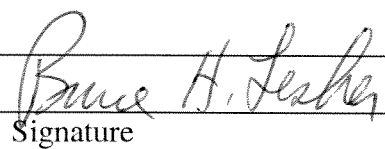


<b>BANNAN GRANT PROPOSAL COVER PAGE</b>	Date:	October 15, 2010
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1.	Proposal Title	Cultivating Excellence: A Workshop for Catholic High School Educators				
2.	Name of Applicant	Lisa Fullam				
3.	Phone	(510) 599-6549 (cell)	E-Mail	lfullam@jstb.edu		
	Fax					
4.	Type of Grant (check one)	<input checked="" type="checkbox"/> Bannan Grant		<input type="checkbox"/> Dialog & Design Grant		
5.	<b>Required:</b> Provide your 4-6 letter department or program ID. This is not a fund number. (i.e. ECON for Economics Department; LACLNC for Law Clinic)					
	Department/Program ID					
	Contact Person	Lisa Fullam			Extension	
6.	If your department does not provide administrative assistance to manage grants, we will provide assistance. Will you be in need of assistance to manage your grant?				<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
7.	Total cost of proposed project:				\$	4800.00
8.	Amount requested from the Ignatian Center:				\$	4800.00
9.	Amount requested from other sources, if any (please list):				\$	
					\$	
					\$	
10.	Please briefly explain what will happen to this project if you do not receive funding from the Ignatian Center: Absent Bannan center funding, this workshop will not take place.					
Department Chair or Supervisor Approval		Bruce Lescher				10/15/10
		Name (type/print)				Signature

Submit all proposals to: Theresa Ladrigan-Whelpley, Ignatian Center for Jesuit Education, Sobrato Hall, Room 34, Santa Clara University, 500 El Camino Real, Santa Clara, CA 95053-0454. [tladriganwhelpley@scu.edu](mailto:tladriganwhelpley@scu.edu)  
Electronic **copies** of proposals via email are encouraged.

<b>BANNAN GRANT PROPOSED BUDGET</b>	Date:	October 15, 2010
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Proposal Title	Cultivating Excellence: A Workshop for Catholic High School Educators
Name of Applicant	Lisa Fullam

I estimate that I will spend the requested funds as follows:

<u>Primary Account</u>	<u>Description</u>	<u>Amount</u>	
SUPPLY	Office, lab, instruction supplies	\$	50
PHONE	Telephone charges	\$	
REPROD	Copying, printing	\$	100
MAIL	Postage, mailing, fax charges	\$	50
BSTRVL	Domestic transport, lodging, meals	\$	
INTRVL	Foreign transport, lodging, meals	\$	
SPCEVT	Food, room charges for special event	\$	2200
CONTRS	Guest speaker honoraria, research subject fees, professional services	\$	1650
MISC	Publications, subscriptions, membership dues	\$	
STFSAL	Staff salaries	\$	
SWAGE	Student wages	\$	750
FACSAL	Faculty salary	\$	
BENEXP	Benefit expenses for faculty, staff, student	\$	
	<b>TOTAL</b>	\$	<b>\$4800</b>

**\*\*Please Note:** In the event that this grant is awarded, your department is responsible for any associated overdrafts.

<b>BANNAN GRANT PROPOSED BUDGET</b>	Date:	October 15, 2010
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Proposal Title	Cultivating Excellence: A Workshop for Catholic High School Educators
Name of Applicant	Lisa Fullam

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FACSAL	Faculty salary	\$	
BENEXP	Benefit expenses for faculty, staff, student	\$	
	<b>TOTAL</b>	<b>\$</b>	<b>\$4800</b>

**\*\*Please Note:** In the event that this grant is awarded, your department is responsible for any associated overdrafts.

<b>BANNAN GRANT PROPOSAL EVALUATION FORM</b>	Date:	October 15, 2010
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Proposal Title	Cultivating Excellence: A Workshop for Catholic High School Educators		
Name of Applicant	Lisa Fullam		
Phone	(510) 599-6549	Email	Lfullam@jstb.edu

**Part I:** *(To be completed for submission along with your original grant proposal.)*  
List the intended outcomes for this project: (use additional pages if necessary)

The two primary outcomes of this project are to create an on-going summer continuing education workshop for Catholic high school teachers and to create a course or courses for the JST curriculum. After this pilot year summer workshop participants would pay tuition. I would look toward expanding the workshop into a week-long intensive course for continuing education credit or toward the M.T.S. degree.

Secondary outcomes would be better outreach to alumni, better networking with local Catholic high schools, potential collaboration opportunities between the JST and Santa Clara's Graduate Program in Pastoral Ministry, and expanding the offerings of the Theology After Hours program.

**Pending approval of your grant, Parts II & III are to be completed at the end of your grant period**

Proposal Budget Account Number				
	Fund	Dept ID	Program	Activity

**Part II:** Briefly describe the actual measurable outcomes of this project and the assessment tools you used: (use additional pages if necessary)

**Part III:** Describe any other outcomes of your project.

## 1. *Project Title*

# **Cultivating Excellence: A Workshop for Catholic High School Educators**

A proposal for a Bannan Pedagogical grant

## 2. *Statement of the Problem*

For the past ten years, the Jesuit School of Theology, now of Santa Clara University, has seen a shift in career trajectory for their MDIV, MTS, and MA students. More than 1/3 (35%) of our lay graduates go on to work as high school teachers or administrators. Of the additional 23% who work in campus ministry, a substantial proportion are ministering in high schools. In all, high schools are where about half or more of our lay alumni go after their studies here. Yet the curriculum, ministerial formation, and spiritual preparation in our programs continue to emphasize work in parishes and other church related organizations which are quite different from the very specific environment of the contemporary Catholic high school. This moment in the history of the Jesuit School of Theology, as it joins the Santa Clara University community, seems a time ripe for innovation and change.

In order to respond to the current trends among our graduates and better serve our current and future students, as well as the young students and communities they will work with, we are seeking funding from the Ignatian Center to create and execute a workshop for Catholic high school educators. In this pilot version of the workshop, we would use grant funds to gather our recent graduates working in Catholic high schools for a three day summer workshop with the dual purpose of professional development for them and curricular development of a JST course or courses for students wishing to prepare for a career in Catholic education. The workshop and the course would look at the work of a high school educator through an interdisciplinary lens that would include moral development, virtue ethics, Ignatian spirituality, and pastoral training for the classroom. Depending on the level of interest and the availability of faculty, such a program could be continued in subsequent years as a tuition-driven offering for alumni and current students.

## 3. *Methods – including a reflective component*

Our project will consist of two parts. The first part will take place during the spring semester and will involve a preliminary meeting of relevant JST-SCU faculty and staff with selected alumni representatives to gather input and make decisions about the details of the three day workshop. In order to make this workshop as useful and fruitful as possible, first we need to gather information from representatives of our alumni working in Catholic schools about their professional development needs. This information will be used to fine-tune the summer workshop, and to provide insights to guide curricular development at JST-SCU.

The second part will be a three-day weekend workshop. This workshop will consist of a combination of talks, breakout sessions, reflection, and group prayer. While final decisions about particular topics will be made in light of the findings of the first part of our project, we suggest as starting points for discussion three possible areas of discussion:

- 1) Stages of Spiritual formation of Catholic Educators (we have a leader in mind for this session, but she is unconfirmed as yet.)
- 2) A Virtue-based Moral Development approach to Catholic education, (led by Katherine Hennessey,) and

### 3) Communicating Magisterial teaching in Catholic High Schools (I will lead this session.)

Talks, in conjunction with selected readings, will generate dialogue topics for breakout sessions that will allow for reflection and collegial collaboration.

Prayer and reflection will be a part of each day, to keep God at the center of our work and to contribute to the element of the workshop that will focus on spirituality in the lives of Catholic educators. Too often, a teacher's own prayer life is the first casualty in the rush to meet the demands of high school students. Moreover, often discussion of spirituality in a Catholic high school context focuses on the spiritual development of students, not teachers. In this workshop, while not ignoring the spiritual needs of students, especially in their moral development, we will focus in part on the spiritual development of the educators. How might teachers develop and sustain their own faith lives as they serve as formators of the students in their care?

#### 4. *Timetable*

Spring 2011 Make contact with alumni working in Catholic high schools. (Groundwork for this aspect of the project has been done by Jill Marshall, former Dean of Students and Director of Ministerial Formation.)

Convene select JST-SCU faculty and alumni for preliminary meeting to plan summer workshop.

Workshop preparation: register participants, compile bibliography, assemble and disseminate reading materials, set up Moodle site, arrange housing, food, and transportation for participants.

Summer 2011 Workshop: Friday evening to Sunday noon.

#### 5. Relevance to past and future research or teaching of applicant

I specialize in virtue ethics, which has been described as a “Copernican shift” in the field of ethics. Briefly, virtue ethics begins its deliberations with questions about the character of moral agents rather than the rightness or wrongness of particular acts. The three basic questions that begin a virtue ethical reflection have been summarized as “Who am I?”; “Who am I called to become?” and “How do I get there?” In a Christian context, virtue ethics takes up questions of discipleship, so that our own lives and work might, in the words of the late William C. Spohn, “rhyme with Jesus.”

I am particularly interested in how virtue ethics may be useful in specific contexts: I have written on virtue ethics in genomics, assisted suicide, sexuality, and marriage, among other topics. In the 2010 volume of *Reflective Practice, Formation and Supervision in Ministry*, I addressed the question of “Ethics in Spiritual Guidance,” arguing that in a virtue ethics framework, the spirituality of the guide (teacher, spiritual director, mentor, life-coach, etc.) is a significant aspect of the ethical practice of those roles. A related piece, “Archetypes in Spiritual Guidance,” co-authored with John R. Mabry, Ph.D., asks about ways in which guides answer the first question of virtue ethics, “Who am I?” and is forthcoming in *Presence: An International*

*Journal of Spiritual Direction.* In sum, I am beginning to ask virtue ethical questions about pastoral/educational professionals in my research.

My teaching also reflects this interest. This spring I will again teach “Ethics and Spirituality of Pastoral Ministry,” a course which is organized according to a virtue model. In this course, I have tended to prioritize parish ministry or chaplaincy in various settings rather than educational work. In my role as director of the M.T.S. program at JST-SCU, however, I have begun to appreciate how important it is for the school to begin to meet some of the professional training needs of our students who will go on (or return) to high school education. This workshop will begin to help me understand what is needed for these students, and how JST-SCU might respond. Such a project has potential for better meeting the needs of our present students, cultivating a community of educators who look to JST-SCU as a resource for continuing education, and also for recruiting new students.

Finally, Katherine Hennessey, a GTU doctoral student affiliated with JST-SCU, (and co-author of this proposal,) plans to apply for a GTU Newhall Fellowship to teach a course concerning moral development, perhaps for the fall semester of 2011. In addition to being a valuable teaching, course development and research opportunity for Ms. Hennessey (thus advancing her own educational goals), such a course would also help to address the curricular needs of Masters level students with an interest in high school teaching. A Bannan Center grant would help provide the focused attention to specific needs of such students which can best be discerned alongside alumni working in high schools now, even as we seek to make the workshop a valuable experience for participants. The combination of the Bannan Center grant with the possible Newhall to follow would create the possibility for a truly excellent educational and continuing educational opportunity for students and alumni.

## *6. Relevance to Bannan Institute Criteria for Funding*

The Ignatian Center’s focus on Jesuit education is reflected in the two purposes of this workshop: to serve Jesuit-educated educators who are furthering the Ignatian charism in their work, and to make the Jesuit School of Theology of Santa Clara University a place where Jesuit educators are cultivated. This formation necessarily involves tools for educating the whole person as well as instilling in the educator resources for a spiritual dynamism in their work.

### **A. Educating the Whole Person.**

This workshop aims to reflect the Bannan Center emphasis on education of the whole person. High school students, perhaps more than students at any other age, look to their teachers not merely for information, but for formation. Their teachers provide models for living the faith in an adult way—they look to their teachers to enact the “reverent and critical service of the faith that does justice” that we speak of in the JST-SCU mission statement. Our educational programs at JST-SCU provide solid academic, personal, pastoral and spiritual formation opportunities for our students generally. This workshop seeks to begin to discern and respond to the special challenges, opportunities, and needs of high school teaching. The three proposed workshop foci are gauged to address three basic needs:

1. Cultivating an Ignatian “spirituality of the teacher.” Ignatian spirituality calls people to a stance of availability for the needs of those served—but without attention to the teacher’s own spiritual growth, that same striving to be available can devolve into workaholicism, or worse. It is precisely the teacher’s attention to ongoing spiritual

- formation that enables him or her to serve as a witness to the balance of life and work, profession and family (or community,) that provide an inviting vision of Christian discipleship, and also help to avoid teacher burnout.
2. Helping teachers meet the particular needs of their students. To educate the whole person requires a “thick” understanding of how teens think as they mature in the moral life. Our workshop on moral development and virtue ethics provides an approach to educating teens that will enhance the educator’s ability to provide the *cura personalis* that is a hallmark of Ignatian education. To provide information without a solid grasp of how students at different stages of moral development can receive such information ignores the whole person, and sees education as a function of the material to be transmitted rather than as a ministry to the student. Obviously, this workshop does not exhaust Ignatian *cura personalis*, but it is an essential aspect of the groundwork for a truly Ignatian pedagogy.
  3. Supporting the educator as a person of the Church. One of the challenges of serving as a Catholic high school educator is how to be an effective communicator of the Catholic Christian tradition. Further, there are times in the careers of most Catholic educators where they find their own consciences in tension with magisterial teaching, or where they find magisterial teaching so disparate from the contexts in which their students live that they struggle to communicate that teaching—in other words, what happens when magisterial teaching is in tension with the consciences of a large number of one’s students? In light of the tradition’s emphasis on the inviolability of conscience, how should teachers approach their roles as representatives of the institutional Church? The very fact that the “Rules for Thinking with the Church” are appended to the Spiritual Exercises implies that this was an issue for Ignatius as well. His rules offer one set of guidelines—what are the insights of contemporary moral theology on this difficult issue?

#### **B. Ignatian Spiritual Practices**

Beyond the first workshop focus on the spiritual development of the educator, prayer and reflection will be an aspect of our work together for the entire 3 day workshop. Workshop foci may include experiences of Ignatian imaginative prayer (like the meditations of the Spiritual Exercises,) and we hope that Eucharist will be offered in the course of the weekend as well. Beyond this, other specific forms of prayer and reflection are left to the discretion of the workshop focus facilitators. This 3-day workshop is primarily an educational experience, but in light of the Ignatian tradition’s holistic vision of education, prayer will be significant.

#### *7. Grants or Fellowships received during past three years*

I was collaborator (with Principal Investigator Martha Stortz, then of the Pacific Lutheran Theological Seminary,) on an ATS-Lilly Collaborative Research Grant for academic year 2009-10. Internally, my participation in the 2010 Trento, Italy gathering of Roman Catholic Moral Theologians from around the world was supported by the Lilly Making Connections Initiative here at JST.

#### *8. Publications or other results of most recent internal grant completed.*

I was coordinator of a session at Trento, and I also presented a paper at that conference, “The Cultivation of Desire. Toward a Virtue Ethics of Marriage” (as yet unpublished beyond the

discussion at Trento). The ATS grant was fulfilled by our blog, which can be found at <http://theprogressofpilgrimage.blogspot.com/>. In addition, both Dr. Stortz and I have given talks about our experience, to various audiences. Among the groups I have addressed are the women faculty and staff of St. Ignatius Preparatory High School in San Francisco, the Women's Studies in Religion forum here at GTU (with Dr. Stortz), and next week I travel to St. Raymond's Church in Dublin, CA, to discuss this topic. For more information, see Dr. Stortz' essay in the summer issue of Santa Clara Magazine: (<http://www.scu.edu/scm/summer2010/pilgrimage.cfm>).

9. *Approval of your academic department chairperson or supervisor.*

Dr. Bruce Lescher, Associate Academic Dean of JST-SCU, has read and approved this proposal. (See cover sheet for Dr. Lescher's signature.)

10. *Itemized budget with explanation*

<b>Part 1:</b> Preliminary meeting: dinner for 10, \$20 each (Fullam will host.) This will be an informal dinner to discuss optimal structure and topics of the summer workshop to follow. All other expenses pertain to Part II.	= \$200
<b>Part 2:</b> Honoraria for workshop session leaders (Fullam, Hennessey, and a third TBD: \$500 each for 3 speakers)	= \$1500
On-site workshop facilitation (Hennessey will stay on-site to manage questions, complications, concerns during the workshop)	= \$150
Worship leader honorarium (Liturgy Saturday night, morning prayer Saturday and Sunday. Workshop participants may be invited to lead morning prayer, in which case only a \$100 honorarium will be offered to Saturday night liturgy presider.)	= \$100-150
Accommodations for participants: \$40 x 2 nights, 10 people (Participants will be housed at JST.)	= \$800
Office Supplies, mailings, copies.	= \$200
Research Assistant: 50 hours @ \$12.00 (Recruitment, pre-workshop contacting of participants, collating mailings to participants, compiling input from part 1, researching speaker(s) for workshop, etc.) (Hennessey)	= \$600
Meals for workshop: 6 meals (2 dinner @ \$20, 2 lunch @ \$10, 2 breakfast @\$10), 15 people	= \$1200
<b>TOTAL</b>	<b>\$4750-\$4800</b>