplines at our University. The more we lean into this overarching ideal that our mission is to give our republic our best citizens, to serve God, the better at keeping the University integrated,” Kilpatrick explains.

The fruits of such an approach are many. Not only does it offer students a more holistic vision of reality and themselves as unique and unrepeatable individuals created in the image and likeness of God, but it also enables all members of the university to fruitfully collaborate since they see themselves as a collective whole

as opposed to a loosely assembled group of scholars.

Dr. Kilpatrick cites the example of Catholic University’s psychology professor David Jobes, Ph.D., who is working across several disciplines, including media communications and athletics, to tackle the enormous societal issue of suicide prevention. Instead of remaining isolated within his own discipline, Jobes is seeking the expertise and insights of the entire academic community with a spirit of collegiality and humility.

The Market Advantage of Catholic Identity

The benefits of striving to be a true University extend even further. Today, many universities are in danger of shuttering their doors because of market saturation and high operating costs within higher ed. However, certain Catholic schools are experiencing tremendous growth. As Sara Weissman emphasizes in her *Inside Higher Ed* article, “Religious Colleges That Lean Into Their Identity Make Gains” (November 19, 2024), institutions offering a distinctive Catholic identity are appealing to many looking for something that is truly unique from what most liberal arts and public “multiversities” are offering.

Monsignor James Shea — a Catholic University alumnus, Basselin Scholar, and current president of the University of Mary in Bismarck, North Dakota — sees a Catholic school’s distinctiveness as necessary for its success in today’s higher education landscape.

“I think Catholic colleges’ success has to do with a willingness to not be embarrassed about Catholic identity,” Monsignor Shea explains. “Our goal at the University of Mary is to avoid sinking into a

“[I]nstitutions offering a distinctive Catholic identity are appealing to many looking for something that is truly unique from what most liberal arts and public ‘multiversities’ are offering.”

— SARA WEISSMAN

IN DEFENSE OF “THE USELESS”

“One of the most important truths I learned from Aristotle is that the liberal arts, which is to say, those that are *liberi*, free from practicality, are higher than the practical arts, for they are focused on things that are good in themselves ... I know that the vast majority of you did not major in philosophy or theology, but I also know that the spirit of these two disciplines pervades this place. Catholic University is not a place where the practical sciences alone are explored. Rather, the searching out of the nature of the good life is of paramount importance.

The good life involves real friendship, the cultivation of the life of the mind, a savoring of beautiful things, falling deeply in love, finding satisfying work, etc. But at the heart of the good life, my young brothers and sisters, is a relationship with the living God, who is properly called the highest good, the *summum bonum*!”

— Bishop Robert Barron
Commencement address, May 2025



“The university that remains true to its vision of bringing forth truth, beauty, and goodness through the light of Christ ... offers a tangible path for remaining relevant in an increasingly overcrowded marketplace.”

— MONSIGNOR JAMES SHEA

set of institutional priorities that make us indistinguishable from the mid-sized state school down the road, since that would not be a genuine contribution to the diversity of options and to the span of choices students have before them. If we present ourselves as a true and genuine alternative, then we are no longer simply competing with those institutions that might have more resources than us.”

In other words, the more that Catholic colleges and universities water down their faith-based identity, reducing themselves to mere “multiversities,” the more they begin competing with the liberal arts and state schools that often have major advantages in resources and financial support. Success today depends on Catholic distinctiveness. This is not just a theory: the University of Mary is genuinely thriving, pulling in students from all over the country.

“Here we are in Bismarck and we have students coming from San Diego,” Shea says. “How do you account for that? By offering something that students aren’t finding readily at other places.”

Thus, the university that remains true to its vision of bringing forth truth, beauty, and goodness through the light of Christ not only helps shape students holistically and fosters a collaborative academic environment, but it offers a tangible path for remaining relevant in an increasingly overcrowded marketplace.

Of course, a university should still be judged, in part, on a key metric that secular institutions have not forgotten: its ability to help its students obtain good jobs after they graduate. More and more people are less convinced that college is worth the money, time, and labor precisely because it is not always clear the investment will pay off.

Innovation Without Compromise

Kathleen deLaski, founder and board chair at Education Design Lab, discusses innovative ways for addressing these problems within higher education in *Who Needs College Anymore? Imagining a Future Where Degrees Won’t Matter* (Harvard Education Press, February 2025). In the book, deLaski unpacks the rise of students for whom the traditional, four-year experience might not be possible or reasonable due to cost, family circumstances, geographic limitations, and so on.

While deLaski believes the traditional college experience does not effectively serve everyone, she affirms that it certainly has its place, especially for those who want to pursue certain professional jobs (medicine, law, STEM-related careers, etc.) where a bachelor’s degree remains vital. Still, she believes universities need to do more to meet the needs of all students.

“Today’s modern workforce demands a different model for college than the one we adopted from the universities in Europe nearly 400 years ago,” deLaski explains. “With that model, we shouldn’t be surprised that only a little more than one-third of American adults have a four-year degree. A step ladder approach would allow students to move in and out of higher education at their own pace, to provide incremental educational offerings that students can piece together like Lego blocks.”

The idea is that in addition to their traditional program offerings, universities would also offer micro-credentials, certificates, or modular tracks at a lower cost that allow students to continue to work. For instance, a nursing student could work at a hospital part-time while stacking up individual

credentials at an affordable cost and on a reasonable timeline, eventually enabling the student to earn an associate's or bachelor's degree.

However, the challenge with such an approach for Catholic universities is ensuring they still offer what is distinctive about them — a holistic and balanced formation rooted in intentional community and the pursuit of truth.

Catholic University offers a compelling example for a path forward with its distance campus in Tucson, Arizona. Students accepted into the business and interdisciplinary programs in Tucson pay very little, thanks to national grants and generous alumni donations, allowing them to earn a degree in a way that aligns with their circumstances. While students are effectively prepared for the world of work through this innovative step ladder approach, they still receive an education that

is distinctive to Catholic University's holistic vision of truth, beauty, and goodness. And students in Tucson cite the same familial environment that students experience at the main D.C. campus.

As part of the Education Design Lab, deLaski worked closely with Catholic University and potential students in Tucson to ensure the program captured a distinctive Catholic identity. For example, students have taken an online course taught by Andreas Widmer, associate professor of practice in entrepreneurship, on integrating business principles with Catholic identity and mission. The Tucson campus program therefore offers a unique solution — an affordable, convenient degree program still aimed at “giving the Republic her best citizens,” while spreading the truth of Christ to those within and well beyond the walls of the main campus in D.C.

A Firm Foundation

Ultimately, this approach can serve as a sign and solution for other Catholic universities across the country facing the challenges of modern higher education.

“My whole vision for Catholic higher ed arises from my experience as an undergraduate and graduate student at Catholic University, and the ingenious way that the Catholic faith is woven through every aspect of the education,” Monsignor Shea shares. “It has allowed me to lead the University of Mary with integrity and the certitude that it's possible to achieve the vision of what a Catholic university should be.” ♦

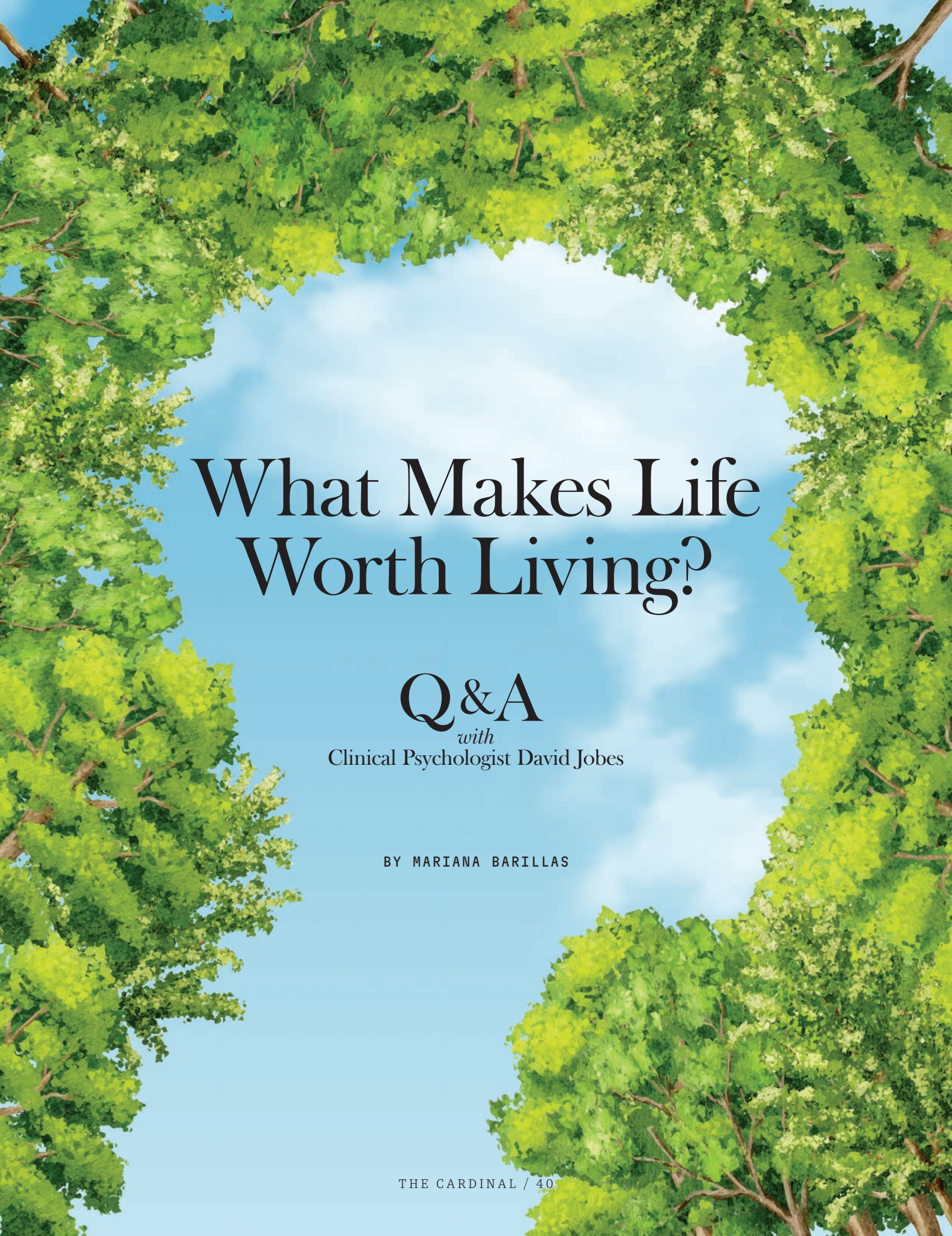
HIGHER EDUCATION FROM THE HEART OF THE CHURCH

Pope St. John Paul II's 1990 apostolic constitution *Ex Corde Ecclesiae* is the *Magna Carta* for Catholic universities worldwide, and continues to guide our work 35 years on:

“It is the honour and responsibility of a Catholic University to consecrate itself without reserve to the cause of truth. This is its way of serving at one and the same time both the dignity of man and the good of the Church, which has “an intimate conviction that truth is (its) real ally ... and that knowledge and reason are sure ministers to faith.” Without in any way neglecting the acquisition of useful knowledge, a Catholic University is distinguished by its free search for the whole truth about nature, man and God. The present age is in urgent need of this kind of disinterested service, namely of proclaiming the meaning of truth, that fundamental value without which freedom, justice and human dignity are extinguished. By means of a kind of universal humanism, a Catholic University is completely dedicated to the research of all aspects of truth in their essential connection with the supreme Truth, who is God.



It is in the context of the impartial search for truth that the relationship between faith and reason is brought to light and meaning. The invitation of Saint Augustine, “*Intellege ut credas; crede ut intellegas*,” is relevant to Catholic Universities that are called to explore courageously the riches of Revelation and of nature so that the united endeavour of intelligence and faith will enable people to come to the full measure of their humanity, created in the image and likeness of God, renewed even more marvellously, after sin, in Christ, and called to shine forth in the light of the Spirit. ...”



What Makes Life Worth Living?

Q&A
with

Clinical Psychologist David Jobes

BY MARIANA BARILLAS



avid Jobes is in the business of saving lives. Over his decades of work at The Catholic University of America as one of the nation's top clinical suicidologists, he has developed the revolutionary Collaborative Assessment and Management of Suicidality (CAMS) — a clinical intervention proven to help many despairing patients manage their struggle and ultimately discover what may give their life purpose and meaning.

From his academic experience and clinical training, he has brought the lessons he's learned to a new generation of Catholic University students across many disciplines. His new class, the "Psychology of Living" (PSY:225), quickly filled up — and generated a wait list — the first day of registration. In this course, Jobes draws insights from psychology, literature, art, philosophy, theology, history, and his own experience to challenge students to think deeply about their place in the world and what a "life well-lived" might look like for them.

Jobes recently reflected on his career in an interview, as he wrapped up his first time teaching this new course.

This interview has been edited for clarity and brevity.



What was the genesis of this course?

I was asked years ago to be the speaker at the University's Convocation. Initially, I wasn't sure I'd be a good fit. I study suicide, which can be a difficult topic. But in studying suicide for the past 42 years, there are a lot of lessons about life to be learned from our research.

The focus of my speech was wisdom drawn from people who don't want to live. What they want is what we all crave: relationships, meaningful work, love, and a spiritual focus in their lives. The convocation was well-received and marked the beginning of an idea that became this new course.

What are students learning in the course?

I think a lot of the students were surprised by the early discussions about suicide risk and the clinical trials that we do through the Catholic University Suicide Prevention Lab. I think it was a powerful way to start the course, for them to see how people who are most despairing can learn to manage their struggle and want to live. Suicide is treatable and it's not just about depression. What we focus on in treatment is what causes the patient to be depressed: isolation, not being able to get a job, things like that which we call "drivers" in CAMS.

People who think they have to die actually don't have to die; they always have legitimate needs. If we can help them get those needs met, then the idea of suicide can actually become obsolete for them. We have treated soldiers who struggle with suicide and think, "I've got to take myself out because I cannot endure the pain of PTSD." When we help them hit the pause button and say, "There are other ways to get your needs met that don't have to cost your life — we can treat your PTSD," the intervention instills hope and that can be life-changing.

This is your first time teaching this course you've designed. What has been the response?

It's the most enjoyable undergraduate course I've ever taught. Gen Zers are famous for being stuck on their phones and disengaged. But it's been the exact opposite of that; the students have been riveted by the content. It's been a joy to teach, and I've learned a lot from them, too. I have some psychology majors but also nurses and students in criminology, theology, and business. It's been a great mix. I'm 66 and on the back end of my career, but I'm re-energized and delighted by the excitement that this content can generate in young people.



What makes life worth living?

That question can be clarified or defined by your values, your spiritual life, or by the things that you can share with others that give you a sense of purpose. You can live by those strongly held values and that can make for a very meaningful life.

In our research with people who are suicidal, relationships are by far the number-one value, either pain caused by a relationship or the lack of a relationship, feeling of isolation, feeling that people would be better off without you. In terms of both assessment and treatment, relationships are the number-one focus. A more distant second is vocation, by which I mean our work, but also how we spend our time and what gives us a sense of purpose and meaning.

Do you draw lessons from your own life?

I'm just really speaking from the heart and from experience, and they seem to appreciate that. I do share aspects of my own life but the class is

not meant to be a narcissistic foray. I've lived an intentional and examined life; of course I've made mistakes, and I've learned important things, and I've also had successes. And so, within reason, I try to illustrate some of the points that we're talking about — for example, love and marriage.

Research shows that marriage is the single best predictor of psychological health and wellness. A lot of the students really want to get married and they are eager to have kids, but to succeed you really need to find the right person. So we've talked about patience and the importance of having a strong friendship within the marriage.

We began the course with *The Last Lecture* by Randy Pouch, who was a professor at Carnegie Mellon. Pouch had pancreatic cancer and gave this brilliant lecture about four months before he passed. We start with a professor who died of cancer, and I end the course as a professor who's lived with and survived cancer. In many ways, I feel like I've been given a second lease on life. So I get to talk about what makes life worth living in a way that I hope doesn't seem too self-indulgent but genuinely reflects my gratitude and excitement about being alive.

What do you hope the students take away?

Many of the students are Catholic. Their thoughtfulness about others and social justice is a beautiful thing about Catholic culture. But sometimes I observe there can be a guilt or a sort of a hesitation to think about oneself because it can feel self-indulgent or narcissistic. This course is getting them to think about themselves and about their relationships. I think the students have been surprised how powerful it is to think about themselves in terms of what motivates them and what they're passionate about.

After we have examined our lives, has it made our life more worth living? They may make all the same choices that they were going to make before they took the class. But if it's given them a perspective that helps them discover something or realize something that's important to them or to the people that love them, then that, to me, is a major accomplishment.

Have you seen any specific impacts on individual students?

There's a student who's in a very different major and is now thinking that she wants to become a mental health professional. We've talked about that, what it would take, what it would be like, and that it's not too late for her. It's never too late if this is what you want to do. She's prayed



on it and has a whole spiritual component to it. I don't know what she's going to do, but she feels like there's a way she can do this and not miss the boat — that is a key idea within the class. Things are not set in stone and we can take control; that's what we've learned from my research.

Any surprising student insights?

I'm learning about the things that they're excited about, and I try to engage in their interest areas. For example, I had no appreciation for how much they are influenced by their siblings. During one class, we talked about who influences you. The students named siblings and parents and some coaches and a priest here and there. Then we Googled the top 30 influencers in the world, and none of them had named a single one of these famous people — it was an interesting moment in the class.

Will you teach it again?

This course is compelling, and I'm planning on teaching it next spring in Rome with another class on clinical psychology. I did a section of this course on impressionist artists and we had a group presentation on music and another on travel. Everybody has different things that make life worth living for them, which we heard about in group presentations.

There are obviously unlimited art, sculptures, history, religion, and faith considerations in Rome that I will try to bring into the course. I have a colleague who is a psychiatrist and professor in Rome; for this course, we will visit his clinic and see how different mental health care is in a European country.

What's one thing people can do each day to make a difference in their lives?

Mentalization. It's a technique that's about cultivating perspective by looking at yourself from the outside and looking at others from the inside. You will see yourself and others



differently. People are often seeing just the tree in front of them, and they're missing the forest or they are focused on the forest and miss the tree.

As a psychotherapist, I think of good psychotherapy as being the cultivation of perspective. A lot of what we do is unconscious or done because we've always done things that way and we've never really questioned it. I'm an advocate for making such things conscious and then living with intention. And when you live with intentionality, you're living by design. You're living ideally consistent with your values and your faith and the things that you believe in and your behavior then reflects that.

What's next for you?

I've talked with two editors about writing a text for the course and then perhaps a book for a wider general audience. The editors I've talked to are really excited — they like the “hook” of life perspectives from a suicidologist. There might be a place for this in the popular press. I've written seven books but never for a popular audience. I definitely feel like I have learned a lot and have much to share, and what topic is more interesting than life? ♦

Jobs won the 2025 Erwin Ringel Service Award from the International Association of Suicide Prevention (IASP) for his outstanding contributions to the field and global leadership. The award was presented at the IASP World Congress in Vienna, Austria.





CARDINAL WEEKEND 2025

October 17–19, 2025



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Class Notes

Relishing Retirement

Marita McKenna Danek, B.A. 1964, and her husband, Joseph are happily retired and split their time between Naples, Fla., and Annapolis, Md. They have 3 children and 4 grandchildren. Marita stays in touch with old friends **Joan Johenning McCullough, B.A. 1964**, and **Chris O'Donnell McMahon, B.A. 1964, M.A. 1967**, sharing wonderful memories of their Catholic University days.

John H. Middendorf, B.A. 1987, retired in October 2024 after 26 years at the Pennsylvania Higher Education Assistance Agency (PHEAA) in Harrisburg, Pa. He will be relocating to Littleton, N.H., with his wife, two children, and grandson.

Cardinals in Lights

Camille Bonora Kampouris, B.A. 1978, was one of the producers of the film *Bonhoeffer: Pastor. Spy. Assassin* along with her husband Emmanuel Kampouris, who was a director, producer, and writer. This film opened in theaters in late November 2024.

① **Patricia Randell, M.F.A. 1982**, was part of an ensemble of New York City actors privileged to read playwright and Pulitzer Prize finalist Jon Marans' latest play, so he could hear it aloud for the very first time, with

David Hyde Pierce reading the lead role back. She was thrilled to be part of the first step in this journey of a truly witty and fascinating play. The Ensemble Studio Theatre, included a piece on Randell in their new member spotlight series. Many Catholic University grads are in the membership ranks of this 55-year-old New York theater, and she is only the fourth out of over 600 members they've featured so far.

Melissa Victor, B.M. 2012, and **Sean Burns, B.M. 2012**, are starring in the Broadway National Tour of *Wicked*.

Moving Up

② **Martin R. Kalfatovic, B.A. 1983, M.S.L.S. 1990**, was named managing director, International Image Interoperability Framework Consortium (IIIF-C) in July 2024. In this role, he will lead an international consortium of cultural heritage and scientific institutions which includes the Bibliotheca Apostolica Vaticana (The Vatican Library), eight national libraries and archives; major universities including all Ivy League institutions, Stanford University, the University of Chicago, Oxford and Cambridge Universities, the Massachusetts Institute



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of Technology, Johns Hopkins University; and the Smithsonian Institution.

Corinne (Bordieri) Marasco, B.A. 1984, historian of St. Paul's Episcopal Church, Alexandria, Va., was appointed to the Historic Alexandria Resources Commission.

D. Michael Reilly, J.D. 1984, has been named chair of the board of trustees at Gonzaga University. He is an employment attorney at Ballard Spahr in their Seattle office.

③ **Mark Powell, J.D. 1990**, Lackawanna County district attorney, has been appointed by the Pennsylvania Supreme Court to serve as vice chairman of the Pennsylvania Continuing Legal Education Board, which oversees CLE accreditation of all programs across the state and the awarding of credits that Pennsylvania attorneys are required to earn annually to maintain their law licenses.

Joseph Sandri, J.D. 1990, recently joined the new executive team of Environmental Health Trust (EHT) as vice president of legal and regulatory affairs, general counsel. He is a seasoned executive who has led multiple publicly traded companies, most recently co-president of FiberTower Corporation, which was sold to AT&T in 2018. He has extensive experience in telecommunications, having worked in private law practice and served on several technology and public service boards.

Maria Mason, B.A. 1992, has joined Lowndes, a multi-discipline business law firm, as chief operating officer. In this key leadership role, she will oversee all

administrative and business functions, including finance, technology, human resources, facilities, communications, marketing and general operations. She brings 25 years of legal management experience to Lowndes. Most recently she served as business director of Greenberg Traurig's Austin, Texas, office. Her career includes leadership positions at law firms in Hawaii, Maine, and Washington, D.C.

Kenneth V. Snyder, B.B.E.

1994, has been appointed as director of health system science for the Jacobs School of Medicine and Biomedical Sciences. In this role, he teaches the entire medical school class (185 students this year) a four-year curriculum about the science of care delivery, empowering them with the tools to be agents of change to help fix the systems of care in which they work. Also, he is in his 14th year as an associate professor of neurosurgery at University at Buffalo, with dual open vascular and endovascular training and a specialization in stroke and brain tumors. He also is in his 8th year as a vice president chief physician quality officer for Kaleida Health.

Robert Dean, J.D. 1997, has been promoted to deputy general counsel and risk officer at Fox Communities Credit Union in Appleton, Wis., where he has worked since 2022. In this role, he handles vendor contracts and manages Fox's Enterprise risk management program.

Sister Patricia McCarron, S.S.N.D., Ph.D. 1997, was named superintendent of Catholic schools for the Archdiocese of Baltimore, by **Archbishop William E. Lori, S.T.D. 1982**. Sister



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McCarron, a School Sister of Notre Dame for 35 years, has served as the longtime head of school for Notre Dame Preparatory School in Towson. She will start the position in August.

Jason Papanikolas, B.A.

2001, was promoted to vice president of Career and Community Services for Anne Arundel Workforce Development Corporation in January 2024. He leads a team of 24 wonderful employees, who help Anne Arundel County residents reach their full potential every day. He and his wife, **Tiffany (Chambers) Papanikolas, B.M. 2000, M.M. 2001**, live in Berwyn Heights, Md., where Tiffany was elected to serve as mayor in May 2024.

Gregory Schwab, B.A. 2001, was appointed visiting assistant professor and Donald Gaines Murray Fellow at University of Maryland Francis King Carey School of Law, Baltimore, Md. He is currently teaching in the school's lawyering program and conducting scholarly research in state executive power.

Katie Acuff, B.A. 2003, J.D.

2008, has been selected by the board of directors of LSU Health Foundation as its new president and chief executive officer. She brings more than two decades of experience in healthcare philanthropy, higher education fundraising, and institutional advancement, having led transformative campaigns and secured major gifts that have shaped the trajectory of nationally recognized institutions

Nathan Freier, M.A. 2003, has joined Institute for Defense Analyses (IDA), as an adjunct research staff

member in the strategy, forces and resources division of IDA's Systems and Analyses Center.

Brendan Carr, J.D. 2005, has been nominated commissioner of the Federal Communications Commission (FCC), by President Donald Trump, to serve as the agency's chairman, elevating a longtime ally to lead the independent regulatory agency that oversees America's communications landscape. Carr, who currently serves as the senior Republican commissioner at the FCC, will replace current chairwoman Jessica Rosenworcel at the helm of the influential independent agency that oversees communications regulation both domestically and internationally.

Patrick Delaney, B.A. 2005, partner at RumbergerKirk, was named the new honorary consul of Ireland in Orlando, Fla., serving as one of 14 honorary consuls in the United States.

① **Lauren Torlone Mahoney, B.A. 2005**, a journalist and adjunct faculty member in the media and communications department at Salem State University, is offering a course called "The Media Impact & Societal Influence of Taylor Alison Swift." A pop culture aficionado and self-professed "Swiftie," Mahoney will take a deep academic dive on Swift and her influence on American life and politics.

Theresa (Abellon) Bauman, B.A. 2008, was hired as the security director for the House Foreign Affairs Committee. In the past 14 years, she has previously worked for the Office of Senate Security, the Senate

Judiciary Committee, and for former Congressman Tom Latham (Iowa).

Anna Borges, B.A. 2017, joined the staff at The Catholic University of America in July 2024, as the assistant director of student organization leadership in the Office of Campus Activities.

Nicholas Gangemi, B.M.E. 2018, M.S. 2022, an acoustician, is part of a research group led by Joseph Vignola, associate professor of engineering, at the Catholic University of America that has been using laser Doppler vibrometry to pinpoint delaminated areas of the Capitol building frescoes. It's a non-invasive method that zaps the frescoes with sound waves and measures the vibrational signatures that reflect back to learn about the structural conditions. This in turn enables conservators to make very precise repairs to preserve the frescoes for future generations.

② **Rev. Daniel Hackenjos, B.A. 2018**, was ordained a priest for the Archdiocese of Hartford by the Most Rev. Christopher J. Coyne, Archbishop of Hartford on June 22, 2024. In the photo, he's pictured with Catholic University friends and classmates.

Matthew T. Vander Vennet, Ph.M. 2018, Ph.D. 2023, relocated to the Kansas City area to assume his duties as the director of mission and assistant professor of theology at Donnelly College in Kansas City, Kan., a small Benedictine college, in fall 2023. He and his wife and four children are enjoying the BBQ and all the activities and amenities the city and surrounding area have to offer.

Ryan Cannon, B.A. 2020, has been promoted by Senator Ted Cruz (R-Texas), chairman of the U.S. Senate Commerce, Science and Transportation Committee, to coalitions and member services advisor for the committee. He joined the commerce committee in 2023 as a committee aide. Previously, he worked as a scheduler, and special assistant for Senator Pat Toomey (R-Pa.) and began his career as an intern with the house energy and commerce committee and for Senator Richard Burr (R-NC).

③ **Alexandra Patterson, B.A. 2020**, was welcomed to Washington, D.C.-based litigation powerhouse Hollingsworth LLP in its newest class of first-year associates. The Hollingsworth team is comprised entirely of litigators specializing in highly challenging and complex legal work. In addition to being a Hollingsworth LLP 2023 summer associate, she previously served as a legal intern and integrity officer at U.S. General Services Administration and as parliamentary intern to the Right Honorable Lady, Dr. Lisa Cameron MP in the British House of Commons.

Tara (McDermott) Windibank, B.M. 2020, and roommate **Cecilia (Leskiewicz) Blackwell, B.M. 2020**, are co-founders of The Hildegard Collective, an international nonprofit organization that jointly supports the professional development and spiritual formation of Catholic musicians. Recognizing challenging circumstances of the modern music industry, The Hildegard Collective team has put together a

platform for like-minded musicians to connect, collaborate, and grow together, both in faith and as musicians. The first of its kind, the community includes quarterly webinars with industry experts, a podcast and blog, opportunities for professional collaboration, priority registration for Hildegard Collective retreats, exclusive offers on products for Catholic musicians, and much more!

Kathleen Emanuelli, B.A. 2021, has spent the last two and a half years teaching at the Catherine Hershey Schools for Early Learning at their flagship center in Hershey, Pa. She was accepted into Vanderbilt University's Peabody School to pursue her master's in public policy in education studies. She credits her experience at Catholic University, particularly her professors and mentors.

Cardinals in Print

Thomas T. Bellino, M.A. 1967, Ph.D. 1969, M.A. 1982, of Hobart, Ind., published his second novel, *The Fisherman's Ring* (Greenway Press, November 2024), an international best-selling thriller that uncovers ancient secrets and conspiracies. Bellino's story features the first black, African Pope elected in conclave; a terrorist plot to not only assassinate the new pontiff but to also destroy the Vatican, has been uncovered through the interception of a code word in a rare and esoteric language that fewer than 1000 people on earth either speak or understand.

James Foley, B.A. 1980, has published his debut novel, *Treasure Coast* (Black Rose

Writing, 2025), a gripping crime thriller. The novel features Miami homicide detective Lisa Owens, a talented investigator who doesn't trust other cops. Obsessed with getting killers off the streets and bringing justice to grieving families, she buries herself in her work and stays stuck in the past. When lightning strikes twice and her lifelong friend is murdered on a barrier island off Florida's Treasure Coast, Lisa launches an investigation of her own. *Treasure Coast* has garnered early praise for its sharp prose, richly drawn characters, and intricate plotting — making Foley a rising star in the crime fiction genre.

Ann Hutchinson Slattery, M.S.L.S. 1980, has written *Steeple & Domes: Early Places of Worship in Washington, DC* (c. 2023, privately published 2024, 165 pages), which describes the founding of Washington, D.C., from the point of view of the religious beliefs of its earliest settlers and the places of worship they built. The book ends by celebrating the importance of Washington's religious history and its worship spaces for all Americans.

The Miracle Unfolds: Selected Poems (2010–2019) presents excerpts from seven books by **Juana Rosa Pita, Ph.D. 1984**, with English-language translations by Erin Goodman. As the book's title suggests, Pita's poems address spiritual and moral aspirations. She is direct when describing her writing as a quest for beauty and understanding — and when claiming that she has turned up these results in the writing process. She has also written *Cor lumine: Viaje al corazón*

de la luz / Journey to the heart of light (Spanish and English edition, March 2023).

Diane Kiesel, J.D. 1985, has written *When Charlie Met Joan: The Tragedy of the Chaplin Trials and the Failings of American Law* (University of Michigan Press, February 2025). She retired as a judge of the New York Supreme Court at the end of 2023 after nearly 25 years on the bench.

Jessica DePrizio Cole, B.A. 2002, D.Min. 2014, co-authored a book *Catechetical Sessions for the Catechumenate* (LTP, 2024). The book provides theological background and catechetical scripts for leading those desiring to enter the Church through doctrinal teaching paired with prayer and formation. Jessica is currently the director of faith formation at St. Denis Church in Hanover, N.H.

① Brian D. Banks, M.A. 2005, has published his first children's book, *Skylar and Brother D's Adventure* (Austin Macauley, April 2025). This is the first in a series of books that focus on adventure and scientific discovery/learning through the eyes of a wildly curious girl, Skylar. The book is based on Brian's daughter and son Dominick.

Mary Margaret Olohan, B.A. 2018, senior reporter, *The Daily Wire*, and 2023–2024 James Madison Fellow at Hillsdale College's Washington, D.C., campus, gave a lecture on her book *Detrans: True Stories of Escaping the Gender Ideology Cult* as part of the AWC Family Foundation lecture series. She features multiple interviews with detransitioners and gives a voice to young people who were influenced by gender ideology.



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② Alyssa Diaz, B.S.N. 2021, full-time nurse and children's author, announced the release of her new book, *Penny's Port* (Presto! Books, March 8, 2025). She offers comfort and encouragement to young patients and their families, drawing from her real-life experiences in pediatric care, inspired by her work at Children's National Hospital.

Accolades

Edward Carlos, M.F.A. 1963, has an exhibit of 40 drawings on wood panels at IONA: Art Sanctuary, Garnertown Road Road, Sewanee, Tenn. The themes of 40 modernized historical visionaries include visionaries of the Old and New Testament, contemporary Freedom Fighters, and symbolic animal avatars for close encounters. (Examples: Abraham, Jesus, Kamala Harris, and LION). At 87 years old, he continues to create daily.

Bruce Cranford, B.S.E. 1967, celebrated his 20th year as a docent at the Smithsonian National Air and Space Museums in Washington, D.C., and Dulles Airport (Centerville, Va.), completing over 800 tours plus numerous engineering topic presentations. He is also a lecturer on science and engineering at the George Mason University's Osher Lifelong Learning Institute OLLI, Fairfax, Va.; the Montgomery College's Lifelong Learning Institute, Rockville, Md.; and at the Rockville Science Center, Rockville, Md.

Terrie (Theo Theresa) Baier Hanrahan, B.A. 1967, was inducted into the Hall of Fame of the

Intermountain Professional Ski Instructors in October 2024 in recognition of her passion, superb teaching, coaching, and mentoring to less accomplished ski instructors and the general public over the last 40+ years.

Denis Ledoux, B.A. 1969, M.A. 1971, was installed as a member of the Franco-American Hall of Fame by the Maine state legislature at a ceremony in the Hall of Flags at the State Capitol on March 12, 2024. In introducing him to the audience, State Representative Peggy Rotundo called Denis Ledoux "a treasure" who has long contributed to Franco-American life in Maine. His recent memoir, *French Boy / A 1950s Franco-American Childhood*, (October 2023) is the latest in his writings focused on Franco-Americans. March 12 has been designated as Maine Franco-American Day by both Chambers of the Maine Legislature. He remembers his English literature classes with Drs. Sendry, Perloff, and Kenny fondly. He is active on Substack at The More Skilled Writer.

③ Carol Bruflat, M.S.N. 1980, was honored by The National Association of Nurse Practitioners in Women's Health (NPWH) with the Fran Way Legacy Award. She spent her 40-year career as a nurse and nurse practitioner working solely in women's health as a labor and delivery nurse manager, in high-risk OB-mother-baby care, and prenatal care in a private OB practice and at Georgetown University Medical Center. These prestigious national awards recognize certified Women's Health Nurse Practitioners (WHNPs) who

exemplify the highest levels of achievement in advancing women's and gender-related health. This year's recipients were celebrated at the 27th Annual NPWH Women's Healthcare Conference in Chicago, Ill., on Sept. 26, 2024.

Anthony G. Marasco, B.A. 1984, received the IRS Chief's Excellence Award, Criminal Investigation, for demonstrating outstanding strategic thinking (May 2024). He is a senior program analyst and started his IRS career in 1991. He celebrated 33 years in federal public service.

Evelyn Rodriguez Devine, B.A. 1985, has been named Trial Lawyer of the Year by The Montgomery Bar Association of Norristown, Pa.

Timothy Blair, D.M.A. 1988, board president of the Kennett Symphony of Chester County, has been honored with the Leadership Service Award by the Music Teachers National Association (MTNA). In addition to this recognition during the MTNA National Conference in Minneapolis, Minnesota, on March 19, he was also recognized locally at the sold-out Masterworks 2: Inspirations concert in the Exhibition Hall of Longwood Gardens on March 23. This affirms his contributions to music education and his service to MTNA as well as the Kennett Symphony.

Camille Q. Solberg, B.A. 1989, was featured by the *Atlanta Journal-Constitution* as one of their local leaders paying tribute to Pope Francis. Solberg was one of 500 Catholic University of America alumni selected to see Pope Francis during his visit to the United States, when he made a special visit

to the university for a Mass canonizing the Spanish-American missionary Junipero Serra.

④ Hanseok Ko, Ph.D. 1992, was installed as the Newton-Bennett Endowed Chair of Engineering and launched a new artificial intelligence program in the School of Engineering at Catholic University.

Joanne Assarsson, M.S.W. 1995, was selected by the John Carroll Society as a 2025 Pro Bono Health Care Honoree. She has been an oncology clinical social worker for over 30 years at Georgetown University Hospital's Lombardi Comprehensive Cancer Center. She was honored at the Rose Mass and Luncheon in March.

Joseph Grabau, M.A. 2009, has been named as academic dean at the Archdiocese of San Antonio's Mexican

American Catholic College (MACC), effective February 2025. He remains associate professor of philosophy and theology and also teaches courses on children's spirituality and other topics in practical theology. Last summer, he was co-director of the organizing committee, and lead author of the project text, for MACC's \$6.29 million grant application, "Caminando Juntos: Accompanying Rural and Small-Town Ministry Leaders" (2025-2029), recently awarded by the Lilly Endowment, Inc.

MaryAnn Wilmot, M.Arch. 2013, was named a 40 under 40 class of 2024 by the editors of *Building Design+Construction*. She is being recognized for her career achievements, passion for the AEC profession, involvement with AEC

industry organizations, and service to their communities. One of her key projects was the 184,000-sf Skip Viragh Outpatient Cancer Building on Johns Hopkins Hospital's main campus in Baltimore. She worked on this project with her brother **Tim Wilmot, B.S.Arch. 2012, M.Arch. 2013**, who co-founded Wilmot Design Studio in Silver Spring, Md.

Ian Walker, B.S.Arch. 2016, M.Arch. 2018, was honored with the Wieb Award from the Washington Chapter of the American Institute of Architects (AIA|DC) and the Washington Architectural Foundation (WAF). This award recognizes an architect who, throughout his/her career, has made a meaningful difference in the Washington community through work in the public interest.



INSPIRING WISDOM AND FAITH

Stephen P. Holowenzak, M.A. 1970, Ph.D. 1974, celebrated 50 years since receiving his Ph.D. in education. He also is celebrating 40+ years with the University of Maryland Global Campus, where he earned honorary professor emeritus status in 2010. In that role, he served as a professor in UMD overseas programs in Europe, Middle East, and Asia (a total of 25 countries and 125 U.S. military installations). A devout Catholic, he is a 28-year member of the Knights of Columbus and a past Grand Knight, chief executive officer and Faithful Navigator of the Knights of Columbus Fourth Degree Assembly 386. Among other accolades, he has been presented with a Star Assembly Award, and was named as the Sir Knight of the Year by the Archdiocese of Washington District in 2017. He also was recognized in *Albert Nelson Marquis Who's Who* with the most recent accolade of 2020-2021 *Marquis Who's Who in the World Award*. ♦

Tying the Knot

Stephanie Rocca, B.A. 2015, and **Andrew Perrino, B.A. 2017**, were married on June 22, 2024 in Huntington, N.Y.

① **David Massey, B.A. 2016**, and **Josephine Migash, B.S.B.A. 2016, M.S. 2017**, were married on April 20, 2024 on Long Island, N.Y., by **Monsignor William King, J.C.L. 1989**, professor of canon law.

Alison Magee, B.S.N. 2017, and **Eric Robustelli, B.S.B.A. 2015**, were married on Oct. 19, 2024 in Newport, R.I. Alison is a nurse at NYU Langone Health and Eric is a senior sales executive at Workday. They live in Manhattan.

Devon McElwaine, B.A. 2018, and **Kyle Raftery, B.A. 2018**, were married on Oct. 4, 2024 in La Jolla, Calif., where they reside. Devon is employed by WeWork and Kyle is employed by Splunk.

② **Frank Scalfaro, B.C.E. 2019**, and **Sarah Harrigan B.A. 2020**, were married on June 22, 2024 at the Cathedral of St. Matthew the Apostle in Washington, D.C. surrounded by friends, family, and a flock of Cardinals! Their marriage was celebrated by Rev. **Frank Donio, S.A.C., B.A. 1989, M.A. 1993, D.Min. 2012**, and the reception was held at the Mayflower Hotel. Frank is a virtual construction manager at DAVIS Construction and Sarah is the director of administration at the Catholic Apostolate Center. They live in Laurel, Md.

Madeleine Naleski, B.S.B.A. 2023, and **John Patrick Swift, B.M.E. 2021, M.S.M.E. 2022**, were married on April 13, 2024. Madeleine is the outreach and enrollment coordinator for the Busch School of Business at CatholicU and



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"Catholic was truly an amazing university, and I'm so incredibly blessed to have met my husband and my best friends there."

— *Alison Magee, B.S.N. 2017*



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John is a systems engineer at BAE Systems. They live in Bowie, Md.

Future Cardinals

③ **Bernadette (Snyder) McClain, B.A. 2007**, and husband, Justin, welcomed their seventh child, James Thomas McClain on Aug. 5, 2024. They live in Bowie, Md., where they attend Sacred Heart parish. **Rev. Ambrose Little, O.P., B.A. 2007, Ph.L. 2014**, baptized James on Nov. 16, 2024 and **Matthew Greenfield, B.M. 2007**, was godfather. **Daniel Meola, B.A. 2007**, also attended with his family as the godfather of one of Bernadette's other children.

Angelica (Wittstruck) Nesheiwat, B.A. 2012, and husband, Michael, welcomed their son Michael Zaid, Nov. 27, 2024. He joins his twin sisters Zara and Stella, 5. They reside in Rye, N.Y.

Sarah (Morris) Dempsey, B.A. 2013 and husband, James, welcomed their daughter, Maeve Grace, on Sept. 6, 2024. The family lives in North Wales, Pa.

Lauren Werling Longo, B.A. 2017, M.A. 2019, and **Joseph Longo, B.C.E. 2017, M.C.E. 2018**, welcomed their daughter Lillian Longo on Aug. 7, 2024. The family lives in Alexandria, Va.

Abigail (Treacy) Cyrus, B.A. 2022, and husband, Aidan, announced the birth of their first child, Clare Marie Dufault Cyrus, on Aug. 7, 2024. Their daughter was named after the Blessed Virgin Mary, St. Clare of Assisi, and Abigail's late grandmother who passed away in April 2024. They live in Fort Scott, Kan.

The Latest from Faculty Alumni

Jacqueline Leary-Warsaw, M.M. 1988, was appointed as interim dean of the School of Arts and Sciences, effective May 1. She is an ordinary professor and was the founding dean of the Benjamin T. Rome School of Music, Drama, and Art in 2018. Her appointment will include leading the proposed College of Arts and Sciences, currently under consideration in the Academic Senate. The college would incorporate the Rome School's departments of music and drama (under the name Rome School of Performing Arts) as part of the transition. ♦



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In Memoriam

Rev. Eugene C. Kutsch, attended the University from 1948 to 1951.

Monsignor Bernard A. Powers, attended the University from 1948 to 1962.

Richard A. Neville, B.A. 1951.

Stanley M. Goldberg, B.Arch. 1952.

Mary L. McNeal, M.A. 1953.

Sister Rita Bergamini, S.P., M.S.N. 1954.

Franklin J. Duane, B.Arch. 1955.

Patricia B. Englehart, M.A. 1955.

Straton Laios, B.E.E. 1955.

Most Rev. John S. Cummins, bishop emeritus of the Diocese of Oakland, special student 1957.

Most Rev. Basil H. Losten, bishop emeritus of the Ukrainian Catholic Diocese of Stamford, Conn., S.T.L. 1957.

Sister Teresa M. Byrne, O.S.U., M.A. 1958.

Most. Rev. Louis E. Gelineau, J.C.B. 1958, J.C.L. 1959, bishop emeritus of the Diocese of Providence, R.I.

Robert K. Hedrick, M.C.E. 1958.

Sister Rita C. Hommrich, S.C.N., M.A. 1958.

Anthony Masso, B.A. 1958.

Patricia Dillon, B.S.N. 1959.

John Halpin, B.S.Chem.E. 1959.

Richard W. Lavigne, B.S.Chem.E. 1959.

Bernard V. O'Neill Jr., B.A. 1959.

Theresa P. Ponko, M.S.N. 1959.

Joseph V. Popolo Sr., B.A. 1959, B.E.E. 1959, M.E.E. 1961.

Edward J. Shanaphy, B.M. 1959, M.M. 1961.

Norman Danis, B.A. 1960.

Sister Mary David Debrecht, C.P.P.S., M.A. 1960.

Paul A. Laseau, B.Arch. 1960.

Rev. Hugh MacDonald, attended the University from 1960 to 1964.

Joyce S. Meyers, B.A. 1960.

William C. Rogers, B.E.E. 1960.

Mary P. Flynn, B.S.N. 1961.

Dorothy B. Pocklington, M.S.N. 1961.

Rita F. Cullen, B.A. 1962.

Rev. Paul J. Drobin, attended the University from 1962 to 1966.

James T. O'Hara, J.D. 1962.

Rev. Joseph M. Pusateri, S.M., B.A. 1962, M.S.L.S. 1968.

Mary R. Ryan, M.A. 1962, Ph.D. 1970.

Wayne G. Sellin, B.E.E. 1962, M.S. 1980.

Brother Daniel J. Conaghan, C.F.X., B.A. 1963.

Salvatore L. Costabile, M.S.L.S. 1963.

Brother Thomas P. Cully, C.F.X., B.A. 1963.

Henning Leidecker, B.A. 1963, Ph.D. 1969.

David E. Raymond, B.A. 1963.

Rev. Don F. Talafous, O.S.B., M.A. 1963.

Mary B. Costa, B.A. 1964.

Rev. Vincent Cushing, O.F.M., S.T.L. 1964, S.T.D. 1973.

Roy S. Czernikowski, B.E.E. 1964.

Nouhed N. Havrilla, B.A. 1964.

Cecil A. Lotief, S.T.B. 1964.

Joan M. Roche, M.S.N. 1964, M.A. 1979, Ph.D. 1982.

Sister Nathalie Elder, D.C., M.S.N. 1965.

Mary Garner, M.S.W. 1965.

Sister Joseph F. Rhodes, S.C.N., B.A. 1965.

Margaret Donohoe, B.A. 1966.

Sister M. T. Galbraith, M.S.N. 1966.

Gerald E. Kelly, J.C.B. 1966, J.C.D. 1968.

Alice S. Mandanis, M.A. 1966, Ph.D. 1971.

Rev. John A. Pisors, C.S.V., S.T.B. 1966, M.T.S. 1967.

Ann M. Tedesco, M.S. 1966.

Eugene G. Cambeilh Jr., B.E.E. 1967.

James P. Lee, B.E.E. 1967.

James R. Lothian, B.A. 1967.

Judith Lothian, B.S.N. 1967.

Rev. George J. Lucas, C.S.C., attended the University in 1967.

Sister Mary E. Middendorf, M.S.N. 1967.

Larry R. Pilot, J.D. 1967.

Paul G. Staub, M.A. 1967.



A CARDINAL LOSS

This past June, the University lost a great leader: **Ralph Albano**, the Vice Provost for Sponsored Research, Research Compliance, and Technology Transfer. An alumnus, baseball player, and a key member of the Provost's office for 20-plus years, Ralph was a critical member of Catholic University's team.

He earned his B.S. in physics and played baseball during his undergraduate years in the 1980s. He later graduated with an M.Eng. degree in applied and engineering physics from Cornell University and an M.B.A. from the University of Maryland and then went on to work for various engineering firms. When Ralph returned to Catholic University in September 2002, he became much more than a member of the Provost's Office team. He was a fixture in the research life of Catholic University and played a key part in the R1 milestone we achieved earlier this year. He served as Director of the Office of Sponsored Programs and Director of Technology Transfer, where he was instrumental in grant administration for two decades. He also was a leading force in our now-yearly observances of University Research Day.

Along with his professional accomplishments, Ralph was a man of infinite generosity and kindness. He will be greatly missed around campus and in the baseball stands — and his legacy will live on in the great research our faculty and students pursue for years to come. ♦

IN MEMORIAM

William J. Wagner, B.A. 1967.
Anne M. Ackerman, M.S.N. 1968.
Maureen Campbell, B.A. 1968.
Jeannine G. Cronkhite, M.A. 1968, M.S.L.S. 1976.
Michael Gemmell, M.A. 1968.
Wayne T. Merritt, M.T.S. 1968.
Brother Kevin Sullivan, C.F.X., B.A. 1968.
Kathryn Hale West, M.S. 1968.
John T. Cordoue, Ph.D. 1969.
Joseph E. Ezzie, M.A. 1969.
John F. Hills, B.A. 1969.
Martha S. Alexander, M.S.L.S. 1970.
Sister Patricia Beaumont, S.C., M.A. 1970.
Rev. Eugene Charman, S.T.B. 1970, M.A.S.T. 1971.
Sister Nancy A. Lafferty, F.S.P.A., M.A. 1970.
Antonio Planells, M.A. 1970, Ph.D. 1976.
Louise R. Beale, M.A. 1971.
Thomas J. Burke, B.A. 1971., M.A. 2004.
James T. Connor, B.A. 1971.
Stephen Custer, D.M.A. 1971.
Marguerite D'Amico, M.A. 1971.
Maurice J. Lynch, M.M. 1971.
Monsignor Thomas McSweeney, S.T.B. 1971, M.A. 1980.
Gabriel Faraone Jr., B.A. 1972.
Sister Marie Gressel, M.T.S. 1972.
Thomas Whelan Jr., J.D. 1972.

Monsignor David R. Funk, S.T.B. 1973.
Rev. William E. Hartgen, S.S., M.A. 1973.
Ronald F. Hicks, B.A. 1973, J.D. 1976.
Robert C. Hughes, Ph.D. 1973.
Rev. Thomas A. Kane, C.S.P., S.T.L. 1973.
Ned C. Lofton, J.D. 1973.
Wayne G. Long, S.T.B. 1973, M.A. 1974.
Alice Saulnier Ritchie, M.S.L.S. 1973.
Dennis C. Curry, B.A. 1974, M.A. 1978.
Donald R. Goodness, M.M. 1974.
Steve M. Hazen, M.A. 1974.
Christine "Kee" M. Malesky, B.A. 1974, M.S.L.S. 1986.
Ursula G. McKinney, M.S.L.S. 1974.
Rev. William M. Jerse, B.A. 1975.
John H. Jorgenson, J.D. 1975.
Joseph G. Armstrong, M.M. 1976, D.M.A. 1981.
Margaret Cahill, M.S.W. 1976.
Jean O. Radford, M.S.N. 1976.
Rev. Edward A. Windhaus, M.A. 1976.
John G. Wynn, Sr., J.D. 1976.
Melinda A. Brecher, M.S.W. 1977.
David R. Kennedy, M.A. 1977.
Monsignor Bruce Miller, M.A. 1977, J.C.L. 1986.
Bonnie R. Wheatley, M.S.L.S. 1977.
Philip H. Walsh, M.S.W. 1978.
George D. Williams, B.M. 1978, M.M. 1993.

Jerry W. Clever, M.S.W. 1979, Ph.D. 1991.
Patricia M. Rogan, B.A. 1979.
Jack E. Rossotti, J.D. 1979.
Mary S. Maywalt, J.D. 1980.
Alan L. Moss, Ph.D. 1980.
Dorothy Peterson, M.L.M. 1981.
Marilyn G. Taggart, M.M. 1981.
Donald M. Hause, B.Arch. 1982.
Gerald J. Parker, M.S. 1982.
James S. Fry, J.D. 1983.
Joseph P. Paskoski, M.S.L.S. 1984.
Deirdre Cain Patterson, B.M. 1984.
Sue Anne Robinson, M.S.L.S. 1984.
Monsignor James W. Hannon, M.Div. 1987.
Anne M. Clifford, Ph.D. 1988.
R. Cary C. Cook, Jr., M.S.W. 1989.
Stephanie Morrow, M.S.W. 1989.
Joseph N. Stephano, M.A. 1991.
Ronald "Ron" E. Haley, B.A.G.S. 1993.
Jeffrey G. Micklos, J.D. 1993.
Francis D. Yeatman, J.D. 1995.
Dom Paschal Scotti, J.C.L. 1996.
George M. Cecala, B.A. 1997.
Rev. Mark E. Cunningham, M.Div. 1999.
Patrick Shaw, M.Ed. 2006.
Vernadine Jackson, B.A.I.S. 2008.

Faculty/Staff

Sister Marian Brady, S.P., M.A. 1959, Ph.D. 1962, adjunct assistant professor and lecturer in philosophy, from 1992 to 2017.
Frances Brillantine, M.S.L.S. 1992, assistant director of access services in the Columbus Law Library, who served for 34 years.
Lee Edwards, M.A. 1985, Ph.D. 1986, adjunct professor of politics, who served for 31 years.
Jesudoss Gabriel, cleaner in the custodial services department, from 1993 to 2011.
Mary C. Graham, M.R.S. 1987, lecturer in philosophy from 1993 to 2007.
Juan Marroquin, driver for custodial services department, from 2005 to 2013.
Protodeacon Sergius/Roy Bruce Miller, M.A. 1968, M.S.L.S. 1973, head, theology, philosophy/canon law libraries and acquisitions for university libraries, who served for 34 years.
Marjorie Perloff, M.A. 1956, Ph.D. 1965, assistant professor of English, from 1964 to 1971.
Matthew Powell, director of advancement for the School of Theology and Religious Studies, who served since June 2024.
Wade Stokes, assistant dean for advancement, School of Arts and Sciences, from 2023 to 2025.
Elizabeth "Betty" Timberlake, Ph.D. 1974, professor emerita, National Catholic School of Social Work, who served for 29 years.
Doris Anne Torosian, B.A.G.S. 1999, who served the University in the Office of Admissions from 1983 until her retirement in 2013. During that time, she served the office in several capacities, including as the director of financial aid and also as the associate director of the office.



REMEMBERING A FACULTY STAR

In May 2025, **Timothy B. Noone**, Father Kurt Pritzl Professor of Philosophy Emeritus, passed away. He earned his bachelor's degree from Lock Haven State University and an M.A. and licentiate from the University of Toronto in medieval studies. He went on to receive his Ph.D. from Toronto and taught at St. John's University and St. Bonaventure University before joining the faculty of the School of Philosophy at Catholic University in 1994.

In 2017, Noone became the Father Kurt Pritzl Professor of Philosophy and held that chair until his retirement in 2023. He was a world-renowned scholar of medieval philosophy, specializing in the Franciscan tradition and the thought of Blessed Duns Scotus. In addition to his University courses, he authored over 50 articles and book chapters and gave 50 invited lectures around the world.

A treasured colleague in the School of Philosophy and across Catholic University, Noone served as assistant dean of the School, an elected member of the Academic Senate, director of the Medieval and Byzantine Studies Program, and a member of many University committees. In 2007, he received the Provost's Excellence in Research and Scholarship Award.

He pursued academic life with an infectious enthusiasm and joy that was inspiring to his colleagues and students, and he will be missed by all who had the privilege of knowing him. ♦



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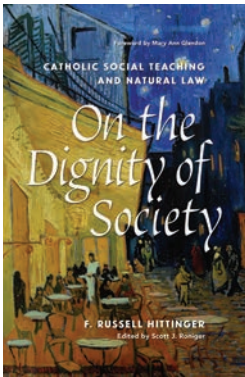
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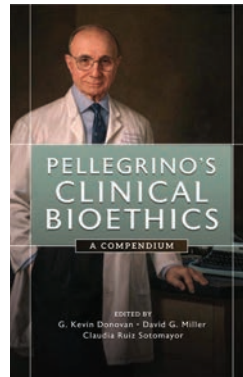


On the Dignity of Society: Catholic Social Teaching and Natural Law

By F. Russell Hittinger
Edited by Scott Roniger
Foreword by Mary Ann Glendon

The Catholic University of America's Institute for Human Ecology is a leading light in the intersection between Catholicism and social and political life. Its director, Russell Hittinger, knows more about the 135-year tradition of Catholic social teaching than any scholar alive. This book is long-awaited, and editor Scott Roniger is a Catholic University graduate.

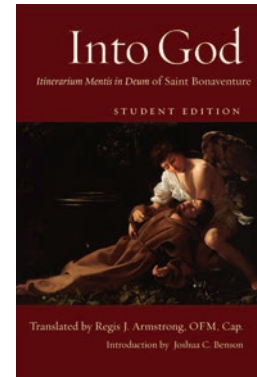
Says author Russ Hittinger: *"The focus of this collection of essays is on the papal election of Leo XIII in 1878 and how this started an era of Enlightenment in the Church. The book integrates historical studies of the development of Catholic social teaching with systematic exposition of the theological coherence of that tradition, while also articulating the essential role of philosophy and natural law within both. With Leo XIV as the new pope, perhaps he shall continue his great work in the 'necessary societies:' marriage-family, polity, and Church."*



Pellegrino's Clinical Bioethics: A Compendium

By Edmund D. Pellegrino
Edited by G. Kevin Donovan, David G. Miller, and Claudia Ruiz Sotomayor

Edmund Pellegrino, M.D., Ph.D., was Catholic University's 11th president who left a towering legacy in the field of bioethics. A book for doctors, nurses, and everyone interested in good medicine, this has the most practical of his essays and also includes up-to-date pieces from his accomplished former students and colleagues. This publication aligns well with our growing nursing programs.



Into God, student edition: Itinerarium Mentis in Deum of Saint Bonaventure

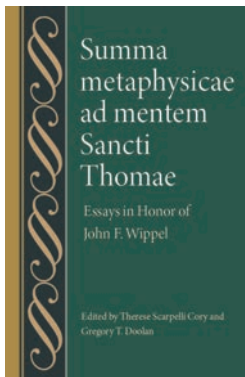
By Regis J. Armstrong
Introduction by Joshua Benson

Beloved long-time Catholic University professor Regis Armstrong, O.F.M. Cap., Ph.D., a Franciscan priest, gives us a sparkingly fresh translation of one of the Middle Ages' most interesting spiritual texts. Choose between the shorter (and cheaper) student edition or the fully scholarly edition with Latin and Father Armstrong's extensive notes.



Deep-Dive: A Closer Read

Here's a deep dive into the book of Monsignor Wippel's essays, with notes and insights from the editor, Gregory Doolan, Ph.D.



Summa metaphysicae ad mentem Sancti Thomae: Essays in Honor of John F. Wippel

Edited by Therese Scarpelli Cory
and Gregory T. Doolan

Monsignor John Wippel, a philosophy professor at Catholic University for 60 years, went home to God in 2023. This volume in his honor, co-edited by University professor Greg Doolan, is not for the faint of heart. But Wippel would say that Truth is worth the effort — and the price!

Monsignor John F. Wippel was one of the preeminent, late twentieth and early twenty-first centuries' scholars of medieval philosophy, dedicated to the metaphysical thought of St. Thomas. But that dedication was matched by a similar loyalty to The Catholic University of America community, with Wippel having been a student, faculty member, and even provost here over a period of almost seventy years. This Festschrift volume honoring Wippel is edited by two of his former students in philosophy and contains essays contributed by the most recent generation of scholars formed by Wippel's pioneering work, several of whom were students of his as well.

Wippel's time at Catholic University began as a Basselin Scholar, during which time he completed both his undergraduate studies and his first year of graduate work at University, earning first his bachelor's and then his master's degree in 1955 and 1956, respectively. Continuing his studies, he earned his Licentiate in Sacred Theology in 1960, becoming a philosophy instructor there that same year. The following year, Wippel took a leave of absence from teaching to study for his doctorate at l'Université Catholique de Louvain in Belgium, where he completed his doctoral work in 1963, writing a dissertation on the medieval philosopher Godfrey of Fontaines. But it was to the metaphysical thought of St. Thomas Aquinas that Wippel subsequently dedicated the bulk of his extensive writings and for which he

became most famous, as exemplified by his magisterial work *The Metaphysical Thought of Thomas Aquinas* (CUA Press, 2000). Having returned to teach in the School of Philosophy at Catholic University in 1963, Wippel influenced generations of students until his retirement in 2021.

This volume honoring him offers contributions on a number of metaphysical themes, with each essay living up to Wippel's own scholarly standards for original research. The essays, moreover, are presented according to the systematic metaphysical divisions found in his work, *The Metaphysical Thought of Thomas Aquinas*. Thus, the first part of the Festschrift addresses themes pertaining to the nature and discovery of the science of metaphysics. The second examines themes concerned with the Problem of the One and the Many in the order of being. The third considers themes related to the essential structure of finite beings. And, finally, the fourth part addresses topics regarding the first causal principles, moving, as Wippel does in his own investigations, from the consideration of finite beings to the Uncreated Being, God.

Although the contributors do not always agree on every point of interpretation, the picture that emerges from this volume on Aquinas's metaphysics is nonetheless unified by the guiding influence of its "first principle" — the teacher, mentor, and exemplar, whom his students knew simply as "Father Wippel," and to whose memory the volume is dedicated. ♦

Then, As Now

When we were brainstorming ideas for a main theme for this edition, we kept coming back to one central idea. When institutions we have grown to rely upon are forced to adapt to new environmental pressures, we are faced with the question: What remains? What will stand the test of time?

We are convinced that there are perennial truths of the human heart and that they are knowable. Both our

tradition and experience show this to be true; tradition gives us the ideal, and revelation shows us what reason cannot attain by itself. Experience — such as those shared so beautifully by our alumni, students, and faculty in these pages — helps prove the hypothesis.

In our modern take on Raphael's School of Athens fresco, Thomas points to the Ideal and Leo XIII gestures downward with his fingers splayed, as if to say: "Yes, here we will pursue that great aim in all its various disciplines." The figures around this central duo show the various pursuits of our University in conversation with one another.

In this redux, there are a few characters worth noting. Representing literature and the humanities, we have alumna Sister Thea Bowman. Cardinal Newman is seated in the scene's forefront, presumably at work on his *Idea of a University* (referenced in our feature article). And in a nod to a custom of some Renaissance greats, the artist himself, Tommy Parker, stands in to represent the fine arts.

It's in years like these that you see what a university is made of, what fills its core. This has been our journey this past year; we will face the future with confidence. ♦ — Editors



ILLUSTRATION BY TOMMY PARKER

The Sea / Is Sacred Still

BY ANDREW CALIS

Sip the sea. Its salt stays on the tongue.
It burns like wine
 the open wound.
It heals.

Do you have the heart to say
the truth? That it is full of strange bacteria,

indifferent to your pain. I move toward spilling out

but I will not. I will let you think the sea
is sacred still.

Perhaps, then,
you will try to save it.

Perhaps you'll stand with me at the shore,
the sky now darkening, watching
the waves eat back the blueblack dunes,
shadowhills of sand, watching each wavecrash
reverberate, a drum that sounded
centuries ago, each crash a spoon scoop
more of sand, a cat's rough tongue scraping
land back to waves, thinking, how long
until the world is sea again?

With every stone it swallows,
the ocean grows. When it laps at our
peninsulas, we take it for affection,
quiet in its claws, saying to ourselves,
this is just another sort of love, to wait
to see what happens, to stand there watching
as our feet sink in the sand, arms around each others'
waists, hoodies flapping black in the wind, our mouths
unmoving, patient, tired, only just now widening our eyes.



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“Better to illuminate
than merely to shine,
to deliver to others
contemplated truths than
merely to contemplate.”

– St. Thomas Aquinas

Summa theologiae II-II q. 188 a. 6 co