

# INSTITUTE *for* EDUCATIONAL INITIATIVES

*Advancing Notre Dame's Commitment to the Future of Children and Schools*



**Steven Alvarado**  
Department of  
Sociology

Steven Alvarado is Assistant Professor of Sociology at the University of Notre Dame. He received his PhD in Sociology from the University of Wisconsin, Madison. His research and teaching centers on how neighborhood disadvantage impinges on well-being across the life course, racial and ethnic inequality in education, the multigenerational structure of inequality, and policies that can potentially alleviate inequality. Using quantitative methods and federally restricted longitudinal data sets, Steven accounts for how inequality manifests through the unequal distribution of resources across racial and ethnic groups in schools and neighborhoods. His published work can be found in peer-reviewed journals such as *Social Forces*, *Social Science Research*, *Health and Place*, *Socius*, *Research in Higher Education*, *Race and Social Problems*, and *The Annals of the American Academy of Political and Social Science*. Prior to Notre Dame, Steven was Assistant Professor of Sociology at Cornell University.



**Alex Ambrose**  
Notre Dame Learning

G. Alex Ambrose consults with faculty, staff and administrators to conduct needs assessment and problem analysis to assist with ePortfolio implementation and assessment planning at the institutional, college, program, and course levels. He is committed to building a community of scholars and practitioners who make contributions to the Scholarship of Teaching and Learning (SoTL), especially with the use of technology.

Alex, a Digital Learning Research Scientist, holds the rank of Associate Special Professional Faculty with a concurrent appointment in the Education, Schooling, and Society Department. He teaches, consults, and researches on next generation assessment (ePortfolios, badges, and learning analytics). His work has been published in a range of academic and technology-based journals, and has recently been recognized by the Bill and Melinda Gates Foundation, the National Science Foundation, and Google. Alex is an active member of the Association of American Colleges and Universities (AACU) and the Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL). He earned his Ph.D. in Computing Technology in Education.

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**Kevin Barry**  
Notre Dame Learning

Kevin Barry worked at Notre Dame from September 1994 through June 2023. He started as an Educational Technology Consultant in the OIT, joined the Special Professional Faculty in 1998, and the Kaneb Center in 2000. Kevin directed the Kaneb Center for Teaching Excellence from July 2008 through November 2021 and served as Senior Director for Notre Dame Learning from 2019 through 2023.

In retirement, Kevin plans to focus on play (golf, tennis, rowing, surfing, etc) and find volunteer opportunities that will allow him to pursue his interest in video production and editing.

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**Viva Bartkus**  
Mendoza College of  
Business

Viva Bartkus is an Associate Professor of Management at the University of Notre Dame. Dr. Bartkus graduated summa cum laude from Yale University with masters and bachelors degrees in economics, and then completed her doctorate and masters in International Relations at Magdalen College, University of Oxford, while on a Rhodes Scholarship. Her doctorate investigated nationalism, self-determination, and why groups attempt secession, through primary research with guerilla movements and other separatists around the world. Her first book, *The Dynamic of Secession*, was published by Cambridge University Press (1999).

Dr. Bartkus' research and teaching interests concentrate on two distinct areas: the leadership approaches most effective in solving complex business problems and the social capital of communities that enables collaboration and were published as books in 2008: *Getting It Right*, with Ed Conlon (Jossey Bass) and *Social Capital: Reaching Out, Reaching In*, with Jim Davis (Edward Elgar). She co-led a major research initiative, "The Buck Stops Here," examining how CEOs make complex decisions. Her most recent research and teaching initiative, *Business on the Frontlines*, examines the impact of business in rebuilding war-torn societies and was chosen by Forbes as one of the top 10 most innovative MBA courses in the country. Since 2008, her *Business on the Frontlines* teams have collaborated on nearly 50 business- and peace-related projects in over twenty countries with humanitarian agencies and multi-national corporations. By some estimates, perhaps 10,000 people now have the dignity of work because of businesses and markets BOTFL initiatives have developed.

Dr. Bartkus has also served on the Board of Directors of Catholic Relief Services, one of the largest humanitarian organizations in the world. Prior to joining the faculty at Notre Dame, she spent ten years serving healthcare, industrial, retail, and high tech clients to overcome their strategic, operational, and organizational challenges while at McKinsey & Company, the last four years as a partner of the firm.

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**Kevin Baxter**  
Institute for Educational  
Initiatives

Dr. Kevin Baxter serves as the Director of the Mary Ann Remick Leadership Program where he oversees the formation of Catholic school leaders and serves as a professor. Students in the Remick Leadership Program earn a master's degree in educational leadership as they learn to build robust Catholic school communities, advance teaching and learning, and manage school resources.

Baxter has had a long career dedicated to serving students, teachers and principals in Catholic schools. Over the span of more than 20 years, he has taught middle and high school math and science; served as an assistant principal, principal and superintendent of elementary schools; and, in 2015, became superintendent of schools in the nation's largest Catholic archdiocese, with more than 265 schools and 77,500 students.

At NCEA, Baxter developed the New Leaders Academy, a leadership formation program for new Catholic school principals, and also focused on reform initiatives in governance and school finance. He co-wrote the book "Greatness in Smallness: A Vision for Catholic Microschools," which looks to shift the paradigm on how to evaluate schools based on enrollment size. He collaborated with ACE on LEAD, a new initiative designed to increase Latino leadership in Catholic schools. After the pandemic struck, Baxter worked on converting NCEA offerings to virtual programming and taking the lead in creating the virtual meeting structure for the Catholic Leadership Summit in fall 2020.

In addition to his experience working in Catholic schools, Baxter has taught graduate-level courses in educational leadership for almost 20 years. He taught courses on transformative leadership, organizational leadership and private school law and ethics at Loyola Marymount University. He has also taught and served as an executive coach in the Remick Leadership Program and written and spoken extensively on leadership in Catholic schools.

Baxter earned a bachelor's degree from Villanova University, a master's degree in secondary education from Loyola Marymount and a doctorate in educational leadership from the University of Southern California.

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**Mark Berends**  
Department of  
Sociology

Mark Berends (Ph.D., Sociology, University of Wisconsin-Madison) is the Hackett Family Director of the Institute for Educational Initiatives and a professor of sociology at the University of Notre Dame. He has written and published extensively on educational reform, school choice, the effects of family and school changes on student achievement trends and gaps, and the effects of schools and classrooms on student outcomes. His research focuses on how school organization and classroom instruction are related to student development, with special attention to marginalized students and school reforms aimed at improving their educational opportunities. Within this agenda, he has applied a variety of quantitative and qualitative methods to understanding the effects of school reforms on teachers and students.

Currently, he is conducting several studies on school choice, including an examination of the Indiana Choice Scholarship Program and how in-school enabling conditions and classroom instruction are related to student achievement gains in charter schools and traditional public schools. Professor Berends serves on numerous editorial boards, technical panels, and policy forums; he is an elected Fellow of the National Academy of Education; a Fellow of the American Educational Research Association (AERA); former co-editor of AERA's American Educational Research Journal and Educational Evaluation and Policy Analysis; and twice the former vice president of the AERA's Division L, Educational Policy and Politics. His latest books are *School Choice at the Crossroads: Research Perspectives* (Routledge, 2019), *Handbook of Research on School Choice, 2nd Edition* (Routledge, 2020), and the *International Handbook of the Sociology of Education* (SAGE, 2023).

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**Paul Blaschko**  
Department of  
Philosophy

Paul Blaschko is an Assistant Teaching Professor of Philosophy at the University of Notre Dame, where he teaches courses he's designed, such as God and the Good Life and the Philosophy of Work. Blaschko recently co-authored a book published by Penguin Press about how philosophy can help us live better lives. He now directs the Sheedy Family Program in Economy, Enterprise, and Society in Notre Dame's College of Arts and Letters devoted to exploring how the humanities can help us find meaning in work. Finally, Blaschko consults with professors across the country about how to create better, more innovative philosophy courses. His favorite philosopher is Elizabeth Anscombe.



**Jaimie Bleck**  
Department of Political  
Science

Jaimie Bleck is an Associate Professor of Political Science at the University of Notre Dame. She specializes in African politics with a focus on democratization, civil society, education, participation, and citizenship. Her first book, *Education and Empowered Citizenship in Mali*, was published by Johns Hopkins University Press in 2015. She and Nicolas van de Walle published, *Continuity in Change: Electoral Politics in Africa 1990-2015*, with Cambridge University Press in 2018. Her work appears in the *American Political Science Review*, *Journal of Politics*, *Perspectives on Politics*, *Journal of Modern African Studies*, *Comparative Political Studies*, *African Affairs and Democratization*. She spent 2022-2023 as a Fulbright Teaching and Research Fellow at the Jesuit University in Côte d'Ivoire. Her research has been funded by grants from the Spencer Foundation, National Science Foundation, American Council of Learned Societies and USAID-DRG. She is currently working on a book manuscript that looks at informal tea-drinking clubs, social capital, and democratic citizenship in Mali.

Professor Bleck is also a concurrent faculty member in the Keough School of Global Affairs, Faculty Fellow with the Kellogg Institute for International Studies, and Faculty Affiliate with Notre Dame Program for Interdisciplinary Educational Research (ND PIER).

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**Susan Blum**  
Department of  
Anthropology

Susan D. Blum is a cultural, linguistic, and psychological anthropologist specializing in the study of China and the United States. She received her PhD in Anthropology from the University of Michigan, Ann Arbor, and also has two MAs—in Anthropology and in Chinese Language and Literature (both from Michigan)—and a BA in Human Language from Stanford University.

The author or editor of nine books and dozens of articles, her latest book, titled *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)* was published in December 2020 by the West Virginia University Press, in the series Teaching and Learning in Higher Education, edited by James Lang.

She has taught at Oklahoma State University, The University of Colorado Denver, The University of Denver, The University of Pennsylvania, and The University of Notre Dame, where she is a Professor in the Department of Anthropology. At Notre Dame, she has served as Director of the Center for Asian Studies and Chair of the Department of Anthropology. She is a Fellow of the Helen Kellogg Institute for International Studies, a Fellow in the Institute for Educational Initiatives, a Fellow of the Liu Institute for Asia and Asian Studies, a Fellow of the Eck Institute for Global Health, and a Fellow of the Shaw Center for Children and Families.

She received a National Endowment for the Humanities Fellowship for her book, *Lies That Bind: Chinese Truth, Other Truths* (2007), and has received the Delta Kappa Gamma Educator's Award, 2010, for her book *My Word! Plagiarism and College Culture* (2009), which was translated into Chinese in 2011. Blum has also received an Excellence in Teaching award from The University of Colorado Denver (2000) and the Reverend Edmund P. Joyce, CSC, Award for Excellence in Undergraduate Teaching from The University of Notre Dame (2010).

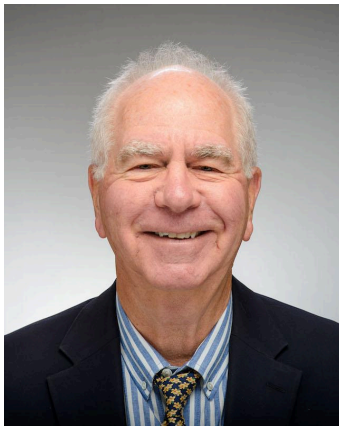
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**Christie Bonfiglio**  
Institute for Educational  
Initiatives

Dr. Christie Bonfiglio joined the faculty at the University of Notre Dame in 2014 as Director of the Office of Professional Standards and Graduate Studies for the Alliance for Catholic Education. With a background in school psychology and special education, Bonfiglio launched the Program for Inclusive Education (PIE) in 2016. PIE seeks to ensure students with different learning, social/emotional/behavioral, and executive functioning needs are integrated into Catholic schools. Bonfiglio teaches across multiple programs related to her work in inclusive education and provides professional development in this area to schools and dioceses across the country. Prior to her work at the University of Notre Dame, Bonfiglio was the director of the Education Department at Goshen College following her work in public schools as a school psychologist. Bonfiglio's areas of expertise include behavioral and academic interventions through a Multi-Tiered System of Support. She is also well-versed in collaboration and child study teams. Bonfiglio served a variety of students and programming across the academic and behavioral spectrum, ranging from gifted learners to those eligible for special education. Bonfiglio served as co-editor and author of a special issue in the *Journal of Catholic Education* entitled *Inclusion in Catholic Schools*. She is grateful to be using her knowledge and skills to serve Catholic schools in the pursuit of inclusive education.



**Neil Boothby**  
Institute for Educational  
Initiatives

Dr. Neil Boothby is a Professor and Director of the Global Center for the Development of the Whole Child at the University of Notre Dame. He is an internationally recognized expert and advocate for children affected by war, displacement and abject poverty. As a senior representative of UNICEF, UNHCR, and Save the Children, he has worked for more than 25 years with children in adversity in Africa, Asia, Latin America, and Eastern Europe. He is the former director of the Program on Forced Migration and Health at the Mailman School of Public Health at Columbia University, and his research focuses on ways to create pathways out of adversity for children and youth. He is also the recipient of several awards for his fieldwork, including the Red Cross Humanitarian of the Year Award, for his work with child soldiers, the Mickey Leyland Award, for his work on behalf of uprooted people, the United Nation's Golden Achievement Award, for excellence in social sector activities, and Duke University's Humanitarian Service Award.



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**Jay Brandenberger**  
Center for Social  
Concerns

Jay Brandenberger serves as the director for assessment and engaged scholarship at the Center for Social Concerns, director of academic community engagement, and as concurrent associate professor in the department of Psychology at Notre Dame. He directs research initiatives at the center, working with colleagues to examine the developmental outcomes and best practices associated with center courses and programs. He is the editor of the center's research report series, and facilitates ongoing longitudinal research focusing on the impacts of community engagement.

Brandenberger also coordinates—with center colleagues—various academic initiatives at the center, fostering partnerships with academic units on campus. He teaches interdisciplinary courses incorporating community-based learning and research. He is also a fellow of the Institute for Educational Initiatives, and a past recipient of the Notre Dame Frank O'Malley Undergraduate Teaching Award.

His research interests include social cognition, moral and ethical theory/development, and assessment of student outcomes in higher education. He serves on the review boards of various journals, and has collaborated on national research initiatives examining means to enhance social responsibility, leadership, and moral development. His work has appeared in a variety of publications, including the *Journal of Applied Developmental Psychology*, the *Michigan Journal of Community Service Learning*, and the *Journal of College Student Development*.

Brandenberger joined the center and Notre Dame faculty in 1991 after earning his Ph.D. in educational and developmental psychology from the University of Pittsburgh. He is a 1978 graduate of Notre Dame, with a B.A. in English. Prior to his work at the center, Brandenberger helped to found Guadalupe Azlan school in Texas for children from Mexico, and taught at Waynesburg College (PA) and the University of Pittsburgh.

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**Jay Brockman**  
College of Engineering

Jay Brockman has broad experience in academia and industry. Before joining the College of Engineering in 1992, he worked for Intel Corporation. He is a co-founder of Emu Technology, a company with a patented architecture for big data analytics with offices in South Bend and New York. He is the author of an introductory engineering textbook, and he has received several awards for his teaching. In 2018 he received Notre Dame's Grenville Clark award, given to a faculty member whose voluntary activities advance the cause of peace and human rights.



**David Campbell**  
Department of Political  
Science

David Campbell is the Packey J. Dee Professor of American Democracy at the University of Notre Dame and the director of the Notre Dame Democracy Initiative. His research focuses on civic and political engagement, with particular attention to religion and young people. Campbell's most recent book is *Secular Surge: A New Fault Line in American Politics* (with Geoff Layman and John Green), which received the Distinguished Book Award from the Society for the Scientific Study of Religion. Among his other books is *American Grace: How Religion Divides and Unites Us* (with Robert Putnam), winner of the award from the American Political Science Association for the best book on government, politics, or international affairs. His work has appeared in a variety of scholarly journals including the *American Political Science Review*, *American Journal of Political Science*, *Journal of Politics*, *Public Opinion Quarterly*, and *Daedalus*. In addition, he has been featured in publications such as the *New York Times*, *Washington Post*, *Wall Street Journal* and—every political scientist's dream—*Cosmopolitan*.

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**Bill Carbonaro**  
Department of  
Sociology

William Carbonaro is a Professor in the Department of Sociology at the University of Notre Dame. Professor Carbonaro's research covers two main areas: (1) how unequal learning opportunities both within and between schools affect student outcomes, and (2) how education and cognitive skills are linked with economic rewards in the labor market. Professor Carbonaro's recent work examines how schools affect student learning. In contrast with prior studies, his findings show that students who attend the same schools have very similar growth rates, which suggests that schools matter greatly for student outcomes. In a new project, he is examining how school segregation affects race-ethnic inequalities in math course-taking patterns and ability grouping in middle school. Professor Carbonaro serves on the editorial boards of several highly regarded journals such as the *American Sociological Review*, *Social Forces*, *Sociology of Education*, and the *American Education Research Journal*.



**Ted Caron**  
Institute for Educational  
Initiatives

Dr. Ted Caron serves as a member of the faculty for instruction and supervision for the ACE Teaching Fellows program. Caron has previously held a variety of educational positions: teacher, K-8 principal, university instructor, teacher supervisor, presenter, and, most recently, curriculum consultant.

Caron earned a Ph.D. in Curriculum and Supervision from the University of Iowa.

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**Paolo Carozza**  
Law School

Paolo Carozza joined the Notre Dame Law School faculty in 1996. His expertise is in the areas of comparative constitutional law, human rights, law and development, and international law. He is the Director of the Kellogg Institute for International Studies, an interdisciplinary, university-wide institute focusing primarily on the themes of democracy and human development. In the Law School, he was the Director of the Center for Civil and Human Rights from 2011 through 2013 and has directed its J.S.D. program in international human rights law since 2006. At Notre Dame, he is also a fellow of the Kroc Institute for International Peace Studies, the Nanovic Institute for European Studies, the Liu Institute for Asia and Asian Studies, and the Institute for Educational Initiatives.

From 2006 to 2010 Carozza was a member of the Inter-American Commission on Human Rights (the principal international body responsible for the promotion and protection of human rights in the Western Hemisphere), and served as its President in 2008-09. In 2009 he received the Order of Merit of Bernardo O'Higgins, the Republic of Chile's highest state honor awarded to foreign citizens, in recognition of his service to the Inter-American human rights system. Carozza has served the Holy See in various capacities and was appointed by Pope Francis in 2016 to be a member of the Pontifical Academy of Social Sciences. He has been a visiting professor at various universities in the United States, Europe, and Latin America, including as the John Harvey Gregory Lecturer on World Organization at Harvard Law School. He holds an honorary doctorate from the Pázmány Péter Catholic University in Hungary.

Carozza holds an AB from Harvard University and a JD from Harvard Law School, and was a postdoctoral Ford Foundation Fellow in Public International Law at Harvard Law School. After law school, he served as a judicial clerk for the Supreme Court of the Federated States of Micronesia and worked as an associate at the Washington, D.C., law firm of Arnold & Porter.

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**Sr. Kathleen Carr**  
Institute for Educational  
Initiatives

Sr. Kathleen Carr, C.S.J., is the Senior Director for Partnerships for the Alliance for Catholic Education. Since coming to ACE in 2011, she has served the organization as the Director of Planning and Operations for ACE Consulting and as a member of ACE's Executive Committee.

With more than 40 years of experience in Catholic education leadership positions, Sr. Kathleen began her ministry as an elementary school principal. She served at the archdiocesan level as an assistant superintendent responsible for 38 inner-city schools, as the inaugural Director of Marketing and Public Relations, and as Superintendent of Schools in the Archdiocese of Boston from 2000-2005. Following her successful tenure as superintendent and just prior to coming to ACE, she was a senior educational consultant in a private firm leading strategic planning processes for Catholic schools in dioceses across the country.

Sr. Kathleen currently supervises the directors of the American Indian Catholic Schools Network (AICSN), the ACE Principal Academy, the Notre Dame ACE Academies, ACE in Ireland, and the Superintendents' Retreat. She also leads the ACE Superintendents' Retreat each summer. In 2011-2012, Sr. Kathleen had a key leadership role in ACE's national census and mapping of 2,300 Haitian Catholic schools. This work resulted in a program to strengthen regional primary and secondary school teacher-training and school governance. She oversaw the ACE Haiti team which in 2016 raised more than \$13 million from USAID and private foundations to scale its highly effective early-grade literacy program in 340 Catholic schools in Haiti. Sr. Kathleen has vast experience serving on school boards, leading and participating in executive leadership search processes, mentoring central office leaders, and serving as an executive coach for ACE's Remick Leadership Program.

She holds an M.Ed. in Administration and Supervision from Boston College and a Ph.D. in Educational Administration from The Catholic University of America, and an Honorary Degree: Doctor of Humane Letters, conferred by Boston College.

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**Ying (Alison) Cheng**  
Department of  
Psychology

Dr. Ying "Alison" Cheng currently directs the Learning Analytics and Measurement in Behavioral Sciences (LAMBS) lab. Her research focuses on two areas: 1) Psychological and educational measurement; 2) Learning analytics.

In the first area, she is interested in theoretical development and applications of item response theory (IRT), including computerized adaptive testing (CAT), test equity across different ethnicity/gender groups (formally known as different item functioning or DIF), classification accuracy and consistency with licensure/certification of state graduation exams, and cognitive diagnostic models and their applications to CAT.

In the second area, she is interested in applying data mining techniques to large-scale, multi-modal learning data, e.g., process data collected from human-computer interactions.



**Andrea Christensen**  
Institute for Educational  
Initiatives

Andrea Christensen is the Director of Education, Schooling and Society, and teaches core courses and electives for ESS and psychology. She is a former school teacher, who received her bachelor's degree from Notre Dame in psychology, with a minor in ESS. Andrea received her Ph.D. in the Department of Psychology at Notre Dame under the direction of Julie Turner. While in graduate school, she was the recipient of one of Notre Dame's prestigious Presidential Fellowships, and she received a Kaneb Center TA Award in recognition of her excellence in teaching. Andrea's research concerns effective teacher instruction and classroom practices that support student motivation to learn. She is currently working on a project with Julie Turner investigating how teachers' involvement in long-term, collaborative professional development focused on students' motivation influences teacher change and subsequently students' engagement. She has taught courses in both ESS and psychology, to wide acclaim, and she will also teach Development and Moral Education in Childhood and Adolescence for the ACE Teaching Fellows summer program.

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**Ryan Clark**  
Institute for Educational  
Initiatives

Dr. Ryan Clark is the Director of the Notre Dame ACE Academies.

Prior to being named the director, Clark served as Coordinator of Partnerships and Team Development, where he was tasked with the continuous improvement of the schools' academic achievement by creating and implementing a data-driven, focused, and coherent program of professional formation for principals and teachers.

Clark served as faculty of supervision and instruction for the ACE Teaching Fellows program from 2006-2010 where he taught courses and supervised teacher formation. He has been teaching and working in K-12 and higher education for almost 20 years as a classroom teacher, administrator, and researcher.

Clark began his teaching career in Baltimore and then went on to teach in Montgomery as a member of the 3rd cohort of the ACE Teaching Fellows. He then spent several years as a middle school teacher in Portland before completing his Ph.D in Educational Policy at the University of Oregon.



**Brian Collier**  
Institute for Educational  
Initiatives

Brian S Collier is an associate professor of the practice in the Education, Schooling, and Society program and a former faculty member with the Alliance for Catholic Education (ACE) at the University of Notre Dame. Prior to coming to teach and research at Notre Dame Collier was an Assistant Professor of History at Northern Arizona University. Collier's academic work focuses on Native Education, an interest that started when he was a teacher and dorm parent at St. Catherine Indian School in Santa Fe, New Mexico. Collier has published on American Indian Running (including a piece about Steve Gachupin and Jemez Pueblo), Native people at Notre Dame, American history, and the Harlem Globetrotters. He is also a founding member and long-time former chair of the Committee on Teaching and Public Education for the Western History Association.

Collier holds degrees from Loyola University Chicago (B.A. History with an emphasis in Women's studies, Philosophy, and Theology), Colorado State University (M.A. History with an emphasis in literature of the American West and Environmental History), and Arizona State University (Ph.D.

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with an emphasis in American Indian History, the American West, Gender History, and Education). Collier regularly teaches undergraduate courses on the History of Education in America, American Indian History, American Indian Education, and a new course entitled: God, Country, and Notre Dame - The Story of America told through one Catholic University. Collier also taught graduate courses with the Alliance for Catholic Education that include: Curriculum and Instruction, Active Teaching Methods, Assessment, Educational Psychology, and a History of Education course that is inclusive of race, class, and gender dynamics in schools.

A fellow in the Institute for Educational Initiatives, he also teaches the History of Education in America and American Indian History courses. Collier's research interests include American Indian education, race, class, and gender. He has been honored with the Graduate and Professional Student Association Founder's Award for University Service during the 2004-2005 academic year and received the 2014 "Award of Merit" for outstanding service to the field of Western History and to the Western History Association, as well as the Paul Gagnon Prize in 2020 from the National Council of History Educators.

Collier received his bachelor's degree at Loyola University Chicago, a master's from Colorado State University, and a doctorate from Arizona State University.



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**Mark Cummings**  
Department of  
Psychology

Dr. E. Mark Cummings is the William J. Shaw Center for Children and Families Professor of Psychology at the University of Notre Dame, and previously was the Notre Dame Endowed Chair in Psychology. Dr. Cummings' work focuses on relations between adaptive and maladaptive family processes and development. He is interested in relations between family and community contexts and children's development between early childhood and later adolescence, guided by the Emotional Security Theory.

A recent direction is the development and testing of prevention programs designed to improve family functioning, especially the quality of interparental and parent-child relationships, and children's adjustment and well-being in high-risk US samples and international samples of families exposed to community violence.

He has authored several books and monographs and has published over 250 peer-reviewed articles and over 50 book chapters. He has also served on the editorial boards of numerous journals and as a regular and ad hoc reviewer for NIH IRG panels. Dr. Cummings is the Principal Investigator or Co-Principal Investigator of numerous NICHD and NIMH-funded research programs examining prospective, longitudinal relations between conflict, family processes and development in childhood and adolescence, including international contexts and cultures, including basic and intervention research on political violence, armed conflict, and child and family adjustment.

He is an American Psychological Association and American Psychological Society Fellow, President-Elect of American Psychological Association, Division 7 (Developmental Psychology), and a recipient of Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society, American Psychological Association; the Mentoring Award in Developmental Psychology, American Psychological Association, the Bowlby-Ainsworth Award, and the Reuben Hill Research and Theory Award, National Council on Family Relations as well as the University of Notre Dame's James A. Burns, C.S.C., Graduate School Award for Excellence in Graduate Education, and the Research Achievement Award.

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**Kathleen Cummings**  
Department of  
American Studies

Kathleen Sprows Cummings is the William W. and Anna Jean Cushwa Director of the Cushwa Center for the Study of American Catholicism at the University of Notre Dame. She is also professor of American studies and history at Notre Dame, and an affiliated faculty member in Gender Studies, Italian Studies, and the Nanovic Institute for European Studies.

Cummings' new book, *A Saint of Our Own: How the Quest for a Holy Hero Helped Catholics Become American*, was published by the University of North Carolina Press in April 2019. She published her first book, *New Women of the Old Faith: Gender and American Catholicism in the Progressive Era*, with the University of North Carolina Press in 2009. She co-edited (with R. Scott Appleby) *Catholics in the American Century: Recasting Narratives of U.S. History*, published by Cornell University Press in 2012. She also co-edited, with Timothy Matovina and Robert Orsi, *Catholics in the Vatican II Era: Local Histories of a Global Event*, published in 2017 with Cambridge University Press. Cummings edited *Roman Sources for the Study of American Catholicism, 1763–1939*, a guide to 59 archival repositories in Rome and at the Holy See, written by Matteo Binasco and published by the University of Notre Dame Press in 2018. She served as the president of the American Catholic Historical Association in 2017.

Cummings teaches classes on the history of women, Catholicism, sanctity, and American religion at the University of Notre Dame. In addition to directing the Cushwa Center, Cummings presently oversees the History of Women Religious, an academic organization devoted to the historical study of Catholic sisters. She often serves as a media commentator on contemporary events in the Church. Cummings appeared on NBC's live coverage of the conclave in March 2013, the canonization of Popes John Paul II and John XXIII in April 2014, and the papal visit to the United States in September 2015. She is frequently quoted in the *New York Times* and other media outlets on Catholic subjects.

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**TJ D'Agostino**  
Kellogg Institute for  
International Studies

TJ D'Agostino is an assistant professor of the practice in the Pulte Institute for Global Development within the Keough School of Global Affairs at the University of Notre Dame. He conducts comparative and international educational research on education policy, school effectiveness, faith-based schools, early grade literacy policy and programs, and education for integral human development.

D'Agostino has been active in the Kellogg research cluster on international education, in collaboration with IEI. He previously served as associate director of Notre Dame's Alliance for Catholic Education (ACE) Haiti, where he led an initiative to strengthen Catholic education in the country following the 2010 earthquake. The initiative has supported some of the largest and most influential projects in Haitian education, including rebuilding and renewing Holy Cross schools and facilitating the design and implementation of large-scale projects in teacher training and literacy.

D'Agostino earned a BA and MEd from Notre Dame and a PhD from Vanderbilt University.



**Nikhit D'Sa**  
Institute for Educational  
Initiatives

Dr. Nikhit D'Sa is an applied researcher who has spent his career aiming to build equitable and respectful research-practice partnerships to conduct rigorous and meaningful studies in low-resource, conflict-affected, and fragile settings. Through collaborative efforts, Dr. D'Sa has worked on partnerships that are grounded in an improvement science focus on iterative implementation and learning. He uses a mix of quantitative, qualitative, and mixed methods approaches to help practitioners and policymakers make evidence-based decisions about interventions to benefit children.

Trained as a developmental psychologist, Dr. D'Sa studies how the relationships and settings around children can be better leveraged to support their learning and development. He is interested in identifying modifiable patterns and routines within settings and systems that can be directly targeted through practitioner-led interventions. His recent research has focused on how we can better align child development messages across home-school-community, cost-effectively

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incorporate education technology in the classroom, and systematize social and emotional learning (SEL) approaches across the school. He previously served as the principal investigator on studies focused on early childhood development, positive youth development, and learning in contexts of forced displacement.

To better support the work of practitioners and policymakers in the majority world, Dr. D'Sa has pioneered a focus on practical measurement; he is an internationally recognized expert on how to better incorporate the lived experience of children, caregivers, and teachers into the development of context-specific assessments and interventions. Dr. D'Sa has led the design and validation of two globally used assessments: the International Social and Emotional Learning Assessment (ISELA) and the Holistic Assessment of Learning and Development Outcomes (HALDO). More recently, he has focused on the development of game-based measures of children's SEL, formative assessments of teacher pedagogy, and teacher-directed measures of occupational well-being.

Dr. D'Sa holds a Master of Arts in Developmental Psychology from Teachers College, Columbia University as well as a Master of Education in International Education Policy, and a Doctor of Education in Human Development from the Harvard Graduate School of Education.



**Julie Dallavis**  
Institute for Educational  
Initiatives

Julie Dallavis is Faculty in the Institute for Educational Initiatives (IEI) and is an Associate Director for the IEI Program Evaluation and Research Team. She teaches in the Education, Schooling, and Society Minor (ESS) and serves as Faculty Liaison for the ND Program in Interdisciplinary Educational Research (ND PIER). She earned an undergraduate degree in the Program of Liberal Studies, a Master of Education degree, and both master's and doctoral degrees in Sociology from the University of Notre Dame. Her research focuses on school organization and culture, school sector differences, and school choice policies using mixed methods, including quantitative survey and student test score analysis, qualitative interviews and focus groups, and content analysis using topic modeling.

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**Fr. Lou DelFra**  
Institute for Educational  
Initiatives

Rev. Louis A. DelFra, C.S.C., serves as the director of pastoral life for the Alliance for Catholic Education (ACE). He writes and publishes in the fields of religion, literature, teacher education, and spirituality. Fr. DelFra resides in Keenan Hall on the Notre Dame campus.

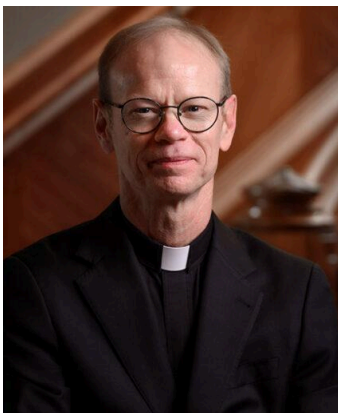
Fr. DelFra has also served as associate pastor at Holy Redeemer Parish and School in Portland, Oregon, and as a middle school and high school teacher at Malvern Preparatory School in Philadelphia.

He received his undergraduate and master's of divinity degrees from the University of Notre Dame, and he was ordained a Holy Cross priest in 2004.



**Jeff Denning**  
Department of  
Economics

Jeff Denning is a labor economist who studies higher education. He received his Ph.D. from the University of Texas at Austin in 2015. Prior to coming to Notre Dame, he was an associate professor of economics at Brigham Young University.



**Fr. Bob Dowd**  
Office of the President

A native of Michigan City, Indiana, Father Dowd graduated from Notre Dame in 1987, earning a bachelor's degree in psychology and economics, and entered Moreau Seminary in the fall of that year to explore his vocation to religious life and priesthood. During his time in the seminary, he asked to be assigned to East Africa and spent 18 months there. After professing final vows in the Congregation of Holy Cross in 1993 and being ordained a priest in 1994, he worked in Campus Ministry at Notre Dame, serving as associate rector of the Basilica of the Sacred Heart and as an assistant rector in one of the University's residence halls.

He began his graduate studies at UCLA in 1996, earning an M.A. in African studies in 1998 and a doctorate in political

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science in 2003. In 2004, Father Dowd joined Notre Dame's political science department as a member of the faculty. Specializing in comparative politics, his research has focused on how Christian and Islamic religious communities affect support for democratic institutions, especially in sub-Saharan Africa. He has published articles in leading academic journals and a book with Oxford University Press.

In his role as vice president and associate provost for interdisciplinary initiatives, Father Dowd serves on the President's Leadership Council and oversees several institutes, centers, and other academic units, including the Center for Social Concerns, DeBartolo Performing Arts Center, Fitzgerald Institute for Real Estate, iNDustry Labs, Institute for Educational Initiatives, Lucy Family Institute for Data & Society, McGrath Institute for Church Life, Notre Dame Technology Ethics Center, Office of Military and Veterans Affairs, ROTC programs, and the Raclin Murphy Museum of Art. He also directs the approval and review process of institutes and centers.

He was previously an assistant provost for internationalization with Notre Dame International, where his primary responsibilities included overseeing the Dublin Global Gateway and Kylemore Abbey Global Centre in Ireland and the São Paulo Global Center in Brazil, and establishing an office in Nairobi, Kenya, to promote and support Notre Dame's research and educational partnerships in Africa.

He is the founder of Notre Dame's Ford Program in Human Development Studies and Solidarity at the Kellogg Institute for International Studies, which is animated by Catholic social teaching and dedicated to forging community-engaged research partnerships in the Global South. He is a fellow of the Ansari Institute for Global Engagement with Religion, the Kellogg Institute for International Studies, the Kroc Institute for International Peace Studies, and the Nanovic Institute for European Studies in the University's Keough School of Global Affairs.

Father Dowd's research has focused on African politics, identity politics, and religion and politics. His research has also explored the effects of religious beliefs and institutions on the integration of migrants/refugees in Europe and the effects of

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faith-based schools on citizenship and civic engagement in Africa. He is the author of the book *Christianity, Islam, and Liberal Democracy: Lessons from Sub-Saharan Africa*.

Father Dowd serves as a Fellow and Trustee of the University and religious superior of the Holy Cross Community at Notre Dame. He has ministered to students on campus for many years as a priest-in-residence in Dillon, St. Edward's, and Cavanaugh Halls. Father Dowd also serves as a trustee of Stonehill College in Easton, Massachusetts, and a board member of Brother Andre Hospital in Nairobi.



**Bill Evans**  
Department of  
Economics

In 2007, William Evans joined the Department of Economics at Notre Dame as the university's first Keough-Hesburgh Professor. This professorship was designed to attract scholars who would contribute to both the academic life as well as the Catholic mission of the university. His principal research interests are in applied microeconomics and he has worked on topics in labor economics, the economics of education, public finance, and health economics. He is a faculty affiliate of both the National Bureau of Economic Research and the Abdul Latif Jameel Poverty Action Lab. In 2012, he and his colleague Jim Sullivan started the Wilson Sheehan Lab for Economic Opportunities (LEO). A unique research center that matches top researchers with passionate leaders in the social service sector to conduct impact evaluations that identify the innovative, effective, and scalable programs and policies that help people move permanently out of poverty.

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**Meghan Fagan**  
Institute for Educational  
Initiatives

Dr. Meghan Fagan serves as a faculty member and academic supervisor for ACE Teaching Fellows. She teaches courses related to secondary social studies instruction and supervises ACE Teaching Fellows in a number of communities across the country.

Meghan earned her undergraduate degree in history from the University of Notre Dame in 2011 and joined the 18th cohort of ACE Teaching Fellows where she taught middle school social studies in Corpus Christi, TX. After teaching in Chicago for a number of years, she earned her Ph.D. in Teaching and Teacher Education from the University of Michigan where she worked closely with preservice secondary social studies teachers.

Meghan and her husband, Chris, have one son, Connor.



**Jim Frabutt**  
Office of the Provost

Jim Frabutt serves as senior assistant provost. In this capacity, he works closely with the provost, the senior advisor to the provost, and capital campaign leadership to connect strategic planning activities in the academy to academic funding priorities. Other responsibilities include serving on the Promotions Advisory Committee for teaching, practice, advising, clinical, library, and research faculty; leading academic program reviews; and providing support to the associate provosts in administering their respective portfolios.

He has previously been a faculty member in the Institute for Educational Initiatives' flagship Alliance for Catholic Education, teaching in the Mary Ann Remick Leadership Program and ACE Teaching Fellows program as well as leading various initiatives to support children with diverse learning needs.

Frabutt most recently served as senior advisor to the provost, a role he held for five years. In that capacity, he supported the provost in the development and implementation of strategic projects, managed academic program reviews, coordinated academic leadership teams (e.g., the Deans Council and Provost's Cabinet), guided strategic initiatives and major communications in collaboration with officers and other campus leadership, and coordinated the operations of the Office of the Provost.

He also served for two years as director of academic



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community engagement in the Office of the Provost, developing strategies to leverage the many intellectual assets of Notre Dame's faculty for the benefit of local communities.

Frabutt holds a B.A. in psychology and Italian from Notre Dame and both an M.S. and Ph.D. in human development and family studies from the University of North Carolina at Greensboro (UNCG). The author or co-author of nine books and nearly 60 articles and book chapters, he has employed action-oriented, community-based research approaches to areas such as parenting and child development, delinquency prevention, school-based mental health, teacher and administrator action research, racial disparities in the juvenile justice system, and community violence reduction. Prior to returning to Notre Dame, he was deputy director of UNCG's Center for Youth, Family, and Community Partnerships.



**Luis Fraga**  
Department of Political  
Science

Luis Ricardo Fraga is the Rev. Donald P. McNeill, C.S.C., Professor of Transformative Latino Leadership, Joseph and Elizabeth Robbie Professor of Political Science, Director of the Institute for Latino Studies, and Fellow at the Institute for Educational Initiatives at the University of Notre Dame. He has been on the faculty at the University of Washington, Stanford University, and the University of Oklahoma. He is a native of Corpus Christi, Texas.

He received his A.B., cum laude, from Harvard University and his M.A. and Ph.D. from Rice University. His primary interests are in American politics where he specializes in the politics of race and ethnicity, Latino politics, immigration policy, education politics, voting rights policy, and urban politics. His most recent co-authored book is *Latinos in the New Millennium: An Almanac of Opinion, Behavior, and Policy Preferences* (Cambridge University Press 2012). He has two other recent books: the co-authored *Latino Lives in America: Making It Home* (Temple University Press 2010) and *United States Government: Principles in Practice* (Holt McDougal 2010), a high school textbook. He has also published the co-authored book *Multiethnic Moments: The Politics of Urban Education Reform* (Temple University Press 2006). He was a member of the APSA standing committee on Civic Engagement and Education that co-authored *Democracy at Risk: How Political Choices Undermine Citizen Participation, and What*

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We Can Do About It (Brookings Institution Press 2005) . He is also co-editor of Ethnic and Racial Minorities in Advanced Industrial Democracies (Greenwood 1992). He has published extensively in scholarly journals and edited volumes including the American Political Science Review, the American Journal of Political Science, Perspectives on Politics, The Journal of Politics, Urban Affairs Quarterly, Western Political Quarterly, Dubois Review, Journal of Women, Politics & Policy, and the Harvard Journal of Hispanic Policy. He is completing the co-authored manuscript Invisible No More: Latino Identities in American Politics as well as America at Its Best: The 1975 Expansion and Extension of the Voting Rights Act.

In 2011 President Barak Obama appointed him to the President's Advisory Commission on Educational Excellence for Hispanics where he also serves as co-chair of the Postsecondary Education Subcommittee. In 2011, Hispanic Business named him one of the top "100 Influentials" in the U.S. In 2013, Seattle Mayor Michael McGinn appointed him to the Immigrant Voting Rights Task Force where he served as co-chair. In 2008 he was appointed by Governor Christine Gregoire to serve on Washington's New Americans Policy Council.

He is a past Vice-President of the American Political Science Association (APSA). He was also co-chair of the Presidential Task Force on Political Science in the 21st Century of the APSA. He was Secretary of the APSA in 2006-07. He served on the Executive Council of the APSA in 1998-2000. He served as president of the Western Political Science Association in 1997-98.

In 2003-04 he was a Fellow at the Radcliffe Institute for Advanced Study, Harvard University, and in 1989-90 he was a Fellow at the Center for Advanced Study in the Behavioral Sciences, Stanford University.

Fraga has received a number of teaching, advising, mentoring, and service awards at Stanford including the Rhodes Prize for Excellence in Undergraduate Teaching (1993), the Dinkelspiel Award for Distinctive Contributions to Undergraduate Education (1995), the Allan V. Cox Medal for Faculty Excellence Fostering Undergraduate Research (1997), the Faculty Award from the Chicano/Latino Graduating Class

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(1993, 1996, 1997, 1999, 2000, 2001), the Undergraduate Faculty Advisor of the Year Award (2001), and the Associated Students of Stanford University Teaching Award (2003). He has also received the Adaljiza Sosa-Riddell Award for Exemplary Mentoring of Graduate Latina/o Students by the Committee on the Status of Latinos in the Profession of the American Political Science Association (2001) and this same award for mentoring junior faculty (2004). In 2010 he received an award from the Graduate School of the University of Washington for exemplary advocacy and leadership on behalf of graduate education. He was recognized as one of the Champions of Catholic Education in 2012 for his work to establish the first Spanish-English, two-way immersion school in the Seattle Archdiocese, the Juan Diego Academy at Holy Rosary School in Tacoma, WA. In 2013 he was the first recipient of the Juan Diego Award. In 2017, he received the Distinguished Career Award from the Latino Caucus of the Midwest Political Science Association. Also in that year, he was recognized by Notre Dame as one of the inaugural members of the All-Faculty Team for his leadership and contributions to Notre Dame. In 2018, he received the Lifetime Achievement for Excellence in Community Service Award from the Mexican American Legal Defense and Educational Fund (MALDEF).

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**April Garcia**  
Institute for Educational  
Initiatives

April M. Garcia serves as a faculty member and recruiter for the Mary Ann Remick Leadership program.

She earned her Master of Education degree from ACE Teaching Fellows while teaching in San Antonio, where she remained in the classroom for a number of years following her graduation. Upon moving to Los Angeles, she began her work as a teacher and leader at Mother of Sorrows School in South Los Angeles while completing her Master of Arts degree from the Mary Ann Remick Leadership program. Her research included the impact of an early literacy program for toddlers and parents within the community. This led to her role as the founding director of Onward Readers, a toddler through middle school literacy initiative through the Department of Catholic Schools and the Smet Foundation that now serves multiple school sites in South and East Los Angeles.

Garcia graduated from the University of Notre Dame with a Bachelor of Business Administration in Management Consulting. She is currently pursuing her Doctor of Education through the University of Southern California's Rossier School of Education, with a focus on Educational Leadership and K-12 Leadership in Urban School Settings.

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**Nicole Garnett**  
Law School

Nicole Stelle Garnett's teaching and research focus on education policy and topics related to property law (especially land use and urban development policies). In addition to dozens of articles on these subjects, she is the author of two books, *Lost Classroom, Lost Community: Catholic Schools' Importance in Urban America* (University of Chicago Press, 2014) and *Ordering the City: Land Use, Policing and the Restoration of Urban America* (Yale University Press, 2009). Currently, she is engaged in an ambitious research effort in collaboration with scholars from around the world to gain a comprehensive understanding of the legal rules governing, and public funds available to, faith-based schools in the Global South.

At Notre Dame, Garnett is a fellow of the Institute for Educational Initiatives, the Kellogg Institute for International Studies, the Fitzgerald Institute for Real Estate, and the deNicola Center for Ethics and Culture. She also is the senior policy advisor for the Alliance for Catholic Education, a program engaged in a wide array of efforts to strengthen and sustain K-12 Catholic schools. From 2008-2010, she served as provost fellow at Notre Dame, and, during the Spring 2007 semester, as a visiting professor of law at the University of Chicago Law School.

Garnett received her B.A. with distinction in Political Science from Stanford University and her J.D. from Yale Law School. After law school, she clerked for the Honorable Morris S. Arnold of the United States Court of Appeals for the Eighth Circuit and for Associate Justice Clarence Thomas of the Supreme Court of the United States. Before joining the law school faculty in 1999, she worked for two years as a staff attorney at the Institute for Justice, a non-profit public-interest law firm in Washington, D.C.

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**Rick Garnett**  
Law School

Professor Richard W. Garnett teaches and writes in the areas of constitutional law, criminal law, the First Amendment, and law and religion. He is a leading authority on questions and debates regarding religious freedom and church-state relations, and is the founding director of Notre Dame Law School's Program on Church, State, and Society.

Garnett clerked for the late Chief Justice of the United States, William H. Rehnquist, and also for the late Chief Judge of the United States Court of Appeals for the Eighth Circuit, Richard S. Arnold. He earned his J.D. from Yale Law School in 1995 and his B.A., *summa cum laude*, from Duke University in 1990. He joined the faculty in 1999 after practicing law in Washington, D.C. with Miller, Cassidy, Larroca & Lewin.



**Chloe Gibbs**  
Department of  
Economics

Chloe Gibbs came to Notre Dame in 2015, where she is also a faculty affiliate of the Wilson Sheehan Lab for Economic Opportunities. In 2022-2023, she served as a senior economist with the President's Council of Economic Advisers. Professor Gibbs studies the economics of education and is interested in measuring the effects, both intended and unintended, of policies and programs targeted at disadvantaged children and families. Her research includes investigating the intergenerational transmission of Head Start effects, understanding the role of publicly-funded education in facilitating maternal employment, and exploring the role of "soft skills" in children's educational and labor market trajectories. Professor Gibbs earned her B.A. at Notre Dame and Ph.D. at the University of Chicago's Harris School. Her research has been supported by the National Science Foundation, and cited by the *New York Times*, *Washington Post*, CNBC, and NPR.

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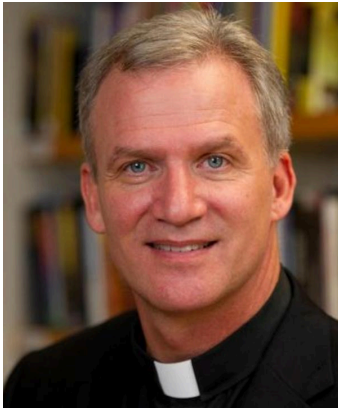


**Victoria Goodrich**  
College of Engineering

Victoria Goodrich joined the Notre Dame faculty in 2011 and spent 7 years as Director of the First-Year Engineering Program, where she also researched how students form engineering identity and select engineering majors. She now directs the undergraduate laboratory courses for junior and senior chemical engineers while still teaching in the first year curriculum. Her teaching focuses on educational research efforts on how chemical engineering students translate learning goals from previous classes to more practically applied laboratory classes.

She serves as the advisor to Notre Dame's chapter of the Society of Women Engineers and is the faculty lead for the Notre Dame site of GE Girls, a summer STEM camp for middle school girls attending South Bend Community Schools.

Professor Goodrich has received the Rev. Edmund P. Joyce, C.S.C Award for Excellence in Undergraduate Teaching (2019-2020), Thomas P. Madden Award (2015-2016), Women in Engineering Impact Award (2016), and the SAO Club Advisor of the Year (2019-2020).



**Fr. Dan Groody**  
Department of Theology

Father Dan Groody, associate professor of theology and global affairs, is the Vice President and Associate Provost for Undergraduate Education.

His major responsibilities include advancing undergraduate teaching, research, and outreach as well as overseeing Academic Services for Student-Athletes, the Center for University Advising, the Flatley Center for Undergraduate Scholarly Engagement, the Moreau First Year Experience course, and the work of the Core Curriculum Committee. He also provides leadership for the student accommodations process and chairs the Advisory Committee on the Academic Code and Policy (ACACP), the University Committee on the Honor Code (UCHC), and the Valedictorian and Salutatorian Selection Committee.

In addition to his role in the provost's office, Father Groody serves as a Fellow and Trustee of the University and is the adviser for discernment and discovery for Notre Dame's

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## Inspired Leadership Initiative.

An internationally recognized expert on migration and refugee issues whose papers and books have been translated into seven languages, he is the author of *Globalization, Spirituality, and Justice: Navigating the Path to Peace* and *Border of Death, Valley of Life: An Immigrant Journey of Heart and Spirit*. He has edited or co-edited four books on poverty, justice, and migration.

Father Groody's expertise in and passion for refugee and migration issues has also been applied as executive producer of several acclaimed films and documentaries, including *One Border, One Body: Immigration and the Eucharist* and *Dying to Live: A Migrant's Journey*.

Father Groody has worked with the U.S. Congress, the U.S. Conference of Catholic Bishops, the World Council of Churches, the Vatican, and the United Nations on issues of theology, globalization, migration, and refugees. In 2007-08 he was a visiting research fellow at Oxford University's Refugee Studies Centre.

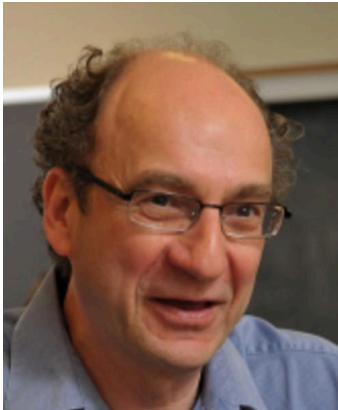
A member of the Notre Dame faculty since 2000, Father Groody is a faculty fellow of the University's Kellogg Institute, Kroc Institute for International Peace Studies, Institute for Educational Initiatives, Klau Center for Civil and Human Rights, Nanovic Institute for European Studies, and Ansari Institute for Global Engagement with Religion.

Father Groody earned his bachelor's degree from Notre Dame, a master of divinity degree and a licentiate in sacred theology from the Jesuit School of Theology, and his doctorate in theology from the Graduate Theological Union.



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**David Hachen**  
Department of  
Sociology

David Hachen is a social network expert whose research focuses on network dynamics. Through his NSF funded NetSense project and NIH funded NetHealth projects, Dr. Hachen's research team collected multi-year longitudinal data on the changing social networks, behaviors, tastes and traits of large cohorts of college student through surveys, the collection of communication meta-data from smartphones, and physical activity and sleep patterns from Fitbit devices. Hachen has published papers on network evolution, reciprocity, tie formation and decay, homophily, and social influence, especially the influence of peers on health related behaviors. Dr. Hachen is the author of an innovative introduction to sociology textbook, *Sociology in Action: Cases of Critical and Sociological Thinking* which uses decision cases to activate student learning.



**Anna Haskins**  
Department of  
Sociology

Anna R. Haskins' research examines how three of America's most powerful social institutions—the education system, the family, and the criminal justice system—connect and interact in ways that both preserve and mitigate social inequality, with emphases on early educational outcomes, intergenerational impacts, and disparities by race/ethnicity. Her work has been published in the *American Sociological Review*, *Social Forces*, *Sociological Science*, *Sociology of Education* and *Social Science Research*, among other scholarly outlets, and she is co-editor of a recent book – *When Parents are Incarcerated: Interdisciplinary Research and Interventions to Support Children* (2018, APA Press). Her current projects explore meso-level processes through which schools inhibit or promote institutional engagement among system-involved families, as well as studying more complicated intersections between schooling and punishment such as public attitudes around college-in-prison programs. Anna is a former elementary school teacher and prior to coming to Notre Dame she was an assistant professor of sociology at Cornell University.

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**Mark Johnson**  
Institute for Educational  
Initiatives

Mark Johnson is a faculty member with ACE Teaching Fellows and the Institute for Educational Initiatives. In this role he trains high school teachers of all subject areas in general teaching methods, as well as working with social studies teachers in subject-specific methods and practice. Johnson serves as academic supervisor for numerous ACE Teaching Fellows communities across the nation.

His research focuses on social studies education and the history of Chinese communities in the American West, specifically his home state of Montana. Before joining the University of Notre Dame, Johnson served as a high school teacher for fifteen years.



**Frankie Jones**  
Institute for Educational  
Initiatives

Frankie Jones currently serves as faculty for the Mary Ann Remick Leadership Program and the Faculty Liaison for School Revitalization for the Notre Dame ACE Academies.

She also teaches within the Educational, Schooling, and Society supplemental major. Frankie's research focuses on efficacious approaches to improving teaching and learning in schools, and the ways in which teachers and school leaders facing accountability pressures successfully enact improvement strategies and cultivate productive school properties for improvement. Her scholarship and practice primarily focus on vulnerable schools in need of turnaround.

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**Patrick Kirkland**  
Institute for Educational  
Initiatives

Dr. Patrick Kirkland is an Assistant Professor of the Practice in the Institute for Educational Initiatives and a faculty member of ACE Teaching Fellows.

Kirkland teaches elementary math methods and assessment courses for ACE Teaching Fellows and will teach education research methods courses in the Education, Schooling, and Society program. He also supervises a community of ACE Teaching Fellows. His research interests are in the area of children's development of mathematical cognition in the context of K-12 classrooms. Specifically, he researches how students make sense of the relationship between whole numbers, fractions, and decimals and operations in math.

His current research is funded by the National Science Foundation and examines how to best measure upper elementary and middle school students' number sense. This research is in collaboration with the CLAD Lab and TutorND here on campus.

Kirkland is a former Burns Fellow in the Notre Dame Program for Interdisciplinary Research (ND PIER) and a graduate of ACE Teaching Fellows. He taught middle school math and social studies in Savannah, GA before working as the Associate Director of Academics for ACE Teaching Fellows.

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**Matt Kloser**  
Institute for Educational  
Initiatives

Matthew Kloser is the founding director of the Center for STEM Education and a faculty member and Fellow of the Institute for Educational Initiatives at the University of Notre Dame.

Dr. Kloser's research focuses on issues of teaching, learning, and assessment in science classrooms with a special focus on biology education. His research includes experimental studies that identify affordances and constraints of learning biology from different text types, mixed methods studies focused on assessment implications for student outcomes, and the relationship between core instructional practices and student outcomes.

Dr. Kloser received his M.Ed. through the Alliance for Catholic Education program at the University of Notre Dame and taught high school physics and math for five years prior to earning his M.S. in biology and Ph.D. in science education from Stanford University.



**Karrie Koesel**  
Department of Political  
Science

Karrie J. Koesel is associate professor of political science at the University of Notre Dame where she specializes in the study of contemporary Chinese and Russian politics, authoritarianism, and religion and politics. She is the author of *Religion and Authoritarianism: Cooperation, Conflict and the Consequences* (Cambridge University Press, 2014) and co-editor of *Citizens & the State in Authoritarian Regimes: Comparing China & Russia* (Oxford University Press, 2021). Her work has appeared in *World Politics*, *Perspectives on Politics*, *The China Quarterly*, *Post-Soviet Affairs*, *Economics and Politics*, *Demokratizatsiya*, and the *Review of Religion and Chinese Society*. She has testified before the Congressional-Executive Commission on China.

Her research has been supported by the John Templeton Foundation, the Spencer Foundation, the Social Science Research Council (SSRC), the Fulbright program, the International Research & Exchanges Board (IREX), the Einaudi Center and East Asia Program at Cornell University, the Kellogg Institute, Liu Institute, the Nanovic Institute, the Keough School of Global Affairs at Notre Dame, and the University of Oregon.

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Koesel is a fellow in the Public Intellectual Program for the National Committee on US-China Relations. She served as a member of the International Diffusion and Cooperation of Authoritarian Regimes (IDCAR) research network, an associate scholar of the Religious Freedom Project at the Berkley Center for Religion, Peace and World Affairs at Georgetown University, and a researcher for the Under Caesar's Sword Project at the University of Notre Dame. Before joining the ND faculty, she taught at the University of Oregon. She earned her Ph.D. in government from Cornell University and won the 2010 American Political Science Association Aaron Wildavsky Award for the best dissertation on religion and politics.

Koesel is currently working on a book, *Learning to Be Loyal: Political Education in Authoritarian Regimes*, which explores how authoritarian leaders cultivate popular legitimacy and loyalty among youth; how they socialize citizens and future elite to be patriotic and supportive; and whether these strategies free authoritarian rulers from the need to rely so heavily on coercion to stay in power and promote political order.

Professor Koesel teaches courses on contemporary China, comparative authoritarianism, the politics of religion, and democracy and dictatorship.



**Monica Kowalski**  
Institute for Educational  
Initiatives

Monica Kowalski is the associate director of Program Evaluation and Research for the Institute for Educational Initiatives at the University of Notre Dame, where she is also a member of the Faculty of Supervision and Instruction for the ACE Teaching Fellows Program. She taught second grade as a member of the tenth cohort of ACE in Jackson, Mississippi. She has also served as a national consultant and evaluator for various programs and projects, specializing in mixed methods approaches including surveys and interviews. She holds a bachelors and masters from the University of Notre Dame and a doctorate in Educational Policy and Leadership from The Ohio State University.

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**Amy Langenkamp**  
Department of  
Sociology

Amy Langenkamp's main fields of interest are education, stratification, and life course transitions. Her research explores transitions between major societal institutions and processes of inequality within those institutions. Langenkamp's published research on transitions documents different types of institutional pathways taken by students as they transition, explores how social relationships can become protective factors for low achieving students, and investigates the lasting effects of school context across transitions.

Other published research identifies the mechanisms producing intergenerational transmission of (dis)advantage. Specifically, Langenkamp's scholarship investigates how social class and race/ethnicity shape students' preparation for and transition to postsecondary education.

Langenkamp is currently researching how new patterns in school and community composition, from resegregation to new immigrant destinations, affect student achievement. She is the current director of the Center for Research on Educational Opportunity (CREO), and is affiliated with the Institute for Educational Initiatives (IEI), the Institute for Latino Studies, and Notre Dame's Program for Interdisciplinary Education Research (NDPIER).



**Dan Lapsley**  
Department of  
Psychology

Lapsley's research focuses on various topics in adolescent social cognitive and personality development, including work on adolescent invulnerability and risk behavior, narcissism, separation-individuation, self, ego and identity development, and college adjustment. He also studies the moral dimensions of personality and other topics in moral psychology, and has written on moral identity and moral and character education.

Professor Lapsley is the author or editor of seven books and has published over 125 articles and chapters on various topics on adolescent development and educational psychology. He currently serves on the editorial boards of the periodicals *Human Development*, *Applied Developmental Science*, *Educational Psychologist*, and the *Journal of Early Adolescence*.

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**Katy Lichon**  
Institute for Educational  
Initiatives

Katy Walter Lichon serves as the Director for the English as a New Language (ENL) Program, the Director of the Catholic School Advantage (CSA), and is an Associate Teaching Professor with ACE Teaching Fellows. In addition, she serves as a faculty fellow for Notre Dame's Institute for Latino Studies, Global Center for the Development of the Whole Child, Center for Literacy Education, and Center for the Study of Languages and Culture.

Lichon is an educational linguist who focuses on the education of K-12 multilingual learners in Catholic schools and teacher education. This work has led to the publication of *English Oral Language Assessment* (ACE Press, 2013), *Our Legacy and Our Future: A Framework for Serving English Learners in Catholic Schools* (NCEA Press, 2017), *Supporting English Learners: A Diocesan Handbook for K-12* (NCEA Press, 2018), and *Ten Days to Becoming a Better Educator of English Learners* (NCEA Press, 2018), as well as numerous articles in diverse publications. She was honored with the Christ the Teacher award in 2020.

Lichon received her B.B.A. in marketing and management from Baylor University in Waco, Texas, M.Ed. from the University of Notre Dame in Notre Dame, Indiana, and her Ph.D. in Educational Philosophy from Southern Methodist University in Dallas, Texas. Lichon has also helped to begin the two-way immersion program at Holy Cross School in South Bend, IN, that is now in its fourth year. She resides in South Bend, Indiana with her husband and three children.

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**Kati Macaluso**  
Institute for Educational  
Initiatives

Within the ACE Teaching Fellows Program, Kati Macaluso currently serves as the Academic Director for the M.Ed. She also serves as Faculty of Supervision and Instruction in the M.Ed. Program, and co-teaches the middle and high school English Language Arts methods sequence.

Prior to her current role, Kati served as the Director of ACE Advocates, a unit of the Alliance for Catholic Education charged with the strategic engagement of ACE graduates in sustaining, strengthening, and transforming Catholic schools.

Kati holds a Ph.D. in Curriculum, Instruction, and Teacher Education from Michigan State University, and both a B.A. and M.Ed. from the University of Notre Dame.

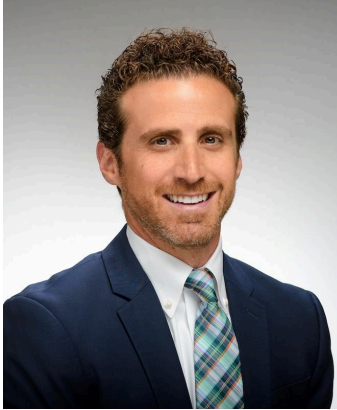
Her research investigates issues in English Education and Curriculum Studies, including what it means to prepare teachers to teach English Language Arts in a 21st-century context. Her most recent project focuses on the embodied and spiritual dimensions of literary reading, with an interest in considering how those dimensions might help to reimagine the literature curricula in middle and high school English Language Arts.

Kati's career as a teacher educator began in rural Louisiana, where she taught high school English at Ascension Catholic High School before moving to Oak Park, IL, to begin teaching and directing the Writing Center at Fenwick High School. She has taught a variety of undergraduate and Master's-level courses in MSU's teacher preparation program, while also serving as Assistant Editor of the National Council of Teachers of English's flagship research journal *Research in the Teaching of English*. Her most recent publications can be found in *Reading Research Quarterly*, *The English Journal*, *Changing English*, and *English Teaching: Practice and Critique*.



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**Michael Macaluso**  
Institute for Educational  
Initiatives

Dr. Michael Macaluso is an Associate Teaching Professor of English Education in the Alliance for Catholic Education and the Institute for Educational Initiatives. He also serves on the leadership teams for the Center for Literacy Education and the Education, Schooling, & Society undergraduate program.

The recipient of several teaching awards, including the University's Rev. Edmund P. Joyce, C.S.C., Award for Excellence in Undergraduate Teaching, Macaluso teaches a number of education and literacy-related courses. His scholarship focuses on issues of teaching and learning in English classrooms, and he serves as chair of the Alexandria Award Committee, a new initiative aimed at fostering students' literacy and faith development.

Macaluso served in the 11th cohort of the ACE program, where he taught high school English in Baton Rouge, LA. He now proudly serves as the ACE Academic Supervisor for ACE's Baton Rouge and New Orleans sites.



**Tim Matovina**  
Department of Theology

Timothy Matovina works in the area of Faith and Culture, with specialization in U.S. Catholic and U.S. Latino theology and religion. Professor Matovina has authored over 150 essays and reviews in scholarly and opinion journals. He has also written or edited 20 books, most recently *Latino Catholicism: Transformation in America's Largest Church*, which won five book awards, including selection as a CHOICE "Outstanding Academic Title," as well as *Theologies of Guadalupe: From the Era of Conquest to Pope Francis*. Among his various scholarly awards, in 2010 Matovina received the Virgilio Elizondo Award "for distinguished achievement in theology, in keeping with the mission of the Academy" from the Academy of Catholic Hispanic Theologians of the United States (ACHTUS). At Notre Dame he has won two teaching awards, including the Julian Samora Award that members of Notre Dame's La Alianza student organization confer on a faculty member whose research, teaching, and service advance knowledge and empowerment of Latino/a students and communities. In addition to his scholarly work, Matovina offers presentations and workshops on U.S. Catholicism and Latino ministry and theology throughout the United States.

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**Bill Mattison**  
Department of Theology

Prof. Mattison completed his doctoral studies at the University of Notre Dame. During these years he studied Thomistic moral theology under Dr. Jean Porter, and spent a year on a Fulbright Fellowship in Fribourg, Switzerland doing dissertation research under the guidance of Fr. Servais Pinckaers, O.P. He then spent two years as a Visiting Assistant professor at Notre Dame, and another two at Mount St. Mary's University in Emmitsburg, MD before joining the faculty at the Catholic University of America's School of Theology & Religious Studies.

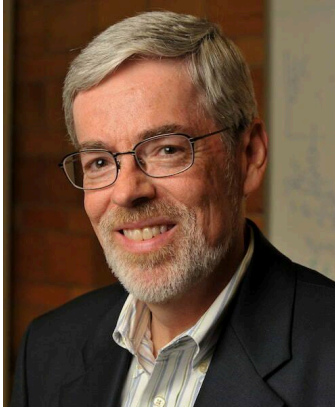
Prof. Mattison spent ten years at The Catholic University of America. After tenure he served as Associate Dean for Undergraduate Studies, and one year as Interim Dean of the School of Theology and Religious Studies. He also began to write and speak on Catholic higher education. He returned to Notre Dame in 2016 with a joint appointment as Wilsey Family Associate Professor in the Department of Theology as well as Senior Advisor for Theological Formation in the Alliance for Catholic Education, where he helped prepare Catholic school teachers.

Prof. Mattison is now the Wilsey Professor of Theology, and he continues to write and to teach students at the doctoral, Masters (including seminarians), and undergraduate levels. He was also named in 2023 the Faculty Director of the Moreau First Year Experience, leading the reconception and implementation of the Moreau seminars, part of the Core Curriculum for all Notre Dame undergraduates.

Besides having served in leadership roles in the Ethics and Catholic Theology Group and Moral Theology Groups at the Society of Christian Ethics and Catholic Theological Society of America, respectively, Prof. Mattison co-founded and served as Executive Director of the annual New Wine, New Wineskins symposium for pre-tenure Catholic moral theologians.

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**Scott Maxwell**  
Department of  
Psychology

Scott Maxwell's research interests are in the areas of research methodology and applied behavioral statistics. Much of his recent work has focused on statistical power and accuracy in parameter estimation, especially in randomized designs. Another line of work has begun to investigate biases in cross-sectional analyses of longitudinal mediational processes. He is also very interested in the use of multilevel approaches to model statistical dependencies in longitudinal data as well as family data.



**John McGreevy**  
Office of the Provost

John McGreevy joined Notre Dame's faculty in 1997. He served as chair of the Department of History from 2002–2008 and dean of the College of Arts and Letters from 2008–2018. He began his term as Charles and Jill Fischer Provost in July 2022.

He is the author of four books. The first, *Parish Boundaries: The Catholic Encounter with Race in the Twentieth Century Urban North*, was published by the University of Chicago Press in 1996. The second, *Catholicism and American Freedom: A History*, was published by W.W. Norton in 2003. The third, *American Jesuits and the World: How an Embattled Religious Order Made Modern Catholicism Global*, was published in 2016 by Princeton University Press. His fourth book, *Catholicism: A Global History from the French Revolution to Pope Francis*, was published by W.W. Norton in fall 2022. His essays have been translated into Italian, French and Spanish. He has received major fellowships from the Mellon Foundation, the American Council of Learned Societies, the Louisville Institute, and the Erasmus Institute, and has published articles and reviews in the *Journal of American History*, *New York Review of Books*, *The Chronicle of Higher Education*, *Commonweal*, *The New Republic*, *Chicago Tribune* and other venues. He served on the Pulitzer Prize jury for History in 2010 and served as co-chair of the Commonweal Foundation board from 2018–2023.

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**Maria McKenna**  
Institute for Educational  
Initiatives

Maria McKenna is the Senior Associate Director of the Education, Schooling, and Society undergraduate minor; an Institute for Educational Initiatives fellow; and a faculty member for ACE Teaching Fellows. She is also a Professor of the Practice for the Department of Africana Studies and Education, Schooling, and Society. Her research and teaching focus on the social contexts of American education, educational care, and the minority experience in American public education.

McKenna's work has been published by the *School Community Journal*, the *Association of Teacher Educators*, and the *Journal of Philosophy and History of Education*. Her current writing focuses on photovoice methodology, a student generated model of educational care, and parent voices within the educational process.

Dr. McKenna has been honored with the Rev. Edmund P. Joyce, C.S.C. Award for Excellence in Undergraduate Teaching and the Ganey Collaborative Community-Based Research Grant Winner. In her spare time, McKenna supports Good Shepherd Montessori School as the president of their Board of Directors. She and her husband, Mark, have four children.

McKenna received her B.A. from Notre Dame, a MS Ed. degree from Northwestern University, and a Ph.D from Saint Louis University.

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**Nicole McNeil**  
Department of  
Psychology

Prof. McNeil studies cognitive development, with a primary focus on how children think, learn, communicate, and solve problems in the domain of mathematics. This work encompasses several interrelated areas such as numerical representation, symbolic reasoning, concept construction, skill acquisition, communication, and problem solving.

She asks questions like “What do children understand about math before they start learning it in school?” “How does children’s understanding of math change as the result of different environments?” “How do the ways in which we communicate mathematical information affect children’s understanding of math?” “How does existing knowledge affect learning of new information?” and “How do children construct new problem-solving strategies”?

Her research is funded by grants from the U.S. Department of Education's Institute of Educational Sciences (IES) and the National Science Foundation (NSF). She is interested in theoretical issues related to the construction and organization of knowledge, as well as practical issues related to learning and instruction.



**Nancy Michael**  
Department of  
Biological Sciences

Since December of 2014, Dr. Nancy Michael has served as the Director of Undergraduate Studies for the Neuroscience and Behavior major at the University of Notre Dame. In her few years as faculty, Dr. Michael’s dedication to excellence, innovation in education and commitment to community wellness have earned her numerous teaching, advising and community awards. In partnership with multiple community organizations, Dr. Michael works to develop and implement NEAR (neuroscience, epigenetics, adverse childhood experiences, resilience) science approaches that aim to mitigate the impact of toxic stress on individuals and communities. Her research uses a community-based change theory model to work with community organizations in developing population specific NEAR-based strategies to support organizational and community efforts in becoming trauma-informed.

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**Laura Miller-Graff**  
Department of  
Psychology

Dr. Miller-Graff's research examines the developmental and intergenerational effects of exposure to violence in childhood. Working within an ecological framework, her research seeks to understand how various systems (i.e., individual, family, and community) interact to promote or inhibit healthful development following violence exposure.

Dr. Miller-Graff has a particular interest in the adaptation and evaluation of trauma assessment and treatment in LMIC and conflict-affected settings. Current research projects include the effects of intimate partner violence (IPV) on women and children's health and adjustment in the perinatal period, and the adaptation, development, and evaluation of psychological interventions for violence-exposed pregnant women and for families living in settings of chronic violence.

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**Joel Mittleman**  
Department of  
Sociology

Joel Mittleman is the William P. and Hazel B. White Assistant Professor of Sociology at the University of Notre Dame, where he is also a faculty affiliate in the Gender Studies Program and the Center for Research on Educational Opportunity. For the 2023/24 academic year, he is a National Academy of Education/Spencer Foundation Postdoctoral Fellow.

Mittleman's sole-authored research has been published in the *American Sociological Review*, *Demography*, *Gender & Society*, *Sociology of Education*, *Socius*, *Journal of Adolescent Health* and *Educational Researcher*. His study, "Intersecting the Academic Gender Gap: The Education of Lesbian, Gay and Bisexual America," won outstanding article awards from the ASA's Inequality, Poverty & Mobility and Sociology of Population sections as well as from the Sociology of Education Association.

Mittleman studies gender inequality in schools and society with a focus on LGBTQ+ populations. Incorporating insights from feminist and queer theory, his research applies quantitative and computational methods to large-scale, population-representative data. Across projects, he shows how LGBTQ+ populations encourage new ways of conceptualizing gender and new approaches to measuring the dynamics of gender inequality. As such, much of his research advances innovative methods for analyzing inequality beyond the binary categories of female and male.

Mittleman earned his PhD in Sociology and Social Policy at Princeton University, where he was a trainee in the Office of Population Research.

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**Ernest Morrell**  
Department of English

Ernest Morrell is the Coyle Professor of Literacy Education, a member of the faculty in the English and Africana Studies Departments, and Director of the Center for Literacy Education at the University of Notre Dame.

Ernest is also director of the National Council of Teachers of English (NCTE) James R. Squire Office for Policy Research in the English Language Arts. He is an elected member of the National Academy of Education, an elected Fellow of the American Educational Research Association, and a past president of the National Council of Teachers of English (NCTE).

Since 2015, Ernest has been annually ranked among the top university-based education scholars in the RHSU Edu-Scholar Public Influence Rankings published by *EdWeek*. Ernest is also the recipient of the NCTE Distinguished Service Award, the Kent Williamson Leadership Award from the Conference on English Leadership, and the Divergent Award for Excellence in 21st-Century Literacies. His scholarly interests include: critical pedagogy, English education, literacy studies, postcolonial studies, and youth popular culture.

Ernest has authored 100 articles, research briefs, and book chapters and 15 scholarly books including *Educating Harlem: A Century of Schooling and Resistance in a Black Community* (Columbia, 2020), *Stories from Inequity to Justice in Literacy Education*, *New Directions in Teaching English*, and *Critical Media Pedagogy: Teaching for Achievement in City Schools*, which was awarded Outstanding Academic Title by the American Library Association. Ernest has earned numerous commendations for his university teaching including UCLA's Distinguished Teaching Award. He received his Ph.D. in Language, Literacy, and Culture from the University of California, Berkeley where he was the recipient of the Outstanding Dissertation award.



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**Jodene Morrell**  
Institute for Educational  
Initiatives

Jodene Morrell, Ph.D. is a Teaching Professor and Associate Director of the Notre Dame Center for Literacy Education. She is also a faculty a Faculty Fellow in the Institute for Educational Initiatives.

Prior to coming to Notre Dame Jodene worked as a Senior Research Associate and Senior Lecturer in the Institute for Urban and Minority Education at Teachers College, Columbia University where she taught courses and advised students in the Literacy Specialist Masters. Subsequent to her Ph.D. she was an Assistant Professor in the College of Education and Integrative Studies at California State Polytechnic University Pomona.

Jodene's research focuses on critical literacy pedagogies in K-8 classrooms, the role of multicultural and diverse children's literature for making literacy engaging and accessible for all students, and teachers as scholars and researchers. Jodene began her career as a 3rd and 4th grade teacher in linguistically, culturally, and ethnically diverse public schools in Los Angeles, San Francisco, and San Jose, CA and was a literacy specialist in a middle school in Lansing, Michigan before earning a doctorate in Curriculum, Teaching, and Educational Policy with an emphasis in Literacy at Michigan State University.

She has published in venues such as *Language Arts*, the *Reading Teacher*, *California English*, *Dragon Lode*, the *New England Reading Association Journal*, *The New Educator*, and *The Encyclopedia of Critical English Education* about multicultural literature, English education, literacy pedagogy, and cultural practices of literacy. She is currently co-author of a book in progress entitled "Critical Approaches to Teaching Literature for Children: On Joy, Voice, Relevance, and Revolutionary Love."

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**Karen Morris**  
Institute for Educational  
Initiatives

Karen Morris is an Associate Professor of the Practice and the Program Director of Operations for the Advanced Placement Teacher Investment Program (AP-TIP) in the Institute for Educational Initiatives at the University of Notre Dame. Employed at Notre Dame since 1987, she developed a passion for helping college students in STEM become successful in their first year and extended this work to pre-college environments. In her current role, Karen supports the expansion of AP math, science and English (MSE) courses at Indiana public and U.S. Catholic high schools and facilitates the implementation of program success strategies in order to increase the number of students earning AP MSE qualifying scores. While the effort of AP-TIP has focused on teachers and students, Karen has also developed relationships with administrators at AP-TIP schools, who are key to helping the program thrive. To date, Karen has supported more than 85 high schools through AP-TIP. Karen is a member of the NSTA and actively participates in the Hoosier Association of Science Teachers annual conferences. She enjoys inspiring K-12 students to pursue science with her mentoring for, and judging at, local science fairs.

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**Matthew Morrison**  
College of Engineering

Matthew Morrison is an Assistant Teaching Professor in the Department of Computer Science and Engineering at the University of Notre Dame.

He received the B.S. degree in Computer Engineering (2010), the M.S. degree in Computer Engineering (Thesis, 2012), and the Ph.D. in Computer Science and Engineering (Dissertation, 2014), all from the University of South Florida. Prior to his academic career, he served as a Nuclear Electronics Technician in the United States Navy from 1999-2005. He graduated from Mount Saint Joseph College in Baltimore, MD in 1998.

Dr. Morrison has held faculty positions at Notre Dame (2019-present) and the University of Mississippi (2014-2018).

Dr. Morrison's research focuses include low-power hardware security, digital and analog VLSI design, smart and connected health in athletic and space environments, and STEM outreach and education. He has advised or co-advised five Masters students, and 15 Honors Thesis students.

At USF, he received the Provost's Award for Outstanding Teaching by a Graduate Teaching Assistant in 2012, the Spirit of Innovation Research Award in 2013, and the Outstanding Dissertation Award in 2014. At the University of Mississippi, he received the School of Engineering's Junior Faculty Research Award in 2017 and the Outstanding Teaching Award in 2018. He has received Best Paper Awards at IEEE ISVLSI, IEEE ISEC, and Cadence CDNLive. He is also the recipient of the 2018 National Academic Advising Network's (NACADA) Global Outstanding Advising Award for Faculty. He currently serves on the Organizing Committee and the Technical Program Committee chair for the IEEE Integrated STEM Education Conference, and the Organizing Committee for the Design Automation Conference Summer School.

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**Sandria Morten**  
Institute for Educational  
Initiatives

Sandria Morten serves as a faculty member for the Mary Ann Remick Leadership Program.

Prior to this role, Sandria was the Assistant Director for Inclusive Practices at the Andrew M. Greeley Center for Catholic Education through Loyola University Chicago. In this position, Sandria provided professional development and consultation to Catholic schools working to create inclusive educational environments and organized the Mustard Seed Project, an annual national conference devoted to serving students with disabilities in Catholic schools. Sandria also worked in the Archdiocese of Chicago for 12 years, as the principal of St. Matthias School, a teacher, and directing the development of an International Baccalaureate Program at St. Matthias.

Sandria earned her Ed.D. in Curriculum and Instruction at Loyola University Chicago and her scholarly interests include Professional Learning Communities (PLCs), inclusive practices in Catholic schools, and Catholic school leadership development. Sandria was a member of the Remick Leadership Program (Cohort 5) completing her M.A. in Educational Administration and was a member of LU-CHOICE (Cohort 1), earning a M.Ed. from Loyola University Chicago. Sandria graduated from the University of Notre Dame with a B.A. in Psychology in 2003.

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**Darcia Narvaez**  
Department of  
Psychology

Dr. Narvaez' research explores questions of species-typical and species-atypical development in terms of wellbeing, morality, and sustainable wisdom. She examines how early life experience (the evolved nest) influences moral functioning and wellbeing in children and adults. She integrates evolutionary, anthropological, neurobiological, clinical, developmental, and education sciences in her work. Questions that interest her include: How does early experience shape human nature? What do sustainable indigenous societies have to teach the modern world? What types of moral orientations do individuals develop in species-typical and -atypical environments? What is indigenous ecological wisdom and how do we cultivate it? How can educators and parents foster optimal development, wellbeing, and communal imagination? Her 2014 book won the 2015 William James Book Award from the APA and the 2017 Expanded Reason Award for research. She is a fellow of the American Association for the Advancement of Science, the American Psychological Association, and the American Educational Research Association. She hosts the website [EvolvedNest.Org](http://EvolvedNest.Org) and is president of [KindredMedia.org](http://KindredMedia.org).

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**Greg O'Donnell**  
Institute for Educational  
Initiatives

Dr. Greg O'Donnell is the director of the ACE Principal Academy and assistant professor in the Institute for Educational Initiatives. He teaches courses in Human Capital Management, School Finance, and Transformational Leadership in the Alliance for Catholic Education's Mary Ann Remick Leadership Program, as well as the research capstone for the Education, Schooling, and Society undergraduate minor.

Dr. O'Donnell graduated from the University of Notre Dame with a BA in Psychology and History in 2008. He received his M.Ed. from ACE in 2010, where he concurrently taught as a middle school teacher in Pensacola, Florida, before teaching high school English in Santiago, Chile. After returning from teaching abroad, Dr. O'Donnell supported the development of hundreds of Catholic school leaders through his role as associate director of leadership programs for the Alliance for Catholic Education, and completed his M.S. in Strategic Management from Indiana University's Kelley School of Business in 2018, before earning an Ed.D. Educational Leadership from Indiana University in 2021.

His research and scholarship focus on K-12 principal development and formation, specifically the role of coaching to support principals and system-wide organizational structures, with a focus on the role of principals as cultural and spiritual leaders of their communities.

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**Patty O'Hara**  
Law School

A native of San Francisco and *summa cum laude* graduate in history from Santa Clara University, Patricia O'Hara first arrived on Notre Dame's campus in 1971 as a 1L law student and recipient of a Judge Roger A. Kiley Fellowship. Three years later she graduated *summa cum laude* and first in her class and returned to the Bay Area to practice corporate law for five years with Brobeck, Phleger & Harrison. In 1979, she served as a visiting associate professor at the Law School, and following one more year of practice with Brobeck, returned to Notre Dame to join the faculty of the Law School in 1981. She received tenure in 1987 and became a full professor in 1990. From 1988-1990, she served for two years as a member of the Committee on Infractions of the National Collegiate Athletic Association.

In 1990 the University's Board of Trustees elected Professor O'Hara as vice president for student affairs, the first woman to serve as an officer of the University. In that capacity, she had oversight responsibility for eleven departments responsible for student life outside the classroom, as well as for the University's undergraduate residence halls and graduate student housing. She continued to teach at the Law School throughout her tenure in Student Affairs.

In 1999 Professor O'Hara returned to the Law School as dean and served in that capacity for ten years. During her tenure as dean, the \$57.6M construction of Eck Hall of Law and renovation of Biolchini Hall were conceived, designed, and funded. Professor O'Hara focused her principal efforts, however, on the members of the Law School community – faculty, staff, and students. She began a research sabbatical program for faculty that was competitive with peer law schools, created an associate dean position to focus on faculty scholarship, and helped lead a reorganization of the Legal Aid Clinic. Mindful of the significant role the Kiley Fellowship played in her own life, she raised significant funds for student scholarships. In addition, the Loan Forgiveness Program began during her tenure.

Externally as dean, Professor O'Hara chaired the Section for the Law School Dean of the American Association of Law Schools (AALS) in 2008, co-chaired the Dean's Workshop at the 2007 mid-year meeting of the American Bar Association (ABA), chaired the Nominating Committee of the AALS in

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2005-2006, and served on planning committees for the ABA's annual seminar for new law school deans. In addition, she served as a member of the Board of Trustees of the Law School Admissions Council (LSAC) from 2005-2011, chairing the Test Development and Research Committee from 2009-2011 and the 2010 LSAC Nominating Committee. When she concluded her time on the board, she served as Council Secretary from 2011-2013.

Closer to home, Professor O'Hara served as a member of the Lay Review Board for the Diocese of Fort Wayne-South Bend from 2002-2011. She currently serves as a member of the Advisory Board to Notre Dame's Alliance for Catholic Education and as a faculty fellow in the Institute for Educational Initiatives.

Following her tenure as dean, Professor O'Hara returned to the classroom and taught Business Associations, Securities Regulation, and a seminar on the Law of Higher Education through spring 2020. Her colleague, Jay Tidmarsh, sponsored her honorary membership in the Notre Dame Chapter of Phi Beta Kappa in 2009.

During her almost 40 years on the faculty, Professor O'Hara received a number of awards recognizing her deep commitment to Notre Dame's distinctive mission as a Catholic university. The Congregation of Holy Cross presented her with the Howard J. Kenna Award in 1997 and with one of its inaugural Spirit of Holy Cross Awards in 2008. The Notre Dame Alumni Association chose her as the 2010 recipient of the James E. Armstrong Award, and Father John Jenkins honored her with the 2010 Presidential Award. She received the St. Thomas More Award from the Notre Dame Law Association in 2009. The students of the Law School recognized her as the Distinguished Professor of the Year early in her career in 1986, presented her with the Captain William McLean Faculty Award for contributions to the Law School community in 2014, and honored her again as Distinguished Professor of the Year in 2020. Professor O'Hara moved to emerita status at the end of the 2019-2020 academic year.



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**Cara Ocobock**  
Department of  
Anthropology

Dr. Ocobock is the Director of the Human Energetics Laboratory at Notre Dame. Her research program integrates human biology and anthropology, with a focus on the interaction between anatomy, physiology, evolution, and the environment. She explores the physiological and behavioral mechanisms necessary to cope with and adapt to extreme climate and physical activity. Ocobock works in northern Finland, in collaboration with researchers from the University of Lapland and University of Oulu. This project focuses on reindeer herders, a highly active cold climate population. Her research assesses their life ways, life history patterns, cold climate adaptations, and addresses potential health disparities. This work was funded by the National Science Foundation and the American-Scandinavian Foundation. One aspect of this work focuses on brown adipose tissue, a type of fat that burns only to keep an individual warm when cold and leads to a known increase in metabolic rate – the number of calories you burn each day. Brown fat has important implications for not only understanding cold adaptations now and throughout human evolution, but also for metabolic health and the treatment of obesity.

Ocobock is also working on a project with collaborators at the University of Missouri and the University of North Texas to assess the physiological significance of anatomical indicators of cold adaptations. This work will help elucidate the potential advantages past cold climate populations such as Neanderthals may have had.

Finally, Ocobock is an avid powerlifter and loves to bring anthropology to sport. She has worked with hockey players at the collegiate and semi-professional level as well as collegiate track and field athletes. Her future work will assess the impact of social networks on powerlifting performance – bridging the cultural and biological domains within what is essentially a solitary sport.

Ocobock's research is at the intersection of metabolic physiology, evolution, culture, and behavior. Her work has appeared in the American Journal of Human Biology, the American Journal of Physical Anthropology, the Proceedings of the National Academy of Sciences, American Anthropologist, Science Advances, and Anthropology News.

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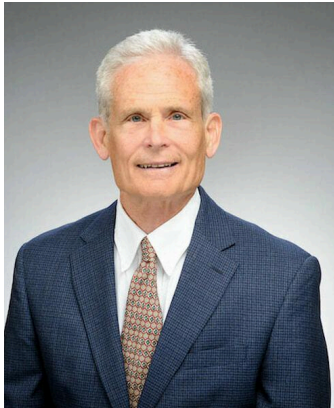


**Betsy Okello**  
Institute for Educational  
Initiatives

Betsy Ferrer Okello is a member of the teaching and learning team for the Notre Dame ACE Academies, a faculty member in the Mary Ann Remick Leadership program, and a core team member of the Center for Literacy Education. Prior to this role, Betsy served as the Regional Director of School Culture for the Notre Dame ACE Academies in Orlando. Betsy has previously served as the Associate Superintendent for Curriculum and Staff Development for the Archdiocese of New York. In her prior academic work, Betsy was a visiting assistant professor in the first year writing program at James Madison College at Michigan State University. Betsy earned her Ph.D. in Curriculum, Teaching, and Educational Policy at MSU and her scholarly interests center on the role that the arts play in youth identity development, empowerment, and literacy learning, and how Catholic school leaders can lead literacy to improve student outcomes and build a positive school culture. Betsy's previous degrees are in Anthropology and Sociology (B.A. University of Notre Dame), Social Science (M.A. University of Chicago), Education (M.Ed. University of Notre Dame), and Educational Administration (M.A. University of Notre Dame). Betsy taught middle and high school English for eight years, undergraduate and graduate courses in English methods, and co-led study abroad programs in Tanzania and Kenya.

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**Clark Power**  
Program of Liberal  
Studies

Clark Power is a Professor of Psychology and education in the Program of Liberal Studies (PLS), and a Concurrent Professor in the Department of Psychology. He received his Ed.D. from Harvard University in the area of Human Development. While at Harvard, he worked with Lawrence Kohlberg and his team to develop the manual for coding the stages of moral judgment. He also began his research on the just community approach to moral and democratic education.

Clark joined the Program of Liberal Studies in 1982. Continuing to study schools, he broadened his research and teaching to address children's rights, school discipline, and community-based liberal arts education. In 2001, Clark turned to youth sports as a vehicle for promoting children's development. Several years later, he founded Play Like a Champion, a non-profit serving youth sport organizations across the United States. Most recently, he has engaged in intervention research designed to support children in low-income urban neighborhoods through youth sports and afterschool activities.

Clark's publications include *The Measurement of Moral Judgment, Vol. II: Standard Issue Scoring Manual and Lawrence Kohlberg's Approach to Moral Education*; *Self, Ego and Identity: Integrative Approaches*; *The Challenge of Pluralism: Education, Politics, and Values*; *Character Psychology and Education*; *Eliminating Corporal Punishment: The Way Forward to Constructive Child Discipline*, and *The Handbook of Moral Education*.

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**D'Anna Pynes**

Institute for Educational  
Initiatives

D'Anna Pynes is an Assistant Professor of Mathematics Education in the Center for STEM Education and a faculty member and fellow of the Institute for Educational Initiatives at the University of Notre Dame.

Dr. Pynes' research focuses on teacher professional development in mathematics and in particular teacher noticing of children's mathematical thinking and learning opportunities in teacher collaboration. She is especially interested in how teachers understand and implement their learning from professional development experiences.

Dr. Pynes earned her Ph.D. in STEM Education from the University of Texas at Austin with a focus on elementary mathematics. In previous roles, Dr. Pynes has taught in elementary classrooms and served as a district and regional professional development and curriculum specialist in central Texas.

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**Steve Reifenberg**  
Kellogg Institute for  
International Studies

Steve Reifenberg is associate professor of the practice of international development and co-director of the Integration Lab (i-Lab). He also is senior strategic advisor and faculty fellow of the Kellogg Institute for International Studies.

Reifenberg's current research project, "From Aid to Accompaniment," explores international development as a process of accompaniment. In his teaching about development, he is interested in interactive pedagogical approaches such as engaging students with international development "clients."

Before coming to Notre Dame in February 2010, Reifenberg worked for nearly two decades on international education, negotiation and development issues at Harvard University.

From 1996 to 2002, Reifenberg served as the Executive Director of Harvard's David Rockefeller Center for Latin American Studies. In 2002, he established Harvard's first-ever university-wide office overseas in Santiago, Chile, an office that he directed for seven years.

Reifenberg is the former Program Director for Latin America of the Conflict Management Group and served as the Director of the Edward S. Mason Program in Public Policy and Management, jointly administered by the Kennedy School of Government and the Harvard Institute for International Development.

In the early 1980s, Reifenberg lived and worked for two years at a small orphanage, Domingo Savio, in Santiago, Chile. He has written about his experiences in *Santiago's Children: What I Learned About Life Working at an Orphanage in Chile* (University of Texas Press). He continues to be actively involved in Domingo Savio, and serves on numerous nonprofit organization boards in Chile and the United States that focus on innovation, education, conservation, and expanding opportunities for children.

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**Kristi Rudenga**  
Notre Dame Learning

Kristi Rudenga is Director of the Notre Dame Learning | Kaneb Center as well as Associate Teaching Professor, with a concurrent appointment in Psychology.

She helps faculty members, graduate students, and postdoctoral scholars to develop and grow as teachers. She consults with instructors on pedagogical approaches, facilitates seminar series and workshops on teaching and mentoring, and manages other programming aimed at improving teaching at Notre Dame.

Kristi teaches “Food and the Brain”, a literature-based neuroscience course, as well as “Pedagogy and Practice in the College Classroom,” a 3-credit graduate course on teaching. Her current research focuses on effective mentoring and on impostor phenomena.

Kristi is an elected member of the Core Committee of the POD Network, the national organization supporting educational development. Before coming to Notre Dame, Kristi was Associate Director and Science Education Specialist at the Yale Teaching Center. She earned her Ph.D. in Neuroscience from Yale University, studying central brain representation of taste and food reward.



**Patty Salerno**  
Institute for Educational  
Initiatives

Dr. Patty Salerno is an Academic Supervisor with the ACE Teaching Fellows. In this position she observes and mentors teachers throughout the school year.

She has taught a variety of courses within the elementary track of the ACE Teaching Fellows. Her primary research interests revolve around Instructional Coaching and Professional Development.

Salerno was a member of the ACE 11 Cohort where she taught 2nd grade in Los Angeles.

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**Fr. Kevin Sandberg**  
Institute for Educational  
Initiatives

In addition to his role as director of undergraduate studies for the Education, Schooling, and Society major/minor, Father Kevin Sandberg teaches Religion, Education, and Democracy: Generational Responsibility for the American Proposition for ESS and The Common Good in Ireland: Theology in Place, Poetry, and the Pilgrimage Home as a concurrent associate teaching professor in the Department of Theology. He also teaches The Human Journey in Notre Dame's Inspired Leadership Initiative, where he directs pedagogical reflection, curricular development, and spiritual enrichment. He previously directed Notre Dame's Center for Social Concerns, where he taught a set of multi-disciplinary immersion courses in social justice for graduate and professional students. Prior to joining the Notre Dame faculty and the Congregation of Holy Cross, Fr. Sandberg was a trust officer with Northern Trust in Chicago and a financial economist with the U.S. Treasury Department in Washington, D.C.



**John Schoenig**  
Institute for Educational  
Initiatives

John Schoenig is the Senior Director of Teacher Formation and Education Policy for the University of Notre Dame's Alliance for Catholic Education (ACE). In this role, he leads the ACE Teaching Fellows Program - the largest provider of Catholic school teaching talent in the United States - and its Program for Educational Access (PEA), an advocacy and leadership formation enterprise that helps develop and implement policy that expands financial access to faith-based schools. In addition, he serves as a faculty member and Fellow of Notre Dame's Institute for Educational Initiatives (IEI).

From 1998 to 2000, he served as a Middle School English teacher at Holy Rosary School in Shreveport, Louisiana through ACE Teaching Fellows. He later served on the pastoral and administrative team for ACE and as the Director of Development for the Alliance for School Choice. He earned his BA and M.Ed from the University of Notre Dame and his JD from the Notre Dame Law School.

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**Clemens Sedmak**  
Keough School for  
Global Affairs

Clemens Sedmak is professor of social ethics in the Keough School of Global Affairs and holds a joint appointment with Notre Dame's Center for Social Concerns. He is also a concurrent professor of theology in the Department of Theology.

A native Austrian, Clemens Sedmak holds doctoral degrees in theology (Catholic University of Linz), philosophy and social theory (University of Innsbruck). Before coming to Notre Dame, he was the F.D. Maurice Professor for Moral and Social Theology at King's College London.

Sedmak has previously served as director of the Center for Ethics and Poverty Research and chair for epistemology and philosophy of religion at the University of Salzburg, where he was also president of the Institute for Advanced Studies in Social Ethics.

Sedmak has authored numerous publications in German and English, including *The Capacity to be Displaced: Resilience, Mission, and Inner Strength* (Brill, 2017).

His research interests include social ethics, the Catholic social tradition, and issues of poverty and justice. Sedmak's research includes collaboration with Notre Dame colleagues on the Catholic Church's role in acclimating refugees into Italian society.



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**David Sikkink**  
Department of  
Sociology

David Sikkink (Ph.D., University of North Carolina Chapel Hill) is an associate professor in the Department of Sociology at the University of Notre Dame. He is a Fellow in the Center for the Study of Religion and Society as well as the Institute for Educational Initiatives at Notre Dame. His main research interests are in education, religion, and politics. Sikkink's publications include articles on homeschooling, congregational switching, religious school families and political engagement, and pathways from schooling and religious participation of teenagers to educational outcomes. David has also investigated the relation between religious tradition and views of public schools, including an article in *Social Forces*, "The Social Sources of Alienation from Public Schools." His current work focuses on school sector effects on outcomes in the young adult years, such as civic participation and political engagement, giving and volunteering, educational degrees, and occupation.

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**Jocelyn Smith**  
Institute for Educational  
Initiatives

Jocelyn Smith, Ed.D., is a school administrator who has devoted her career of over 20 years to developing teachers and school administrators using high-impact programs, data disaggregation, and prescriptive interventions to positively impact academic achievement. She holds a Doctorate of Education from Vanderbilt University in Leadership and Learning in Organizations.

Jocelyn previously served as the Lower School Principal of St. Anne-Pacelli Catholic School in Columbus, GA. In addition to her role as principal, Jocelyn serves as Faculty for the English as a New Language Program. She also serves as a Principal Mentor for the Latino Enrollment Institute and LEAD Mentor for the Latino Educator and Administrator Development Program.

Jocelyn believes firmly in the importance of leadership development to ensure operational vitality and academic achievement for all students. She is passionate about the importance of Latino recruitment and retention. Once enrolled, she believes it is imperative that we meet the needs both culturally and linguistically to ensure the success of all students.

She currently resides in Midland, GA, with her husband and four children, but will be transitioning to Notre Dame in the near future.

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**John Staud**  
Institute for Educational  
Initiatives

Dr. John Staud serves as the Executive Director of the Alliance for Catholic Education, and is a fellow of the Institute for Educational Initiatives. He also teaches courses on American literature in the English department. His scholarly activity has focused on the writings of Herman Melville.

Additionally, Staud is the principal author of the final report of the Notre Dame Task Force on Catholic Education and co-author of *To Nurture the Soul of a Nation: Latino Families, Catholic Schools, and Educational Opportunity*. He is the recipient of the Rev. William A. Toohey, C.S.C Award for Social Justice, the Joyce Award for Excellence in Teaching, and the Kaneb Teaching Award.

Staud did his undergraduate work at Notre Dame, graduating magna cum laude in 1987 with degrees in chemical engineering and English. Awarded a Mellon Fellowship in the Humanities, he completed his doctorate in English in 1992 at the University of Michigan, where he specialized in American literature. Prior to returning to Notre Dame, he taught British and American literature as an adjunct professor at Loyola University Chicago and at Jesuit high schools in Chicago and Denver.



**Gina Svarovsky**  
Institute for Educational  
Initiatives

Dr. Gina Navoa Svarovsky has nearly two decades conducting research and evaluation on several NSF-funded projects and outreach efforts focused on STEM education. She has led multiple large-scale evaluations of public impact and learning around STEM learning as part of the National Informal STEM Education Network, conducts research on integrated STEM teaching and learning in formal classrooms and out-of-school learning contexts, and also leads strategic planning and logic model development sessions with program leaders. Dr. Svarovsky earned her Ph.D. in Educational Psychology from the University of Wisconsin-Madison and her B.S. in Chemical Engineering from the University of Notre Dame.

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**Christine Trinter**  
Institute for Educational  
Initiatives

Christine Trinter serves as an Associate Professor of the Practice specializing in Mathematics Education with the Alliance for Catholic Education in the Institute for Educational Initiatives and is the Director of the ACE Ascent Program. In October 2023, Christine was named Acting Director of the Institute for Educational Initiatives. She teaches mathematics education courses in the Master of Education program and mathematics and leadership courses in the Ascent Program. After earning her B.A. from Fordham University, Christine served in the Jesuit Volunteer Corps then taught in both Catholic and public middle and high schools in both Massachusetts and New York. She went on to earn an M.A. and a Ph.D. in mathematics education from Columbia University and the University of Virginia, respectively. Her research and scholarship focus on factors associated with teacher development, specifically related to teacher leadership and the integration of Catholic spirituality and mathematics education and the ways this integration contributes to the flourishing of both teachers and students. She and her husband, Phil, have three children, Gabrielle, Luke, and William.

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**Julianne Turner**  
Department of  
Psychology

Dr. Turner's interests are in the relationship between student motivation and learning and classroom and school contexts. She has investigated factors that contribute to motivation for literacy in primary grade children, on children's intrinsic motivation for and involvement in learning mathematics in upper elementary and middle school classrooms, and on the development of students' avoidance goals in mathematics across the transition to middle school.

She is currently involved in a collaboration with intermediate school math teachers, focusing on teachers' understanding of and application of principles of motivation and how teachers change their beliefs and instructional practices. Dr. Turner is particularly interested in an ecological approach to research that examines the interaction of phenomena at the personal, interpersonal, and organizational levels. She uses a combination of quantitative and qualitative methods including surveys, interviews, and observations whose goal is to understand individuals and their contexts. She teaches courses related to aspects of educational psychology such as motivation, emotion, and learning and instruction in literacy and mathematics.

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**Joe Urbany**  
Mendoza College of  
Business

Joe Urbany (Ph.D., The Ohio State University) is a professor of marketing in the Mendoza College of Business. Professor Urbany's research focuses on managerial decision-making and strategy, and buyer behavior. His work has appeared in the *Journal of Consumer Research*, the *Journal of Marketing*, *Marketing Science*, *Harvard Business Review*, the *MIT Sloan Management Review*, and several other leading journals, and has been cited in several media outlets, including *U.S. News and World Report*, *USA Today*, *MSNBC*, the *Wall Street Journal*, *UPI*, and in other international media.

Urbany's work has received several distinctions, including a #6 ranking in a 2012 analysis of 2,331 authors contributing to research in pricing in marketing journals over a 30 year period. He has won teaching awards at Ohio State University and the University of South Carolina and has previously received a "Most Popular Professor" rating in the Business Week Assignments of the Notre Dame MBA programs.

Joe is also co-founder -- along with Notre Dame alumnus Gary Gigot -- of Vennli, Inc., creating the founding IP for a SaaS software platform for that drives the delivery of customer choice analytics.

Professor Urbany is a co-founder of the School, Inc. initiative at Notre Dame and a fellow for the Institute for Educational Initiatives at Notre Dame.

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**Kristin Valentino**  
Department of  
Psychology

Dr. Kristin Valentino is a Professor of Psychology and the Director of the William J. Shaw Center for Children and Families at the University of Notre Dame. Dr. Valentino is also a licensed clinical psychologist. Dr. Valentino's program of research addresses how adversity affects child development with a focus on the caregiving behaviors that may promote risk and/or resilience among maltreating families. She evaluates how interventions may be designed to improve caregiving and, in turn, to improve developmental outcomes for maltreated children. Guiding her research is a developmental psychopathology perspective which emphasizes the interface between normal and atypical development and employs a multiple-levels-of analysis approach towards the study of child development and child psychopathology. Dr. Valentino is the President-Elect for the American Psychological Association Division 37 Section on Child Maltreatment. She serves as an Associate Editor for the journal *Child Maltreatment* and as a member of the National Institute of Health's Psychosocial Development, Risk, and Prevention Study Section.

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**Joe Waddington**  
Institute for Educational  
Initiatives

Joseph Waddington is the Director of Program Evaluation and Research and concurrent Associate Professor of the Practice in the Institute for Educational Initiatives. Prior to returning to Notre Dame, he was an associate professor in the University of Kentucky College of Education and Martin School of Public Policy and Administration. He also previously served as a postdoc and research associate in the University of Notre Dame Institute for Educational Initiatives.

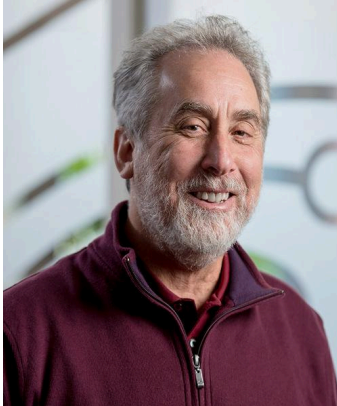
Dr. Waddington's primary line of research focuses on the variation in impacts of K-12 school choice programs and policies, including charter schools and private school voucher programs, using quasi-experimental research methods. His collaborative research has been funded by the Institute for Education Sciences (U.S. Department of Education), Smith-Richardson Foundation, and Spencer Foundation. As director, he leads a team of IEI faculty and staff who collaborate on rigorous program evaluation and research activities with units across the Institute, including the Alliance for Catholic Education Teaching Fellows, Remick Leadership Program, English as a New Language Program, Notre Dame ACE Academies, and the Notre Dame Center for STEM Education, among others. He is also a faculty affiliate in the Program for Interdisciplinary Educational Research.

Dr. Waddington earned a Ph.D. in Educational Studies and a M.A. in Statistics from the University of Michigan as well as a B.S. in Chemistry from the University of Notre Dame.



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**Mitchell Wayne**  
Department of Physics

Professor Wayne's current research focuses on the study of proton-proton collisions at the world's highest energies with the CMS detector at the Large Hadron Collider at CERN, in Geneva, Switzerland. Physics topics of interest include the search for the Higgs Boson and searches for physics beyond the Standard Model, for example supersymmetry and compositeness. Prof. Wayne's students and postdoctoral researchers have done analyses on a number of topics, including searches for the Higgs, compositeness and extra dimensions, as well as measurements of W boson production at the Tevatron. Prof. Wayne has a strong interest in particle detector research and development, in particular fiber tracking and calorimetry, and the advanced photon detectors used to process the light produced in the fibers. Current work focuses on Silicon Photomultipliers (SiPMs) as the readout devices for several detector upgrades in CMS.

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**Michelle Whaley**  
Department of  
Biological Sciences

Dr. Whaley's research is currently focused on the characterization of *Aedes aegypti* visual genes and how gene expression may affect mosquito behavior. Many undergraduates have participated in this research in the past. Her previous work was in the visual system of *Drosophila*, and she still uses this system to study mosquito genes in transgenic flies. Whaley's PhD work characterized a gene involved in *Drosophila* visual system development that when mutant, causes adult retinal degeneration. All her research is done in collaboration with Dr. Joseph O'Tousa.

Whaley's teaching focuses on developing critical thinking and research skills in students early in their careers. She teaches three research-based courses: Classical and Molecular Genetics Laboratory which is a 2-credit semester-long research project, Cell Research which is a 2-credit independent study research course, and the CRISPR Research Experience in Jordan Research Teams. She also directed the summer Research Experience for Undergraduates (REU) program in the Biology Department for many years. Whaley also teaches the Molecules to Ecosystem Introductory Biology lecture each spring. She is the faculty coordinator of the Undergraduate Research program and the Alumni Mentor program. Whaley thoroughly enjoys working with students and seeks to engage them as partners in their learning, and in research and leadership, to help them reach their full potential.

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**Fr. Nate Wills**  
Institute for Educational  
Initiatives

Fr. Nate Wills, C.S.C., Ph.D., serves as the Director of ACE's Blended Learning Initiatives, and on the faculty of the Mary Ann Remick Leadership Program.

Wills was a member of the 8th cohort of ACE Teaching Fellows, and later served as an associate pastor at St. Joseph Parish in South Bend. He teaches the educational technology class in RLP; his research and scholarship in the area of blended learning in K-12 Catholic schools support ACE's understanding of how technology and other levers for change can help Catholic school teachers and leaders have an even greater impact.

Wills was ordained a priest in the Congregation of Holy Cross in the spring of 2006. He completed his Ph.D. in Educational Leadership and Policy Analysis at the University of Wisconsin-Madison, studying technology policy in Catholic schools.



**Matt Wilsey**  
Institute for Educational  
Initiatives

Matthew Wilsey is an Assistant Professor of the Practice of Science Education in the Center for STEM Education at the University of Notre Dame. Matt's research explores what factors influence the instructional practices that beginning and early-career science teachers use in the classroom. Drawing upon his own experiences as a secondary science teacher, he is interested in how schools function as teacher educators, and how to support teachers' negotiation of varying perspectives on science teaching across time and place. Matt earned his Ph.D. in science education from Stanford University, his M.Ed. through the Alliance for Catholic Education program at the University of Notre Dame, and his B.S. in Biological Sciences from the University of Notre Dame.

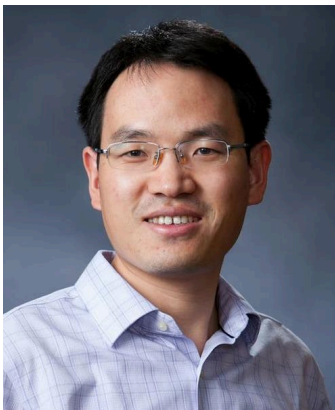
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**Christina Wolbrecht**  
Department of Political  
Science

Christina Wolbrecht is a professor of political science and the C. Robert and Margaret Hanley Family Director of the Notre Dame Washington Program, as well as affiliated faculty in the Gender Studies Program and a faculty fellow of the Klau Institute for Civil and Human Rights. Her expertise is in the areas of American politics, gender/women and politics, political parties, and American political development. In addition to multiple articles, Wolbrecht is the author of three books: *A Century of Votes for Women: American Elections Since Suffrage* (Cambridge 2020, with J. Kevin Corder), *Counting Women's Ballots: Female Voters from Suffrage Through the New Deal* (Cambridge 2016, with Corder), and *The Politics of Women's Rights* (Princeton 2000), each of which was recognized with a national book award. Wolbrecht is currently completing a book with David E. Campbell about political role models for adolescents, and researching the appointment of women to local boards and commissions with Mirya Holman and Lakshmi Iyer. She is co-editor of the book series, *Cambridge Studies in Gender and Politics*, and a former co-editor of the journal *Politics & Gender*.



**Zhiyong (Johnny)  
Zhang**  
Department of  
Psychology

Dr. Johnny Zhang is a Professor of Quantitative Psychology at the University of Notre Dame. He is the director of the Lab for Big Data Methodology at Notre Dame. His research aims to develop better statistical methods and software in the areas of education, health, management, and psychology. He has conducted research in Bayesian methods, Big data analysis, Structural equation modeling, Longitudinal data analysis, Mediation analysis, and Statistical computing and programming. His most recent research involves the development of new methods for social network and text analysis. Dr. Zhang is a fellow of the American Psychological Association and an elected member of the Society of Multivariate Experimental Psychology. Dr. Zhang is the Editor of the Journal of Behavioral Data Science and an Associate Editor of Multivariate Behavioral Research.

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Calvin Zimmermann's current research examines how racial and gendered meanings shape children's social relationships in early childhood, with a particular emphasis on school and family settings. His work contributes to race and intersectional scholarship that moves beyond examining inequalities among youth or adults, and instead demonstrates how inequalities manifest themselves early in the life course of individuals. He is primarily interested in how systems of race, class, and gender affect the school and familial experiences of young Black children.

**Calvin Zimmermann**

Department of  
Sociology