CENTER FOR SOCIAL CONCERNS
2013 YEAR IN REVIEW

Pacem in Terris
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We are called to “establish with truth, justice, charity, and liberty new methods of relationships in human society.”

—PACEM IN TERRIS, #163
Raising Voices

Dear Friends,

One of my favorite places on campus is on the western shore of St. Mary's Lake. Looking across the lake you can see three of Notre Dame's most distinctive and iconic buildings: the Basilica of the Sacred Heart, the Main Building with its Golden Dome, and the Hesburgh Library. When I was a graduate student, these buildings came to represent for me elemental forces at the heart of Notre Dame: the library representing the knowledge that a university seeks to produce and transmit; the administration building representing the power that we wield on this campus; and the Basilica representing the love that stands at the heart of all we are about.

I have come to believe, as the third director of the Center for Social Concerns (CSC), that one of the great ways the Center serves the University is to make sure those three values and virtues might be in the right tension with each other: that all the knowledge we produce and transmit, and all the power we wield, is in the service of love. Over the front door of Geddes Hall, home to the Center, are the words "God is Love" from the First Letter of St. John. Those words orient all that happens through the Center for Social Concerns—the formation of our students, the programs we offer, the communities we serve, and the faculty we engage.

Highlighted throughout this 2012–2013 Year in Review are the many ways the CSC provides those engaged educational experiences in order that students, faculty, staff, and alumni may better understand and respond to poverty and injustice. And we hope that as these groups are enabled through Center programming to think critically about today's complex social realities, raise their voices and respond to them, they are mindful of that right tension—in all we do, we want people's love to be deepened and the love of God to be made more visible.

I invite you to explore this review of the work we do in support of the Notre Dame mission. I am most grateful to you for all you do to make this work possible.

God Bless,

Rev. Paul V. Kollman, C.S.C.
Rev. Paul V. Kollman, C.S.C.
The Leo and Arlene Hawk Director of the Center for Social Concerns
IMPACT

A close-up look at ways the Center for Social Concerns strives to build peace, raise voices, and take action through community-based research, community-based courses, and service.
Judy Fox is passionate about a lot of things, as those who know her at Notre Dame and in the local community can attest. But perhaps what she’s most passionate about is the judicial system’s failure to serve the average citizen. This is something she knows a great deal about and has spent her career attempting to address.

A clinical professor of law at Notre Dame since 1997, Fox has practiced consumer law, and runs the University’s Economic Justice Clinic that provides legal assistance to individuals whose incomes make it difficult for them to obtain counsel. She has taught courses on consumer law, alternative dispute resolution, ethics, and domestic violence. And she has engaged with community partners and Notre Dame faculty and students on research aimed at assisting people to get justice through the legal system.

A number of years ago, Fox and others at the Law School had been noticing an increase in the number of clients seeking assistance for mortgage foreclosures. This was not surprising. Earlier research done in the Department of Sociology and Law School showed that foreclosures had been on the rise in St. Joe County since 2001. At the end of 2006, Indiana had the second highest home foreclosure rate in the nation. Fox wanted to explore the causes of this phenomenon.

To assist in this endeavor, the Center for Social Concerns awarded a Ganey Collaborative Community-Based Research Mini-Grant to Fox, Richard Williams of the Department of Sociology, sociology graduate student Brian Miller, and Jeff Vitton who at that time was part of South Bend city government. The researchers linked together information from the Home Mortgage Disclosure Act, St. Joseph County Foreclosure data, and the South Bend Vacant and Abandoned Properties Listing to examine the interrelationships between subprime lending, foreclosures, and vacant and abandoned properties. They found that certain tracts of the county have experienced more foreclosures historically than others. These tracts, to the northwest, northeast, west, and south of downtown South Bend, share several common traits: higher levels of subprime lending, higher proportions of minority and lower-income residents, more vacant and abandoned buildings, and more foreclosures.

While economic recovery may reduce foreclosures significantly in areas outside the city, these troubled housing tracts in South Bend are likely to experience problems for years to come. To date, the city of South Bend has used the results of this research to obtain several million dollars of HUD grants. Funds are addressing abandonment and vacant property issues locally.

Fox took the results to state mortgage foreclosure hearings in Indianapolis. Her testimonies contributed to a bill that has created mortgage resettlement conferences. “This means that if you are in foreclosure,” says Fox, “you are now entitled to sit down with bank representatives and discuss your situation.” Facilitators meet with those holding the loans and the homeowners in an attempt to reduce abandonment and help people remain in their homes.
“People's wages are garnished because they don’t show up in court. What we’re trying to do is come up with a simple way to develop an education program so people can know how to prevent getting a judgment for an amount they don’t owe.” JUDY FOX, PH.D.

More recently, Fox has worked with Notre Dame students to investigate challenges facing people in the area who are in debt, primarily from credit card expenditures and lack of payment on utility bills. For many years, Fox has been a member of the United Way Financial Stability Committee and is currently its chairperson. The aim of the committee is to identify why people are not self-sufficient and to work on ways to help them move toward self-sufficiency.

A primary focus of the committee currently is on those who are in debt. While this focus has been prompted by increased individual requests of local service organizations for assistance with debt problems, this trend in South Bend mirrors one nationally. In fact, the Federal Trade Commission has asked states to look at their systems for debt collection, in an attempt to learn if the problem is national, or more localized.

The United Way Financial Stability Committee wanted to create programs to assist people with debt, but needed first to understand what factors are motivating the increase in need in this area. Two students in the Notre Dame Hesburgh-Yusko Scholars Program were among those who assisted Fox in gathering information to address this question. Stephen M. Fox and Paul Mickan spent over two years going through files of cases brought against people in debt by banks and debt collection agencies. In some cases, the information was on computers, but in many, Stephen Fox and Mickan had to go through the hard copies one by one. The students were diligent in their efforts to assist in this project, says Judy Fox.

Findings were surprising. A likely assumption at the start of the investigation was that people do not have knowledge of how to negotiate small claims court, where most debt collection cases would be filed. A simple fix could be to educate them about the process. However, debt collectors were not taking the cases to the small claims courts to the degree expected, but to a number of other courts each with its own set of rules and complexities. More research is underway to learn exactly why this is so and the implications. A more immediately useful finding, however, was that debt collectors are not bringing the appropriate evidence to court, though what they do bring is relied upon in determining judgments.

Fox has been asked to provide her data to a newly created federal agency, the Consumer Federal Protection Bureau, charged with writing federal rules on debt collection. The impact of her research will be felt on the national level. At home, the United Way committee Fox chairs has decided to set up clinics to assist individuals based on the study results. “People can come in and review credit reports,” says Fox. “They will be educated to defend themselves.” Currently, she claims, “people's wages are garnished because they don’t show up in court. What we’re trying to do is come up with a simple way to develop an education program so people can know how to prevent getting a judgment for an amount they don’t owe.”

Professor Judy Fox has received a number of awards, including the Bellow Scholar Award from the American Association of Law Schools and the St. Joseph Valley Project Community Achievement Award for Social Justice. She was also named Crutchfield Professor of the Year by the Notre Dame Black Law Student Association. Prior to joining the law school faculty, Fox was the deputy director of Berrien County Legal Services in St. Joseph, Michigan. She graduated from Notre Dame Law School, magna cum laude, in 1993. She is on the Advisory Board of the Indiana Foreclosure Legal Assistance Program, the predatory lending committee of the Bridges Out of Poverty Initiative and the National Association of Consumer Lawyers.
“The social model of design that we’re teaching students—and that they’re practicing—is using design to inform people, to educate people, to help change opinions, to help people grow and learn and live better lives. That’s how we at the University of Notre Dame see design.” PROFESSIONAL ROBERT SELDACK
Raising Voices to Unite Communities

In May of 2008, South African citizens attacked migrants, killing two people and injuring many others. This incident spawned further attacks, which spread throughout South Africa. These xenophobic attacks had economic and cultural motivations. Tension is still high and there are strong concerns that further attacks will break out if something is not done to bring people together.

The Center for Social Concerns, the Department of Art, Art History, and Design, the Kgosi Neighbourhood Foundation, and the Pellegrino Collaborative collaborated to develop together+, an educational and promotional campaign to reduce fear and build connections and community in neighborhoods where both South Africans and refugees compete for scarce resources.

The campaign was born out of the needs articulated by refugees in community-based research conducted by the International Summer Service-Learning Program. When he heard about this social design challenge, Professor Robert Sedlack and members of his Graphic Design III class journeyed to South Africa with support of the Center for Social Concerns. The students used their immersion time to research how visual communication could be used to reduce xenophobia and create a spirit of solidarity and togetherness in South African communities.

When the students returned to campus, they developed a campaign, named together+, that centers around the communication of diversity as a positive outcome. Materials include a welcome guide containing information about the citizenship process and helpful locations for assistance; a curriculum-based children’s story spreading the message of diversity as unity through the personification of flowers native to regions of Africa from which refugees often come; a healthcare rights poster series and reference guide explaining the rights of all South Africans to medical care; and a mural project using the together+ identity to be executed by community members in order to connect them and facilitate unity. Each project seeks to ignite positive change and unity in South Africa, one neighborhood at a time.

In August 2012 the together+ campaign received a $50,000 grant from SAPPI, North America to produce the materials designed by the Notre Dame students. Two postgraduate volunteers, Robert Hamilton ‘13, and Amanda Ryan ‘11, are now working with the Kgosi Neighbourhood Foundation, Jesuit Refugee Services, and Catholic elementary schools in South Africa to distribute the materials and assess the campaign’s impact.
Raising Voices to Restore Justice

In spring 2012, the University of Notre Dame’s Center for Social Concerns added a new course, “Rethinking Crime and Justice,” as part of the Inside-Out Prison Exchange Program, a national program based in Philadelphia that creates a dynamic partnership between an institution of higher learning and a correctional facility.

Susan Sharpe, adviser on Restorative Justice, and Ed Kelly, adjunct faculty in the University Writing Program, created the course in collaboration with administrators at Westville Correctional Facility.

RETHINKING CRIME AND JUSTICE

Many Inside-Out practitioners see the program as a creative link between two of the largest and most highly funded institutional and social structures in our country: universities and prisons, structures oriented respectively toward the most privileged and underprivileged people in our society.

Through their classes, they attempt to deepen the conversation about those structures and transform student thought and attitude regarding crime and justice issues. Adds Kelly, “Our course aims to bridge the gap between two disparate groups of people. We hope that by studying and working together, students will recognize their common humanity and develop the respect and affection that can lead them to effect positive personal and societal change.”

The Inside-Out program was established in 1997 by Lori Pompa, a professor in the Department of Criminal Justice at Temple University, to bring college students and incarcerated men and women together to explore and learn about issues of crime and justice from behind prison walls. It was founded on the simple hypothesis that incarcerated men and women and college students might mutually benefit from studying together as peers.

The three-credit Notre Dame course, which was held again this past fall, meets once per week for the semester with 15 students from campus—outside students—and the same number of incarcerated people—inside students—attending class together inside the Westville Correctional Facility. As part of the class, all participants read a variety of texts, write several papers, and discuss issues in small and large groups. In the final weeks of the semester, inside and outside students work together in small groups on class projects.

“Our goal was to offer Notre Dame students the opportunity to go behind prison walls and reconsider what they have been assuming or believing about crime and our criminal justice system,” said Sharpe. “At the same time those inside the prison—inside students—have a chance to place their life experiences in a larger framework.”

Kendrick, an inside student, said the course has given him the courage to speak out with his friends and family on the outside against senseless violence and crime and to begin to serve as a positive role model. “I got little brothers too. So they look up to me. I’m their role model and I’m just thankful that they haven’t followed in my footsteps. So, I just want to go back out there and just be productive. And this class is teaching me some pointers on how to do that. I feel proud that I can tell my son I took a class with Notre Dame students. When I talk to him about going to college, maybe I can inspire him to go and just do it.”

“Both inside and outside of this institution,” observed David Willcutts, “every person seeking to change is deserving of our help should they need it; every person is worthy of our human kindness as we can give it. Let’s remember we’re all in this together, a community of mankind, and no life is worth leaving behind.”
“Our course aims to bridge the gap between two disparate groups of people. We hope that by studying and working together, students will recognize their common humanity and develop the respect and affection that can lead them to effect positive personal and societal change.” PROFESSOR ED KELLY
Nestled in the heart of Treme is St. Peter Claver Church, a beacon of hope and faith in the city of New Orleans. St. Peter Claver Church’s pastor Father Michael Jacques transformed the church by implementing many social outreach programs to the direct benefit of the entire Treme community. The ministry of social outreach sought to empower the members of the Treme community, change legislation on property rights, and rid the neighborhood of nuisance businesses such as bars and havens for prostitution.

When I arrived in Treme I could not have imagined the great importance that displacement would have on my understanding of service. I saw myself as someone who would assist St. Peter Claver Church and advocate for the Treme community. I felt a sense of solidarity with the members of the community and the parishioners but by living in the neighborhood Treme is a neighborhood located in the heart of New Orleans. Eighty percent of the residents live under the government poverty level and crime is not a rare occurrence.

After Hurricane Katrina many Treme families were displaced and lost most of their physical possessions. Residual results of Hurricane Katrina can still be seen today, in the form of abandoned homes and properties.

I was advocating for, my sense of being displaced grew into a unique sense of belonging. I began to see the poverty and the social injustice of the Treme community first-hand, and I began to not see my service project as helping “a community” but I began viewing my service as an effort in helping “my community.” This subtle variance is an important aspect of community organizing and service. To truly serve I cannot view the people I am serving as an outside entity but I must view them as an extension of myself. I came to realize that this is the difference between helping someone and serving them. “A helper may see others as weaker than they are, needier than they are” but service makes us aware “of our wholeness and its power” (Rachel Remen 52). This wholeness is what solidarity encompasses and in my SSLP experience I began to feel true solidarity with the community and church I was serving. I was taken aback in some meetings as I heard myself refer to children of the Treme school system as “our children” rather than “the children.”

As I began to feel more and more connected to Treme, I began to reflect on social injustice in the neighborhood. I saw the lack of quality of the roads throughout the lower income neighborhoods compared to the wealthier neighborhoods. I saw how nuisance businesses negatively affect the neighborhoods. However, the biggest form of injustice that I witnessed concerned the charter school systems moving into the Treme community. I attended meetings establishing governance on the selection of charter providers and as I scanned across the room I realized that not a single parent or community stakeholder was in attendance of the meeting.
A comment made by a bidding charter provider left me appalled when he used the lack of attendance of parents and community members to a meeting as an indication of the indifference held by the parents of the school system.

Reflecting on the event, I assert that the lack of attendance of parents within the school system was not due to indifference nor a nonchalant attitude toward their children’s education, but a more subtle reason: the time of the meeting. The meeting was held on a weekday morning, a time when most parents are at work. The simple act of scheduling a meeting at an inconvenient time enabled the charter providers and the group conducting the meeting to disregard the parent’s voice, creating misrepresentation at the meeting.

I began to reflect on why some would feel the need to suppress opinions of others. I believe that the main cause is the lack of recognition of equal human dignity regardless of status of life. The common good is “a foundational principle [and] is closely intertwined with Human Dignity” (Social Concerns 168). If everyone valued the dignity of human beings such as Catholic social teaching suggests we would have less suppression on socio-economic representation. This is because Catholic social teaching promulgates that “All people have a right and a duty to participate in society, seeking together the common good and the well-being of all” (Social Concerns 169).

Throughout my SSLP experience, I learned many things about myself and social justice. At St. Peter Claver Church, I witnessed the power that faith has on a community. Countless parishioners during one-on-one interviews told of the power of prayer, faith, and solidarity throughout their lifetimes. In St. Peter Claver’s Mass, I saw a new form of worship that uniquely tied the culture of New Orleans and the Catholic faith.

As a person, I believe that my faith along with my knowledge of social justice improved. Through organizations such as MICAH, I saw the power that faith has in organizing a diverse group of people from many communities. I witnessed the power of communities bonded together, advocating for each other, and making effective changes to local and national government. However my greatest achievement is gaining a better understanding of the concept of serving another. As I entered my SSLP, I believed I would be helping St. Peter Claver and the members of the Treme Community. By believing I was helping, I felt as if I was bettering the community, in reality the Treme community and my experience there benefited me.

—MICAH BURBANKS-IVERY, ’15

“I learned many things about myself and social justice. At St. Peter Claver Church I witnessed the power that faith has on a community.”

MICAH BURBANKS-IVERY, ’15

SITE St Peter Claver Church, Social Outreach Ministry
SPONSORS Notre Dame Club of New Orleans, Svec Family Scholarship
YEAR IN REVIEW

Efforts to raise voices captured through the eyes of faculty, staff, student, alumni, and site partners around the world
Fifty-four students worked with 27 partner organizations in 19 countries as part of the International Summer Service Learning Program (ISSLP). New sites have been added in Buenos Aires, Argentina, and in China.

Briana Cortez ’14 worked at the L’Arche Noah Sealth in Seattle Washington, as part of her Summer Service Learning Program (SSLP) experience. Brianna was one of 218 SSLP students in 173 sites supported by 109 Notre Dame alumni clubs nationwide. One hundred and sixty-five students were Andrews Scholars.

The University of Notre Dame was named with distinction to the 2013 Carnegie Classification for Community Engagement for its commitment to volunteering, service-learning and civic engagement. Notre Dame is one of four Indiana colleges and universities to be selected with distinction.

Thirty-three students were enrolled in the Minor in Catholic Social Tradition.
Four hundred two students took time over fall or spring break to learn more about the culture and challenges in the Appalachian region as part of the Appalachia Seminar.

“Assessing the Impact of the Neighborhood Resources Corporation’s Programs and Services” received a 2013 Ganey Mini-Grant.

“The Use of Peracetic Acid for Disinfection of Combined Sewer Overflows” received a 2013 Ganey Mini-Grant.

“Using Chat Dialog to Assess the Intentions of Internet Child Sexual Offenders” received a 2013 Ganey Mini-Grant.
The Center for Social Concerns collaborated with the Mendoza College of Business to sponsor 11 students in Social Venturing Internships. Students work with organizations that promote attentiveness to a financial, social, and/or environmental bottom line.

The Higgins Labor Studies Program promoted an understanding of labor and labor unions through a series of courses, education forums, workshops, and events. The mission of the program is to promote justice and dignity for workers.

The second annual Center for Social Concerns Community Engagement Faculty Institute helped 10 faculty and graduate students deepen their understanding of the theory and practice of academic community engagement. More than 40 campus and community experts presented their findings and best practices, augmenting daily readings on the scholarship of engagement, service-learning, the pedagogy of reflective writing, and community-based research.

The Poverty Studies Interdisciplinary Minor increased student enrollment by 40% with 80 students enrolled in the minor. Thirteen new courses were added to the minor and an additional section of the gateway course was added to meet the growth in number of minors.

BROTHERS ON THE LINE
The legacy of the Reuther brothers: labor and civil rights champions

OVERCOMING POVERTY IS NOT A GESTURE OF CHARITY.
IT IS AN ACT OF JUSTICE.
— Anonymous
The Center for Social Concerns honored 169 Notre Dame graduating seniors embarking on a year or more of postgraduate service. Nearly a quarter of the graduates will join ACE or programs which share its model to serve as educators in Catholic schools. Others will serve in the

The Center for Social Concerns hosted leading international scholars in the Catholic Social Tradition for a conference titled “Peace Yesterday, Today, and Tomorrow: Celebrating 50 Years of Pacem in Terris.” More than 250 people attended the conference to explore the thematic peace and justice issues that have been addressed by modern Catholic social thought, including human rights, political structures, ecumenism, and environmentalism.

Tatiana Botero-Jáuregui (top), Amy Jonason (middle), and Jessica McManus Warnell (below) received Community-Based Course Development Grants for community-based courses that will explore immigration, sustainable food systems, and business ethics.
In 2012–13, the Center for Social Concerns’ justice education theme of *Pacem in Terris* highlighted efforts that emphasized ways to make peace and actively go forth and build peace.

- Peace Corps and Teach for America.
- Still others will mentor AIDS orphans in South Africa, or cultivate sustainable agriculture in the South Pacific islands, or foster spiritual formation in the nation’s parishes, or provide a host of other services that match the mission of Notre Dame.

**2013–2015 Faculty Fellows**

- **Ann-Marie Conrado** *(left)*
  Assistant Professor, Art, Art History, and Design—Industrial Design

- **John M. Duffy** *(right)*
  Francis O’Malley Director of the University Writing Program and Associate Professor English

- The Department of Art, Art History, and Design was named as the first Engaged Program Initiative.
Two hundred ten students spent 48 hours immersed in the sights and sounds of urban poverty meeting people who are most affected by poverty at 34 sites in 30 cities across the country as part of the Urban Plunge Seminar.

The Center for Social Concerns hosted the Indiana Catholic Poverty Summit to create a framework to reduce suffering from poverty and injustice. Attendees included five Indiana bishops, and more than 100 statewide Catholic leaders representing a wide range of Catholic institutions including Catholic Charities and other social service providers, healthcare, education, and religious congregations.

The Center received a grant for $112,000 to collaborate on research with other universities, including Creighton University and Loyola University Chicago, to examine what students learn through Catholic Social Teaching and how it impacts their lives.
Annie Cahill Kelly, M.A. (left), director of Community Partnerships and Service Learning at the Center for Social Concerns (CSC), was recently honored with the Community Service Director Award by Indiana Campus Compact at their Service Engagement Summit and 20th Anniversary Celebration. Jon Schommer (center), member of the CSC VOICE Student Advisory Committee, received the Richard J. Wood Student Community Commitment Award; and CSC community partner, La Casa de Amistad (right), was named the recipient of the Outstanding Community Partner Award. Congratulations to each for their commitment to community service and engaged learning.

The Center for Social Concerns continued to offer one-credit, community-based learning summer courses in which 67 Notre Dame football players spent mornings in the classroom discussing principles of social justice and career development that is ethically and socially engaging, and afternoons interacting with participants of local area organizations.
AT A GLANCE
Snapshot of Engagement 2013

COMMUNITY-BASED COURSES OFFERED AT NOTRE DAME
In order, clockwise:
1. College of Arts and Letters
2. School of Architecture
3. College of Science
4. College of Engineering
5. Mendoza College of Business
6. Law School
7. Centers and Institutes
8. Other Degree Programs

STUDENTS IN CENTER FOR SOCIAL CONCERNS' COURSES
In order, clockwise:
1. Appalachia Seminar
2. Int'l Summer Service Learning Program
3. Social Concerns Seminars
4. Summer Service Learning Program
5. Urban Plunge

COMMUNITY-BASED RESEARCH STUDENTS AT NOTRE DAME
In order, clockwise:
1. Center for Social Concerns
2. Education
3. College of Arts and Letters
4. Mendoza College of Business
5. College of Engineering

COMMUNITY-BASED LEARNING SITES
331

STUDENT VOLUNTEERS
3,573

2013 GRADUATES IN FULL-TIME SERVICE
169+
Mary Beckman

Publications


Presentations
Beckman, M. (2012, October). Toward Impact in Communities. Presented at Science Shop Conference at Loyola University, Center for Urban Research and Learning, Chicago, IL.


Jay Brandenberger

Publications


Presentations


Annie Cahill Kelly

Invited Lectures and Presentations

Dan Graff

Presentations

Publications

Michael Hebbeler

Invited Lectures and Presentations
Paul V. Kollman, C.S.C.

Publications


Connie Mick

Invited Lectures and Presentations

Margie Pfeil

Publications


Bill Purcell

Invited Lectures and Presentations


Susan Sharpe

Invited Lectures and Presentations

Andrea Smith Shappell

Invited Lectures and Presentations

Cynthia Toms Smedley

Publications


Invited Lectures and Presentations


Rachel Tomas Morgan

Presentations


Marty Wolfson

Publications
Mary Beckman, Ph.D.
Associate Director
Academic Affairs and Research

Tara Berryman
Administrative Assistant
Community Partnerships, Service Learning, Student Leadership and Senior Transitions
General Accounting

Debbie Blasko
Administrative Assistant
Social Concerns Seminars and Community-Based Learning Center Registrar

Jay Brandonberger, Ph.D.
Assistant Director
Center for Social Concerns Director
Research and Assessment

Annie Cahill Kelly, M.A.
Director
Community Partnerships and Service Learning

Cathryn Fabian
Postdoctoral Research Scholar

Farn Paltz
Senior Administrative Assistant Executive Office

Emily Garvey
Administrative Assistant
Summer Service Learning Programs

Daniel Graff, Ph.D.
Associate Director
Higgins Labor Studies Program

John Guimond
Director
Communications and Development

Michael Hebbeler, M.A.
Director
Student Leadership and Senior Transitions

Jimena Holguin, M.A.
Program Manager
ISSLP Latin America and Community-Based Research

Felicia Johnson O'Brien
Assistant Program Manager
Summer Service Learning Program

Mary Juckett
Administrative Assistant
Social Concerns Seminars

Patrena Kedik
Administrative Assistant
Academic Affairs and Research

Rev. Paul Kollman, C.S.C.
Executive Director

Karen Manier
Administrative Assistant
Higgins Labor Studies Program

Joanie May
Administrative Assistant

Rosie R. McDowell, M.N.A.
Director
International Community-Based Outreach Programs

Paula Mullherr
Senior Administrative Assistant Catholic Social Tradition Minor Urban Plunge Seminar

Beth Padgett
IT Manager

Christopher Peladino
Office Assistant

James Peladino
Associate Director
Program and Resource Administration

Margaret Pfeil, Ph.D.
Assistant Professor
Department of Theology

William Purcell, M.Div.
Associate Director
Catholic Social Tradition and Practice

Rachel Rivers Parroquin, Ed.D.
Assistant Professional Specialist Romance Languages and Literatures

Naomi Penney
Community-based Research Associate

Susan Sharpe, Ph.D.
Advisor, Restorative Justice

Andrea Smith Shappell, M.A.
Assistant Director
Center for Social Concerns Director
Theological Reflection and Summer Service Learning

Connie Snyder Mick, Ph.D.
Assistant Director
Center for Social Concerns Director
Community-Based Learning

Rachel Tomass Morgan, M.A.
Assistant Director
Center for Social Concerns Director
International Service Learning and Justice Education

Cynthia Toms Smadley
Assistant Director
Center for Social Concerns Director
Social Concerns Seminars

Cindy Vonn
Administrative Assistant Communications

Ben Wilson, M.Div.
Assistant Director
Summer Service Learning Program

Suzanne Wilson
Administrative Assistant
International Summer Service Learning Program
International Community-Based Outreach Programs
Justice Education

Marty Wolfson
Director
Higgins Labor Studies Program

Alisa Zornig, M.P.A.
Coordinator for Academic Community Engagement Center for Social Concerns Colleges of Engineering and Science