

# CONNECTIONS

**In this issue:**  
*After Graduation:  
 A Commitment  
 to Serve*



*Photo credit: Fairfield University*

## **Commencement speakers offer graduates encouragement to pursue their dreams**

*Above: Fairfield commencement speaker, British Robinson, offered these words to graduates at the university's commencement on May 21: "Follow your passion and you will end up where you belong. Don't worry if things get out of control, or if life throws you a curve. Make the best decisions you can, accept life as it comes, and you will be surprised: Mighty forces will come to your aid." Robinson, former national director of the Office of Social & International Ministries and Jesuit Refugee Services/USA, is now senior advisor for public-private partnerships, Office of U.S. Global AIDS Coordinator. For a complete list of AJCU commencement speakers, see page 12.*

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## From the Editor

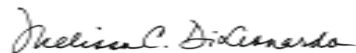
There are many amazing students graduating from Jesuit colleges and universities this year, and we've profiled a few in this issue of *Connections*. The students you will read about are pursuing opportunities that will serve their communities and promote social justice through the Jesuit Volunteer Corps, teaching students in the classroom, and working with immigrants.

The two seniors that I interviewed for this issue stated that one of the things that had the most impact on changing their outlook and philosophy on life during their college years was their immersion experiences in places like Tijuana, Mexico and Santiago, Chile. One student, Carlos Jimenez, noted that through immersion programs, "students have the opportunity to put into practice what they are learning in class and are able to connect with people in situations different from their own. One can witness justice concerns first-hand and is able to put the material presented in school into context." Both students were so moved by their immersion experiences that they felt called to continue their work in the service of others after graduation.

The third student featured in this issue, Katie Pidsosny, has contributed a good amount of time working with the homeless population. She plans to continue her volunteer efforts after graduation and will pursue a career teaching high school chemistry. Katie was the recipient of the 2006 Magis Award at the University of Detroit Mercy.

As we come to the end of the spring semester, it's important to look back at how we began the academic year when Jesuit institutions were called to address the crisis of Hurricane Katrina and help their sister institution Loyola University New Orleans through a difficult period. Cyndy Littlefield, our federal relations director who is working hard to secure more federal funding for Gulf Coast institutions, reminds us in her report that there is still more we can do to help resurrect Loyola and assist in the rebuilding of the city of New Orleans. May the generous and compassionate spirit of the students profiled in this issue inspire us as we continue to develop ways to serve those in need.

Best wishes for a wonderful summer.



Melissa C. Di Leonardo

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## Association of Jesuit Colleges & Universities

One Dupont Circle  
Suite 405  
Washington, DC 20036  
(202) 862-9893  
Fax: (202) 862-8523  
www.ajcunet.edu

President:  
Rev. Charles L. Currie, SJ

Executive Director of  
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## Connections

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## *A Tale of Two Mirrors*

The massive new telescope of the University of Arizona is “binocular,” i.e., designed to have the light from outer space fall on two large mirrors that work together to yield one magnificent picture of the universe. That telescope came to mind when I reflected on two very different images of higher education that we see in the AJCU office: that of the impressive activity on our campuses, and that of the many critics of higher education today. Unlike the telescope atop Mt. Graham, our two images don’t merge into one, but bounce off one another.

The image that emerges from another year of campus visits and publications, and from meetings of AJCU conferences, is of 28 campuses vibrant with interesting faculty, students and staff, and engaged in exciting ideas and projects. Fascinating people and amazing stories come alive in alumni magazines. Just visit any one of our campuses to find much to be enthusiastic about in Jesuit higher education today. We are privileged to visit many campuses and to be deeply impressed by the quality and quantity of what is happening. In the spirit of the Ignatian *magis*, one can sense a restlessness to fulfill more of our potential, but that restlessness is based on a solid record of achievements.

A very different image emerges from visits to Capitol Hill, from the Secretary of Education’s Commission on the Future of Higher Education, and from various other critics for whom we are not accessible, affordable, or accountable. And that is just for starters. Some members of the commission have suggested that we would do better if we scaled back on the services that make our schools special, and imitate the bare-bones services of for-profit schools. Some critics within the Church accuse us of not being sufficiently Jesuit and Catholic, despite the evidence that we are more intentionally so than ever before. Congressional budgets continue to level-fund higher education, while adding more regulations and reporting requirements. And negative media stories delight in pointing out our foibles.

Fortunately, there are still enough discerning observers in Congress, and in the wider public to balance these two radically different images, celebrating the good while constructively critiquing the bad. Personally, I continue to pursue George Bonham’s strategy of being “bullish with a wary eye on the realities.” We do indeed have many strengths; we also face many challenges.

Looking back on the year, I want to acknowledge and thank all the many colleagues with whom it has been my privilege to work this year, on campus and in the various AJCU conferences, where most of the work of collaboration takes place. My appreciation, too, to all the women and men on our campuses who in so many ways make good things happen.

In a very special way, I want to thank the members of the AJCU staff who do so much to serve and promote Jesuit higher education. In Washington, Cyndy Littlefield is our tireless and persistent voice on Capitol Hill; Melissa Di Leonardo is the creative and effective voice for the many ways we communicate with and for you; Anne Garner is the glue that keeps the office working smoothly and on budget; and George O’Loughlin is the generous source of all the data and help you need. Spread around the nation, our JesuitNET staff is led by Dick Vigilante, the guiding force behind an ever-increasing national and international network; Kathleen Snyder and Cindy Bonfini-Hotlosz form the indefatigable pair that works with faculty to design and develop quality online courses; Deene Yenchochic helps us market those courses; and Rita Sage is the patient keeper of the web catalogue that makes those courses more accessible. A few words cannot do justice to the generous and effective work these women and men do, but I trust they know I am most grateful for them and what they make possible. Thank all of you for another year of many accomplishments.

Have a great summer, and God’s blessings to all.



Charles L. Currie, S.J.  
President



## NEW ORLEANS CAN NOT BE FORGOTTEN

Since Hurricane Katrina devastated the Gulf Coast region this past August, AJCU has worked hard to ensure that Loyola University New Orleans and the rest of the Gulf Coast higher education institutions had sufficient federal funding to recover and rebuild.

Last fall, lobbying efforts were complicated because thousands of citizens were without jobs, homes, electricity, food and water. The levees were badly damaged and required substantial funding. Thus, trying to advocate for higher education institutions was challenging because of the larger, overwhelming needs of the citizens and the city's infrastructure problems.

Last November, AJCU produced a higher education disaster chart that was widely used in national and Louisiana lobbying efforts. An estimated \$2.5 billion in physical damages and economic losses impacted higher education institutions in the Gulf Coast region, including Loyola University New Orleans.

Last December, we secured \$200 million in assistance for the Gulf Coast higher education institutions of which \$95 million went to Louisiana and another \$95 million went to Mississippi. This \$200 million paled in comparison to the \$2.5 billion loss sustained by these institutions.

Great effort has been underway this year to acquire more funding in the 4th Emergency Supplemental that is still under consideration. Senators Landrieu (D-LA) and Vitter (R-LA) advocated for additional

funding for Gulf Coast higher education institutions, which resulted in the inclusion of a \$30 million FIPSE grant program, a \$200 million bridge loan program (with a one percent low interest loan to be administered by the Department of Education), and changes to the capital improvement provisions for the historic black colleges and universities.

The twelve New Orleans colleges and universities have received no FEMA disaster assistance funding and no compensation yet from private insurance carriers. Shrinking credit ratings have limited many institutions' capability to borrow funds at reasonable rates.

Two weeks ago, Loyola University New Orleans celebrated the graduation of the Katrina senior class. Sally Stroup, former Assistant Secretary of Postsecondary Education, Department of Education, received an honorary degree for her outstanding student aid leadership in assisting the higher education institutions in recovering from Hurricane Katrina. The Department of Education is to be commended for their constant efforts to share scarce dollars with the colleges and universities from returned federal funds and waiving numerous regulatory provisions.

I was honored and humbled with a presidential medal for my efforts which I shall always cherish.

Although Loyola is repaired, fully functioning and looks better than ever, the university and the other higher education institutions face further challenges. The hope is that Loyola's incoming class will be a large one, but what is happening to the rest of the city will impact decisions by

parents to send their children to college in New Orleans.

Without a doubt, Loyola has been blessed with outstanding leadership of President Kevin Wildes, S.J., who has ridden out this entire disaster with strength, creativity, patience, and persistence. Joined with Tommy Screen, Special Assistant to the President, they have worked tirelessly to ensure that federal funding and state funding were forthcoming.

The entire Loyola family, some of whom still live in FEMA trailers, is feeling the spirit of resurrection.

Out of all of the issues that I have worked on for AJCU and the Jesuit institutions, working on Katrina rebuilding efforts has been meaningful because it embodies the Jesuit mission to assist the poor and those in need.

It is important for the rest of our Jesuit institutions to know that Loyola still needs our help. Therefore, I encourage you to write to the Chairman of the House Appropriations Committee, Representative Jerry Lewis, and Senate Appropriations Chairman, Senator Thad Cochran, and ask them to preserve the \$200 million loan program and \$30 million grant aid for the Gulf Coast higher education institutions in the 4th Emergency Supplemental. It's the right thing to do.



# Prepared to Serve

*Seniors Lori Bocuzzi of Fairfield University and Carlos Jimenez of Santa Clara University say their volunteer experiences in college changed their lives and helped them decide to pursue service opportunities after graduation*

Interview by Melissa C. Di Leonardo

*Graduating seniors Lori Bocuzzi (LB) of Fairfield University and Carlos Jimenez (CJ) of Santa Clara University are looking forward to life after graduation. The two recently discussed their future plans and talked about how their Jesuit education has prepared them for the service opportunities they will pursue.*

**MCD:** Tell us about yourselves and include any interesting background information you would like to share with our readers.

**LB:** I grew up in Doylestown, PA and there are five people in my family: my parents, two sisters and me. My dad is a Fairfield Prep and Fairfield University alumnus so we were raised with the Jesuit ideals. I went to public school for elementary and secondary school, but wanted to go to a Jesuit college. I am a marketing major at the business school.

**CJ:** I was born in Guadalajara, Mexico on February 21, 1984. I moved from Mexico to San Jose, CA in 2000 when I was only 16 years old. I am currently a senior at Santa Clara University majoring in Po-

litical Science with a minor in International Studies.

My experience with Jesuit education has been long and through many different levels. I have attended Jesuit schools in three different countries since I was 12 years old: in my home country of Mexico; in the U.S. where I attended high school and university; and in Chile as part of a study abroad program. Furthermore, I come from a very Jesuit background. In my family, two of my uncles were Jesuits and my parents and many other relatives have studied in Jesuit schools in Mexico as well.

**MCD:** How did you choose your respective schools (Lori - Fairfield; Carlos - Santa Clara)? Did the fact that it was Jesuit impact your decision?

**LB:** My Dad had some influence on my decision to attend a Jesuit school. I had become familiar with the Jesuit value of being "men and women for others." I applied to both Fairfield and Loyola College in Maryland, and I think choosing Fairfield was the right decision for me because I had a great experience. It was very powerful to be at a place where the ideals of humanity and morality are lived out.

**CJ:** I chose SCU on account of receiving a great scholarship, but also because I like that Jesuit education imparts a combination of academic excellence and social awareness to its students. One must take into account the type of education one wants. I was inspired and influenced by my elementary and high school Jesuit education and family tradition, so SCU was an obvious choice for me. I hope to give my own kids a Jesuit education some day.

**MCD:** What are your future plans after graduation?

**LB:** I will be doing JVC - Southwest. I have my last interview with a community center in San Diego, and if I am chosen for this work site, I'll be providing tutoring services to children and working with the elderly. My desire to work in the Southwest is two-fold: I am interested in seeing another part of the country. And I am interested in working with the migrant workers in San Diego. I have a particular interest in these people because I did a service (cultural service learning) trip with the Arrupe volunteers to Tijuana, Mexico and the workers of San Diego have ties to this area in Mexico. My expe-

rience in Tijuana changed my life and altered my philosophy on life. In fact, the experience had such an impact on me that I did two presentations on migrant workers at Fairfield that were open to the whole community. I wanted to educate my peers about this issue.

**CJ:** After graduation, I have the possibility of working in the Katherine and George Alexander Community Law Center, which is part of SCU and gives free legal advice to people with financial difficulties, mostly Latino immigrants. I currently work there part-time as



*Above:* Lori Bocuzzi, Fairfield University '06

an interpreter handling immigration and worker's rights cases, and if all goes well, I will be able to become a full-time assistant. I am passionate about immigration issues because of my experiences working with migrant communities in the U.S. teaching them ESL, my current job at the community Law Center, and well, because I am an immigrant myself.

If this opportunity does not work out, then I plan to volunteer for a year at the Scalabrini brothers Migrant House in Tapachula, Chiapas. This organization provides aid, shelter, food, and other services to Central American immigrants on their way to the United States. I think that this experience will help me enhance my understanding of the immigration phenomenon. It is a possibility I look forward to.

**MCD:** How have the Jesuit values of service and commitment to social justice impacted your decision to pursue these future opportunities?

**LB:** As a business student, I sometimes struggle with the idea of making money or doing something with a different payoff. At Fairfield, I have been challenged to question my values, and by doing this, I have reinforced them. I have felt a personal calling from God, and I have been really challenged to ask the question, what am I doing to make a change?

**CJ:** The Jesuit education I have been so blessed to receive has had a deep impact on my life. Besides what I have learned in the classroom, Jesuit values have been a source of inspiration and motivation. I've found that Jesuit institutions find ways to bring out social justice issues in various subjects, not just in Sociology, Ethnic Stud-

ies, or Political Science, but also in Engineering, Business, and Marketing.

Jesuit education doesn't take a conventional approach; rather, it strives to instill a commitment to not only excel in the academic field, but also to become men and women for others.

A great venue to promote these ideals is through the various immersion trips offered at Jesuit universities. Participation in these programs present students with the opportunity to put into practice what they are learning in class. They are able to connect with people in situations different from their own. One can witness justice concerns firsthand and is able to put the material presented in school into context. You go in asking many questions, and you certainly leave asking even more.

That has been my personal experience at SCU. Through immersion trips abroad and volunteer opportunities in the local community that I have participated in during my college years, my view of the world, society, and my role in them has been forever changed.

**MCD:** How were these values acted out at Fairfield or Santa Clara with professors, staff and fellow students?

**LB:** One example is through Fairfield's Ignatian Residential College, [a program] designed to offer sophomores the chance to study, live, seek, search, and explore life's deeper questions about life, which had a great impact on me. It helped me reflect on my life. I had every opportunity to reflect on three important questions: Who am I?, Whose am I?, and Who am I called to be?

Every student is designated a mentor. My mentor was Jim Bowler, S.J., who was great. He continues to be a mentor to me today. Also, the folks in cam-

pus ministry, particularly Sue McEvoy and Terry Devino, S.J., were great. They helped with my decision to do JVC.

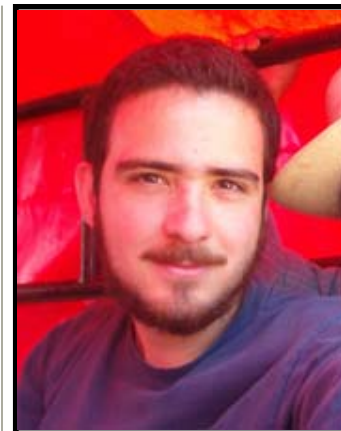
**CJ:** In the Santa Clara Community Action Program, a student-run volunteer group that I work in, I have been able to meet other students with similar interests and that are also committed to social justice. It's great to see people from all different backgrounds addressing social justice issues. Furthermore, the Arrupe Center provides opportunities for students to volunteer and become involved in the community. Through the Arrupe Center, many professor in the areas such as Sociology, Political Science, and Anthropology set up community service placements as part of the requirements for their courses to give students a better understanding of the topics covered in class.

Another example of values acted out is in the area of our business classes, where the emphasis of the courses is different from other programs in that the focus is not only to teach students techniques to maximize benefits and minimize costs, but rather on becoming more humane businessmen/women. There is still, however, much work to be done in this area so that the Jesuit values and mission are not lost along the way.

**MCD:** Biggest challenge at Fairfield/Santa Clara?

**LB:** I think the biggest challenge has been bridging the gap between being a business student and being committed to my goals of doing for others. We often have discussions in class about what defines profitability. Is it just big bucks in life? I am interested in doing something with a different payoff.

**CJ:** There were certainly academic and adjustment challenges



Above: Carlos Jimenez, Santa Clara University '06

for me, as for any incoming college student. It was especially difficult for me since at the time I started college I had only been in the country for two years. I was not only adapting to college life, but was also still in the process to adjusting to life in the U.S. From a multinational point of view, it was a challenging experience due to the language barrier and culture shock. Being a minority in a non-ethnically diverse institution made it a bit more difficult. Still, my years in Santa Clara have been fun, enriching, and life changing. I can honestly say that the positive experiences at Santa Clara outweighed the difficulties I encountered during my first years. I am very grateful for having the opportunity to be part of the SCU community.

**MCD:** What kind of future challenges do you anticipate?

**LB:** I think the reality of the people's lives we're involved with through JVC will likely be difficult. In business, it's easy to meet the bottom line. But in service programs [when you're dealing with people's lives and all the variables involved], the goals might be harder to meet. I think it will be a challenging year, but I will look to Christ as

(continued on page 11)

## Registration Opens for Summer 2006 CADE Online Workshop

**Dr. Richard Vigilante, Executive Director  
Jesuit Distance Education Network**

JesuitNET will offer its popular entirely-online Competency Assessment in Distributed Education (CADE) course design workshop in summer 2006 for 15 faculty participants from Jesuit colleges and universities. Scheduled for July 17 through August 27, the workshop's participants will join over 200 workshop alumni in designing competency-based on-campus or online courses.

Intellectual rigor, critical thinking and personalized instruction have long been the hallmarks of a Jesuit education, which moves the learning experience beyond rote knowledge to the development of more complex problem-solving skills. To realize these learning outcomes, CADE uses evidence-centered design to identify and assess student competencies, and cognitive apprenticeship to promote student mastery of higher-level thinking skills. CADE-based courses focus not only on what students *know*, but also on what they can *do* with what they know.

CADE workshop participants take on the roles of both student and course designer. As a student, participants have the opportunity to experience some of what their students may experience in courses with online components. As a curriculum designer, participants will step through key activities that need to be considered in the design of a competency-based course.

The workshop offers an approach and set of reflective exercises to facilitate the process of thinking about and developing a course that is designed around competencies. The workshop materials are intended to provide faculty with new ways of thinking about teaching and learning and adapting teaching practices to distributed learning environments.

Each workshop participant will prepare a 25+ page portfolio that consists of six worksheets and accompanying narratives. The portfolio will be developed throughout the CADE workshop,

becoming a cumulatively more detailed document that is purposeful and useful at each stage of preparation. Completion of the portfolios will reinforce the CADE design process, and provide an excellent building block for subsequent course production and implementation.

At the conclusion of the workshop, participating faculty should be able to say that they --

- Used new concepts and ideas to enhance knowledge about teaching and student learning within their disciplines
- Developed an understanding of the teacher as a facilitator of ideas and thinking processes
- Reflected more explicitly on teaching practice and student learning and the relationship between the two
- Conceptualized the design of one course using the CADE methodology
- Developed an understanding of the commitment and resources required to develop, produce and deliver a competency-based on-campus or online course

The CADE workshop will be preceded by a week-long Pre-Session where participants will familiarize themselves with the basic features of the workshop's Blackboard course management system, verify they have the minimum workshop software requirements for accessing content in the workshop, and review the workshop syllabus and complete the initial assignments. The full six-week workshop will require an average of ninety hours of thinking, discussing, reading, and writing.

Faculty members interested in attending the summer 2006 CADE workshop should contact their [campus JesuitNET representative](#) for additional information and an application form. Summer CADE workshop applications must be submitted by June 30.

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# UDM GRADUATE ABIDES BY GOD'S PLAN

By Paula L. Guthat  
Communications Specialist, Marketing and Public Affairs  
University of Detroit Mercy

University of Detroit Mercy 2006 Chemistry graduate Katie Pidsosny has been heavily involved with service projects throughout her college experience, but her parents probably aren't surprised about her achievements. Their example of sustained compassionate action is one of two factors to which Pidsosny attributes her dedication to serving others. The other, she says, is God's plan for her.

Pidsosny says "God works through me by putting me into different situations, where I either start programs or increase activity in existing programs, and then I move on to the next one. I don't have to worry about anything. I just do what I can, and trust that He'll give me the strength I need."

One part of God's plan for Pidsosny has been her ongoing commitment to helping some of the most vulnerable members of our society, the homeless. This manifested itself especially through her work with UDM's Sandwich Bus program, in which UDM students deliver sandwich lunches to Detroit's homeless on Saturday mornings. In the past, the Bus ran once a semester, but Pidsosny's involvement changed that.

Beginning in 2004, as treasurer of UDM's chapter of the

service fraternity Alpha Phi Omega, Pidsosny raised funds for the Bus program. She personally obtained the van, organized the volunteers and routes beforehand, packed and helped hand out the lunches. She also drove the van, often to areas of the city where most others would not go.

In 2006, she organized a highly successful food drive at UDM, providing enough food for two weekly trips. She also organized a blanket drive, which yielded not only the blankets needed, but also hats, mittens, gloves, scarves, coats, other clothing, and more food.

All of this activity led to greater on-campus awareness of the Bus program. Pidsosny says, "More students became interested in helping. The homeless recognized the Bus and looked forward to our arrival. It was an exciting and fulfilling experience to go out on the weekends and make a difference in so many people's lives."

Her enthusiasm also inspired UDM alumni to become involved with the Bus as well, thus enabling them to live UDM's mission.

Pidsosny has also worked with the Macomb County Rotating Emergency Shelter Team (MCREST), a program in which homeless people are given room and board at various congregations for 30



*“Every day I spend with Katie is an inspiration...I know she will take her wonderful spirit with her and inspire others in the classroom as a teacher, through her volunteer efforts and just being Katie.”*

*- Excerpt from a nominating letter for Katie for the Magis Award*

days. Pidososny says, “During their stay, they can work and save up money to get their lives back in order. They go from church to church every week, so I help with the driving, serving, chaperoning, check-

in and anything else they need help with.”

Pidososny is also involved with helping other youngsters learn, as evidenced by her work in the library at Bethany Elementary School on Detroit’s east side. She says



Above: *Katie Pidososny, Class of 2006*

“The librarian there was out with medical problems, so I went in and took care of the library, fixing books and organizing everything while she was gone.”

Because of projects like these and the many others she has worked on, Pidososny received UDM’s Magis Award, which is

granted each year to one student and one faculty member who have demonstrated significant or sustained contributions to the Catholic and spiritual impact of education at the University of Detroit Mercy.

Pidososny, who lived on UDM’s Peace and Social Justice floor for two years, earned her bachelor’s degree in Chemistry, and she plans to continue her commitment to service—this time in the classroom, as a high school chemistry teacher. She will continue her work with MCREST and at Bethany, as well as “whatever comes up. That is how my life has always been. If it looks interesting and I feel that I should help with it, I help with it wholeheartedly.”

As one letter nominating Pidososny for the Magis Award read, “Every day I spend with Katie is an inspiration...I will be sad to see her leave UDM but I know she will take her wonderful spirit with her and inspire others in the classroom as a teacher, through her volunteer efforts and just being Katie.”



# CAMPUS NEWS CLIPS

By George O'Loughlin

## GEORGETOWN STUDENT HONORED FOR COMMUNITY SERVICE

GEORGETOWN UNIVERSITY student Haamid "Happy" Johnson (C'07) was named one of five winners of Campus Compact's annual Howard R. Swearer Student Humanitarian Award. The award was given in recognition of Johnson's dedication and service to others, and in particular for his founding of Blanket New Orleans, a non-profit organization committed to supplying blankets and other supplies to homeless and needy residents of the city.

During the 2005-06 winter break, Johnson spent four weeks living in New Orleans, volunteering for the American Red Cross Mobile Feeding Unit in disaster relief efforts from damage caused by Hurricane Katrina. Upon his return, Johnson created Blanket New Orleans, a non-profit dedicated to providing blankets for the city's displaced residents. The organization has raised more than \$4,000 and delivered more than 400 blankets and fifty care packages of sanitizer and tissues to needy residents of New Orleans.

"We are delighted that Happy has been selected for this prestigious award," said Kathleen Maas Weigert, director of Georgetown's Center for Social Justice Research, Teaching & Service. "The honor is a tribute to the clear focus and abundant energy that he brings to improving the lives of those around him."

The award is named in honor of Howard R. Swearer, the fifteenth president of Brown University and one of the founders of Campus Compact. Swearer believed universities should be communities of compassionate people involved in serious intellectual pursuits, but never divorced from the realities of their communities.

## JOHN CARROLL UNIVERSITY'S STUDENT NEWSPAPER, WINS 13 NATIONAL AND REGIONAL AWARDS

The JOHN CARROLL UNIVERSITY student newspaper, *The Carroll News*, set another award-winning record this year, by earning 13 national and regional awards and setting an achievement record in the paper's 80-year history. Recognition comes from the Society for Collegiate Journalists (SCJ) and the Society of Professional Journalists (SPJ) for the 2005-2006 academic year.

"It's wonderful that these national and regional organizations have honored our hard-working, dedicated student journalists for the high quality product they have provided the JCU community this school year," says Robert Noll, an instructor in the Department of Communications and Theatre Arts at John Carroll University and the advisor to *The Carroll News*. "I'm very proud of our staff of reporters and editors."

The awards received from the Society for Collegiate Journalists included awards in overall excellence, editorials, personal opinion column, features, photography, and design, to name a few.

According to the judge's comments from the Society of Professional Journalists, *The Carroll News* offered "the best range of content. The staff knows its audience, focusing on student-related articles, while providing a nice selection of interesting feature, national and opinion pieces. The layouts were attractive with a good effort to incorporate graphics and creativity into the feature design."

## SEATTLE UNIVERSITY RECEIVES LARGEST GIFT IN ITS HISTORY

The Bill & Melinda Gates Foundation has pledged \$10 million as a challenge gift toward the Learning Commons and Lemieux Library Project at SEATTLE UNIVERSITY. It is the largest single donation in the university's 115-year history.

The Gates gift is the first major donation in a \$35.5 million campaign to renovate SU's 1960s-era library and build an adjoining high-tech learning commons to serve the university's 7,000-plus undergraduate and graduate students.

"Students have rightly identified a new library and learning commons as the most important project for the university to undertake," said President Stephen V. Sundborg, S.J. "We feel very fortunate that the Gates Foundation acknowledges that assessment and are grateful for their support."

"We recognize the outstanding education Seattle University provides and the important ways it serves our community through its diversity and outreach," said Melinda French Gates, co-chair of the Bill & Melinda Gates Foundation. "The new Learning Commons and Library will support the university in carrying out its mission. We are pleased to contribute toward making this possible."

## UNIVERSITY OF SCRANTON TEACHER OF THE YEAR

The UNIVERSITY OF SCRANTON has awarded, William J. Parente, Ph.D., professor of political science, the Teacher of the Year Award, chosen by the university's graduating class of 2006.

The Teacher of the Year Award, instituted in 1996 by the academic support committee of the university's Faculty Senate, honors a faculty member who maintains high standards of aca-



ademic excellence and fairness and who, through enthusiasm and dedication, inspires interest in a given field of education. Dr. Parente was chosen by the university's senior class in a secret ballot.

"I am edified that the senior class would elect so hard-nosed and indeed Draconian a professor for this honor," Dr. Parente commented.

Dr. Parente joined The University of Scranton in 1970 as the dean of the College of Arts and Sciences. He served as dean until 1985, and has since taught in the political science department at Scranton. Dr. Parente has received four senior Fulbright Fellowships, and has served as Fulbright advisor at The University of Scranton and on the national Fulbright selection and advisory committees. He has also traveled extensively throughout Asia, Eastern Europe, the Middle East, and the former Soviet Union.

All nine of his children graduated from The University of Scranton before going on to professional schools.

### XAVIER STUDENTS SPEND THREE MONTHS IN GHANA

Nine Xavier University students spent January 16 to April 21 in Kumasi, Ghana as part the University's Academic Service-Learning Semester Program, living with native host families, studying and serving at local orphanages and shelters.

"It's important as we pursue greater diversity here to have some experiences available for our students in Africa because of the historical connection between the U.S. and Africa, because Africans have much to teach us about their cultures and histories, and because increasingly that's where the world's poorest people are living," says Kathleen Smythe, associate professor of history, who led the trip.

The one male and eight female students earned credit studying the Twi language, West African Religions, West African History, Asante Dancing and Drumming, and Service Learning. Their days were long, but productive. They went to their service sites in the mornings, to class in the afternoons and then back home to their host families, who were very hospitable and generous.

Each student came away with a good sense of the ways in which Asante culture, Ghanaian history, and world economic systems have influenced the area's history and the experiences of its peoples over the last five hundred years. The students attending were: Kelli Blum, Emily Gleason, Amanda Lattanzio, Mary Monroe, Megan Shapiro, Monique Simpson, Alex Tucker, and Desiree VanDyne.



*(continued from page 6)*

my support system. With all that I will be trying to accomplish, I think it will be hard to be patient for changes to occur within the population with which I'll be working. So, I will need to work at being patient with myself during the year.

**CJ:** On a personal level, one of my challenges is how to find a profession that allows me to make a living and provide for a family but that at the same time allows me to be committed to the social justice issues that I am passionate about. I think that the Law Center is a good starting point to pursue this balance in my life. Working at the Law Center and providing law advice to immigrants has sparked my interest in law. So, perhaps law school is in my future.

My second challenge is finding a way to be connected to Mexico and Latin America. I am passionate about Latin American, its peoples, and its affairs. Being from Mexico and after studying abroad in Santiago, Chile for a year, I have developed a strong connection to this region. I would love to find a job that would allow me to work in Latin America and the U.S., to serve as a bridge between these different areas. I don't want to lose my connection with Latin America and its people.

**MCD:** How has your Jesuit education prepared you for your life beyond graduation?

**LB:** I believe I was completely educated as a whole person. I was a business major that took four art history classes and religion courses. I went to college and was educated and enlightened academically, socially and in my faith life. I am able to relate things to one another and to see how courses can be interrelated. For instance, I can take my courses in business, science and history and understand how they relate to one another. This has helped me understand the "bigger picture" about the world and has allowed me to make more sense of it.

**CJ:** Yes, my Jesuit education has very much prepared me for the path that awaits me after graduation. Academically, it's one of the best you can get, above Ivy League schools or other prestigious institutions. Also, Ignatian spirituality and values are deeply ingrained in me. There's a really popular phrase at SCU that is shared with students that are about to depart on immersion trips: "Be prepared to be ruined for life." After many wonderful academic, spiritual, social justice-oriented experiences at SCU, I can't look at life in the same way as I used to. I can't look at the suffering, injustice, and social degradation happening around me apathetically. I truly have been ruined for life.

My family, my friends, and my mentors, many of whom I have met at Santa Clara University, have helped shape the person I am today. I am grateful for the friendships, the experiences, and the opportunities that SCU has given me.

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## ~ 2006 UNDERGRADUATE COMMENCEMENT SPEAKERS ~

**Boston College** - May 22, Condoleezza Rice, U.S. Secretary of State

**Canisius College** - May 20, Cardinal Theodore E. McCarrick, archbishop of Washington, DC

**College of the Holy Cross** - May 26, Bob Wright, chairman and chief executive of NBC Universal, and vice chairman and executive officer of the General Electric Company

**Creighton University** - May 13, Tim Russert, NBC political analyst

**Fairfield University** - May 21, British Robinson, senior advisor for public-private partnerships, Office of U.S. Global AIDS Coordinator

**Fordham University** - May 20, Chris Matthews, anchor of MSNBC's *Hardball*

**Georgetown University** - May 18, Paul Tabliabue, (outgoing) Commissioner of the NFL

**Gonzaga University** - May 14, Rev. Pat Twohy, S.J., superior of the Rocky Mountain Mission

**John Carroll University** - May 21, Sister Mary Peter Travis, OP, Ph.D., named "First Lady of Catholic Education" by *Today's Catholic Teacher*

**Le Moyne College** - May 21, Sandra L. Townes, United States judge for the Eastern District of New York

**Loyola College in Maryland** - May 20, NBC's Bob Costas

**Loyola Marymount University** - May 6, Los Angeles Mayor Antonio Villaraigosa

**Loyola University Chicago** - May 19, Jo Luck, President and CEO, Heifer International Sciences; Anthony Fauci, Director, National Institute of Allergy & Infectious Diseases

**Loyola University New Orleans** - April 29, R.W. "Johnny" Apple Jr., associate editor of *The New York Times*

**Marquette University** - May 21, Elaine L. Chao, secretary of the United States Department of Labor

**Regis University** - May 14, Rev. Michael Sheeran, S.J., President

**Rockhurst University** - May 14, Nicole Marie Lee, an English major from Omaha, Neb., will deliver the commencement address at the bachelor's ceremony

**Saint Joseph's University** - May 13, Sister Helen Prejean, the author of *Dead Man Walking: An Eyewitness Account of the Death Penalty in the United States*

**Saint Louis University** - TBA

**Saint Peter's College** - May 21, Mr. Philip Bosco, award-winning and acclaimed actor, raised in Jersey City and graduated from Saint Peter's Prep

**Santa Clara University** - June 17, Thomas Reese, S.J., former editor of *America* magazine

**Seattle University** - June 11, Architect Steven Holl, designer of SU's famed Chapel of St. Ignatius

**Spring Hill College** - May 14, Rev. John W. O'Malley, S.J., Distinguished Professor of Church History at Weston Jesuit School of Theology

**University of Detroit Mercy** - May 13, Mead Goedert of Omaha, a graduating senior

**University of San Francisco** - May 19, Michael Tilson Thomas, music director of the San Francisco Symphony; Richard Blum, founder and chairman of the Himalayan Foundation

**University of Scranton** - May 28, Wycliffe Gordon, acclaimed jazz musician and educator

**Wheeling Jesuit University** - May 13, The Honorable Joe Manchin III, Governor of West Virginia

**Xavier University** - May 13, The Rt. Rev. Herbert Thompson Jr., retired diocesan bishop of the Episcopal Diocese of Southern Ohio, and U.S. Representative and House Majority Leader John Boehner, a 1977 Xavier alumnus



## ~ UPCOMING CONFERENCES ~

### “Make Poverty History: Mobilizing American Catholics to End Global Poverty”

Co-sponsored by the University of San Francisco and the  
Archdiocese of San Francisco  
October 27-28, 2006

The conference will be the start of a national campaign to energize the American Catholic Church specifically around the goal of increasing U.S. foreign aid to 0.7 percent of the GDP.

Principal speakers for the conference include:

- Jeffrey Sachs (confirmed, via live video) author of *The End of Poverty*
- David O’Brien (confirmed) on “Celebrating the 20th Anniversary of Economic Justice for All: The Significance of the Letter and Major Trends in the Church over the Past 20 Years”
- Margaret O’Brien Steinfelds (confirmed) on “American Catholics and Millennium Development Goals (MDGs)”
- James Wolfensohn (Invited)
- A group of prominent business leaders, including Paul Ottellini (CEO of Intel), Eric Schmidt (Google), Ester Dyson, Charles Geschke (Adobe) and Richard Blum.

For more information about the conference, contact Julia Dowd at USF, [dowd@usfca.edu](mailto:dowd@usfca.edu). To learn more about the Millennium Project, see <http://www.unmillenniumproject.org/>.

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### Worldwide Conference for Jesuit Educators in Adult and Online Learning

November 1-3, 2006  
Denver, CO

This conference is co-sponsored by The Office of the Secretary of Communication of the Society of Jesus (Rome), the Association of Jesuit colleges and Universities (USA), and Regis University (Denver, Colorado) and honors the anniversary celebrations of the Society of Jesus in 2006 that remember the apostolic energy of the founding Jesuits in their desire to go into the world.

The conference web page is: [www.jesuitworldwide.org](http://www.jesuitworldwide.org).

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### Callings: Fostering Vocation through Community-Based Learning

Phase One: Web Conversation - September 15 - March 15, 2007

Phase Two: Conference - March 15-17, 2007

Join a Web-based Conversation and Academic Conference on how to educate students to respond constructively to society’s challenges, to dedicate themselves to the common good.

**Place:** Santa Clara University, Santa Clara, California

Featured Speakers:

- Sharon Daloz Parks, Director of Leadership for the New Commons, an initiative of the Whidbey Institute in Clinton, WA, and author of *Big Questions, Worthy Dreams*.
- Michael Himes, Professor of Theology at Boston College, and author, among other books, of *Doing the Truth in Love: Conversations about God, Relationships, and Service*.

Conference website: [www.scu.edu/ignatiancenter/cblconf/](http://www.scu.edu/ignatiancenter/cblconf/)



## Summer Reading

Braskamp, Larry A., Trautvetter, L., and Ward, K. *Putting Students First: How Colleges Develop Students Purposefully*. Bolton, MA: Anker Publishing Company, Inc., 2006.

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*Catholic Identity in Our Colleges and Universities: A Collection of Defining Documents*. Committee on Education, Bishops' and Presidents' Subcommittee. United States Conference of Catholic Bishops, March 2006.

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Clooney, S.J., Francis X., Ed. *Jesuit Postmodern: Scholarship, Vocation, and Identity in the 21st Century*. Lanham, MD: Lexington Books, 2006.

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Gallin, O.S.U., Alice, Ed. *Ex corde Ecclesiae: Documents Concerning Reception and Implementation*. Notre Dame, IN: Notre Dame Press, 2006.

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Morey, Melanie, and Piderit, S.J., John J. *Catholic Higher Education: A Culture in Crisis*. New York, NY: Oxford University Press, Inc., 2006.

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Palestini, Robert. *A Path to Leadership*. Lanham, MD: Rowman and Littlefield Education, 2006.