

**The Ignatian Center for  
Jesuit Education**



**Annual Report  
2008-2009**



**Promoting the Catholic Identity  
and Jesuit Mission of SCU**

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### Our Vision

The Ignatian Center for Jesuit Education will excel in forming well-educated men and women who will help fashion a more just, humane, and sustainable world. By fostering the Jesuit ideal of personal transformation among Santa Clara students who will then lead the way in transforming society, the Center will help shape the future of higher education in the 21st century as it encourages dialogue on the University’s fundamental values, and shares its best practices with other universities.

### Our Mission

The Ignatian Center for Jesuit Education seeks to preserve and extend the Catholic identity and Jesuit mission of Santa Clara University. Dedicated to advancing the University’s strategic vision of “educating citizens and leaders of competence, conscience, and compassion” on the campus as a whole, the Center serves students, faculty, staff, and community partners. It does this by



- ◆ facilitating a pedagogy of engagement through community-based learning and immersion experiences,
- ◆ encouraging faculty and staff participation in the Jesuit higher educational mission,
- ◆ supporting faculty teaching and scholarship that advances the University’s Catholic and Jesuit character, and
- ◆ promoting Ignatian spirituality within an interreligious context.

In so doing the Center seeks

- ◆ to create opportunities for global conversation about Jesuit higher education and to share its best practices with other universities.

Cover Photo: Carolyn Silberman, faculty member of Theater and Dance Department and co-director of the Justice and the Arts Initiative (JAI), joins Salvadoran students in a spontaneous dance on a recent faculty/staff immersion trip to El Salvador. Photo—Karen Markus

## A Letter from the Executive Director

Dear Friends of the Ignatian Center,

I'm pleased to present to you the Ignatian Center's 2008-09 Annual Report. Our mission statement on the first page calls on us

“to preserve and extend the Catholic identity and Jesuit mission of Santa Clara University.” We do this primarily by facilitating a distinctive pedagogy of engagement through community-based learning and student immersions, and encouraging faculty and staff participation in *Jesuit* education. Once you've read this document, I'm sure you will agree that together these goals include an ambitious set of activities and programs designed

to promote mission and identity concerns on campus.

We take pride in the continuing integration of two former centers of distinction into the Ignatian Center for Jesuit Education; 2010 will mark the Center's fifth anniversary. Newly reconstituted, our Advisory Board continues to be a source of encouragement and support in programming initiatives and fundraising. Our dedicated staff works hard each day to make real the Center's mission by maintaining a vibrant presence on campus for faculty, staff, and students.

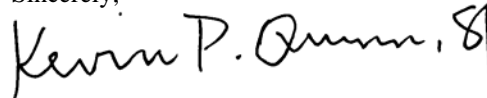
Rather than rehearse the highlights that follow, permit me to discuss briefly a few new Center initiatives. In his 2009 inaugural address Father Engh stated that “Santa Clara University is uniquely positioned to make a significant contribution to achieving

a more just and sustainable future.” The Center's challenge in the near future is to discern its role in this university-wide initiative on sustainability. Likewise, the Center hopes to facilitate the University's participation in the Kino Border Initiative. The Jesuit Refugee Service/USA and five partner organizations recently launched this Initiative with respect to migration seeking to “serve the Church by providing opportunities for pastoral formation, faith-based social analysis, and advocacy for the protection of human rights and the common good.” Finally, the Center continues to prepare for the new core curriculum's “experiential learning for social justice” requirement and its impact on Center programming.

We're grateful to our many supporters whose generous contributions over the years have enabled us to fund our operations. Primary among these is the Bannan Family. Other significant funding comes from the University general operating budget, our Lilly grant, the Jesuit Community, the Hannon Foundation, the Souza family, and friends of Dan Germann, S.J. Together these various sources contribute to our \$1.5 million annual budget.

Thank you for your consideration in reading this report.

Sincerely,



Kevin P. Quinn, S.J.



### Community-based Learning

The Ignatian Center strives to maintain a well-established program of quality community-based learning opportunities that are mutually beneficial for both community partners and students. More than one-thousand students participated in the Arrupe weekly engagement program in 2008-09. They did this as part of their coursework in 47 different courses, taught by 41 faculty members with one of our 50 community partners. But the numbers only tell part of the story. The reflections below help illustrate what we hope can be gained through this approach to education.

The principal of **Sacred Heart Nativity School**, a middle school committed to providing a quality education to at-risk youth in San Jose, shared the following: “Our students are below grade level in many subject areas. Math and writing and literature are the areas we focus on. We are desperate to prepare them for high school. Arrupe students make significant contributions toward our goal. They give students personal attention and academic support. Our students love to be tutored —and they love their tutors . Keep on truck’n. We depend on you — and our youngsters are the beneficiaries! We love you!”

A senior communication major who participated at Sacred Heart Nativity School as part of an advanced journalism class offered this reflection: “The best part of my Arrupe placement has been working with kids. All day I see adults acting like children; it is refreshing to see children act like adults for a change. I have learned that just because kids mess around during homework time and primarily come from low-income families does not mean that they do not work hard or truly care about their education. These children work hard and honestly want to learn. I have realized personally that I truly wish to teach at some point in my life.”

Reflection is a key component of community-based learning, and we enhanced our reflections with new resources and activities as well as collaborated with Campus Ministry to offer a faith-based reflection option to students.

Laura Facchini Jiménez  
Community Partner Fund

This year we launched the **Laura Facchini Jiménez Community Partner Fund** making grants to six community partners for a total of \$2,660. We



SCU biology student, Lindsay Grace, tutors boys at Sacred Heart Nativity School.

look forward to supporting more creative collaboration in the coming year.

- **Overfelt High School AVID Program – \$460.** The students will be reading *Reaching Out* by Francisco Jimenez and meeting with him on campus.

A pedagogy of engagement through community-based learning thrives at SCU

- **Gardner Community Center – \$350** for a special event focused on mind, body, and spirit

Poem by Krystal Wu

(Written as an assignment in Claudia McIsaac's *Creative Writing and Social Justice* course.)

*Unknown Man With the  
Stone Pillow*

He sleeps  
but does not dream,  
for dreaming requires a solid  
eight hours,  
a couple of REM cycles,  
a bed, perhaps a roof over his  
head,  
perhaps a reason to dream.

He sleeps  
but the sidewalk scratches  
through his shirt,  
and grit gets shoved into his  
palms,  
and sometimes it pricks  
the naked soles  
of his feet.

He sleeps because sleeping  
costs less than booze,  
and both make the pain  
a little less real,  
and both make forgetting  
seem possible.

He sleeps  
but doesn't need to set an  
alarm.

No one will wake him up  
to eat the eggs and toast  
he can't afford,  
or to go to work  
he doesn't have.

No one will peck him good-  
bye  
on the cheek, or run to wave  
through the curtained win-  
dow,  
or blow kisses to him  
through chubby pink fingers.

He sleeps because it passes  
the time —  
because the night is the same  
as day,  
only darker.

- **InnVision** – \$500 for professional development opportunities for staff
- **The CTC Day-worker Center** – \$350 to develop marketing materials and help get the word out about their services.
- **Foothill High School** – \$500 for Mustangs Read program connecting high school and elementary school students through literacy
- **Grail Family Services** – \$500 for the purchase of ESL materials to support their adult literacy program

The mind, body, spirit event, organized in part by Arrupe Intern Allie Dunne, was a huge success with 50 seniors in attendance. Drawing on talent and resources from among the seniors who participate at the Center, the event included motivational speakers, music, dancing, and a fashion show followed by lunch.

**Creative Writing and  
Social Justice Course**

Professor of English, **Claudia McIsaac** developed a new course *Creative Writing and Social Justice* that combined reading and writing poetry and fiction about homelessness, poverty, rape and immigration while engaging directly with community members. Students taught poetry to at-risk youth and to adult residents of Julian Street Inn, a shelter for adults with mental illnesses. The course served as a supportive

and educational space for students to reflect on and write about immersion experiences and their study abroad as part of the course.



Allie Dunne dances with a senior at the Gardner Community Center at the mind, body, and spirit event.

**Arrupe Intern  
Lindsey Davis  
Julian Street Inn**



“My student internship (at Julian Street Inn) has allowed me to witness, first-hand, the many facets of homelessness. Both the residents and staff at JSI have educated me about policy and mental illness. While I am very grateful for the education I have gained, nothing can compare to the relationships I have made with many of the residents. Our conversations on the patio, during meals, and while playing games have opened my eyes to the harsh realities of this world and more importantly, the love that can help overcome them.”

## Student Immersions

The Kolvenbach Solidarity Program coordinated ten immersion trips and collaborated with other campus departments to support an additional five immersion trips for students during the 2008-2009 academic year. All of these experiences provide an opportunity for Santa Clara students to learn with and from communities facing great challenges within the U.S. and Latin America.

Students return from these experiences with a better understanding of the reality for these communities, enriched from the wisdom present and more passionate about creating positive change for our world.

Highlights for 2009 include the development of a Central Valley immersion trip in collaboration with the Catalán Family Farm, National Chavez Foundation, and the Dolores Huerta Foundation. Several new partnerships for the San Francisco spring break immersion to the Tenderloin neighborhood were created. Students on this immersion facilitated an art exchange with students at De Marrillac Academy, met with San Francisco's policy director for homelessness, and worked with SF Network Ministries and Multi-Service Center South.

The spring break immersion to the Navajo Nation continues to be one of the most popular student trips. Ten students traveled to Tuba City, Arizona and spent the majority of their time working with youth at the Tuba City Board School.

### Jean Donovan Summer Fellowship

The Jean Donovan Summer Fellowship provided thirteen students with up to \$1500 in funding to support a community-based experience in the summer of 2008. Students volunteered with local, domestic and international organizations.

Students returned to campus in September and reflected on their summer experience over a weekend retreat in the Santa Cruz mountains. Stephanie Wilson ('10) shared this brief reflection about her experience working with the Agriculture and Land-Based Training Association in Salinas, CA:



Phil Herrera ('09) and Silvia, a resident of La Chambala, El Salvador, take a break during an afternoon hike.

Immersion programs expose students, faculty, and staff to the gritty reality of our world.

*I am searching for causes... We are isolated consumers, groping at sugar-packed, plastic-wrapped, technological morsels as they speed by us on a conveyor belt. I want to regain some part of that intimacy sacrificed to convenience.*

## DISCOVER Retreats and Groups

Undergraduate students explore three key questions of vocation in the annual **DISCOVER retreat**: “What brings me joy? What are my gifts? Who does the world need me to be?” Students engage these questions through peer and staff reflections, small group time, and workshops on various discernment practices. This year’s retreat featured discernment workshops on Ignatian contemplation, journaling, mindfulness



Donovan Fellow, Stephanie Wilson, picks strawberries at the Agriculture and Land-Based Training Association in Salinas.

meditation, mandalas, somatic awareness, and contemplative listening. Twenty-five undergraduate students and five student leaders participated in the retreat. In reflecting on the experience of DISCOVER, one student participant shared: “What an amazing and powerful weekend – this retreat was such a good time for me to reflect on who I really am and what I am really doing with my life. It nurtured my inner spirit and I met so many discerning and thoughtful people.”

Students are also invited to participate throughout the year in weekly **DISCOVER small groups**, hosted by Resident Ministers within the Residential Learning Communities. This year 15 groups meet weekly across campus exploring topics within spirituality and vocational discernment.

## Campus Ministry Retreats

Ignatian Center funds were donated to support retreats conducted by Campus Ministry. Twenty-two retreatants participated in the annual **Ignatian five-day Retreat**. Retreatants were accompanied through this privileged time of discernment by seven spiritual directors. Two **Search Retreats** offered students the opportunity to reflect on their lives of faith in the context of community. Fifty-seven students attended the fall Search Retreat and 69 attended the spring retreat. Finally, 13 faculty, staff, and students attended the **Silent Directed Weekend Retreat** at San Juan Bautista.

## Donovan Fellow

**Annie Murphy-Hagan**,  
Virginia Garcia Memorial  
Health Center



“My last day of work today, marks the end of a very different kind of summer. I’ve been given a lot to think about and will be turning it over in my mind for a while. I feel that my time here was positive (but) it took away some of (my) comfortable ignorance. I recognize the “me” from before this summer cannot articulate my experience in a fitting way. What I’ve seen is poverty and how it limits almost every aspect of living, education, health, happiness, and livelihood. What I’ve learned is that a significant portion of our population is under appreciated and that racism is still a very real and apparent.”

From Annie’s blog of her 2008  
summer experience

### Center Offers Faculty Orientation to Community Based Learning

Faculty partners participated in several CBL learning experiences. Out-reach to new faculty drew several participants new to CBL. In addition, Luis Calero, S.J. and Laurie Laird convened two CBL lunches for faculty in the spring and winter quarters to discuss how their classes might benefit from participation in CBL placements. A second year of “Hop in the Van” in the winter quarter oriented faculty to our Community Partners and student placement sites. A panel presentation on community-based projects was convened in spring quarter with the Faculty Development office. Finally, Arrupe staff oriented seven faculty members new to the CBL weekly engagement program.

### Faculty and Staff Travel to El Salvador for our Annual Immersion Trip

Six SCU faculty and staff participated in the annual immersion trip to El Salvador facilitated by the Center. They were joined this year by two colleagues from the Javeriana University in Colombia as a step toward developing our ongoing relationship with that university.

### Grants are Distributed to Faculty to Encourage Their Participation in Center’s Mission

Eight *Bannan Grants* totaling \$33,270 and averaging around \$4,000 each were granted competitively to faculty and staff for proposals that explore the implications of the Ignatian and Jesuit spirituality in the ongoing life of the contemporary University.

One grant supported Professors **Juan Velasco** and **Sarita Tamayo Moraga** in the establishment of

the Contemplatives in Action Network (CAN) while another supported Professors **Kristin Kusanovich** and **Jean Molesky-Poz** for their proposal “The Life of St. Clare: A Theatrical Project and Symposia.”

CAN was designed to create a core network of faculty to sustain dialogue, reflection and mutual



Faculty immersion delegates Claudia Mora, Javeriana University – Cali, Colombia, and Phyllis Brown, SCU (background) chat with a child during a visit at the home of a Salvadoran campesino.

support for those on campus interested in incorporating Ignatian spirituality, mindfulness, and other contemplative practices into the curriculum, their pedagogy, mentoring of students, practice, and research.

Faculty and staff participate in the Jesuit higher educational mission

The St. Clare project proposed to create a multi-faceted university wide exploration of and dialogue around the themes and life of St. Clare of Assisi, the patron saint of Santa Clara University. The ultimate goal of “Clare” was the exploration of the life of St. Clare and the meaning of her identity to us today.

Center sponsors SCU  
Faculty to attend National  
Conferences on Ignatian Spirituality

Faculty members were recruited to attend external conferences related to Jesuit education and Ignatian spirituality. One faculty member attended **Collegium**, a joint effort by 51 Catholic colleges and universities to recruit and develop faculty who can articulate and enrich the spiritual and intellectual life of their institutions. Ten faculty attended an annual conference called **“Western Conversations in Jesuit Higher Education,”** which brings faculty delegates together for in-depth discussions on important topics related to the Jesuit Catholic educational mission. Throughout the year **Luis Calero, S.J.** conducts a regular follow-up process for past and upcoming participants of these events.

Twenty-three Faculty Join the  
Ignatian Faculty Forum

Twenty-three faculty participated in this series of monthly four-hour meetings. These faculty forum sessions, which continue throughout the academic year, are designed to explore and demystify the Jesuit ethos. Ten faculty joined the first year program, IFF I, while 13 participated in the advanced group, IFF II. The forum facilitators, **André Delbecq, Juan Velasco, Judy Dunbar,** and **Eileen Elrod,** lead its participants in significant and challenging discussions that explore the intersection of Ignatian Spirituality and the life of the scholar-teacher. With a budget of about \$27,000 the Center funds the faculty facilitators and a small operating budget.



DISCOVER Curriculum  
Development Grants

As part of the Lilly Endowment grant for vocational discernment curriculum development grants were given to faculty who developed entirely new courses centered on student vocational inquiry. This past year's recipients and their courses were:

- **Jean Molesky-Poz, Ph.D.** – Clare of Assisi and Ignatius of Loyola
- **Kristin Kusanovich** – Defining the Performing Artist

The Ignatian Faculty  
Forum



“Both as a participant and facilitator, I am aware of how significant the work of the Ignatian Faculty Forum is. Nowhere else in the university do faculty have the opportunity to consciously enact for each other what we want the institution to be for our students. We create a reflective space that assumes and affirms a spiritual reality, and invites the community to live out our calling in mindful and authentic ways. The compassion, confidentiality, extended time together, and discernment that members offer to one another makes our lives and our work at Santa Clara different in significant and overwhelming positive ways.”

Eileen Elrod  
Facilitator  
Ignatian Faculty Forum

### DISCOVER Luncheon Reflection Sessions Draw 24 staff



In these reflection groups we wish to create a space for staff members to share reflections upon their work life here at Santa Clara University. This past year saw 24 staff members participate in three separate small groups; each with a trained facilitator.

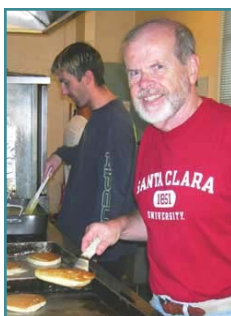
*It is truly a blessing to work in a place that grants you such opportunities to have meaningful dialogue. I truly enjoyed the reading, but mostly, enjoyed the discussions and conversations that were shared. I met people from many areas of campus that perhaps I otherwise would never have met. Thank you for creating this program and allowing us this valuable space.*

Comment from 2008-09 participant

Over six sessions we aim to develop a sense of community and a sense of trust among the group participants. Topics we discuss include, among others: How is your career or vocation being fostered in positive ways here at SCU? What gives me joy in my work? How can I as a staff person respond to the Jesuit ideal of the “Service of Faith and the Promotion of Justice”?

### Twenty Volunteer for the Staff Community Service in the Jesuit Tradition at Julian Street Inn

A new Staff Community Service opportunity at Julian Street Inn was initiated in collaboration with the SCU Staff Senate. Two separate staff teams volunteer their time and funds one Sunday a month to prepare Sunday breakfast. This has been highly successful and the twenty volunteers are very highly motivated.



### DISCOVER Luncheon Speaker Series Features Four

“What ought I to do?” is the Socratic question that drove the tradition of liberal arts that has been the core of Western education. That question is especially urgent for undergraduates who must choose a path for their lives. It is our belief that faculty, staff, and alumni at SCU have much to offer our undergraduates as models for such decision making about life choices. This past year four persons shared their stories of “What Matters to Me and Why?”

This past year’s lineup of speakers included:

- Michael (Mick) McCarthy, S.J
- Mary Ho
- Kathy Potter
- Ingrid Williams



Kathy Potter (l) and Ingrid Williams (r), posed together following Ingrid’s presentation.



Zen Master Bong Song (c) leads the May 30 Day of Mindfulness

### Center Offers Three Retreats for Faculty and Staff

Two retreats on Mindfulness and one on the Enneagram provided opportunity for faculty, staff and grad students to take time out of their busy schedules to contemplate a deeper meaning to their lives.

## 2008-2009 Highlights

## Honoring Eva Chavez

We've developed many long-standing partnerships with organizations since the founding of the Eastside Project in 1986. This year we honored **Eva Chavez** of **MACSA Latchkey** who has worked with Santa



Eva Chavez (2nd from r) pictured here at MACSA with SCU students and Latchkey children.

Clara students since we began our partnership in 1990. Nearly 500 SCU students have spent one or more quarters learning with Eva and the children at MACSA Latchkey, and it remains one of the most popular placements. We

Outreach to a broader public promotes the Ignatian Center and Santa Clara University as thought leaders in Catholic identity and Jesuit mission

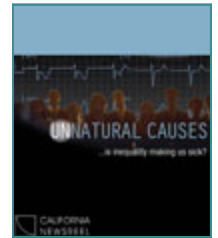
are grateful to Eva for her tremendous commitment to our students and the warmth she brings to her work.

2008 Santa Clara Lecture  
Features Notre Dame  
Law Professor

This series brings to campus leading scholars in theology, offering to the university community and the general public an ongoing exposure to debate on the most significant issues of our times. Our 2008 Lecture was delivered by **Cathy Kaveny** on the topic: "Prophetic Discourse in the Public Square"

Grant Received from  
the Health Trust —  
"Unnatural Causes"

The Center received a mini-grant from Santa Clara County's Health Trust to implement a series of public education programs featuring the award-winning documentary "UnNatural Causes...is inequality making us sick?" **Paul Woolley** coordinated several showings and discussions of the video at venues on and off campus.

*explore* Journal

## Examines Themes of Relevance

*explore* journal presents an examination of Catholic identity and Ignatian character in Jesuit higher education. The Center produced, published and mailed two issues of *explore* in 2008-09.



**Fall 2008** —  
*Jesuit General Congregation 35*

**Spring 2009** —  
*Sustainability*



2008-2009 Highlights

Bannan Visitors program sponsors  
six presenters to campus



**Patrick Jordan** — *Dorothy Day: Her Message in Our Time* — Commonweal speakers program



**HOPE: An Evening of Vibrant Prayer, Song and Story** — (in collaboration with Resident Ministry)



**David Levy** — *No Time to Think* — (in collaboration with CSTS)



**Dan Siegel** — *The Developing Mind* — (in collaboration with Spirituality and Health Institute)



**Jocelyn Sideco** — *Little Faith: When We Find Ourselves Walking on Water* — (in collaboration with Alumni Relations)



**Abdullah Ahmen An-Na'im** — *Islam, the State, and Human Rights* — (in collaboration with Religious

Center Joins the  
Kino Border Initiative

The Kino Border Initiative “is the culmination of a three-year process of reflection, discernment and conversations along the Arizona — Mexico border about the reality of migration and the most urgent needs with respect to migration in general and for our Church in particular,” said Fr. Sean Carroll, S.J., of the California Province, Executive Director of the KBI.

SCU collaborates with the Jesuit California Province Social Ministries Committee in the Kino Border Initiative. Luis Calero, S.J. convened a team of faculty and staff to visit the project on Memorial Day weekend for the purpose of establishing a connection with the project. In addition Sean Carroll, S.J. met with faculty at SCU to discuss elements of a collaboration with the project.

Ten SCU Delegates  
Attend National  
Justice Conference  
at Fairfield University

Promotion and financial support was given to this year’s Social Justice in Jesuit Higher Education Conference held June 19 – 21 at Fairfield University. Ten persons from SCU attended the conference. Luis Calero, S.J. presented a paper on the impact of immersion experiences on pedagogy at SCU.



2009 Bannan Fellow

**James Nickoloff**, Associate Professor Emeritus of Religious Studies at the College of the Holy Cross, was in residence for the 2009 winter and spring quarters as a Bannan Fellow. His research resulted in an article “*Intrinsically Disordered*”: *Gay People and the Holiness of the Church.*, which was published on the Ignatian Center website.

