

Lumen

A Catholic Studies Publication
UNIVERSITY OF ST. THOMAS | Winter 2025

RENEWING THE CULTURE

Through Catholic Education

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UNIVERSITY OF ST. THOMAS | Winter 2025

Center for Catholic Studies

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Cover photo

Margaret Blackstone works with a student as a Mission and Culture Fellow in Catholic Education.
Photo credit: Neal Abbott, St. Agnes School.



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For more than 30 years, Catholic Studies has participated in the ongoing renewal of Catholic higher education. By exploring the impact of the Incarnation on thought and culture, students encounter reality on the broadest conceptual map while seeking the integration of faith and reason, meaning and work, soul and body, Revelation and science. The results are transformational.

In this issue of *Lumen*, we illustrate how Catholic Studies faculty, staff, students, and alumni are helping to renew the broader culture through seminars, conferences, courses, publications, programs, and daily life.

Through innovative programs such as the Mission and Culture Fellows in Catholic Education (pp. 8-11), a new graduate course in Rome (pp. 4-5), and continued partnerships with the schools of Law and Business through the newly reimagined Murphy Institute (pp. 14-15), Catholic Studies is contributing to the renewal of Catholic life grounded in the deepest wisdom of the Church.

St. John Henry Newman put it well: “To live is to change, and to be perfect is to have changed often.” We must change because our times are changing, not to become something else, but rather to be true to the enduring principles we have been given.



JOHN F. BOYLE, CHAIRMAN
DEPARTMENT OF CATHOLIC STUDIES



MICHAEL NAUGHTON, DIRECTOR
CENTER FOR CATHOLIC STUDIES

Did you know?

Dr. John Boyle's most recent book, *Aquinas on Scripture: A Primer* (Emmaus Academic Press, 2023), took third place in the Scripture-Academic Studies category in the Catholic Media Association's 2024 Book Awards. The CMA Book Awards honor the efforts of authors, publishers, and editors who have made significant contributions to the Catholic literary landscape.

Congratulations! Dr. Robert Kennedy received the 2024 Cardinal Wright Award for scholarly service to the Church by the Fellowship of Catholic Scholars at their annual conference in September.



The Fellowship of Catholic Scholars is an association of Catholic academics and writers representing a variety of disciplines. Each year, in commemoration of a prominent American bishop, the Cardinal Wright Award is given to a scholar in recognition of service to the Church.

"This recognition is richly deserved for all Bob has done to renew and

invigorate Catholic intellectual life," said Dr. John Boyle. "Of course, Catholic Studies has benefited enormously from Bob's involvement and leadership since the very beginning."

Earlier this year, Kennedy's article "Taxation and the Role of Government" was published in Philip Booth and Andre Alves, eds, *Catholic Social Thought, the Market and Public Policy: Twenty-First-Century Challenges* (London: St Mary's University Press, 2024). In October, he presented "The Work of the Church is Charity" for the 2024 Dehon Lecture at Sacred Heart Seminary and School of Theology in Milwaukee.

Dr. Erika Kidd presented a paper titled "Attention and the Common Good" at the Reconsiderations VI Conference sponsored by the Augustinian Institute at Villanova University.



Dr. Michael Naughton and **Eamon Naughton '20, CSMA '22** recently published "The Story of Catholic Education: Remembering Who We Are and the Role We Play" in *Educatio Catholica* (IX, N-3-4/2023, pp. 69-84), a publication of the Vatican's Dicastery for Culture and Education. The essay chronicles four important moments (Classical, Medieval, Renaissance, and Modern) of Catholic education that are essential in defining the identity of Catholic schools today.



Michelle Gacioch Gerlach '97 was appointed Chancellor of the Winona-Rochester Diocese in October 2023. Her husband, **Dr. Matthew Gerlach '97**, began his new role as Headmaster of Chesterton Academy in Hopkins this summer.



The Catholic Studies family grew this fall! Guadalupe's Scholars Program Coordinator **Melina Arguello-Sotro '18, CSMA '20** and her husband, Nestor, welcomed Leonel.



Graduate Program Manager **Shawna Wicker** and her husband, Isaac, welcomed Thérèse. We look forward to welcoming these future Tommies to campus.

Dr. Erika Kidd and Fr. Austin Litke '04, OP, participated in the 19th International Conference for Patristic Studies at Oxford in August. Dr. Kidd presented a paper titled "Speaking from the Heart: Augustine on Language and Desire," on St. Augustine's Christological reading of the Psalms. Fr. Austin presented papers on how Pope Leo the Great and Pope Gelasius both interpreted the Christological councils of the fifth century.



Dr. Kidd and Fr. Litke are pictured above with other St. Thomas faculty who attended the conference: Dr. Paul Gavrilyuk (left) and Dr. Mark DelCogliano (second from left) from the Department of Theology, and Fr. Evan Koop (right) from The Saint Paul Seminary School of Divinity.

Fr. Kevin Zilverberg '03, a priest of the Diocese of Sioux Falls and, through Aug. 2024, an Associate Professor of Sacred Scripture at The Saint Paul Seminary School of Divinity, has accepted a professorship in Sacred Scripture at the Pontifical University of Salamanca in Spain.



Sr. Mary John Kramer, O.Cist., CSMA '20, made solemn vows at Valley of Our Lady Cistercian Monastery in Hollandale, WI, in October 2024. Sr. Mary John transferred to the cloistered contemplative life in her twentieth year of religious life from the Dominican Sisters of Mary, Mother of the Eucharist. She is grateful for the support of her Dominican community and the formation received, including the CSMA program.

Catholic Studies Alumni: Have you moved, married, or changed jobs recently? Send us your updates!
ctrcathstudies@stthomas.edu

Mary in Rome

By ERIKA KIDD

I fell in love with Mary while a graduate student visiting the Uffizi Gallery in Florence. Standing in front of Simone Martini's *Annunciation*, I was astonished by the role of Mary in the story of salvation. I stared at the painting, studying Mary's gaze, until the museum closed. After I began teaching at the University of St. Thomas in 2017, I was awarded a LuAnn Dummer Women's Center grant to develop a course on Mary, which would draw together music, literature, poetry, philosophy, theology, and art to illuminate the story of Mary's life. I began offering the course, and it was immediately popular with graduate and undergraduate students alike, many of whom describe it as a retreat.

It was a natural next step to bring the course to Rome, to allow our MA students to encounter Mary, Mother of the Church, in the Eternal City. My goal was to help students explore Mary's role within the life of the Church and within their own lives. Through a Global Engagement Program Development Grant, I traveled to Rome in June 2023 to plan the course. In July 2024, our adventure in Italy began!



Rome was a feast. We were dazzled by images of Mary everywhere we turned. We saw one of the earliest images of Mary in the depths of the Priscilla Catacombs. We talked about how theology and art came together in Santa Maria Maggiore. **Fr. Austin Litke '04, OP**, celebrated Mass for us in the Confessio before relics of the holy manger there. We read beautiful Marian poetry by Sally Read, who makes her home in Rome. We enjoyed rich tours of the Vatican Museums and the Sistine Chapel with world-renowned art historian



Liz Lev. On a day trip to Florence, we lingered before the frescos at San Marco and discovered the wonderful surprise of Fra Angelico's *Annunciation* there. I was not surprised I had to drag one of our students away from Martini's masterpiece as we approached closing time at the Uffizi.

Our classroom conversations spilled out into leisurely dinners and gelato walks in the evening. As we read, looked, wrote, and talked, each one of us discovered a fresh perspective on Mary's life. One student imagined new ways of teaching her second-grade students about the Annunciation. Another student found solace in Mary's grief and strength in Michelangelo's *Pieta*. Another student was encouraged by depictions of Mary caring for her family in ordinary ways.

One of my favorite memories is of a late-night walk to St. Peter's. In the darkness, the square glowed. The colonnade felt like a warm embrace, Holy Mother Church reaching out her arms to us as we approached. As I looked over at the students, I noticed one of them had eyes full of tears. "This is my first time here," he explained. "I'm home." What a joy to come home to our mother, Mary—Mother of God and Mother of the Church.

"In contemplating [Mary]," writes Caryll Houselander, "we find intimacy with God." Mary in Rome was a beautiful opportunity to turn our eyes toward Mary and to spend time in contemplation, study and prayer together.

“*To spend two weeks in Rome with Dr. Kidd is like undertaking a pilgrimage back in time. Each day offered a new way of exploring Mary’s influence on the Church and in our lives, by discussing a wide range of Marian texts, visiting historically important churches, examining sacred art, and immersing ourselves in prayer during Mass. These experiences could never have been captured in a classroom lecture or textbook* - Mary Ann Dorscher, CSMA student



Sample a Catholic Studies Graduate Class for FREE!

Have you ever wondered what a Catholic Studies graduate class is like? Join us for one this spring to find out. There is no age limit, no experience required, no commitment, and, best of all, no cost.

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- Catholic Social Tradition
- Dante’s Divine Comedy
- Happiness

Space is limited. Contact Graduate Program Manager Shawna Wicker in January 2025 to reserve your spot.

shawnawicker@stthomas.edu | 651.962.5713



Yeast or Frosting: Two Competing Visions of Catholic Education

By MICHAEL NAUGHTON

The metaphor of “yeast” can serve as a model for Catholic education. Yeast is an agent of infusion, integration, and penetration that transforms the flour into which it is introduced. Frosting, on the other hand, does not penetrate the cake, but only layers itself on top.

These two metaphors capture in a simple—but I believe accurate—way two competing visions of how Catholic education is currently conceived, from pre-school to university.

The function of yeast is similar to the etymology of the word catholic. It comes from the Greek *katholikos*, from *kath* or *kata* (throughout) and *holos* (whole), “throughout-the-whole.” Like yeast in a loaf, faith, in a genuinely Catholic education, interacts with all disciplines, such as the humanities, sciences, social sciences, and the professions.

Faith does not replace disciplines or transform them into itself; rather, when faith encounters reason, it reveals and orders reason’s deeper realities of truth and goodness. Like yeast, faith expands throughout the whole educational enterprise because there are no limits to its borders. Faith sees the invisible in the visible, the spirit in matter, the immeasurable in the measurable.

Tension will arise in the interaction of faith and reason, but this is nothing new in Catholic education. The medieval university’s pedagogical approach was

structured on debate. Its pedagogy was dialectical, including both the lecture and disputation. The lecture was not given to provide mere assent, but as a prologue to disputation.

If Catholic schools cease engaging faith in relation to their disciplines, they instead spread “Catholic frosting on a secular cake.” This is an all-too-common situation in many Catholic schools and universities. The ingredients of the frosting are such things as a religion requirement, liturgies, the presence of religious symbols, service programs, perhaps an occasional visit from a bishop, and a generic—if sometimes dubious—claim that people are nicer to each other than they are in secular schools. When faith and reason are not integrated, students eventually lose the love of learning and slide into studying for instrumental reasons only: grades, career, and prestige.

Admittedly, to be educational yeast is a lot harder than to be frosting. It requires serious energy, clarity of vision, and courage among our educational leaders. The Catholic Church has been at the work of education for 2,000 years. The renewal of her schools must be premised on a deep form of integration—across the school and in every subject—which will result in a more excellent education in our time.



SCAN THE QR CODE

or go to americamagazine.org to read Dr. Naughton's full article, "In too many Catholic schools, faith has become like 'frosting on a secular cake' "



Renewing the Culture Through Catholic Education

By KAREN LAIRD

Something significant is happening in Catholic education today. In their 2023-2024 annual report, the National Catholic Education Association shares that “amidst societal upheaval and educational instability, Catholic schools have emerged as beacons of stability, reversing years of enrollment decline.”

Yet tucked inside the positive news, Catholic schools increasingly face the challenge Jesus gave the apostles: “the laborers are few” (Mt 9:37). In the Archdiocese of Saint Paul and Minneapolis, for example, schools replace approximately 250-300 educators every year. This is in the context of a 10% increase in enrollments. In addition, Catholic schools across the country face the challenge of finding faith-filled educators who have a deep understanding of Catholic education.

To meet the moment, Catholic Studies developed an alternative pathway in 2023. The Mission and Culture Fellows in Catholic Education program is a unique two-part immersion experience that prepares mission-minded college graduates to work in a Catholic school and educates them in an interdisciplinary approach to the Catholic Intellectual Tradition, focusing on literature, history, philosophy, science, art, and theology. This is an expansion of the existing Mission and Culture Internship program for undergraduates.

“The Richard M. Schulze Family Foundation has proudly supported the Mission and Culture Fellows in Catholic Education program in each of its first two years because we’re passionate about helping Catholic elementary schools achieve and maintain excellence. We know that the best way to do this is through educators who are passionate about the mission and are well-prepared to be teachers and leaders. The Center for Catholic Studies created a program that provides excellent academic content along with valuable hands-on experience. The Fellows and their mentor teachers sing the praises of the program.”

Steve Hoeppe, Vice President
Richard M. Schulze Family Foundation

Thanks to financial support from a grant received two years in a row from the Richard M. Schulze Family Foundation, Fellows earn a monthly stipend for 10 months, receive generous scholarship support for the Certificate in Mission and Culture of Catholic Education, and, upon completion, seek full time employment in Catholic education. This innovative program has attracted national attention: the St. John Henry Newman Institute is currently providing essential grant support for Fellows in the Diocese of Grand Rapids, Michigan, and the Archdiocese of Boston, as well as the Dioceses of Masaka and Soroti in Uganda. This support is a “win” for students, Catholic schools, and the Church.

The Fellows program was designed with three components in mind that will help transform the next generation of Catholic school educators: **recruit, form, retain.**

RECRUIT

This program is ideal for mission-driven college graduates who are discerning Catholic education as their vocational call. Catholic Studies seeks men and women who seek a deep philosophy of Catholic education, possess a love for young people and subject knowledge, and desire to learn excellent teaching skills.

FORM

The Mission and Culture Fellows program is an opportunity for future educators to be formed by experienced mentors in mission-oriented schools. Fellows engage with master practitioners in all areas of Catholic education including teaching, development, administration, recruitment, and extracurriculars.

Fellows begin by observing, offering support, delivering small-group lessons, and introducing assignments. By the end of the first semester, they are managing the classroom, offering short lessons, giving assessments, and learning the gradebook. By second semester, Fellows are equipped to teach in a subject area.

“I have principals from other schools asking me about the Mission and Culture Fellows. This really is an extraordinary program.”

Kevin Ferdinandt, Headmaster
St. Agnes School



Hannah White CSMA '24, a Fellow in the first cohort and now a middle school history and science teacher at St. Croix Catholic School in Stillwater, Minnesota, shared the moment when she first felt like a teacher:

“As a new Fellow, I was nervous with 20 pairs of 8th-grader eyes on me. A couple of months later, my mentor-teacher had to step out of the room, and she handed me the work and I took over. It was easy. I could facilitate the conversation while gently interrupting the student in the back of the room talking to his friend. That is when I felt like a teacher.”

RETAIN

Well-formed, mission-driven educators who understand the Catholic Intellectual Tradition are more likely to stay long term and invest in a school. And, once the Fellows have successfully completed the program and are fully employed, they have access to ongoing professional development opportunities including:

- A master’s degree in Catholic Studies or other degree programs at the University of St. Thomas, fully funded by the Archdiocese of Saint Paul and Minneapolis.
- An 18-month teaching credentialing program with the Institute for Catholic Liberal Education.
- A masters-level certificate from the Institute for Catholic School Leadership at The Saint Paul Seminary School of Divinity for those considering leadership roles in Catholic education.

The future of the Fellows program is bright. The three original Fellows are employed full time at schools in the Archdiocese of Saint Paul and Minneapolis, and 13 Fellows in the United States and Africa are currently in formation to serve in Catholic education. In this time of change, alternative pathways like this are meeting the needs of Catholic schools which is vital to the Church's mission of evangelization.



Welcome, Sarah DeCock

To meet the growing needs of the Mission and Culture Fellows in Catholic Education Program, **Sarah DeCock '12, CSMA '23**, joined the Catholic Studies staff as a part-time Program Coordinator in July.

Hometown: Ghent, MN (pop. 300)

College: Mount Marty in Yankton, South Dakota, and St. Thomas (Education)

Teaching Experience: Theology at Cathedral High School in New Ulm and First Grade and Middle School Religion and English at St. Jude of the Lake in Mahtomedi. In addition to supporting the Mission and Culture Fellows in Catholic Education programs, Sarah currently teaches Title I at St. Charles Borromeo School in Minneapolis.



What is Unique About the Mission and Culture Fellows in Catholic Education Program? "It's a beautiful combination of formation in the faith and in the art of teaching. It is more common to have one or the other but not an integration of the two."

Who Do You Look for When Recruiting Mission and Culture Fellows? "I look for someone who loves the faith, has a desire to work in a Catholic school, and is open to a lot of training in the classroom and in our graduate courses."

If you or someone you know is thinking about a career in Catholic education, contact Sarah DeCock for more information:

deco6497@stthomas.edu | 651.962.5704

"Sarah is the right fit for this work in the renewal of Catholic education. She is an effective collaborator between students, Catholic Studies faculty and staff, and partner schools, and she has a deep understanding of the mission and culture of Catholic education."

Dr. Michael Naughton

Love Thy Students

By JEREMY W. SKRZYPEK

Excerpt from *Logos: A Journal of Catholic Thought and Culture* 27, no. 4 (Fall 2024)

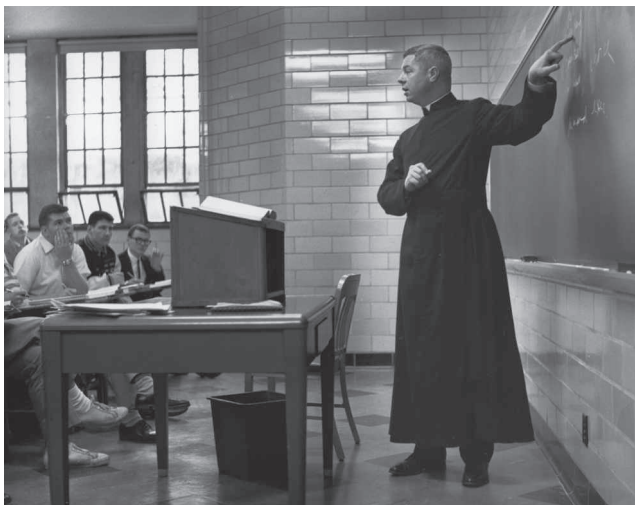
Once asked a colleague whether he loved his students. "I love them like I love my enemies," he replied. That was meant as a joke, of course, but there was also something sincere about his reply. For Christians really are called to love their enemies (Mt 5:44). But what does it mean to love? How can one love one's students in an appropriate way?

According to St. Thomas Aquinas, love has two key components: one must desire the good of the other and one must desire union with the other (*Summa theologiae* II-II, q. 27, a. 2). A love lacking in one or both desires is either a severely deficient love or no love at all.

Importantly, to really love another person I must desire some good for the person for his or her own sake. I can't be thinking about what's in it for me.

To desire union with another is to desire to be united or joined to him or her in some particular way and need not—and in many cases absolutely should not—involve physical proximity or contact. As Aquinas explains, one person can be united to another in *intellect* by coming to learn or contemplate the same truth, or in *will* by coming to love what he or she loves or to share some of the same goals (See *Summa theologiae* I-II, q. 28, a. 2). When that love is reciprocated, a friendship is formed. And when it is made a habit, it becomes a virtue.

We teachers have an obligation to love our students, not only from the universal obligation to love everyone, or even from the contractual obligations teachers accept, but from a special obligation we have to those individuals who have been placed in our care.



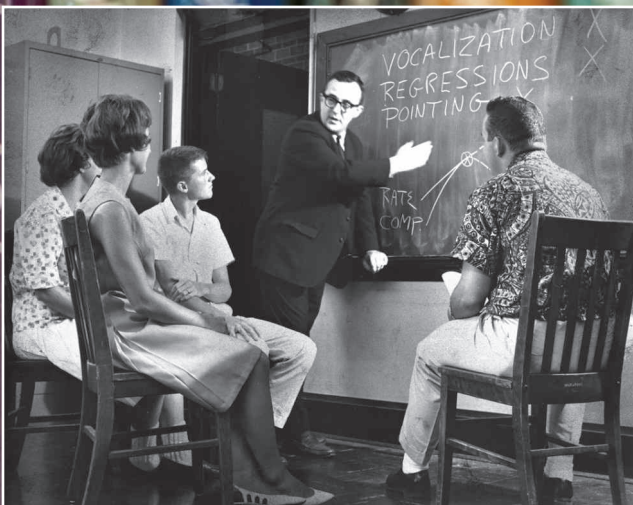


Scan the QR code to read this whole article or subscribe to *Logos: A Journal of Catholic Thought and Culture*.

And, indeed, for that reason we have an obligation to love all of them and—even more than that—we have an obligation to love each of them. This requires, I think, knowing each by name, knowing their relevant strengths and struggles, and knowing enough of each student's story to be able to tailor feedback, recommendations, and accommodations. I need to know my students well enough to know whether they are in need of scolding and stern advice or support and encouragement.

Preserving a healthy, professional, and fruitful relationship with one's students is a delicate matter. I often find myself reminding them that I am neither their therapist, priest, parent, nor peer. I am their teacher, and it belongs to my office to desire for them the primary goods of knowledge, wisdom,

understanding, and the habits of mind that facilitate the apprehension of those goods (though I am happy to direct my students to other trusted resources). I think that it is when the teacher or the student (or both) fail to remember their proper offices, and the proper goods and forms of union that are appropriate to those offices, that inappropriate attachments develop. But our response to these hazards should not be to refrain from loving our students. Our response should be to work toward a better understanding of why we should love our students and what form that love should take.



Murphy and Ryan Institutes Announce Merger

Terrence J. Murphy Institute for Catholic Thought, Law, and Business



The Murphy Institute for Catholic Thought, Law, and Public Policy and the John A. Ryan Institute for Catholic Social Teaching announced their merger to become the Terrence J. Murphy Institute for Catholic Thought, Law, and Business on June 1.

As a partnership between the Center for Catholic Studies and the School of Law and in collaboration with the Opus College of Business, the newly named institute will integrate mission-driven legal and business education with the interdisciplinary riches of the Catholic Intellectual Tradition.

By combining the specializations and resources of these two initiatives, the newly merged Murphy Institute is even better equipped to elevate its mission in Catholic higher education through impactful scholarship, programming, and ecclesial service.



Catholic Social Thought in Business Education Summer Seminar

The "Catholic Social Thought in Business Education" seminar was hosted at St. Thomas in June. Twenty participants from seven countries engaged with the theological bases and practical implications of Catholic Social Thought as it relates to business, accounting,

economics, entrepreneurship, and management. Through study and discussion, business doctoral students and faculty further developed a vision for an integrated education which forms its students to affirm the goodness of business as it is directed toward the common good.

This annual seminar is held in partnership with the Catholic University of America; University of Notre Dame; Markets, Culture, and Ethics Research Centre; and Lumen Christi Institute.

Summer Workshop Explores Financial Accountability in the Church



Murphy Institute Co-Director Msgr. Martin Schlag and workshop participants met Pope Francis after his General Audience on June 19 when the Institute co-sponsored an international workshop in Rome titled *“Transparency and Accountability in the Catholic Church: A Practical Journey.”*

Schlag and more than 30 Church leaders, including Cardinal Peter Ebere Okpaleke of the Diocese of Ekwulobia, Nigeria, reflected on financial transparency and accountability in the Church. In addition, participants represented Cote d’Ivoire, Ghana, Kenya, South Africa, Malawi, India, Philippines, Haiti, Spain, and the United Kingdom. Topics included the ethical and cultural aspects of transparency, financial planning and reporting, team building on the board level, and crisis management. The workshop resulted in the draft of an action plan that each participant will take to their respective leadership teams.

Scan the QR code below to see Msgr. Schlag’s video summary of this important gathering.



SUMMER SEMINAR EXAMINES AI WITHIN CATHOLIC INTELLECTUAL TRADITION

In June, approximately 30 faculty representing 12 university departments attended the annual Faculty Summer Seminar titled *“Engineering Ourselves? AI, Transhumanism, and the Human Person.”*

The goals of the seminar were to provide a space for conversation, grounded in the Catholic Intellectual Tradition, about the rapid increase in AI technology and its possible effects on human identity and to forge new levels of faculty understanding about AI, our human identity, and interdisciplinary relations, friendships, and effective teaching.

President Rob Vischer, Provost Eddy Rojas, and Dr. Bill Tolman, dean of the College of Arts and Sciences, also participated in the seminar co-sponsored by the departments of Catholic Studies, Theology, Philosophy, Physics, and Math, as well as the Office for Mission.



Why We Give to Catholic Studies

By BRAD BOLLE

I am not an alumnus of Catholic Studies nor the University of St. Thomas. Nevertheless, my wife, **Susanna (Bolle) '13**, and I give to Catholic Studies for two simple reasons.

First, when my younger brother, **Fr. Greg Parent '14**, double majored in Catholic Studies and Philosophy at St. Thomas, most of his friends were Catholic Studies majors. They were smart, interesting, and serious about their faith. From my view at the University of Minnesota, I saw the positive impact this community had on him.

A few years later, I was invited to join a Newman study group, led by Dr. Don Briel, which included many Catholic Studies alumni. Some of it went over my head, but everyone

there was intellectually serious and loved the faith. This time I could feel a personal impact of Catholic Studies.

More than a decade later, many of my friends are Catholic Studies alumni. I even convinced one of them to marry me. Susanna and I are raising our family surrounded by members of the Catholic Studies community.

Second, there is something going on here that is bigger than a community. It's a *renewal* within our communities.

Some alumni, like my brother, go on to become priests or religious. There are many more, like my wife Susanna, who strive to live their Catholic faith in the world

as husbands and wives, mothers and fathers, active parishioners, engaged citizens, doctors, lawyers, teachers, professors, writers, businesspeople . . . the list goes on. Their personal and professional lives are not separated from their faith, but rather informed by it, and they are changing the culture around them.

That is why we make Catholic Studies one of our philanthropic priorities. As Catholics we believe that the Incarnation impacts every aspect of our lives. And we believe that Catholic Studies helps students see how this reality impacts everything we do.

Please join us by making Catholic Studies one of your priorities as well.

DEAR FRIENDS

In August, more than 350 Catholic Studies alumni and their families were on campus to reconnect with former classmates, faculty, and staff. With music provided by the Hillbilly Thomists and approximately 180 children in tow, laughter and joy filled the room! (See photo collage on back cover.)

As Brad Parent shares on the opposite page, if you have experienced Catholic Studies as a student or through others in your life, you can see and feel the impact.

Our undergraduate and graduate students are awakened to this reality by exploring the impact of the Incarnation on the humanities, sciences, social sciences, and the professions. They participate in a movement that is revitalizing Catholic education at every level. As alumni, they are part of a renewal that is raising strong families, renewing schools, and reviving parishes, communities, and businesses around the world.

Please join us as we continue the mission, movement, and renewal with a first-time gift, a recurring monthly gift, or a planned gift. Your support can transform the culture.

Thank you,



Nancy Sannerud
651.962.5705



Karen Laird
651.962.5716

“Our aspiration is not to provide our students with the highlight of their lives, but rather to prepare them for a lifetime of flourishing.”

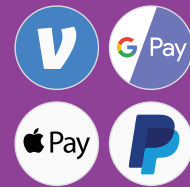
President Rob Vischer at the Catholic Studies Alumni Event, August 23, 2024



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**Make Your Year-End Gift to
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On August 23, more than 350 alumni and their families gathered on campus for a class reunion-style event. Bluegrass music, conversation, and joy filled the room.

Scan the QR code to see all of the event photos.

