

CONNECTIONS

In this issue:
***The
 Increasing
 Importance of
 Immersion
 Programs***



Photo credit: Regis University

Cultural Exchange

Above: Matthew Westerlund, right, a Regis University student on a Brazilian student exchange program, participates in a research project on the reefs of Santa Cruz, Espirito Santo where they spent a couple days studying marine ecosystems, organisms and the reef structure of the area. Matthew is studying genetics, tropical ecology, environmental chemistry, and Portuguese at Universidade Federal de Minas Gerais in Belo Horizonte, the capital of the Brazilian state of Minas Gerais.

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From the Editor

The week of November 13-17 has been designated "International Education Week," in an effort by the U.S. Departments of State and Education to "celebrate the benefits of international education." Throughout this week, colleges and universities are encouraged to organize activities that emphasize how their internationalization efforts are advancing global understanding.

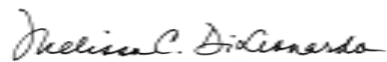
Promoting the value of international education is a *year-round* initiative for Jesuit colleges and universities, and there is a particular focus on the importance of immersion experiences that are being offered to students on Jesuit campuses. The multi-dimensional nature of these programs give students a chance to see the world with new eyes, reevaluate priorities, and reflect on the cultural, social and economic aspects of their often poverty-stricken surroundings. We are pleased to highlight a few of these programs in this issue.

Following the terrorist attacks of September 11, 2001, Jesuit institutions, among other U.S. higher education institutions, recommitted themselves to internationalizing their campuses. Our AJCU presidents emphasized "the importance of international understanding made possible by the valued presence of international students, faculty and staff on our campuses." (*Statement by the Presidents of U.S. Jesuit Institutions on National Tragedy*, October 11, 2001.) There are several signs of progress, and our most recent data indicates that Jesuit institutions have students from over 160 countries on their campuses, faculty exchange programs on five continents, study abroad programs for students in over 100 countries, and a growing number of immersion programs around the world.

This information is encouraging as is the recent study by the Institute of International Education (IIE), which found that the number of students studying abroad in 2005 was up 8 percent to 205,983, and new enrollments of international students was also up 8 percent from 2004-05.

We are currently preparing an updated survey of AJCU international programs, and we look forward to sharing the information with you over the next few months.

Safe travels.



Melissa C. Di Leonardo

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Letting the Gritty Reality of this World into Our Lives

Fr. Kolvenbach, in his moving talk on justice in October 2000, spoke of a sense of solidarity that can be developed only “through contact not concept,” and how students must “let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering, and engage it constructively.”

Since then, “immersion” experiences have become an increasingly important part of education on Jesuit campuses today — not only for students, but also for faculty, staff, administrators and even trustees who have arranged their own immersion trips to develop a new understanding of our commitment to educate for justice.

Common to all these experiences is the opportunity to identify with others, learn from them and walk with them on what becomes a common journey. Jesuit Volunteers have long described their experience as having been “spoiled for life.” We never come away unchanged; in many cases, we are transformed.

In immersion experiences, a striking role reversal takes place. We, who once thought we were the developed world coming to do good for developing peoples, discover how much they do for us. We of the first world are made whole by our friends in the supposed third world, who teach us to find life in the midst of death, hope in the midst of despair, and love and courage when all seems lost. I think of how patient they are in trying to teach us these essential lessons, as delegation after delegation comes to learn at their feet and from their hearts.

Today our students, faculty, staff, and now alumni and trustees are immersing themselves in a reality different from their own – in our cities and around the world – not to build a resume or to seek cultural enrichment, but to become more part of the “gritty reality of this world,” and to experience a well-educated solidarity.

Each year at the Ignatian Family Teach-In in Columbus, GA, students bear eloquent witness to how immersion experiences have changed their lives. Our challenge now is to build on and expand these experiences of solidarity to last lifetimes. We need to continue to learn from people and nations different from us, and thereby work together to put a human face on the forces of economics and globalization.

At the recent Worldwide Jesuit Conference on Adult and Distance Learning in Denver, participants from 20 countries enthusiastically endorsed a proposal to link the resources of our Jesuit institutions with the needs of people served by other Jesuit organizations around the world. I suspect the enthusiasm for the project was reinforced by the fact that many if not most of those present had participated in immersion experiences that engendered a spirit of solidarity with their sisters and brothers around the world.

Special Thanksgiving blessings to all!



Charles L. Currie, S.J.
President

DEMOCRATIC VICTORY IN MIDTERM ELECTIONS

The Democrats won back control of the House of Representatives and the Senate in what was a winning strategy that tapped into tremendous voter dissatisfaction with President Bush and the war in Iraq, scandals, corruption, and other issues. Democrats will now be in control of the House after twelve years as the minority. Final numbers are not complete yet as eleven House races are still unresolved. Democrats have at least 30 additional seats over the Republicans at this point.

The Senate will also be controlled by the Democrats with a 51-49 margin. Six tough races were won by the Democrats, some in predominately Republican states: Bob Casey (D-PA) beat out conservative Senator Rick Santorum (R-PA); Representative Sherrod Brown (D-OH) knocked out moderate Michael DeWine (R-OH); Sam Whitehouse beat moderate Senator Lincoln Chafee (R-RI); and in Montana, John Tester (D-MT) edged out a win over Senator Conrad Burns (R-MT). A few days after the election, Jim Webb (D-VA) won with an 8,000 lead over Senator George Allen (R-VA). Two independents will caucus with the Democrats: Senators Joseph Lieberman (I-CT) and Bernie Sanders (I-VT). Chafee and DeWine will be particularly missed as they consistently voted against their party for increases in Pell grants and campus-based aid during budget and appropriation amendments on the Senate Floor.

In the House, Minority Leader Nancy Pelosi (D-CA) will become the first woman Speaker of the House of Representatives, being third in line of succession to the President. The Majority Leader race will pit current Minority Leader Steny Hoyer (D-MD and Georgetown Alum) against Representative Murtha (D-PA). House Democrats have planned

their organization meeting for November 16. The Republicans organizational meeting is November 17.

Senate Leadership will be finalized on November 14, and will confirm Senator Harry Reid (D-NV) as the Majority Leader and Senator Dick Durbin (D-IL and Georgetown alum) as Majority Whip. Senate numbers will be tight throughout the 110th Congress, and Democrats will be forced to continue working with moderate Republican Senators.

On higher education policy: Representative George Miller (D-CA) has reaffirmed his interest in the chairmanship of the House Education and Workforce Committee. The 21st Century Subcommittee Chairmanship may be an open seat as Ranking Member Dale Kildee (D-MI) has expressed his interest in working on the reauthorization of Leave No Child Behind. Senator Ted Kennedy will be the Chairman of the Senate Health, Education, Labor and Pensions Committee.

On the budget, Representative Spratt (D-SC) will be the new Chairman of the Budget Committee, and Senator Kent Conrad (D-ND), the new chair of the Senate Budget Committee. Representative David Obey is poised to assume the important position of Chairman of the Appropriations Committee, as will Senator Byrd in the Senate.

Democrats intend to reintroduce "paygo" budget enforcement that in essence would mandate that there has to be offsets of funds to pay for any increases to the federal budget. "Paygo" rules will present challenges in trying to realize increases for important programs like Pell grants, while trying to pay down the deficit.

The Democrats plan to introduce legislation on increasing minimum wage, stem cell research, and cutting student loan interest rates by half in the first 100 hours of the 110th Congress. It is estimated that the cost of cutting the student loan interest rates in half is \$37 billion over five years. The Democrats campaigned

on increasing the Pell grant program up to \$5,100, and enhancing tuition tax credits. They have consistently talked about providing access to more students and tying that into lack of federal funding and high student loan interest rates. But, underlying the access issue was the Democratic concerns on college cost, a volatile issue for higher education.

We expect Chairman Miller and Kennedy to proceed ahead with HEA reauthorization next year, while introducing their own perspectives on increasing authorization levels for Pell grants and decreasing student loan interest rates. It seems likely that the Democrats would push for the STAR act, which is an incentive program for higher education institutions to participate in the direct lending program. AJCU was the only higher education association supporting STAR ACT last year.

From a funding perspective, both budget and appropriations chairman in both House and Senate are huge supporters of federal student aid programs, not only for Pell grants, but, also for campus-based aid, TRIO, GEARUP, Graduate education, and Teacher Education. We are hopeful that the Democrats will be able to break the five year draught for increasing the Pell grant maximum award, stuck at \$4,050.

While it is difficult to predict the outcomes for the 110th Congress, there is every reason to be assured that higher education issues and funding will have full consideration in this new Congress next year.

Jesuit Alumni in the 110th Congress: Preliminary counts look like there will be between 49 to 51 Jesuit alumni in the 110th Congress. AJCU will publish the final list of Jesuit alumni in the 110th Congress once all races are decided.



International Education for Solidarity

Institutional Immersion through Partnership Program between Fairfield University and the UCA-Managua

Robbin Crabtree, Ph.D.
Professor & Chair, Communication Department, and
Director of Service Learning
Fairfield University

The call to internationalize the academy has resulted in a general consensus that increased global interdependence requires the preparation of an international workforce with stronger cross-cultural communication skills, and more globally aware students and citizens. Programs to realize internationalization include traditional study-abroad programs, opportunities for U.S. faculty to teach and conduct research abroad, and the development of satellite programs abroad to meet the needs of a variety of international student populations.

While conversations about immersion focus largely on students and learning outcomes, the inter-institutional partnership between UCA-Managua and Fairfield University illustrates a more institutional model of immersion framed by the two universities' shared missions, and characterized by two-way immersion opportunities for students, faculty, and administrators. International partnerships between educational institutions build our capacity to educate students and prepare professionals for the global economy, to form

globally-aware citizens, and to build a collaborative spirit of problem-sharing and -solving; they are also ways to realize our Jesuit university mission and call to solidarity (Crabtree, Sapp, Malespín, & Norori, forthcoming; also see recent articles in *Conversations*, especially Privett, 2003 and Kane, 2003).

The call to internationalize is increasingly related to a call to social justice consciousness. In 1975, an international delegation of Jesuits adopted justice as a single integrating principle for all Ignatian institutions ("Justice in a Global Village"). Since then, the Jesuits have been called to "enter into solidarity with the poor, the marginalized, and the voiceless" ("Documents," p. 239), and more recently called to manifest the faith that does justice in Jesuit higher education (Kolvenbach, 2000). Partnership and cooperation are identified not only as pragmatic, but as "an essential dimension of the contemporary Jesuit way of proceeding" ("Documents," p. 240). The words of Reverend Peter-Hans Kolvenbach, S.J., the Superior General of the Society of Jesus (2000), have been particularly resonant in the Jesuit colleges and universities. For ex-

ample, Paul Locatelli, S. J., President of Santa Clara University, has argued that solidarity should be the guiding principle of teaching about globalization (quoted in "Justice in a Global Village"). Solidarity is more than partnership here; it is a consolidation of interests and responsibilities that should be inscribed in the partnership agreement and enacted in a spirit of fellowship. It is the understanding that, as Jesuit institutions, we share a common community, and despite our different positions in the international matrix, we are interdependent. Moreover, we share responsibility to illuminate the injustices of our global inter-relatedness.

While accompaniment is often related to Jesuit spiritual and ecumenical practice, it has more recently been identified with the social justice mission of the Jesuit colleges and universities. For example, Jesuit Volunteers International's Tom Drexler argues that accompaniment is the precursor to transformational change, that accompaniment leads to true collaboration that is mutually beneficial (2003). This includes a commitment to a sustained presence in develop-

ing countries to redress the "unevenness of the resources available to Catholic higher education worldwide" (Miller, 2005, p. 20; also see Gordon, 2003). Very recently, partnerships with institutions in the developing world have been identified as "a true mark of an institution's catholicity" (Miller, 2005, p. 21).

The partnership between Fairfield University and the *Universidad Centroamericana* (or UCA, pronounced "ooka") was formalized in 2004 after years of grass roots faculty efforts and more recent top-level administrative initiatives ("Fairfield University Enters Partnership"). The agreement signed by the Presidents of the two Universities reveals much about the values that have guided its formation: "We are two Jesuit universities that share the same principles, values, and educational philosophies. The Society of Jesus compels us towards a greater integration and mutual collaboration and support between our educational institutions" ("Notes for a Proposal," 2005, p. 1). The partnership documents reference student and faculty exchanges, the development of

a study-abroad program at the UCA, integrated research agendas, and a shared commitment to internationalization, diversity, solidarity, and justice.

Early developments in the partnership have been in the fields of communication, and this is the area in which I have been most involved. Communication is the largest single major at Fairfield University and enjoys a similar emphasis at UCA, where all the best journalists and communication professionals in Nicaragua are known to have studied. The communication partnership involve faculty development programs, emerging research collaborations, and collaborative writing projects (e.g., Crabtree, Sapp, Malespín, & Norori). Themes of collaborative faculty workshops to date have included new media technologies in the public sphere, intercultural communication in the global economy, and professional writing for global audiences. For Fairfield University, the exchange creates opportunities to explore communication theories and issues from an international perspective; meanwhile, UCA faculty and students increase their academic preparation, while also generating revenues to support and sustain their programs, as state budget cuts continue to threaten higher education in Nicaragua.

Beyond communication, the collaboration includes a shared research and social action agenda concerning contemporary issues on migration, which the Jesuit Conference of the United States has identified as a priority. An interdisciplinary project on environmental issues has been identified as a priority for both institutions.

Faculty members from many departments and research institutes at both institutions are already involved in a variety of research projects on these and other topics. It is worth noting that the partnership also has encouraged new collaborations and alliances *within* each of the universities, as we form consortia and interest groups to further the partnership's goals.

Though still in its early stages, exposure to issues in Nicaragua -- and the structures of globalization that frame Nicaragua's historical experience and its relationship with the United States -- increases Fairfield University's ability to understand growing economic disparity, processes/effects of globalization, and sustainable development. UCA's exposure to U.S. faculty, students, and educational resources enhances their ability to educate students who can compete in and respond to the global economy, to foster civic awareness in support of just development in Nicaragua, and to build sustainable programs for its future. Inter-institutional partnerships such as this one, grounded in shared Jesuit heritage and social justice mission, provide a model of mutual immersion, mutual empowerment, and mutual enrichment, in short, a new global relationship of inter-institutional solidarity.

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Above: Professor Alfonso Malespín (front, center) who directs post-graduate programs in communication at the UCA and Dr. Robbin Crabtree of Fairfield University's Communication Department (behind him) with the workshop group in August 2006. The workshop was entitled, "Intercultural Communication in the Multinational Organization and the Multicultural Society"; participants are UCA faculty, students, and NGO professionals.

Jesuit Educators to Share Curricula Across Campuses and with Underserved and Displaced Students

Dr. Richard Vigilante, Executive Director
Jesuit Distance Education Network (JesuitNET)

Over 120 educators from Jesuit universities and organizations around the world—including 35 participants from 17 countries in Latin America, Europe, Asia, and Australia—attended the first Worldwide Jesuit Conference on Adult and Distance Learning at Regis University in Denver on November 1-3. The conference was sponsored by the Office of the Secretary of Communication of the Society of Jesus in Rome, the Association of Jesuit Colleges and Universities, and Regis University.

The dual themes of inter-institutional collaboration and service to the disadvantaged were at the heart of the conference's five keynote addresses and twenty-two 90-minute workshops. AJCU President Fr. Charles Currie and AUSJAL Executive Secretary Susana Di Trolio both stressed that online education would increasingly support academic collaboration within and across Jesuit education in North and South America, East Asia and Oceania, Europe and Lebanon, India, and Africa. Fr. Michael Schultheis and Fr. Michael Smith movingly detailed the pressing needs and possible solutions for underserved and refugee students in Africa and East Asia.

The conference workshops demonstrated adult and distance learning best practices, encouraging attendees to explore and interact about new pedagogies and technologies, and build relationships among colleagues at Jesuit universities worldwide. With a decided focus on serving the educational needs of the poor, the conference initiated a number of new international collaborations to share online curricula and offer university instruction to underserved and displaced persons in cooperation with Fe y Alegria, Jesuit Refugee Service and other organizations.

Examples of these collaborations include:

The Messina Initiative: Educating However, Whenever, Wherever There Are Those In Need

The Messina Initiative is a concept that would use technology to share the wealth of knowledge in Jesuit universities with on-

ground Jesuit endeavors. The Initiative would provide the infrastructure to optimize educational resources via centers throughout the Jesuit network and to deliver Jesuit education to the marginalized and underserved. Rather than producing formal college degrees, the goal is to provide access to educational content that can help to better the individual, his/her family, and ultimately the community within which they live. The workshop invited those who share this vision to discuss the *how*, *when*, and *where* of the Messina Initiative—moving from concept to reality.

Exciting Young Minds: Online Tertiary Education in Refugee Camps

Because they have minimal access to tertiary institutions, many bright and promising young refugees along the Thai-Burma border are denied the possibility of higher education. In 2003, Australian Catholic University commenced a pilot project that offered a group of students access to an undergraduate Diploma in Business using a mixed mode of on-site and online learning. In May 2006, sixteen refugees graduated. The presenters described the pilot project and proposed a model for providing tertiary education to refugees. Other universities were invited to become involved.

AUSJAL-AJCU Online Poverty Curriculum Project

This workshop described the planned AUSJAL-AJCU development and delivery of an English and Spanish course or course sequence for both AJCU and AUSJAL students that addresses the topics and issues of poverty in the Western Hemisphere. For the past two years, AUSJAL has offered an online, undergraduate *Continental Poverty* course to over 500 students at ten Latin American Jesuit universities. Using this course as a model, workshop participants discussed the poverty curriculum scope and sequence, and how best to handle the language issue for multinational discussions, readings and assignments.

(Continued on page 11)



Above: A group photo at the Worldwide Jesuit Conference on Adult and Online Education

STEPPING OUT OF OUR COMFORT ZONE

By Matt Fullmer
Immersion Program Coordinator
Saint Joseph's University

As the Immersion Programs Coordinator in the Office of Campus Ministry at Saint Joseph's University, I often get asked, "What exactly is an immersion program?" and "What is it that you actually *coordinate*?" It took me a while, but I think I am beginning to understand more fully the complexities that accompany this very rewarding job that also happens to be my passion in life.

When discussing service, both direct and indirect, we naturally look to the people and the communities being served. For instance, when I take a group to Duran, Ecuador, for the *Rostro de Cristo* program in June 2007, the natural inclination will be to look at what changes occurred in that particular area of the world and how the Ecuadorians were affected by us during our brief stay. However, the immersion programs are really a two-way street, or a symbiotic relationship, in the sense that both parties are inevitably affected.

Immersion programs are not really about the tangible changes made to the communities such as building a home, painting a fence, or mixing concrete; they are about the interaction between cultures, the understanding of poverty and varying ways of living, and eventual education of others upon return to the students' homes. During an immersion program, we don't think that we are going somewhere to "fix a problem" or "make things better."

Instead, we concentrate on building relationships and living the Jesuit ideal of being "men and women with and for others."

Throughout the entire year-long process prior to the actual trip, the students are placed in groups according to interest and team dynamics. They then immediately begin to prepare for the journey by meeting regularly with their teams, discussing the history of the particular location to which they will be traveling and vigorously reading about any current events that may be relevant to their understanding of the region.

One of the first things we do to prepare the students is to get rid of any false notions that we are going to "help" or change something immediately. Although many of the people with whom we are working with are living in abject poverty, most of them do not *want* to be changed or "helped." This is not to say that they would not prefer to be living in a better situation. I fully believe that changes are occurring innately, but what we want to avoid is going somewhere with American bravado and making others feel inferior to us because we have had more opportunities than our brothers and sisters in third-world living situations.

Attending an institution of higher learning is a privilege. The sooner students begin to understand this, the sooner they start to



*After becoming informed, it is up to students to challenge the notion of Ivan Illich, 20th century development critic and author, that by immersing themselves in another culture and doing service they are merely “touring poverty.” We challenge our students (and vice versa) to seek answers and use both their education and their voices to truly make the world a better place for **all** people to live in.*

use their talents and fortunate circumstances for good. The amount of time and energy that goes into the preparation for these immersion experiences is astounding, and the students know going in that it is a big time commitment. They prepare by stepping outside of their comfort zones and truly immersing themselves into the experience and, ultimately, become forever changed.

To say that these trips form and build character in the students who participate would be an understatement. I often hear the participants say things like, “I had no idea people lived like this,” or “Ignorance is bliss— what do we do now?” This second question is one that becomes the cornerstone of the experience.

Equally as important as the actual trip itself is the aftermath. After becoming informed, it is up to students to challenge the notion of Ivan Illich, 20th century development critic and author, that by immersing themselves in another culture and doing service they are merely “touring poverty.” We challenge our students (and vice versa) to seek answers and use both their education and their voices to truly make the world a better place for *all* people to live in.

The students harness all of their energy regarding their service and begin to seek answers on their own. Whether they become interested in year-long service opportunities such as the

Jesuit Volunteers Corps or start organizations on campus such as SJU’s own student-organized Students for Peace and Justice and Collegiate Challenge, the ripple effect of service and education coupled with their passion to do more and be more becomes infectious and spreads to the ends of the earth.

I realize that not everyone has the resources or time to become full-time volunteers, but by simply conversing with someone about their experiences, showing pictures, and standing up for social justice, the students who participate in these programs have truly made a difference and have done a service for both their new friends in other cultures and themselves.



CAMPUS NEWS CLIPS

HOLY CROSS ART GALLERY RECEIVES \$1 MILLION GIFT AND CHALLENGE

The Iris and B. Gerald Cantor Foundation made a \$1 million commitment to the **COLLEGE OF THE HOLY CROSS** art gallery and the College will raise an additional \$600,000 in matching funds in connection with the gift, marking the largest ever received by the College's art gallery.

"We are honored by our longstanding relationship with the Cantor Foundation," said Rev. Michael C. McFarland, S.J., president of the College. "This latest gift is a recognition of the exceptional work Roger Hankins and others have done to build the reputation of the Cantor Gallery and the quality of its exhibitions and related activities, and will help us continue to increase the effectiveness of the gallery as an educational resource to the College and the wider community."

"Every aspect of the Cantor Gallery's exhibition and educational program will benefit from this exceptionally generous gift," said gallery director Roger Hankins. "Since the gallery's founding, the Cantors have championed our collection and programming. Now, again with their considerable and generous support, we're moving to another stage. These funds will provide dedicated resources to build on the success we have achieved over the past two decades."

Said Iris Cantor: "The College of the Holy Cross has been dear to our hearts for many years. The College has shown a great commitment to the teaching and preservation of fine arts, and it is an honor for me to support their wonderful work."

The art gallery was established by the Cantors and named for them in 1983.

FAIRFIELD UNIVERSITY HOSTS CONFERENCE ON JESUIT AND FEMINIST EDUCATION

FAIRFIELD UNIVERSITY sponsored the first-ever conference on Jesuit and feminist education October 27-29. The program, entitled *Jesuit and Feminist Education: Transformative Discourses for Teaching and Learning Conference*, explored "how the principles of Jesuit education intersect with contemporary feminist theory in order to gain deeper insight into multicultural educational contexts."

Conference members, most of them faculty members from 19 Jesuit institutions across the country, attended a series of

panel discussions that covered various topics, including as "Feminist Approaches to Service Learning: Commonalities and Challenges"; the "Her-story of Jesuit Education"; "Reflecting on the Jesuit Goal of Justice: Feminist Liberation at Home and/or Work"; "The Vagina Monologues: A Case Study"; and "Voicing Feminist Issues on Jesuit Campuses: When Academic Freedom and Jesuit Culture Collide."

The conference kicked off on Friday evening with opening remarks from Fairfield President Jeffrey von Arx, S.J., Academic Vice President Orin Grossman, and conference organizers Jocelyn Boryczka and Elizabeth Petrino. The keynote address, "Knowing with Our Lives, Living with Our Knowledge," was presented by Dr. M. Shawn Copeland, Associate Professor of Systematic Theology at Boston College.

SAINT LOUIS UNIVERSITY RECEIVES NATIONAL RECOGNITION FOR OUTSTANDING CONTRIBUTIONS TO ENTREPRENEURSHIP

The Smurfit-Stone Center for Entrepreneurship at **SAINT LOUIS UNIVERSITY'S** John Cook School of Business has been honored by the National Consortium of Entrepreneurship Centers (NCEC) for Outstanding Contributions to Advance the Discipline of Entrepreneurship.

The NCEC award recognizes the Center's commitment to advancing, promoting and supporting entrepreneurship education as a field of study, teaching and outreach to communities. More than 150 entrepreneurship centers throughout North America were eligible to compete for the peer group award.

Kevin Schulte, director of the Center, looks proudly at the accomplishments of their first 20 years, but also is excited about the continuing opportunities for the future. "It's especially humbling and deeply meaningful when this type of recognition comes from your peers at other universities and colleges," Schulte said. "I think the other center directors recognized the fine work of the team of volunteers, staff, faculty, students and alumni who have been part of the SLU Entrepreneur Center for the past 20 years."

SANTA CLARA UNIVERSITY EXHIBIT CELEBRATES FEMALE ATHLETES

A new exhibit at the de Saisset Museum at **SANTA CLARA UNIVERSITY**, "Game Face: What Does a Female Athlete Look Like?" will be on display Oct. 12 through Dec. 9.

The exhibit documents the tremendous impact that sports have on the lives of millions of girls and women. The de Saisset is the only Bay Area venue and the final stop for "Game Face"-- the exhibit has been on national tour since opening at the Smithsonian



Institution in Washington D.C. in June 2001. The famous photo of SCU alumna and soccer star Brandi Chastain '91 taken immediately after her team's 1999 Women's World Cup victory is one of almost 140 photographs included in the exhibit.

Most of the other photographs may not be as familiar. "The diversity of images is very dramatic," said Karen Kienzle, curator of exhibits and collections at the de Saisset Museum. "My hope is that visitors will discover that female athletes look like everything you can imagine. They come in all shapes and sizes, ethnicities, and ages. They perform all types of sports, on amateur and professional levels."

XAVIER RANKED NO. 1 IN UNITED STATES FOR URBAN UNIVERSITY LANDSCAPING

XAVIER UNIVERSITY earned national recognition with the 2006 Grand Award from the Professional Grounds Management Society (PGMS) as No. 1 in the country for urban university landscaping.

"Everyone always tells us how nice the campus is," says Walter Bonvell, Xavier grounds foreman who has worked here for the past 25 years. "Many people have put a lot of hard work into making this campus a beautiful place. Everyone in Physical Plant plays a part—the 12 full-time groundskeepers, the 3-5 seasonal groundskeepers, the electricians who do the lighting, the carpenters who build ornamental fencing, the plumbers who repair our irrigation systems, and the administrators who support our efforts."

Xavier's 148-acre campus includes about 20 acres of open space, eight of which are athletic fields. The grounds staff maintains 50 acres of turf, 25 acres of display beds and 30 acres of paved areas. The hilly terrain of the campus and the prevalence of pavers in the landscaping provide special challenges. Recent upgrades include plantings on the Hayden and Logan hillsides and at the Alumni Center. In addition, many more container plantings are gracing the campus.

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The reaction of conference attendees to the keynotes and workshops was universally laudatory, with such comments as "brilliant," "more than I could have expected," "well worth the 18 hour flight," and "a blessing."

To keep the conference spirit and mission alive, a participant listserv will be created and online project discussion boards will be added to the conference website at www.jesuitworldwide.org. The conference planning committee will add new international members to ensure the continued involvement and contributions of Jesuit educators worldwide in moving the conference's various action plans forward to implementation.

"Point 7 Now" Conference looks at Global Poverty

Over one thousand people from across the country gathered at St. Mary's Cathedral in San Francisco, CA October 27-28, 2006 to discuss ways to reduce global poverty at a national conference sponsored by several major Catholic organizations. The University of San Francisco was a lead organizer along with the Archdiocese of San Francisco, Catholic Relief Services, the US Bishops' Conference and several Catholic health care organizations. Several Jesuit organizations partnered with the conference including John Carroll, Santa Clara, Regis, Georgetown, LMU, the Association of Jesuit Colleges and Universities (AJCU), the Jesuit Conference, Woodstock Theological Center, the Jesuit Centre for Theological Reflection, Jesuit Refugee Services, Jesuit Volunteer Corps: Southwest, the Center of Concern and the Ignatian Solidarity Network.

The conference titled "Point 7 Now! Mobilizing American Catholic Faithful to End Global Poverty" focused on the UN Millennium Development Goals that seek to end extreme poverty, or, as keynote speaker Jeffrey Sachs explained, the poverty that kills. The phrase *Point 7 Now!* refers to the commitment made by developed countries to increase foreign aid to poor countries to .7% of a developed country's national income (US foreign aid is at .2% now). At the same time, poor developing countries promised reforms to improve transparency, democracy and anti-corruption efforts to ensure that increased foreign aid would reduce poverty.

In addition to featuring spectacular speakers representing a wide range of issues such as Sunitha Krishnan of Prajwala on human trafficking, Charity Musamba of Zambia on debt, Peter Kimeu of CRS, Cardinal Renato Martino of the Pontifical Council for Justice and Peace, David O'Brien of Holy Cross College and Margaret O'Brien Steinfelds of Fordham, the conference encouraged participants to develop strategies for promoting the Catholic Campaign Against Global Poverty. This campaign, sponsored jointly by CRS and the US Conference of Catholic Bishops, is a multi-year advocacy effort to increase and improve US foreign aid, reduce and cancel the debt of poor countries, and promote just trade policies.

As San Francisco Archbishop George Niederauer said in a recent article, "Ending global poverty is one of the great challenges of our time that requires urgent political will and solidarity with our brothers and sisters around the world." You can learn more about the Catholic Campaign Against Global Poverty online at www.usccb.org/globalpoverty. For more information on the UN Millennium Development Goals, visit www.millenniumcampaign.org. - Julia Dowd, USF

Brazilian Grant Allows for Jesuit Student Exchange

By Kimberley Waldron, Ph.D., Associate Professor of Chemistry, Regis University

In 2005, Regis University was awarded a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), a program within the U.S. Department of Education. The grant was submitted as part of the U.S./Brazil Higher Education Consortia Program, a division of FIPSE which funds the exchange of students between universities in the two countries. Among the many goals of the grant, the most important is to provide a cultural and linguistic immersion experience for the American and Brazilian university students who participate.

The grant program initiated by Regis is unique in that it brings together three U.S. Jesuit universities - Regis University, Gonzaga, and the University of San Francisco, with two federal universities in Brazil - Universidade Federal de Minas Gerais and Universidade Federal de Alagoas. In planning the grant, the cultural and physical differences between enormous public Brazilian universities and comparatively smaller U.S. Jesuit universities were considered to be an integral part of the immersion experience. Thus, each student experiences not only the culture of another country, but also the culture of a radically different university setting.

The Regis grant is focused in the area of environmental studies. In particular, the grant allows the student to learn about environmental problems that are unique to the culture into which they are immersed. Thus, as part of a research project, a student who is participating in the study might ask questions such as: How have people who live in this area coped with a specific new environmental crisis? How is the local government addressing this specific environmental problem? And, comparatively, How do the U.S. and Brazilian governments approach environmental issues? What cultural differences between the two populations affect the way that environmental problems are viewed and acted on by the public?

U.S. students studying in Brazil benefit from resources at large research institutions and the opportunity to experience the diversity of Brazilian ecosystems firsthand. For example, in Brazil, one village near Universidade Federal de Minas Gerais (UFMG) sits a few kilometers downstream from the headwaters of the San Francisco River. Upstream from this village, heavy mining activity is taking place. The students participating in this program might study the effects that the change in water quality has on various aspects of life in this community. The students, working as part of a team of Brazilian students, must evaluate the quality of the water in this location using accepted methods of environmental monitoring. To make the most of this field experience, the students immerse themselves in this community in order to understand the impact of the environmental change.

Brazilian students studying at one of the U.S. Jesuit universities have the opportunity to experience interdisciplinary courses that are offered and to immerse themselves in small classroom environments. These students are also encouraged to perform field-based research so that they can spend time outdoors with their mentors and peers.

Currently, there are nine students from each country taking part in the exchange program. They come from various disciplinary backgrounds, including environmental studies, chemistry, ecology, and biology. At Regis, our two visiting Brazilian students are taking a full load of courses in English, including courses with an environmental emphasis. These students are also taking part in a research experience directed by two Regis science faculty members. Their work involves the evaluation of an ecosystem in a ski resort community to determine how it is disrupted by ongoing construction activities.

The U.S. students who study in Brazil are required to take one full year of intensive Portuguese at their home institutions before traveling to Brazil and then another four-week language intensive when they arrive in Brazil. After completing the immersion courses, they begin a full slate of university courses, which are taught exclusively in Portuguese. The courses taken are for one semester in Brazil, which includes requirements for their majors at their home institution, a field research course, a continuing Portuguese course, and other courses with an environmental emphasis.

The grant program has also influenced an unexpected circle of people who are peripheral to the grant. At each institution, the exchange students are forging new relationships with their peer students from the other country.

This program, of course, offers a life-changing experience to the students who get to travel and live in a host country. The Brazilian students who travel to the U.S. will, for the most part, live in dormitories at one of the three universities. The experience of dorm living is a quick introduction to the life of the typical American student. All Brazilians are paired with American roommates to make the immersion more complete. American students who travel to Brazil, however, live with host families and participate in all aspects of everyday Brazilian life. For example, Matt Westerlund, a Regis Biology major, is living with a host family in Belo Horizonte while he attends UFMG. He reported back recently that he feels that he is one of the family and will be taking part in his first Brazilian wedding, that of a "family member".

The U.S. and Brazilian consortia plan to apply for an extension of this grant to continue to exchange students beyond its 2008 ending date.



Suggested Readings

Altbach, Philip G. International Higher Education: Reflections on Policy and Practice. Chestnut Hill, MA: Boston College Center for International Higher Education, 2006.

Commission on the Abraham Lincoln Study Abroad Fellowship Program. Global Competence & National Needs: One Million Americans Studying Abroad. Washington, DC: The Commission, 2005.

Hovland, Kevin. Shared Futures: Global Learning and Liberal Education. Washington, DC: Association of American Colleges and Universities, 2006.

Kreber, Carolin, ed. International Policy Perspectives in Improving Learning with Limited Resources. New directions for higher education, no. 133. San Francisco, CA: Jossey-Bass, 2006.

NAFSA: Association of International Educators. Restoring U.S. Competitiveness for International Students and Scholars. Washington, DC: The Association, 2006.