

**Proposed Budget
Bannan Grant**

Name: Mains, Braverman, Cromwell

Proposal Title: Contemplative Leadership and Sustainability

I estimate that I will spend the money I am requesting as follows:

<u>PRIME ACCOUNT</u>		<u>AMOUNT</u>
SUPPLY	office, lab, or instruction supplies	342.30
PHONE	telephone charges	0.00
REPROD	copying, printing	100.00
MAIL	postage, mailing, fax charges	0.00
TRAVEL	domestic transport, lodging or meals	742.50
SPCEVT	food charges, room charges for a special event	1512.00
CONTRS	guest speaker honoraria, research subject fees, professional services	700.00
MISC	publications, subscriptions, membership dues	0.00
SWAGE	student wages	0.00
STFSAL	staff salary	0
FACSAL	faculty salary	0
BENEXP	student, staff, and faculty benefits	0.00
TOTAL		<u>3396.80</u>

Please note:

In the event that this grant is awarded, your department is responsible for any overdrafts associated with this grant.

See Page 3.

Grant Proposal Evaluation Form

Date October 15, 2009

Proposal Title Contemplative Leadership and Sustainability

Name of Grantee Mains, Braverman, Cromwell

Phone x5580

Part I: [To be completed for submission along with your original grant proposal.]

List the intended outcomes of this project: (Use additional pages if necessary)

1. Growth in contemplative leadership in sustainability of student participants, measured by a comparison of the pre- and post-evaluations.
2. The feasibility of a long-term, recurrent program for Santa Clara University, assessed by the leaders of the grant.
3. Report and article to be published through a University web page or newsletter.
4. Article in professional journal in education, environmental studies, and/or spirituality.

**PENDING APPROVAL OF YOUR GRANT - PARTS II AND III ARE TO BE COMPLETED
AT THE END OF YOUR GRANT PERIOD.**

PROPOSAL BUDGET ACCOUNT NUMBER

14006		RSCH	
Fund	Dept ID	Program	Project ID

Part II

Briefly describe the actual measurable outcomes of this project and the assessment tools you used. (Use additional pages if needed.)

Part III: Describe any other outcomes of your project.

1. PROJECT TITLE

Contemplative Leadership and Sustainability (CLS)

2. STATEMENT OF PROBLEM

Santa Clara University educates for leadership, promotes sustainability, and follows the tradition of Ignatian spirituality. Accordingly, SCU's students are provided with an education which addresses the whole person. Along these lines, many students in the Leavey School of Business and its graduates are leaders of competence, conscience, and compassion. They seek to fashion a more just, humane, and sustainable world. However, sustainability is still a relatively new concept to business leaders, and business leaders continue to be confronted by deterioration of environmental resources. So they would benefit from hands-on experience with sustainability, coupled with reflection on experience. This would allow them to go deeper in their appreciation of and commitment to their leadership role in the business world in the area of sustainability.

Sustainability is understood at SCU as meeting needs of the present without compromising future generations.¹ But to further specify this principle, and at the same time cultivate leadership and reflection skills, this grant proposal outlines a program which takes students into the outdoors. Specifically, in this program students will experience local natural areas such as parks and reserves. Such entry into the outdoors, coupled with guided reflection, will dispel romanticized version of relationship to "the outdoors" and simultaneously increase one's appreciation of the very environmental resources the principle of sustainability seeks to retain for future generations. This program will solidify a business leader's interior commitment to guide society to a sustainable world.

This program offers business school undergraduate students training in contemplative leadership. A contemplative leader lives in right relationship with self, others, nature, and God. He or she guide others to do the same. One key to achieve contemplative leadership is "contemplation" or reflection upon experience in the Ignatian tradition. This program focuses on leadership for sustainability.

In future years, this program will serve as a model for similar programs in the business school as well as other academic disciplines interested in instilling similar qualities into their students.

3. METHOD

All SCU business school undergraduate students will be invited to participate in the program, but only 12 students will be chosen to participate. Applicants will go through an application process and be selected based upon the strength of their written application and, if determined necessary, an interview.

Once selected, the participants would attend an orientation meeting on January 9, 2010, to review general programmatic expectations, qualities of contemplative leadership, and the theme of sustainability (general concepts and Leave No Trace² philosophy). There also will be a survey or student pre-assessment of their experience and thinking on sustainability and leadership, which will then serve as a baseline for the final evaluation. After that, the group will participate in five Saturday hikes during the Winter and Spring quarters of 2010. Each time, the group will meet the Friday evening before the Saturday excursion to review specific details (departure time and location, car pool assignments, lunch/snack plans, site-specific information, return time, dinner plans, etc.), and to receive

¹ United Nation World Commission on Environment and Development (June 1987). "Our Common Future." <http://www.un-documents.net/ocf-02.htm>.

² McGivney, A. (2003). *Leave No Trace: A Guide to the New Wilderness Etiquette*, 2nd ed. Seattle WA.: The Mountaineers Books

their discernment prompts. The discernment prompts are questions the participants consider as they engage in their Saturday hike. Weather-proof journals and writing instruments will be provided to each participant as a way to record observations and impressions for better participation in the evening's group reflection. The group will gather on Saturday at the appointed time in the designated campus parking lot and depart for the specified destination. Upon arrival at the destination, the group will engage in the hike (or other designated activities) and use their provided journals to record their observations and reactions. Upon completion of the day's excursion, the group will share a dinner together. At the dinner, the program leaders will lead the group in a reflection where insights and lessons from the day will be shared and discussed.

Students will participate in one outing per month (January, February, March, April, and May). The leaders are familiar with excellent hiking and natural areas near Santa Clara University. However, they will not be selected definitively in advance. The participants will assist in the selection of the sites to be visited. That way their skill levels and interests can be taken into account. Some possible destinations and their values include:

- 1. Año Nuevo State Park** in San Mateo County on the Pacific Coast: We will study one of the most significant animal conservation stories in California history, the formerly-endangered northern elephant seal. The group will participate in a reserved docent-led walking excursions and hands-on study at the visitors center to observe a snapshot of this animals fascinating migratory life history.
- 2. Almaden Quicksilver County Park:** Late 19th Century mining history at the Capitancillos Ridge near San Jose gives hikers the chance to consider the environmental consequences of natural resource exploitation. Plus the wildflowers in the spring are spectacular!
- 3. Alviso National Wildlife Refuge:** Experience our very own San Francisco Bay at its very southern tip, featuring shorebirds, native plants, and restoration from the salt flats. The Bay supported the salt industry at one time, which eliminated the natural coastline's habitats for migratory birds. Is it possible to restore the habitat—or has too much damage been done?
- 4. Big Basin State Park:** A historic gem in the Santa Cruz mountains, with some of the most valuable Old Growth redwoods as well as recovering redwood forest. This site features both a challenging hiking opportunity as well as the chance to learn about one of the most significant trees in the state.
- 5. Henry Coe State Park:** A large “wild” open space with deep cultural history (Ohlone Indians) a short distance from San Jose. The park features the antiquarian oaks—a perfect place to learn the species of these hallmark California trees, often at risk due to development.
- 6. Monterey Bay:** Many options to consider one of the richest regions for wildlife, including marine mammals visible from shore (e.g., California gray whale). Example destinations include **Point Lobos State Natural Reserve** and **Elkhorn Slough National Estuarine Research Reserve**.
- 7. Guadalupe River Park and Gardens:** Can urban development and wildlife coexist? This park is a fantastic example of habitat restoration, thanks to the efforts of San Jose citizens. The zone around the river and the airport was too noisy for homes, so the land was restored to a river and trail.

The group will meet in June to reflect upon their entire experience in the program and complete an evaluation. The written evaluation will be compared to the pre-program assessment. A final written report will document the findings and make a concrete proposal for future programming. A narrative

of the program experience will be published in a journal to share the findings and offer a model of contemplative leadership and sustainability to other departments and universities.

The mentors are: John Braverman, S.J. (Center for Science, Technology, and Society; Campus Ministry), Bill Mains (Undergraduate Business Programs), and Lindsey Cromwell (SCU Sustainability Coordinator). Any Santa Clara University undergraduate student admitted to the Leavey School of Business may apply to be a participant.

Individuals from Into the Woods (a registered student club), Environmental Studies Institute, and Undergraduate Business Programs have indicated an interest in supporting or participating in the program.

4. TIMETABLE

November 20, 2009:	Applications are available
December 4, 2009:	Applications are due
December 8, 2009:	Decision notifications sent to applicants
January 4, 2010:	Acceptances due
January 9, 2010:	Initial meeting
January 23, 2010:	Excursion #1 and Reflection Dinner #1
February 13, 2010:	Excursion #2 and Reflection Dinner #2
March 5, 2010:	Excursion #3 and Reflection Dinner #3
April 17, 2010:	Excursion #4 and Reflection Dinner #4
May 15, 2010:	Excursion #5 and Reflection Dinner #5
June 4, 2010:	Final Reflection Dinner and Evaluations

5. RELEVANCE TO PAST AND FUTURE RESEARCH OR TEACHING OF APPLIANT

Rev. John Braverman, S.J., Ph.D., is a Visiting Research Associate at the Center for Science, Technology, and Society. He is also Resident Minister in the da Vinci Residential Learning Community (Casa Italiana). In May 2010, John completes an advanced theological degree at the Jesuit School of Theology (JST) of Santa Clara University. His doctorate in evolutionary biology is from U.C. Davis. His work in sustainability and ecology includes collaborative ventures in Mexico, local parks, and Jesuit schools, and Jesuit communities. His future as a Jesuit very much includes sustainability, either in the educational arena or in the area of outreach at the international level. This program is a chance to implement his ideas as well as gain experience necessary to pursue future positions. John is in touch with the undergraduate students in his RLC. He is the chief resource for this project with respect to biology and Ignatian spirituality and their intersection with sustainability.

Lindsey Cromwell is the Sustainability Coordinator for Santa Clara University. She completed her undergraduate degree and will earn her Masters in Business Administration this December (both degrees are from SCU). Last Winter and Spring quarters, Lindsey facilitated ENV5 140: Sustainability Outreach, in which students learn how to define and articulate sustainability in order to mentor high school students as they attempt to develop sustainability initiatives at their high schools.

Bill Mains holds a Master of Education in Community Counseling and in May 2010 will finish a Master of Arts in Theology (Ethics and Social Theory). He is currently the Lecturer for Leadership Education for the Undergraduate Business Programs office in the Leavey School of Business. In this position he is responsible for teaching sections of BUSN 71: Foundations of Leadership and BUSN 72: Business Leadership Skills, designing the service-learning experience for sophomores in the ACE

program, and designing and facilitating the department's Senior Leadership Academy. Previous to that he was an Assistant Director in the Center for Student Leadership where he taught multiple sections of the Center's Emerging Leaders and Outdoor Leadership Expedition courses and led the Center's annual Magis Leadership Retreat.

6. RELEVANCE TO BANNAN INSTITUTE CRITERIA FOR FUNDING

(1) Finding God in All Things: The proposed program seeks to find God in two loci. The first locus is the world of nature, especially local natural areas (e.g., parks, reserves, forests, coastlands) of northern California. Because "finding God in nature" has become a cliché, this program seeks to start with that familiar dictum and go deeper. This depth is achieved, as explained here, through slower and more intentional individual encounters with the non-human natural world. In the second locus, God can be found in the human growth and development that occurs as one engages in group reflections regarding their individual and social encounters with the natural world. The participants will, in the process of going deeper in to their encounter with God in the natural world, realize how God is working in them and through them. The interior movements, the sharing in groups, the reflection, and the discovered interpersonal connections will all support this "finding God." That said, it is recognized that "God" may not be the word they apply, so this program will not rely narrowly on that particular label for the divine.

(2) Education of the Whole Person: All participants will be SCU students. As such, their curriculum provides them with an excellent education through lectures and book and service learning. This extracurricular program seeks to supplement their education through a physical and sense-based encounter with the natural world. Hiking through valleys, experiencing the variety, beauty, and harshness of nature will expose them to a new reality of self, and the fact that they are literally walking through it means it is a very embodied experience.

Leadership development is a large area of this program. Kouzes and Posner write, "Leadership begins with something that grabs hold of you and won't let go. This is where you must go to find your voice. To find your voice, you have to explore your inner territory.... To act with integrity, you must first know who you are. You must know what you stand for, what you believe in, and what you care most about."³ This program will provide an opportunity for students to explore their inner territory, more clearly define their values and personal sense of ethics, and further develop their self-concept. A self-concept is the way in which individuals perceive themselves in relation to the world around them.⁴ This program will nurture a self-concept predicated upon relationships of justice. Through the use of guided discernment and prompted reflection this program allows participants to consider how they perceive themselves and how they choose to relate to their environments. In addition, because of the extensive planning, and decision-making processes when hiking or visiting nature, there is a growth in areas of practical leadership. Building confidence in one's ability to plan and follow through creates a strong sense of self-efficacy. Studies have revealed that self-efficacy has a positive impact in individual success, confidence, and future development.⁵

(3) Practical Spirituality of the Spiritual Exercises: One very practical spiritual process of this proposed program is contemplation. This is a fundamental aspect of the Spiritual Exercises.

³ Kouzes, J. and Posner, B. (2007). *The Leadership Challenge*, 4th ed. Jossey-Bass: San Francisco, CA, p. 50.

⁴ Rogers cited in Hopkins, D., & Putnam, R. (1993). *Personal Growth through Adventure*. London, England: David Fulton Publishers.

⁵ Bandura, A. (1977a). *Social Learning Theory*. Englewood Cliffs, New Jersey: Prentice Hall.

Encounter with God is discovered not necessarily at the moment of the encounter, but upon later reflection. This is a critical habit for busy people. It also is an important educational tool. In addition, there is a theme of God laboring in the natural world (e.g., Contemplation to Attain Divine Love), which will be borne out in this program as one of its assumptions.

(4) The Commitment to the Faith That Does Justice in the World: Contemplative leaders seek to live in right relationship with self, others, nature, and God. These relationships are the source and focus of their awareness of their world, how they use their influence to manage behavior, and what they envision for the future. They guide leaders' sense of ethical behavior, allow them to build trust with others by responding to needs, and provide deeper meaning and purpose for achieving their goals. Through specific contemplative leadership methods such as silence, deep listening, storytelling, and dialogue, this program seeks to make students more aware of sustainability issues (e.g., the serious degradation of sensitive ecological habitats in northern California) and make sense of the corrective actions to which their faith calls them. Environmental justice and sustainability are critical aspects of this program.

7. GRANTS OR FELLOWSHIPS RECEIVED DURING PAST THREE YEARS

None

8. PUBLICATION OR OTHER RESULTS OF MOST RECENT INTERNAL GRANT COMPLETED

None

10. ITEMIZED BUDGET, with explanation

Mileage Reimbursement	\$ 742.50
- average of 90 miles round trip for each trip at \$.55 per mile	
- estimate 3 drivers per trip	
Text books	\$ 209.30
- <i>Leave No Trace: A Guide to the New Wilderness Etiquette</i> (Backpacker)	
- 14 copies at \$14.95 each	
Journals	\$ 133.00
- Waterproof Log Book, 4 x 6" FN-6	
- 14 copies at \$9.50 each	
Entrance Fees	\$ 700.00
- maximum estimate considering fees of \$7 per car to \$10 per person	
- 14 people at 5 destinations	
Reflection Dinners	\$1,512.00
- held at local restaurants	
- 14 people at 6 Reflection Dinners (approximately \$18 per person per dinner)	
Paper and Copies	\$ 100.00
- discernment prompts	
- evaluations	
Total	\$3,396.80